

The Super Communicator Club: Listening Ears and Strong Voices

Materials Needed

- A small, soft object (like a stuffed animal or soft ball) to serve as a "Talking Stick" or "Talking Ball."
- Paper and crayons/markers.
- Optional: A simple picture book or photo to use as a conversation starter.

1. Introduction: Finding Your Voice (5 Minutes)

Hook (Attention Grabber)

Educator: Imagine you are building the biggest LEGO tower ever, and you need a special brick! You ask for it, but your helper is looking away or talking over you. How does that feel? It feels frustrating, right? Today, we are learning how to be Super Communicators so everyone feels heard!

Learning Objectives (Student-Friendly Language)

By the end of this short lesson, you will be able to:

1. Show others you are listening using your whole body.
2. Practice taking turns when we talk.
3. Use a "just right" strong voice so everyone can hear you clearly.

Success Criteria

We will know we are Super Communicators if we can do two things at the end: 1) Draw a picture of someone listening well, and 2) Play a talking game without interrupting.

2. Body: Content & Practice (20 Minutes)

I Do: The Three Keys to Listening (5 minutes)

(Tell them what you are teaching: How to show you are listening.)

Instructional Modeling

Educator: When we are listening, we don't just use our ears—we use our whole body! Let's learn the **Three Keys to Listening:**

1. **Look at the Speaker:** Turn your eyes and body towards the person talking. (Educator models looking away, then models looking directly.)
2. **Quiet Body and Mouth:** This means no wiggling or talking while someone else has the floor.
3. **Think About Their Words:** Show that you care about what they are saying (sometimes nodding)

gently helps!).

Formative Check

Educator: I am going to talk about my favorite color. Show me your best listening body right now! (Observe learners: Are their eyes focused? Are their bodies quiet?)

We Do: The Talking Ball Game (8 minutes)

(Practice turn-taking and using quiet listening bodies.)

Activity: Pass the Ball

1. Introduce the "Talking Ball" (or stick). Explain the rule: *"Only the person holding the ball can talk. Everyone else must show me their Three Keys to Listening."*
2. **Practice Round 1 (Simple Answer):** The Educator starts by holding the ball and saying, "The ball is mine, so I get to talk! My favorite food is apples."
3. The Educator passes the ball to the learner(s).
 - **Prompt:** "What is your favorite animal?" (Learner must use a clear voice to answer, then pass the ball.)
4. Repeat several times, ensuring everyone gets a turn to speak and a turn to listen.

Real-World Connection

Educator: This isn't just a game! This is how polite conversations work at the dinner table, during playdates, and even when asking a teacher for help. We pass the invisible talking ball back and forth.

You Do: Find Your Strong Voice (7 minutes)

(Practice adjusting voice volume for clarity.)

Instruction: Voice Levels

Educator: Sometimes people can't hear us because our voice is too quiet (a mouse whisper), or sometimes it's too loud (a roaring lion)! We need a **Strong Voice**—the 'just right' volume that sounds clear and confident.

Activity: Voice Role-Play

Have learners practice saying the same sentence at different volumes, aiming for the "just right" strong voice.

1. **Sentence:** "May I please have a turn?"
2. (Learners practice a whisper.)
3. (Learners practice a shout/yell.)
4. (Learners practice the "Strong Voice" — clear, audible, but not yelling.)

Scenario Application (Role-Play)

Educator: Pretend I am a waiter and you are ordering. Use your strong voice to tell me what you want!

- **Prompt:** "I would like a chocolate scoop of ice cream." (Practice until the voice is clear and appropriate.)

3. Conclusion: Communicator Promise (5 Minutes)

Recap and Review

Educator: Wow, you are all Super Communicators! Let's quickly review. What are the Three Keys to show someone you are listening? (Guide learners to recall: Look, Quiet Body, Think.)

Educator: Why is it important to use a strong voice instead of a whisper or a shout? (Guide learners to recall: So people can hear clearly and know what you need.)

Summative Assessment & Reflection (Drawing Activity)

Activity: The Communicator Promise

Give the learners paper and crayons/markers.

Educator: Draw a picture of yourself showing a good listening body (maybe looking at a friend, or sitting quietly while someone talks). This is your promise to use your strong voice and listening ears today!

Actionable Takeaways

Educator: We are going to practice this all day! When we are playing outside, remember the Talking Ball—take turns! When you talk to Grandpa on the phone, remember your Strong Voice!

Differentiation and Adaptability

Scaffolding (For Struggling Learners)

- **Visual Cues:** Create a simple visual poster showing the "Three Keys to Listening" (an eye, a zipped mouth, a calm body) that can be posted during the lesson and used as a prompt throughout the day.
- **Shortened Turns:** For the Talking Ball game, accept one-word answers if full sentences are overwhelming.

Extension (For Advanced Learners)

- **Follow-Up Questions:** During the Talking Ball activity, challenge the advanced learner to not only answer the prompt but also ask a follow-up question to the next person before passing the ball (e.g., "I like cats. What kind of pets do you like?").
- **Scenario Creation:** Ask the learner to invent a short communication scenario where someone fails to listen, and then demonstrate how a Super Communicator would fix it.

Adaptability Notes (Context Flexibility)

- **Homeschool/Small Group:** The Talking Ball is easy to manage. Use real-life scenarios like asking for a snack or requesting a toy from a sibling for the Strong Voice practice.
- **Classroom/Large Group:** The Talking Ball becomes a "Talking Stick" passed between rows. The

Educator may use a quick poll (thumbs up/down) to check for understanding of the voice levels.

- **Training/Older Learners (Adaptation):** The core concepts (active listening, turn-taking, clarity) apply. The activity would shift to structured debates or presentation practice, focusing on clear articulation and non-verbal cues.