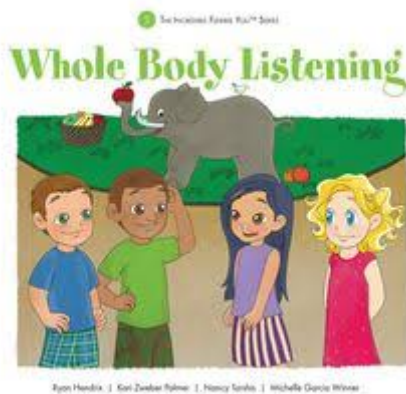


## Social Thinking Concept 5: Whole Body Listening



### Why Do we Teach this Concept?

We introduce whole body listening so students understand that listening is more than just using their ears. Exploring this concept helps increase our students' awareness of both how we listen and the nonverbal messages we are sending when we are part of a group and when others are talking with and to us. Listening with our whole bodies and subsequently focusing on and thinking about the group sets the stage for successful communication and interaction.

### Materials:

- Book 5: Whole Body Listening and Unit Plan 5
- Family Letter and At Home Activities
- Optional Music Activity: Music CD Track 6 "Listen with all of you"
- Body Part Cards/pictures
- Whole Body Listening poster (Listening Larry)
- Animal Cards

### Activities:

- Read Book 5 Whole Body Listening and see Unit Plan handout for ideas on what to discuss at each "stop and notice" icon
- Use Body Part Cards or point to body parts and have kids practice NOT listening with that part, then demonstrating whole body listening again.
- Connect actions for different body parts to animals, have the students practice the action/noise to demonstrate not listening with that part, then returning to WBL.
- Make an animal out of paper or use a stuffed animal and have kids pretend to feed it, discussing how whole body listening and a calm body are important for the animal to feel comfortable. When a student shows WBL, they can be invited to feed the animal.
- Brainstorm where using WBL is important (e.g. church, with seniors, doctor's waiting room, play/performance, etc.)
- Brainstorm activities/topics each student finds interesting and boring, and then demonstrate how they would show WBL when it's not a preferred activity/topic. Discuss how NOT demonstrating WBL can make others in the group uncomfortable, and how it is still your job to demonstrate WBL for the sake of the group plan.



**Language to Reinforce the Concept:**

*After teaching this concept, use the following words with your class in everyday activities*

- "Listen with your ears/eyes/mouth/arms/hands/legs/feet"
- Keep your body parts "calm and quiet"
- Feeling words to highlight reactions, both positive and negative e.g. "Oops! Molly isn't listening with her arms. She notices others are feeling frustrated and she stops moving her arms and turns her body to the group. Everyone feels good and calm now."
- "Oops!" instead of "No, don't do that" highlights that a mistake happened, it's normal, and the child can change their behaviour and put their whole body back in the group to make their friends feel good again.

**Teachable Moments:**

- When a student is ready for circle time and demonstrating WBL.
- Positively reinforce students showing WBL before choice time/centres by letting them choose first.
- When lining up to transition or to go home, positively reinforce students demonstrating WBL.
- Reminders to reinforce WBL before music, library, assemblies, gym, with other teachers, etc.

**Books:**

- Whole Body Listening Larry at School - Elizabeth Sautter and Kris Wilson
- Wiggle - Doreen Cronin and Scott Menchin
- Howard B. Wigglebottom Learns to Listen - Howard Binkow