
WAGGA
Learns to Listen
(Children's Edition)

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A Guide to:

Wagga Learns to Listen

Why is it important for children to learn to listen?

Listening skills are important for communication. In the classroom, children who are perceived as good listeners tend to be seen as well adjusted children and receive positive attention from peers and educators. Children with poorer listening skills tend to miss out on key messages from the social environment. Consequently, they may not carry out instructions correctly or respond to peers in an appropriate manner.

Imagine a child who does not listen well when a classmate speaks to the class about his pet. The child may make incorrect assumptions about the topic at hand and blurt out an off-topic comment, which may result in negative reactions in peers or educators.

In this book, the actions required for listening are emphasised.

Key learning goals

1) For children to understand that various body parts are involved in the act of listening.
2) For children to identify body actions that are perceived to be good listening and body actions that are perceived to be poor listening.



In this book, the actions required for listening are emphasised.

Be mindful of the different learning styles of the children in your classroom. “Listen With Your Body” is a tool and not a rule.

“Listen With Your Body” should not be used to discipline children. It is a teaching tool that breaks down the tasks involved in listening. It aids in making a complex concept clearer and increases awareness of expected behaviour.

Each child has their own strengths and might be trying their best to listen during the class. For some children it can be challenging to integrate their body senses, self-control, and ability to take perspective.

Some examples of how children might be listening are:

a. Children who are hard of hearing can listen through the FM (frequency modulated) system, lip reading, gestures or written form of communication.
b. Direct eye contact might be overwhelming for some. Children can hear what is being said even if they are not looking at us.
c. Some children might need to make sounds to help them process what is being said and remain regulated.
d. Some children may move or flap their hands to regulate themselves and can still listen while doing so.
e. Some children need to move their body to stay regulated and maintain attention.



It is Art class today!

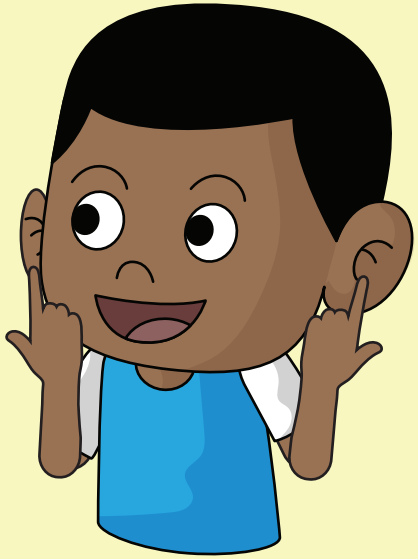


Teacher May teaches the children to fold a paper boat.

The children sit and listen.



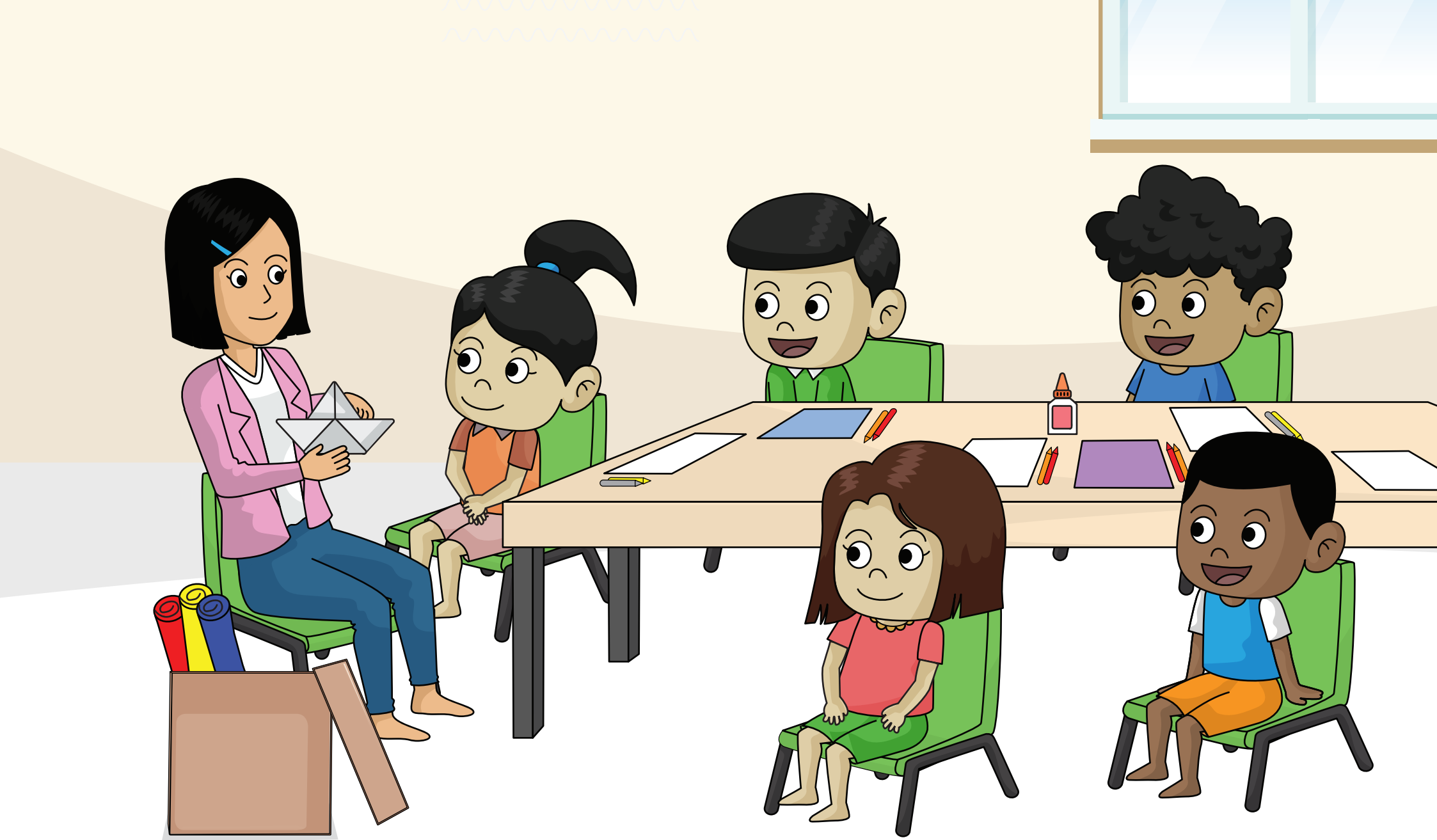
They look at the teacher.



They listen with their ears.



They keep quiet.



They put their hands on their laps
and feet on the floor.

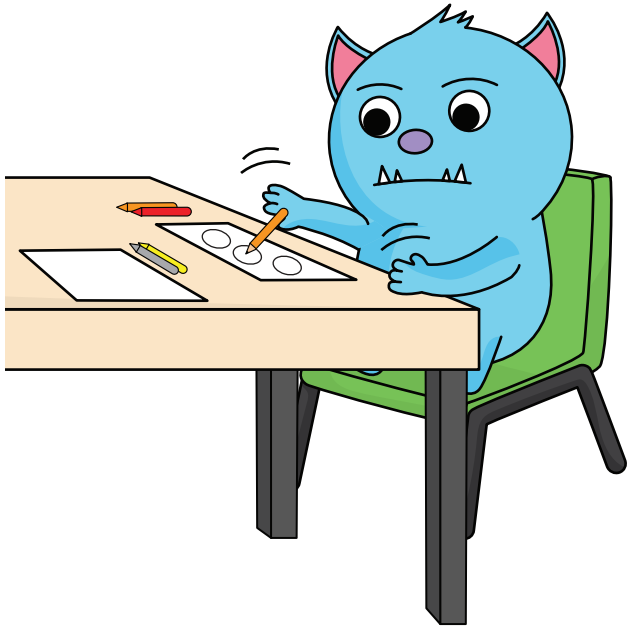
Everyone is showing good listening with their bodies.....



but not Wagga.



Wagga rocks his chair.



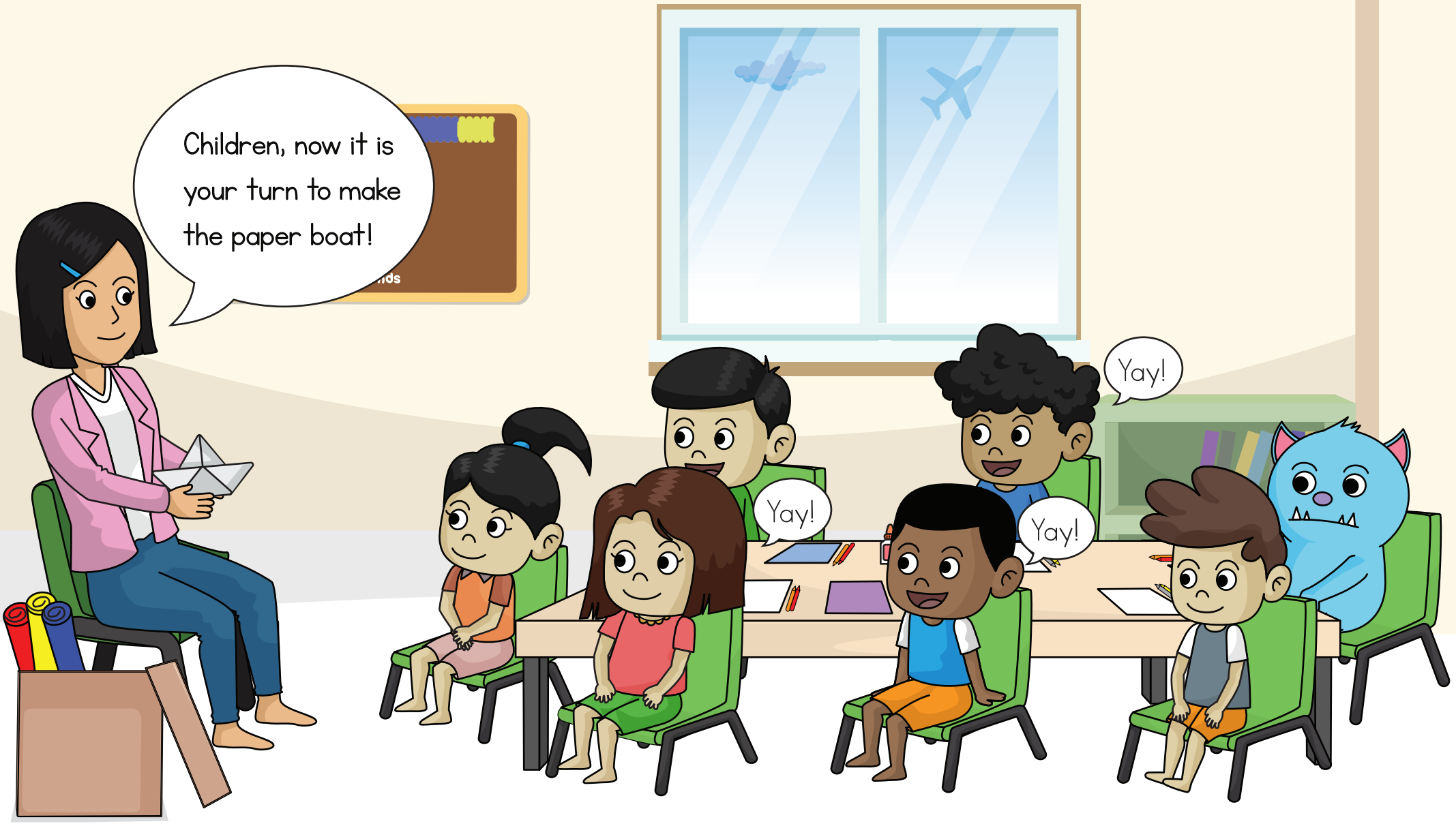
Wagga draws on his paper.



His eyes are not looking at Teacher May.



His ears are not listening too.



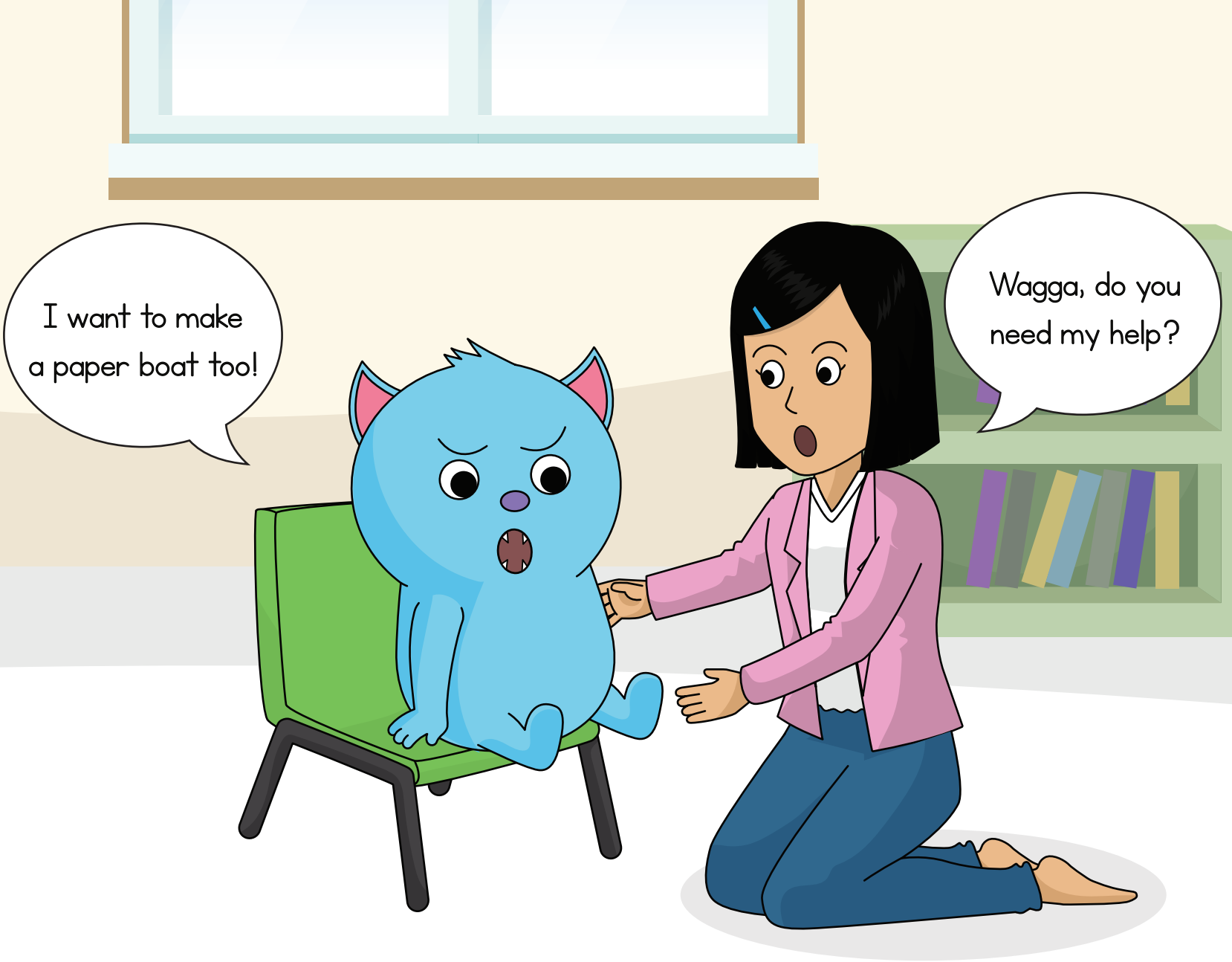
Wagga did not hear what Teacher May said.

He does not know how to make the paper boat.

The children finish making their paper boats...



but not Wagga.

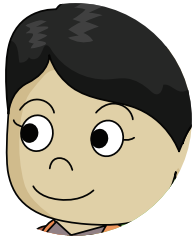


Wagga feels upset.

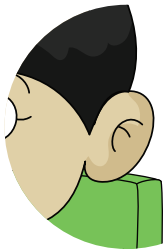


Listen With Your Body

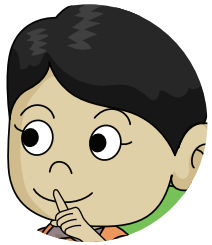
1. Eyes looking



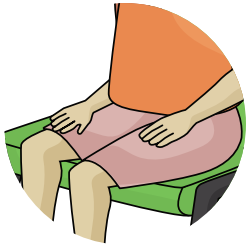
2. Ears listening



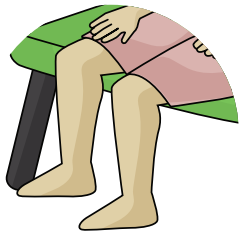
3. Mouth is quiet



4. Ready hands



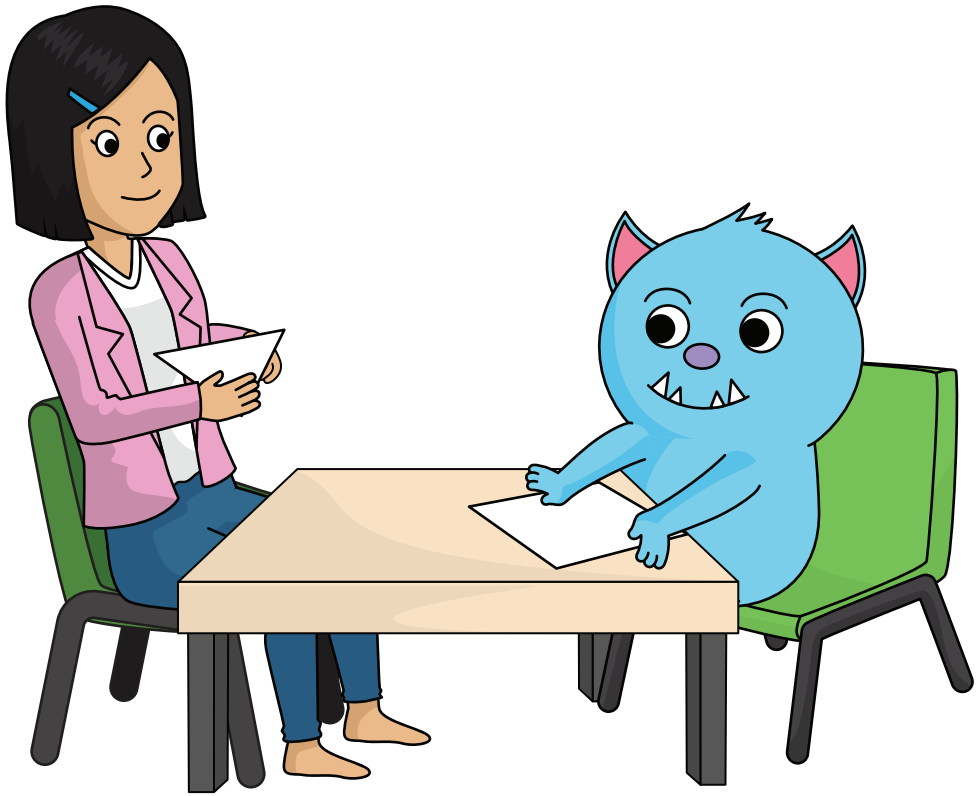
5. Ready feet

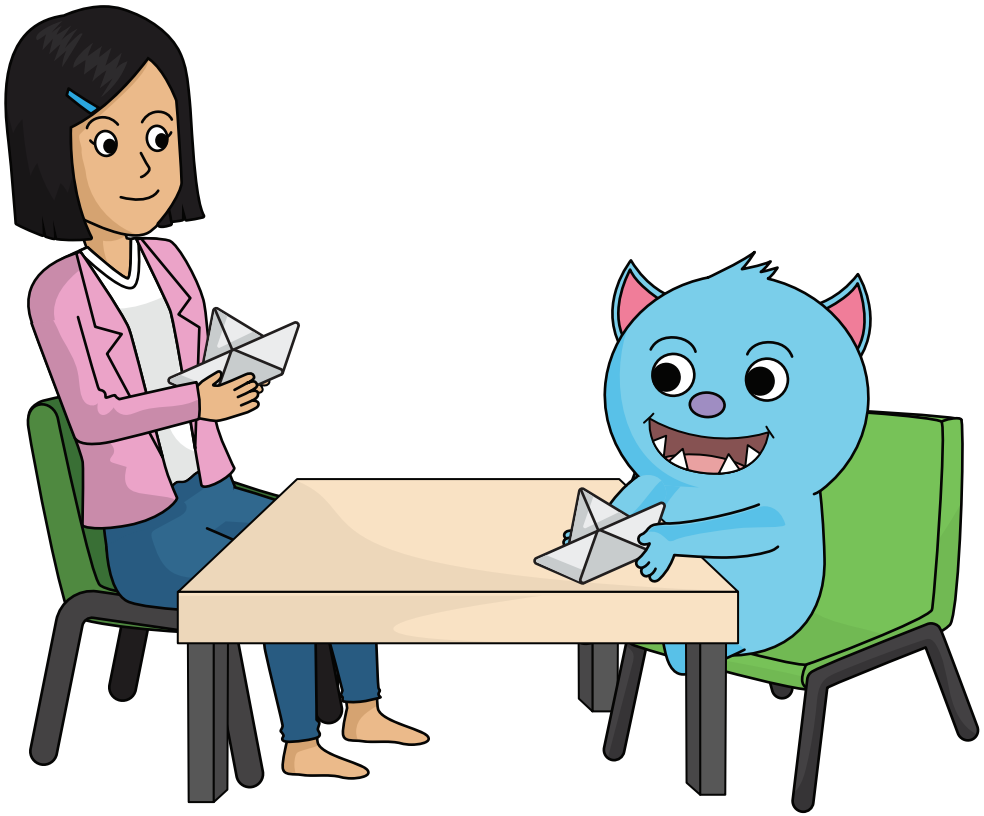


6. Ready body



Teacher May reminds Wagga how to listen with his body.





Now, Wagga listens to Teacher May, and makes his paper boat!

Teacher May and Wagga are happy!



The next day, it is Abby's birthday.



Abby teaches everyone how to make a party hat.



Wagga wants to play with the glue.



This time he remembers what
Teacher May taught him about good listening.



Wagga puts his hands down.
He looks and **listens** to Abby.



Wagga makes a shiny hat!



Everyone puts on their hat and enjoys the party!

The End

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