**MINI-LESSON ON TOOLS FOR THE COLLABORATIVE CLASSROOM**

**The Double T-Chart**

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| --- | --- | --- |
| **LOOKS LIKE** | **SOUNDS LIKE** | **FEELS LIKE** |
|  |  |  |

The Double T-Chart is used as a team building exercise that students find both enjoyable and provocative. Use the checklist *Assessing Your Learning Community* to identify the social skills or habits of mind that require a mini-lesson that enables class members to focus on the refinement or addition to their interpersonal repertoire of workplace skills while engaged in the learning community. In the example below, the instructor does the following:

1. Directs the course participants to brainstorm what it looks like when someone is *listening attentively* in a conversation. When all ideas are exhausted participants brainstorm what is sounds like—and then feels like.

2. Following this brainstorm, have class break into pairs as assigned “A” or “B” roles.

3. Assign ***As*** to think about—and then tell their partner about a scenario of what they expect to be doing during the upcoming weekend or special event.

4. Assign ***Bs*** to the role of being a **totally inattentive listener** for 45 seconds. Be clear about the exact time they will be conducting the conversation

***EXAMPLE—ATTENTIVE LISTENING***

|  |  |  |
| --- | --- | --- |
| **LOOKS LIKE** | **SOUNDS LIKE** | **FEELS LIKE**  **(speaker)** |
| Eye contact  Leaning in  Facial expression reflecting   the mood or emotion being  described  Body is quiet, still | Oh,  Ah,  Really?  No!  Rephrasing  Gasps  Mmm | Respected  Valued  Understood  Supported  Important  Engaged |

5. Following the 45-second time limit,

a. Direct the *Bs* to apologize to the *As* then ask for the *As* in the group to describe how it felt to   
 be ignored or treated rudely. Ask if they will share strategies they used to try to engage their distracted partners and how they resolved the emotions they developed during the short time segment.

b. Ask to *Bs* to describe how it felt to intentionally ignore or behave poorly toward a classmate; ask all to reflect on times that they have unintentionally ignored or failed to listen attentively to a family member or friend.

**Variation**: For larger groups form groups of three—“A”, “B”, and “C”. The **Cs** are assigned the role of “observer” and report on the behavior demonstrated by each partner during the 45-second interval. The Cs report out first—and then the group hears from the As and Bs as described above.

6. Engage the group in a brief class discussion on why it is important that learning communities commit to include attentive and respectful listening as a key ethic to be included in all class   
 discourse.

7. Include appropriate items needed for success in a collaborative activity, assignment or project in the *checklist of social skills* *and habits of mind* for ongoing coursework.