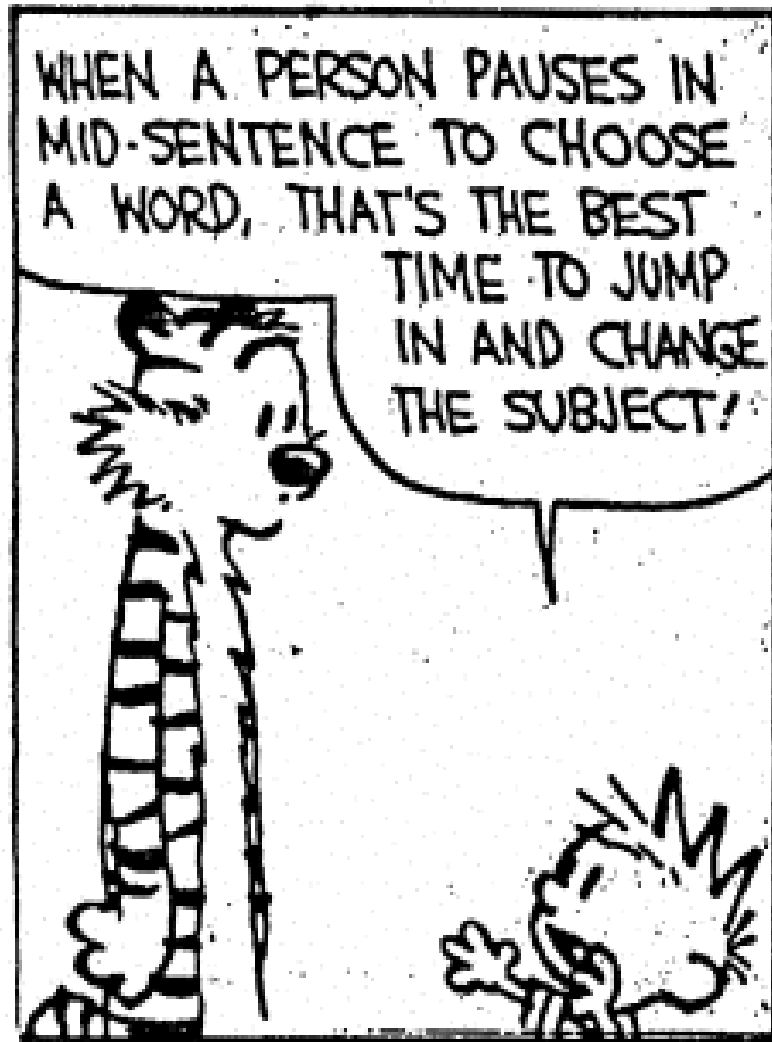


LISTENING WITH UNDERSTANDING
AND EMPATHY

Understand others!

Devoting mental energies to understanding others' thoughts and feelings.

CALVIN AND HOBBS *B*



IT'S LIKE AN INTERCEPTION
IN FOOTBALL! YOU GRAB
THE OTHER GUY'S IDEA AND
RUN THE OPPOSITE WAY
WITH IT!



THE MORE SENTENCES YOU
COMPLETE, THE HIGHER
YOUR SCORE! THE IDEA IS
TO BLOCK THE OTHER GUY'S
THOUGHTS AND EXPRESS YOUR
OWN! THAT'S HOW YOU WIN!



CONVERSATIONS
AREN'T CONTESTS!

OK, A
POINT FOR
YOU, BUT
I'M STILL
AHEAD.



LISTENING SEQUENCE:

- Pause
- Paraphrase
- Probe
 - Inquire
 - Clarify

Pausing:

Using wait-time before responding to or asking a question allows time for more complex thinking, enhances dialogue and improves decision making.

WAIT TIME

→ "After having asked a question, the average teacher waits 1 second before either calling on a student, asking another question or answering the question him/herself."

Rowe, M. B. "Wait Time and Rewards as Instructional Variables: Their Influence on Language, Logic and Fate Control. *Journal of Research, in Science Teaching* 11, 2: 81-84. (Spring 1974).

Paraphrasing:

Lets others know that you are listening, that you understand or are trying to understand them and that you care.

Probing:

Increases the clarity and precision of the group's thinking by refining understandings, terminology and interpretations.

Listener: Use the
Pause, Paraphrase Probe
sequence

Speaker: Finish this sentence:

“As I reflect on the students I will
work with this year, I am thinking ...”

What metacognitive strategies did you use to help you with your listening?

Listener: Use the
Pause, Paraphrase Probe
sequence

Speaker: Finish this sentence:

“As I reflect on my plans for how I
might change the way I am
questioning, I am considering...”

WHAT VALUES ARE YOU
EXPRESSING WHEN YOU
LISTEN TO OTHERS SO
INTENTLY?

MODELING:

**“ What you are speaks so
loudly, they can't hear
what you say.”**

Ralph Waldo Emerson