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Students will practice and use active listening skills in conversations with teachers, peers, and family.

Before you Learn Self-Check

I can I can use active listening skills to show a speaker that what they are saying is important and to better understand them.

- I can do this with a lot of help.
- I can do this with some help.
- I can do this alone.
- I can teach others how to do this.

1 - Begin your Journey

Online: Synchronous Zoom Introduction with game of “Telephone” (using either actual telephone or Snapchat) and discussion of results. [Handout](#) and [Article](#) available for notes in LMS.

Offline: Read [Handout](#), Read and annotate [Article](#)

Online practice: Watch EdPuzzle [“How to be a Good Listener”](#) or [“Tips for Active Listening”](#) (or any active listening video) and complete instructions (some recall questions, some open ended questions giving examples).

Offline Practice: Write an example of what each of the 5 listening skills looks like or sounds like, OR create a visual image of what good listening looks like.

2 - Climb Higher

Online: Students will go to [Ted.com](#) OR [The Way I Heard It](#) Podcast and find a talk or episode that they are interested in and listen. Then, create a video telling about the talk/episode, including as many details to help others understand as well as possible and post it (Discussion Board). Finally, watch video explanation and evaluate in the comments of their own video post how well they remembered the details of the talk, explaining how they could have listened better, considering they couldn’t ask questions (They may rewatch or relisten, but not change their first video telling but the talk).

Offline: Students will choose a person with whom they can have a face-to-face conversation and ask that person to tell them something about themselves that would surprise the listener (school appropriate). The student will then write a summary of the discussion along with a reflection of how well they listened, including what nonverbal listening strategies they used, in a notebook (scan or take pic and email or text).

Responses should be written in RACES format, citing specific examples from their discussion.

3 - Share your Experience

Students will write a reflection, a few paragraphs, answering the following questions:

1. Why is listening to others powerful for the listener?
2. Why is being listened to so powerful for the speaker?
3. Why is listening to others so difficult sometimes?
4. What are some things we can do to make others feel that we are really listening?

Online: Google Docs Assignment (I do this within my LMS).

Offline: Write in notebook. Take a picture or scan with phone and text or email.

[Scoring guide](#)