

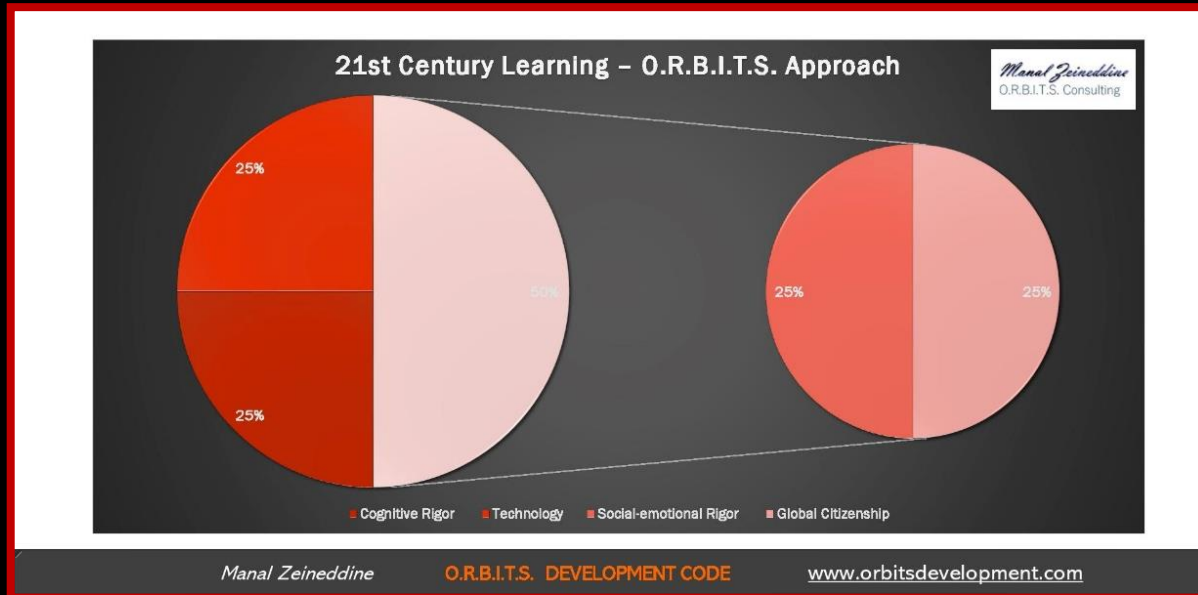


# 21<sup>ST</sup> CENTURY EDUCATION SERIES

## O.R.B.I.T.S. MODEL

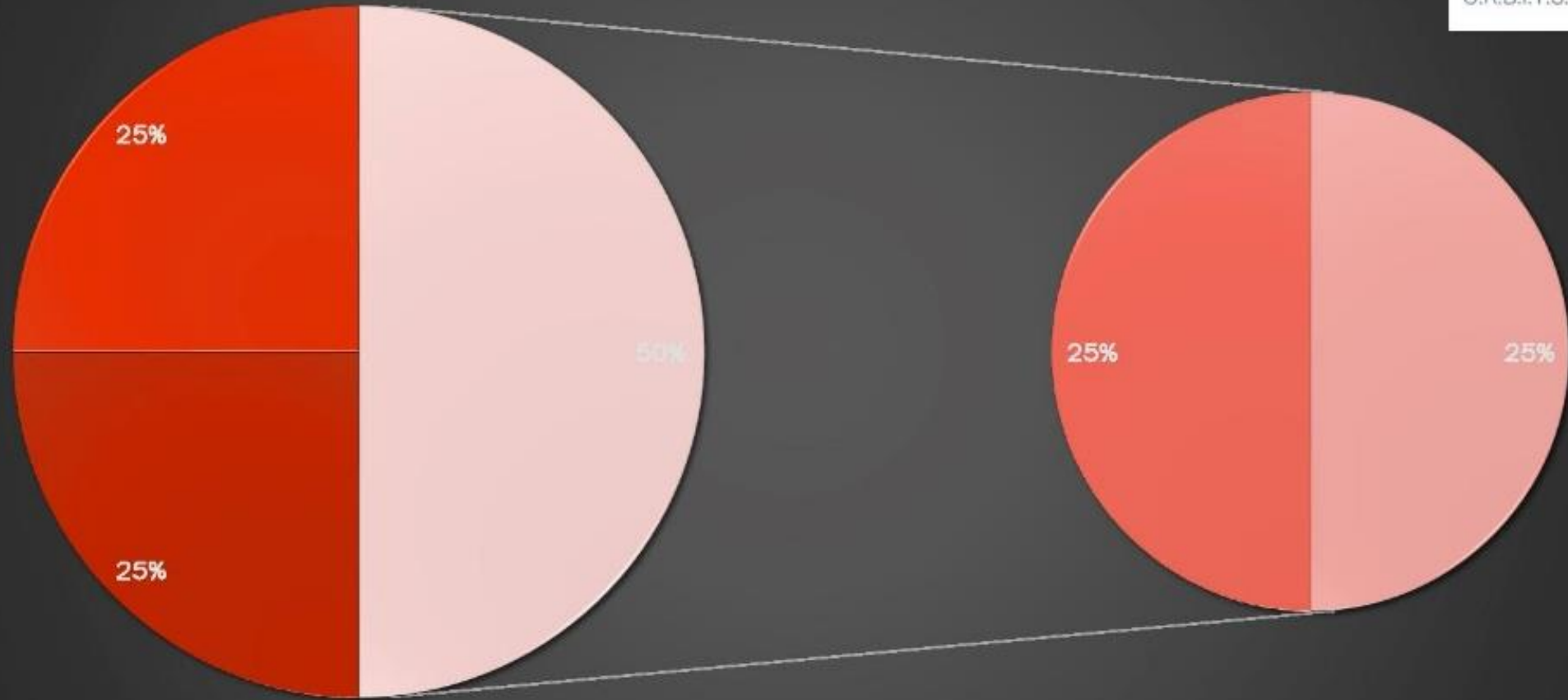
These are selections from mainstream resources sent in the monthly newsletter.

This edition consists of four sections : Cognitive Rigor, Technology, Social-emotional Rigor, and Global Citizenship



## 21st Century Learning – O.R.B.I.T.S. Approach

*Manal Zeineddine*  
O.R.B.I.T.S. Consulting



■ Cognitive Rigor ■ Technology ■ Social-emotional Rigor ■ Global Citizenship



# SOCIAL AND EMOTIONAL RIGOR



**Social and Emotional Rigor:** the ability to understand a variety of community contexts in the purpose of fostering better understanding of self and others, wiser handling of attitudes, kinder interactions, and wiser decision-making.



The first pillar to create social and emotional rigor is to enhance listening, creating good listener teachers, good listener learners, and good listener leaders.

Effective listening means that any context or situation is allowed to unfold during teaching and learning time, along with playground and outdoor activity time.

Listening might seem to be an easy task, but it is not because many teachers and learners cannot find it easy for several reasons.

To apply good and even great listening opportunities, assignments need to target listening or set it as learning objective and outcome during lesson planning so that it is never overlooked.

Exercises for listening can also be planned, developed and evaluated:

- teacher ↔ learner
  - learner ↔ learner
  - teacher ↔ teacher
- During teaching and learning time
- leader ↔ leader
  - leader ↔ teacher
- During PD, general meetings and conversations
- teacher ↔ parent
  - leader ↔ parent
- During meetings and conversations with parents/guardians

**WHAT GREAT LISTENERS ACTUALLY DO**  
 JACK ZENGER, JOSEPH FOLKMAN

- 1 ASK QUESTIONS THAT PROMOTE DISCOVERY and INSIGHT**  
 TWO WAY DIALOG → CONSTRUCTIVE
- 2 INTERACTIONS THAT BUILD SELF ESTEEM**  
 CREATE A SAFE ENVIRONMENT  
 TO OPENLY DISCUSS ISSUES/ DIFFERENCES
- 3 A CO-OPERATIVE CONVERSATION**  
 FEEDBACK FLOWS IN BOTH DIRECTIONS  
 CHALLENGE/ DISAGREE WITHOUT MAKING OTHER PERSON DEFENSIVE
- 4 MAKE SUGGESTIONS SKILLFULLY**  
 THAT OPEN UP ALTERNATIVE PATHS

**GOOD LISTENER IS NOT A SPONGE THAT ABSORBS BUT A TRAMPOLINE TO BOUNCE IDEAS OFF!**

**LEVELS OF LISTENING**

- 1 CREATE A SAFE ENVIRONMENT TO DISCUSS
- 2 CLEAR AWAY DISTRACTIONS AND MAKE EYE CONTACT
- 3 UNDERSTAND THE SUBSTANCE ASK QUESTIONS, CONFIRM
- 4 OBSERVE NON-VERBAL CLUES  
 ↳ 80% OF COMMUNICATION
- 5 UNDERSTAND EMOTIONS & FEELINGS ABOUT TOPIC  
 ↳ EMPATHIZE
- 6 HELP OTHER PERSON TO SEE ISSUE IN DIFFERENT LIGHT

Sketchnote by: Tanmay Vora | @tnvora | QAspire.com



The first level of good listening is passive listening. Though it is considered a low level of listening in comparison to the other types, it is important to practice it. **Passive listening is mainly about giving a chance to the speaker to express oneself without interruption or judgement.** Most of listening scenarios fail or even trigger conflicts because of interruptions or jumping into conclusions.

One drawback for this type of listening is that few may use it as a sign of disrespect and lack of care about the speaker or the topic. Education contexts necessitate that we use passive listening as a way to tame our overexcitement and give a chance to other speakers to “be themselves.” so that they can express themselves without fear. That’s why setting intentions for better listening is important. Some people, even educators, cannot set this intention. The exercise below draws attention to educators’ willingness and effort to integrate passive listening in daily tasks.

**Printable Passive listening: Reflecting on one’s passive listening skills (selecting the degree of satisfaction about one’s passive listening skills).**

	Observing one’s listening	Setting Intention for better listening	Assessing one’s listening
teacher ← → learner	😊 😐 😞	😊 😐 😞	😊 😐 😞
learner ← → learner	😊 😐 😞	😊 😐 😞	😊 😐 😞
teacher ← → teacher	😊 😐 😞	😊 😐 😞	😊 😐 😞
teacher ← → parent	😊 😐 😞	😊 😐 😞	😊 😐 😞
leader ← → teacher	😊 😐 😞	😊 😐 😞	😊 😐 😞
leader ← → parent (Applies only to leaders)	😊 😐 😞	😊 😐 😞	😊 😐 😞
leader ← → leader (Applies only to leaders)	😊 😐 😞	😊 😐 😞	😊 😐 😞





The second level of good listening is reflective listening. **Reflective listening is mainly about giving a chance to the speaker to express oneself while repeating certain words the speaker says to show attention and understanding of the messages.** Most of listening scenarios fail or even trigger conflicts because a speaker notices the listener's distractions with the surrounding or pretends to listen. The exercise below draws attention to educators' willingness and efforts to integrate passive listening in daily tasks.

**Printable Reflective listening: Reflecting on one's passive reflective skills (selecting the degree of satisfaction about one's passive listening skills).**

	Observing one's listening	Setting Intention for better listening	Assessing one's listening
teacher ← → learner	😊 😐 😞	😊 😐 😞	😊 😐 😞
learner ← → learner	😊 😐 😞	😊 😐 😞	😊 😐 😞
teacher ← → teacher	😊 😐 😞	😊 😐 😞	😊 😐 😞
teacher ← → parent	😊 😐 😞	😊 😐 😞	😊 😐 😞
leader ← → teacher	😊 😐 😞	😊 😐 😞	😊 😐 😞
leader ← → parent (Applies only to leaders)	😊 😐 😞	😊 😐 😞	😊 😐 😞
leader ← → leader (Applies only to leaders)	😊 😐 😞	😊 😐 😞	😊 😐 😞

“

Teachers, your students don't love you because of your class decorations, clothes, bitmojis, lessons, etc.

**It's you. They love you for who you are and how you treat them. Just be you.**

—  
-SAMUEL VO, TEACHER

edutopia



The third level of good listening is critical listening. **Critical listening is mainly about listening for critical thinking and differentiating facts and opinions. It also involves formulating an opinion about the content listened to.** This type of listening is important because it is not passive acceptance of information heard so the listener is able to build up on a situation. The exercise below draws attention to educators' willingness and efforts to integrate passive listening in daily tasks.

**Printable Critical listening: Reflecting on one's critical listening skills (selecting the degree of satisfaction about one's critical listening skills).**

	Observing one's listening	Setting Intention for better listening	Assessing one's listening
teacher ← → learner	😊 😐 😞	😊 😐 😞	😊 😐 😞
learner ← → learner	😊 😐 😞	😊 😐 😞	😊 😐 😞
teacher ← → teacher	😊 😐 😞	😊 😐 😞	😊 😐 😞
teacher ← → parent	😊 😐 😞	😊 😐 😞	😊 😐 😞
leader ← → teacher	😊 😐 😞	😊 😐 😞	😊 😐 😞
leader ← → parent (Applies only to leaders)	😊 😐 😞	😊 😐 😞	😊 😐 😞
leader ← → leader (Applies only to leaders)	😊 😐 😞	😊 😐 😞	😊 😐 😞





The fourth level of good listening is active listening. **Active listening is complex as it combines the previous three types.** This type of listening is the most needed to provide cohesion in the workplace. It means that while a person listens, he/she does not interrupt the speaker - *passive* listening, repeats certain words to show care and attention – *reflective* listening, the listener analyzes the message - *critical* listening. Active listening ensures that the message behind the conversation was well-delivered and well-responded to, accommodating any conflicts that might arise. The exercise below draws attention to educators’ willingness and efforts to integrate passive listening in daily tasks.

**Printable Active listening: Reflecting on one’s active listening skills (selecting the degree of satisfaction about one’s critical listening skills).**

	Observing one’s listening	Setting Intention for better listening	Assessing one’s listening
teacher ← → learner	😊 😐 😞	😊 😐 😞	😊 😐 😞
learner ← → learner	😊 😐 😞	😊 😐 😞	😊 😐 😞
teacher ← → teacher	😊 😐 😞	😊 😐 😞	😊 😐 😞
teacher ← → parent	😊 😐 😞	😊 😐 😞	😊 😐 😞
leader ← → teacher	😊 😐 😞	😊 😐 😞	😊 😐 😞
leader ← → parent (Applies only to leaders)	😊 😐 😞	😊 😐 😞	😊 😐 😞
leader ← → leader (Applies only to leaders)	😊 😐 😞	😊 😐 😞	😊 😐 😞



# HOLISTIC LEARNING SUSTAINABILITY CONSCIOUS LEARNING AND BEING

**MANAL ZEINEDDINE**  
Global Education Consultant

 [www.orbitsdevelopment.com](http://www.orbitsdevelopment.com)

 [www.sa.linkedin.com/in/manal-zeineddine-44718630](http://www.sa.linkedin.com/in/manal-zeineddine-44718630)

 [www.anchor.fm/manal-zeineddine](http://www.anchor.fm/manal-zeineddine)

 [www.twitter.com/ManalZeineddin2](http://www.twitter.com/ManalZeineddin2)

 <https://www.youtube.com/channel/UCaP3saZBT8bza5cmFrnHU0A>

 [info@orbitsdevelopment.com](mailto:info@orbitsdevelopment.com)

