
Creative Interventions and Activities Clearinghouse

Gimme Five: An Experiential Activity to Enhance Listening Skills

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Purpose:

The purpose of this creative intervention is to increase positive social skills, and enhance listening skills and following directions.

Materials Needed:

Five pieces of letter-size paper; Gimme Five Worksheet (provided); scissors; glue; one inexpensive cloth glove for each client (optional)

Procedures:

Counselor explains that listening is a very important skill; it allows people to learn and communicate. Counselor explains that there are five steps to listening and holds up the Gimme Five Worksheet. These five steps are:

- Listening requires a closed mouth. You cannot listen if you are busy talking.
- Listening requires eyes forward. It is respectful to look at the speaker.
- Listening requires still hands. Moving hands distract you and others.
- Listening requires quiet feet. Moving feet distract you and others.
- Listening requires open ears. Pay attention to the speaker's words.

Client folds all five pieces of paper like footballs. Fold the paper in half lengthwise (like a hotdog, not a hamburger). Fold the paper lengthwise again. Fold the top left corner over so that it is flush with the right side. Continue this triangular pattern all the way to the end. A small amount of paper will be left; fold the corners in and up. Tuck the remaining paper into the open crease.

Each paper football is worn on the client's fingers. Client glues one of the five pictures from the Gimme Five Worksheet onto each football. Allow client to wear the five footballs in order to practice listening skills. If the client is unable to make the footballs, each picture can be glued onto the fingers of a glove.

Process Questions and Follow-Up:

Why are good listening skills important?

What good things will come from good listening?

What unwanted things can happen as the result of poor listening?

Which of the five listening skills will be hardest for you? (Possibly place that skill picture on a "special" finger)

Practice Setting:

School

Gimme Five

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General Description:

1. Begin by explaining that listening is a very important skill; it allows people to learn and communicate.
2. Tell clients that there are five steps to listening and hold up the *Gimme Five* Worksheet.
 - a. Listening requires a closed mouth. You cannot listen if you are busy talking.
 - b. Listening requires eyes forward. It is respectful to look at the speaker.
 - c. Listening requires still hands. Moving hands distract you and others.
 - d. Listening requires quiet feet. Moving feet distract you and others.
 - e. Listening requires open ears. Pay attention to the speaker's words.
3. Ask each client to fold all five pieces of paper like footballs.
 - a. Fold the paper in half lengthwise (like a hotdog, not a hamburger).
 - b. Fold the paper lengthwise again.
 - c. Fold the top left corner over so that it is flush with the right side.
 - d. Continue this triangular pattern all the way to the end.
 - e. A small amount of paper will be left; fold the corners in and up.
 - f. Tuck the remaining paper into the open crease.
4. Each paper football will be worn on the client's fingers.
5. Glue one of the five pictures from the *Gimme Five* Worksheet onto each football.
6. Allow clients to wear the five footballs in order to practice listening skills.

Purpose: Positive Social Skills; Listening and Following Directions

Population: Ages 6 and up, Group or Individual

Materials: Five pieces of letter-size paper

Gimme Five Worksheet (provided)

Scissors

Glue

One inexpensive cloth glove for each client (optional)

Process Questions:

1. Why are good listening skills important?
2. What good things will come from good listening?
3. What unwanted things can happen as the result of poor listening?
4. Which of the five listening skills will be hardest for you? (Possibly place that skill picture on a special finger)

Modifications: Each picture can be glued onto a glove instead of the paper footballs

Gimme Five
Listening Skills



Closed Mouth



Eyes Forward



Still Hands



Quiet Feet



Open Ears

Memory Match

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General Description:

1. Shuffle the Cards and lay them out in rows face down so no pictures can be seen.
2. Allow the child to begin by flipping one card. The parent and child should take note of the feeling shown and the location of the card and then the card should be returned to its original face-down position.
3. The parent will then flip another card and then return it to a face-down position.
4. The parent and child continue to take turns flipping cards until they are able to flip two cards that match. The person who makes the match may keep the pair of cards only after he or she shares a time when that emotion was experienced. **Note:** The memory must not involve the other person playing the game (i.e., the parent may not say he or she was happy when the child was born; the parent must tell of a happy time that does not involve the child, such as a childhood memory). Take time to stop during the game to discuss emotional memories that are relevant to the client's therapeutic goals.
5. The winner is the player who collects the most card pairs.

Purpose: Introducing Feelings and Parent-Child Bonding

Population: Ages 6 and up, Parent-Child Pairs

Materials: Feelings Matching Cards (Provided, print two copies on card stock and cut apart)

Process Questions:

1. What emotion was most difficult for you to remember and discuss?

2. Which memory shared by your child/parent will you remember when you leave?
3. Which of these feelings do you have now as you think about the game we just played?
4. Which of these feelings do you experience when...
 - a. you get ready for school
 - b. are punished by your mother
 - c. your child misbehaves

Special Considerations:

1. It may be necessary to use less card pairs for younger children.
2. A discussion of each feeling and typical events that might bring it about may be necessary before playing the game.



ANGRY



SCARED



PROUD



SAD



HAPPY



EXCITED



SURPRISED



FRUSTRATED



LOVED