

Listening & Inquiry Project 25

[Social-Emotional Skills Projects Module](#)

Grade Level Range: Middle School - Adult

To the Teacher:

Social and emotional skills, like most skills (e.g., playing a musical instrument, shooting a basketball, etc.), are complex and not easily learned and mastered. In order to develop proficiency, students need to be given multiple opportunities to practice the skills in class and in real life. The purpose of this project is to facilitate the development of competency in passive and active listening and asking genuine inquiry questions in real-life situations. This project is best used as a follow-up learning experience after students have completed the Listening & Inquiry Learning Experience. The more opportunities students have to use the skill in real life, the better their chances of becoming proficient.

Procedures/Directions:

1. If you have not already done so or done so recently, discuss the importance of being an effective listener. See the Listening & Inquiring Reading ([Relationship Skills & Healthy Relationships](#)).
2. Review and model the different parts of listening and asking genuine inquiry questions. See the Listening & Inquiry Skill Card ([Relationship Skills & Healthy Relationships](#))
3. Provide students with a copy of the Listening & Inquiry Self-Monitoring Chart and the Listening & Inquiry Assessments below.
4. If you are having them keep track of their goals throughout the year (highly recommended), have them complete the information on the My Goals Log ([SES Projects Module](#)). The My Goals Log allows them to look back and see what they have accomplished throughout the year and what they need to do to be more successful.
5. Remind them they are not expected to be proficient at the beginning or even at the end of this project. The ability to be an effective listener and to ask genuine inquiry questions may be challenging to master. It must be done repeatedly and in multiple situations to feel comfortable and become proficient. The key is to make progress and to understand why they are effective and what they need to do to become more effective in the future.
6. Determine the length of the project. Using the skills daily for at least three weeks is probably best.
7. Explain how to use the self-monitoring chart.
8. Explain the grading procedures. Outlined below are different ways to assess and grade this project.
9. Review the *Stages in Learning a New Skill* (see below).

10. Every week, ask volunteers to share how effective they were listening to and asking genuine inquiry questions, which parts they were more effective using, and which parts they need to work on to be more effective.
11. At the end of the project, have students bring all required work to class. Have them complete all assessments, place the documents in the identified order, and turn them in. See the [Procedures for Grading](#) outlined below.
12. At the end of the project and before they turn in their work, have a whole-class discussion using the questions on the “End of the Project Assessments.” For the “The End of the Project” and the “Progress” and “Effort Grades,” you may want to use the “Are You Someone Who” or the “Thumb O Meter” techniques. See the “Nonverbal Self Disclosure Techniques” in [How To Teach SES in the How To Teach Social-Emotional Skills Module](#). Ask volunteers to share their answers to questions 1-7 on the “Assessment Summary” below.
13. For more information on developing and meeting goals and developing and implementing behavior change projects, see the [Decision Making & Personal Problem Solving Module](#).
 - [Developing and Meeting Goals Skill Card \(Decision Making & Personal Problem Solving Module\)](#)
 - [The ABC Model of Behavior Change \(Decision Making & Personal Problem Solving Module\)](#)
14. For additional information on the process and steps in teaching social-emotional skills, see the [How To Teach SES in the How To Teach Social-Emotional Skills Module](#)

Stages in Learning a New Skill

It is helpful if students understand that learning social-emotional skills is not easy and that they will go through different stages when learning these skills. [The stages in learning a new skill include:](#)

1. Feeling self-conscious and awkward when using the skill.
2. Feeling phony while engaging in the skill. When teaching these skills, my students would constantly say: “No one talks like this,” or No one does these things. My response was that, unfortunately, not enough people talk like this, and that is a significant reason why so many people are unable to successfully work through misunderstandings, impasses, and conflicts in relationships, or maybe the reason so many people are unsuccessful at reaching their goals is because they don’t.
3. Their use becomes more skilled, but it is still mechanical.
4. They master the skill, and its use becomes natural, automatic, and fully integrated into their behavioral repertoire. They are able to use the skill without thinking about it.

Assessment & Grading Procedures For The Listening & Inquiry Project

Possible Assessment & Grading Procedures

Depending on the project's complexity, students may be assessed on any or all of the following:

1. Teacher grade (and/or student self-assessment) of the completeness and depth of their answers on all written work (“Weekly Assessments” below and the “End of Project Questions” below). Use the Generic Rubric For Assessing Self-Awareness, Self-Insight, & Self-Knowledge below.
2. Self-assessment of their progress at the end of the project. Use the Listening & Inquiry Beginning of the Project Assessment below, the End of the Project Listening & Inquiry Progress Assessment below, and the Listening & Inquiry End of the Project Progress Rubric below.
3. Self-evaluation of their effort. Use the Listening & Inquiry Effort Evaluation below.
4. Self-assessment of the extent to which they charted every day. For example, if you assigned the project for 21 days and they didn’t chart four days (they had 4 “Zs”), they charted on 17 of 21 days, so their grade is 85 (14 divided by 21).
5. Decide whether you want to give a single grade for the entire project, including all criteria, or report each separately. Reporting each criterion separately (e.g., a grade for their effort, a grade for their progress, and a grade for a self-evaluation of their written work, a grade of your evaluation of their written work) provides more specific feedback for students and parents. If you are giving separate grades, you must determine the weight each one will have and let them know at the beginning of the project.
6. For additional information on evaluation and grading, see the How To Assess & Grade SES in the [Assessment & Grading Module](#)

Possible Documents That Students Submit at the End of the Project:

1. Listening & Inquiry Self-Monitoring Chart
2. Listening & Inquiry: Beginning of the Project Likert Scale
3. Listening & Inquiry Weekly Assessments
4. Listening & Inquiry Progress Likert Scale
5. Listening & Inquiry End-of-Project Questions
6. Listening & Inquiry Grade Summary

Collecting All the Work at the End of the Project

As you are aware, collecting multiple papers for projects can be daunting and an organizational nightmare if you cannot review, assess, and grade student documents online. At the end of the project, have students bring all required work to class. It is probably easier to take them through each of the assessments one at a time in class to avoid confusion. Have students transfer their grades from the documents you will collect to the Assessment Grade Summary below. If you cannot review, assess, and grade student documents online, have them place all hard copies in the same order as listed on the Assessment Grade Summary, with the Assessment Grade Summary on top. If you are collecting hard copies, providing them with a manila file folder may be helpful. See below for an example of a generic assessment grade summary.

Reporting Grades

Decide whether you want to give a single grade for the entire project, including all criteria, or report each separately. Reporting each criterion separately (e.g., a grade for their effort, a grade for their progress, and a grade for a self-assessment of their written work, a grade of your assessment of their written work) provides more specific, detailed feedback for students and parents. If you are giving separate grades, you must determine the weight each one will have and let them know at the beginning of the project.

Listening & Asking Genuine Inquiry Questions Self-Monitoring Chart

How To Use the Self-Monitoring Chart:

1. Keep the chart in a convenient location where you will see it, and remember to complete it each day (e.g., next to your bed, on your bedroom door, etc.). It is best to complete the chart as soon as possible after using the skill. For example, if you used one of the skills at school, complete the chart as soon as you get home.
2. Place the dates you used the skill in the second column.
3. In the third column, write the first name or initials of the person you are interacting with.
4. In columns 4-6, rate how effectively you used the skill **(1-5)**. If you had the opportunity to listen & inquire but didn't write **(0)**. See the "Rating Scale" below.
5. Since you will always have an opportunity to listen and inquire, chart daily.
6. If you forget to chart for a day when you had the opportunity to use the skill or even did use the skill successfully, place a **(Z)** in the space. Do not chart the next day other than placing a **(Z)**. Part of your grade is based on charting every day you had the opportunity to use the skill.

Rating Scale:

How effective was I Listening and Inquiring today?

1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

Listening & Inquiry Self-Monitoring Chart

<u>Day #</u>	<u>Date</u>	<u>Person I Did The Skill With</u>	<u>Skill:</u> Passively Listened. Paid Attention and Showed Interest	<u>Skill:</u> Used Brief Door Openers	<u>Skill:</u> Paraphrased & Summarized The Content of What Was Being Said	<u>Skill:</u> Paraphrased & Summarized Feelings Even If Unspoken	<u>Skill:</u> Asked Genuine Inquiry Questions	<u>Summarized What Was Said At The End of a Conversation</u>
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21								

Beginning of the Project Likert Scale

Week # 1 Assessment

1-----2-----3-----4-----5
Not Successful Somewhat Successful Very Successful

How many days did I chart this week (the number of days I had a rating (1-5), 0, or NA)?

Week # 2 Assessment

1-----2-----3-----4-----5
Not Successful Somewhat Successful Very Successful

How many days did I chart (the number of days I had a rating (1-5), 0, or NA)?

Week # 3 Assessment

How successful was I at being an effective listener and asking genuine inquiry questions this week?

1-----2-----3-----4-----5
Not Successful Somewhat Successful Very Successful

Which of these specific skills did I use best (passive listening and paying attention and showing interest, using brief door openers, paraphrasing and summarizing the content of what is being said, paraphrasing and summarizing feelings even when unspoken, asking genuine inquiry questions, and summarizing what is said at the end of the conversation)?

Which of these specific skills do I need to work on the most (passive listening and paying attention and showing interest, using brief door openers, paraphrasing and summarizing the content of what is being said, paraphrasing and summarizing feelings even when unspoken, asking genuine inquiry questions, and summarizing what is said at the end of the conversation)?

How many days did I chart this week (the number of days I had a rating (1-5), 0, or NA? _____

Week # 4 Assessment

How successful was I at being an effective listener and asking genuine inquiry questions this week?

1-----2-----3-----4-----5
Not Successful Somewhat Successful Very Successful

Which of these specific skills did I use best (passive listening and paying attention and showing interest, using brief door openers, paraphrasing and summarizing the content of what is being said, paraphrasing and summarizing feelings even when unspoken, asking genuine inquiry questions, and summarizing what is said at the end of the conversation)?

Which of these specific skills do I need to work on the most (passive listening and paying attention and showing interest, using brief door openers, paraphrasing and summarizing the content of what is being said, paraphrasing and summarizing feelings even when unspoken, asking genuine inquiry questions, and summarizing what is said at the end of the conversation).

How many days did I chart (the number of days I had a rating (1-5), 0, or NA)?

Using the criteria on the Generic Rubric for Assessing Self-Awareness, Self-Insight, and Self-Knowledge below, grade yourself on your answers to all the questions.

End of the Project Listening & Inquiry Progress Likert Scale

How Effective Am I At the End of This Project

At the end of this project, how effective am I at using these skills?

Passively Listening, Paying Attention, & Showing Interest

1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

Using Brief Door Openers

1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

Paraphrasing & Summarizing The Content of What Is Said

1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

Paraphrasing & Summarizing Feelings Even If Unspoken

1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

Asking Genuine Inquiry Questions To Understand What Was Said & What They Were Feeling

1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

Summarizing What Was Said At The End of Conversations

1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

Total Points Divided by 30 =

Listening & Inquiry End of the Project Progress Rubric

Look at how effective you were at the beginning and end of the project using the *Beginning and End of Project Likert Scales*. Based on your progress, give yourself a grade using the criteria below. Remember, you were not expected to be proficient at the beginning or end of this project. Using skills may be challenging to master and must be done repeatedly and in multiple situations to feel comfortable and become proficient. The key is making progress and understanding why you were successful and what you need to do to become more successful/proficient.

90 – 100 = Advanced: Above and Beyond. Since the beginning of the project, I have made significant progress in being able to listen and ask genuine inquiry questions.

80 – 89 = Proficient: At Standard. Since the beginning of the project, I have made good progress in successfully listening and asking genuine inquiry questions.

70 – 79 = Needs Improvement. I have made some progress in successfully listening and asking genuine inquiry questions since the beginning of the project, but I was capable of making more progress.

60-69 = Needs Significant Improvement. Since the beginning of the project, I have made little progress in successfully listening and asking genuine inquiry questions. I have hardly used these skills.

40 = Not Acceptable. I have made no progress in being able to listen and ask genuine inquiry questions since the beginning of the project. I didn't do any of the assignments or very little of them.

Based on the progress I made to become more proficient using these skills, I believe I deserve the following grade:

Explain why you believe you deserve this grade.

Listening & Inquiry Project Effort Assessments

Listening & Inquiry Effort Likert Scale

Circle your responses to the following questions.

How Much Effort Did I Put Into Passively Listening To My Parent (paying attention, showing interest, and using brief door openers)?

1-----2-----3-----4-----5
Poor Effort Good Effort Best Effort

How Much Effort Did I Put Into Actively Listening/Summarizing/Paraphrasing The Content of What My Parent Was Saying?

1-----2-----3-----4-----5
Poor Effort Good Effort Best Effort

How Much Effort Did I Put Into Actively Listening/Summarizing/Paraphrasing My Parent's Spoken and Unspoken Feelings?

1-----2-----3-----4-----5
Poor Effort Good Effort Best Effort

How Much Effort Did I Put Into Asking Genuine Inquiry Questions to Help Me Understand What My Parent Was Saying and What They Were Feeling?

1-----2-----3-----4-----5
Poor Effort Good Effort Best Effort

How Much Effort Did I Put Into Avoiding "You" Statements (criticism, put-downs, preaching, threats, being demanding) With My Parent?

1-----2-----3-----4-----5
Poor Effort Good Effort Best Effort

Listening & Inquiry Effort Rubric

Using the criteria below give yourself a grade for the effort throughout this project.

90 – 100 = Advanced: Above and Beyond. I gave my best effort throughout this entire project. I listened effectively and asked genuine inquiry questions whenever I had the opportunity to do so.

80 – 89 = Proficient: At Standard. My effort was good, but it was not my best effort. I listened effectively and asked genuine inquiry questions in most but not all of the situations when I had the opportunity to do so or when it was appropriate to do so.

70 – 79 = Needs Improvement. This was not a good effort for me. There were more than a few opportunities when I could have listened effectively and asked genuine inquiry questions but didn't.

60-69 = Needs Significant Improvement. This was a poor effort for me. There were multiple opportunities when I could have listened effectively and asked genuine inquiry questions and didn't.

50 = Not Acceptable. I didn't really try at all to become more effective at listening and asking genuine inquiry questions.

40 = I never used these skills or didn't turn the project in.

My Effort Grade: _____

Charting Grade

How many days was this project? _____

How many days did I chart (how many days did I have a rating of (1-5), 0, or NA.? _____

My charting grade (divide the number of days you charted by the number of days of the project)

Listening & Inquiry End of Project Questions

1. How does it feel to be more effective at listening and asking genuine inquiry questions?
2. Which of these specific skills are you most successful using (passive listening and paying attention and showing interest, using brief door openers, paraphrasing and summarizing the content of what is being said, paraphrasing and summarizing feelings even when unspoken, asking genuine inquiry questions, and summarizing what is said at the end of the conversation)?
3. Which of these specific skills did you need the most work on (passive listening and paying attention and showing interest, using brief door openers, paraphrasing and summarizing the content of what is being said, paraphrasing and summarizing feelings even when unspoken, asking genuine inquiry questions, and summarizing what is said at the end of the conversation)?
4. What impact has being more effective at listening and asking genuine inquiry questions had on me and my relationships as a result of this project?

5. What contributed to my success (or lack of success) at listening and asking genuine inquiry questions?

6. What do I need to do in the future to be a better listener?

7. What do I need to do in the future to be better at asking genuine inquiry questions?

Using the criteria on the [Generic Rubric for Assessing Self-Awareness, Self-Insight, and Self-Knowledge](#) below, grade yourself on your answers to all the questions.

Generic Rubric For Assessing Self-Awareness, Self-Insight, & Self-Knowledge

To earn a grade of 90 or higher, you must meet **all** of the criteria in the 90-100 range listed below. To earn a grade of 100, your work must be perfect. To earn a grade of 80-89, you must meet **all** of the criteria in the 80-89 range listed below. Even if one question was not answered, if the answers are incomplete, or if you hurried through parts of the assignment to get it done, the highest grade **you** can give yourself is a 79. Based on the quality of your work, I may give you a higher grade, but do not give yourself a grade higher than a 79 if it is incomplete.

90 – 100 = Advanced: Above and Beyond. My answers demonstrate deep and complex self-awareness, self-insight, and self-knowledge.

- Best Effort, Best Work
- All the Questions Have Been Answered
- The Answers are Complete and Fully Supported in Great Detail
- Answers Show Deep & Complex Insight: I Thought Very Deeply About The Answers to Each Question.

80 – 89 = Proficient: At Standard. My answers demonstrate significant self-awareness, self-insight, and self-knowledge.

- Good Effort, Good Work, but Not My Best
- All the Questions Have Been Answered
- The Answers are Complete and Supported
- Answers Show Significant Insight: I Thought Deeply About The Answers to Most of the Questions.

70 – 79 = Needs Improvement. My answers demonstrate some but incomplete self-awareness, self-insight, and self-knowledge.

- This is Not Good Work or Good Effort for Me
- Some of the Questions Are Incomplete or Have Not Been Answered
- Some Answers are Not Well Developed: I Didn't Think Deeply About the Answer to Some of the Questions
- I Hurried Through Parts of the Assignment to Get It Done
- Answers show Incomplete Self-Awareness, Self-Insight, & Self-Knowledge

60-69 = Needs Significant Improvement. My answers demonstrate a lack of self-awareness, self-insight, and self-knowledge.

- Poor Effort and Poor Quality of Work for Me
- Many of the Questions Are Incomplete or Have Not Been Answered
- Many Answers are Not Well Developed: I Didn't Think Deeply About the Answers to Most of the Questions, and My Answers Lack the Necessary Details and Support.
- I Hurried Through Large Parts of the Assignment to Get it Done
- Answers show a Lack of Self-Awareness, Self-Insight, & Self-Knowledge

50 = Not Acceptable. The Task Needs to be Completed or Done Over.

40 = The Assignment Wasn't Turned In

Listening & Inquiry Grade Summary

Student Self-Evaluation of the Completeness & Depth of Their Answers

Students grade themselves using the criteria on the Generic Rubric for Assessing Self-Awareness, Self-Insight, and Self-Knowledge.

_____ My Self-Evaluation Grade For The Completeness & Depth of My Answers on the Weekly Assessments.

_____ My Self-Evaluation Grade For The Completeness & Depth of My Answers on the End of Project Summary Questions.

Student Self-Evaluation of Their Progress

_____ My Self-Evaluation Grade For My Progress

Student Self-Evaluation of Their Effort

_____ My Self-Evaluation Grade For My Effort

Students Self-Evaluation of The Extent To Which They Charted

_____ My Self-Evaluation Grade For Charting:

Teacher Evaluation of the Completeness & Depth of Their Answers.

Teachers grade students using the criteria on the Generic Rubric for Assessing Self-Awareness, Self-Insight, and Self-Knowledge.

_____ Teacher Evaluation Grade For The Completeness & Depth of My Answers on the Weekly Assessments.

_____ Teacher Evaluation Grade For The Completeness & Depth of My Answers on the End of Project Summary Questions.

(My signature indicates that all the self-evaluation information is
a complete, accurate, and honest assessment)