



## “Soft” Skills Integration

# Activity Templates: Do You Hear What I Hear?

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### STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Recognize the importance of paying attention to detail.
2. Demonstrate active listening skills.
3. Identify effective communication practices.

**TIME REQUIRED;** 15 minutes

### RESOURCES:

1. FFA.org

### EQUIPMENT AND SUPPLIES NEEDED:

1. Piece of paper and writing utensil
2. Jar of peanut butter
3. Jar of jelly
4. Butter knife
5. Loaf of bread

### SUGGESTED USE:

*Incorporate any of these activities into the class curriculum before and during the following:*

1. Team building activities.
2. Collaborative or group projects.
3. Ice breaker activity.
4. Communication activities.

### THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

#### *FFA Precept*

- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

#### *Common Core-Language*

- CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### *Next Generation Science Standards*

- HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

#### *AFNR Career Ready Practices*

- CRP.01. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

#### *Partnership for 21<sup>st</sup> Century Skills*

- Collaboration
- Communication
- Social and Cross-Cultural Skills
- Work Creatively with Others

## ACTIVITIES:

*Introduction:* When engaging in daily conversation, it is easy to lose track of the details and not really pay attention to what the other person is saying. Additionally, it is not uncommon to be given a set of directions and only pay attention to the big picture and not worry about the specifics. However, there is a lot of important information shared in the details of a conversation and the specifics of directions. Through these activities, we will be reminded of the importance of the details and practice active listening skills.

### ➤ *Activity #1: Direction Details*

- a. In groups of three, have students make a peanut butter and jelly sandwich. One person should be responsible for following the directions and making the sandwich and the other two are responsible for writing down the directions.
- b. Two group members should write down the steps to make a peanut butter and jelly sandwich.
- c. Allow the third person in the group to begin making the sandwich, following the exact directions provided to them by the other members of the group.
  - i. If the directions did not include "opening the jar of peanut butter" or "opening the bread bag," etc. the student will not be able to complete the task.
- d. Debrief: Details are important for everything we do. Write down three times in your life where you looked past the details and it had a negative effect. How would have paying attention to the details change the outcome?

### ➤ *Activity #2: Conversations*

- a. In groups of two, students will converse about their morning routines.
- b. Student A will tell student B about their morning routine in one minute. They can be as specific as they would like. Student B will just listen, without writing anything down.
- c. Swap roles. Student B will now tell student A about their morning routine in one minute. Student A will just listen.
- d. Student B will write down everything they remember about student A's morning routine. Student A will do the same for student B.
- e. Debrief: How much do you remember about the other person's morning routine? Were you paying close attention when the other person was speaking? How much more could have you remember if you were paying closer attention?

*Leveling Up:* To add another dimension to the activities, have them repeat the sandwich activity by writing down more specific instructions and compare how much easier it was to make the sandwich. For the conversation piece, have students try it one more time, walking through their evening routine (sports practice, dinner, homework, etc.) while the other partner listens intently. Knowing that they will have to repeat what was being said, will they pay closer attention? Will it be easier to repeat what the person said if they pay closer attention?

*Conclusion:* Attention to detail is important for personal relationships, projects and jobs. It becomes easy to overlook the small details that are important to completing the task at hand.