



## SCANS PLANS PORTFOLIO



### **Active Listening - Information Gap**

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Level: Multi-level

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#### Performance Outcomes:

1. Students will use active listening, repeating or paraphrasing what has been said, to confirm understanding.
2. Students will use introductory phrases and rising intonation to ask for clarification.
3. Students will give instructions to another person.
4. Students will follow instructions given by another person.

Communication teaching points: Giving and following commands (imperative)

#### SCANS Competencies:

Interpersonal skills: teaching others  
Information: acquiring data, interpreting and communicating  
Systems: understanding organizational systems  
Basic Skills: reading, speaking, listening  
Thinking Skills: knowing how to learn  
Personal Qualities: self-esteem, self-management

Classroom configurations: Pairs, small groups, whole class

Materials: Grids for each student, sets of work-related picture and simple vocabulary word cards (See attached examples.)

#### Procedure:

1. Demonstrate the activity first with a volunteer.
2. Have students work in pairs with a barrier such as a notebook or folder to block the view; give each student a set of picture cards (or word cards) and a blank grid with six or eight spaces. Students take turns placing a picture or word card in a space and describing the card and the location to their partner; the partner repeats (active listens), finds, and places the corresponding card from his set of cards in the appropriate space. For example, Student A: "Put the hammer in space 1." Student B: "Okay. The hammer is in space 1. Put the paintbrush in space 2." etc. (See examples.) The object is to arrange the pictures or word cards without looking at the partner's grid so that both grids are the same.

Vary the use of words and cards to provide the most practice manipulating these concepts. For example, both students can work with word or picture cards, or one person can have word cards and the partner can work with picture cards. People can also work with grids that have opposite spaces filled in with words, shapes or other information. (See example.) The process is the same; students follow each other's instructions to complete the grids so they are identical.

3. When the students believe they have completed the activity, they can remove the barrier and check to see if both grids are the same . They do not need a teacher to tell them they have been successful. And if there is a mistake, they can discuss why the discrepancy occurred.
4. When everyone has completed the activity, debrief. What communication strategies worked best to help them complete the activity successfully? When else can they use these strategies?

1	2
3	4
5	6
7	8

workshop

workbench

toolbox

wrench

screwdriver

hammer

nail

electric  
saw

saw

pliers

tape  
measure

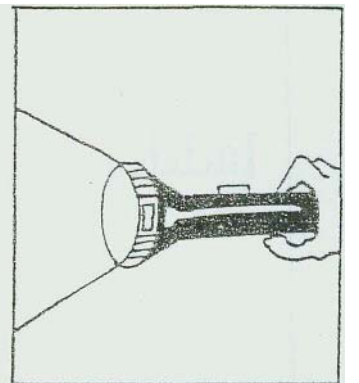
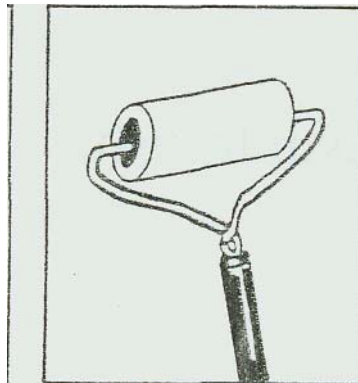
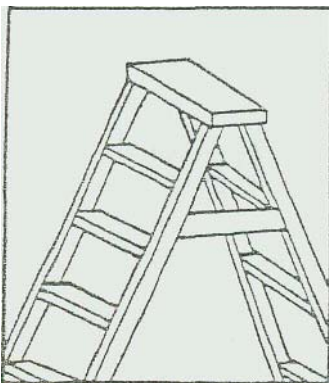
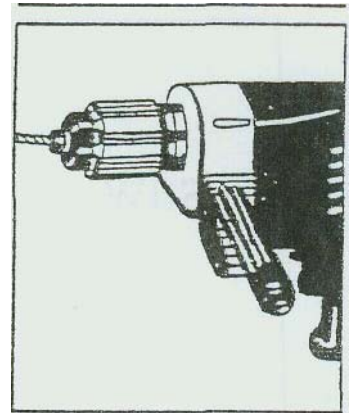
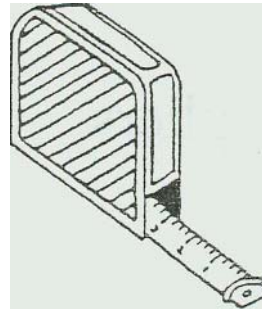
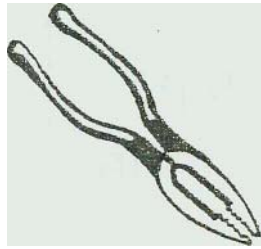
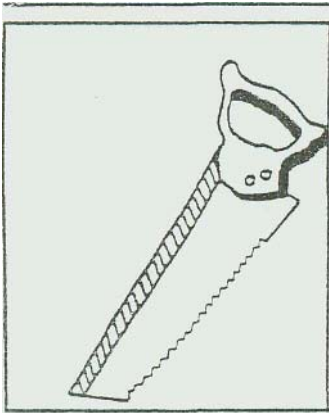
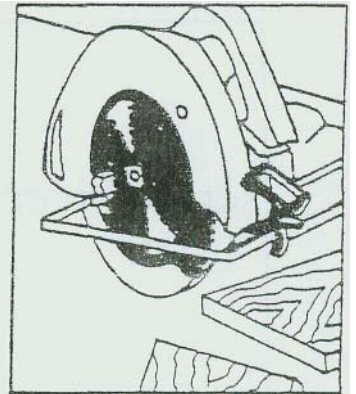
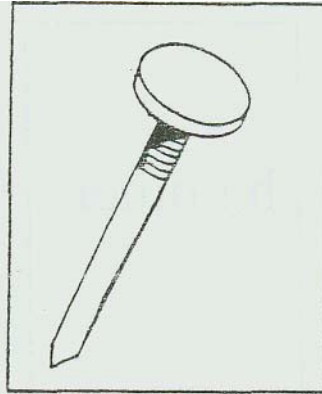
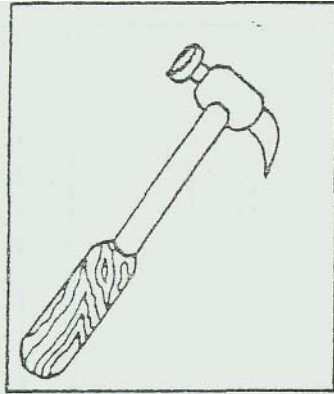
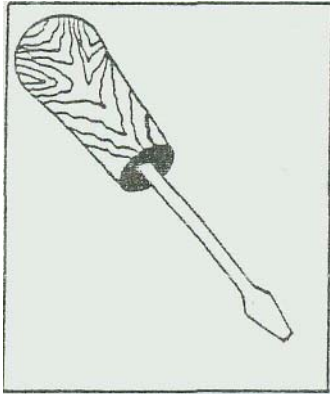
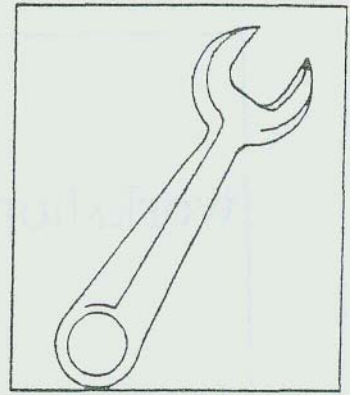
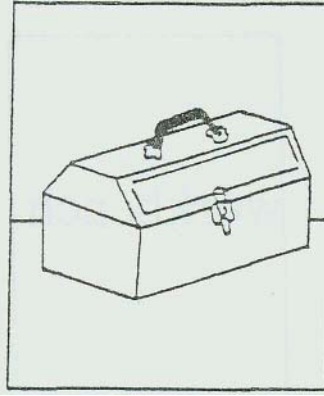
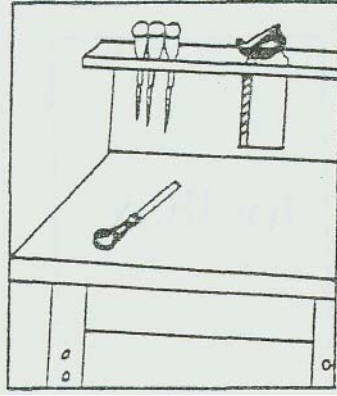
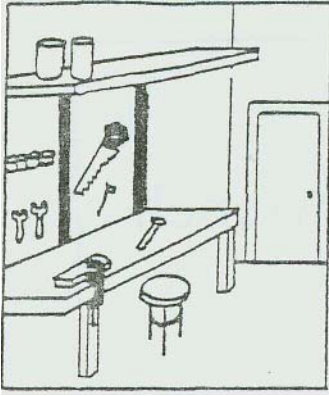
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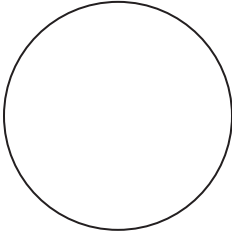
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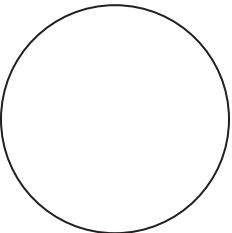
paintbrush

paint roll-  
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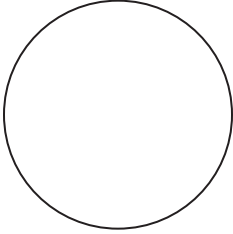
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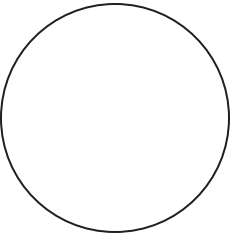
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E. 	F.	G. 18	H.
I.	J. USA	K.	L. TV

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