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Check Your Listening Skills

TRANSITION OBJECTIVE

Students will learn to apply good listening skills.

RELEVANCE TO SUCCESSFUL TRANSITION

Body language is a powerful communication tool for both the speaker and the listener. When we become aware of our own body language, we communicate more effectively.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

What do I see when I listen to another person?

❑ STEP 2: Convene Roundtable

"When someone really listens to me I feel ____."

❑ STEP 3: Advance Organizer

"Today you will practice listening skills."

have students make a mark in the correct column each time they see or hear one of the active and passive techniques. After the dialogue is finished, applaud the student. Discuss the listening techniques that were observed by reviewing each item on the worksheet **Listening Skills** from the previous lesson and encourage students to give feedback and examples.

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CAREER MANAGEMENT: Unit 1 LESSON 8

Active Or Passive

Watch the conversation between your teacher and a classmate. Make a mark in either the active or passive column each time your teacher demonstrates these listening behaviors.

	Active	Passive
Total		

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CAREER MANAGEMENT: Unit 1 LESSON 8

HOW AM I LISTENING?

Name of listener: _____ Date: _____

Name of observer: _____

Activity	1	2	3	Did the listener demonstrate:
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Eye contact: look into eyes while listening
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interest in person: face person and lean forward
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Encouraging facial expressions: nodding, smiling or looking serious
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Correct voice tone: pleasant or serious
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open posture: hands, arms, feet and legs open not crossed
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Focus on the speaker: not distracted or multi-tasking

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❑ STEP 4: Activity - 10 Minutes

Review the handout **Are You Listening?** from Lesson 7. Begin a conversation with a student volunteer using as many of the listening techniques as possible (in a slightly exaggerated form). During the conversation and using the worksheet **Active or Passive**

❑ STEP 5: Activity - 35 Minutes

Students use the handout **How Am I Listening?** in groups of three to practice positive listening techniques. Each person rotates through the roles of speaker, listener and observer. Groups number off from one to three. Student number one is the speaker,

two is the listener and three is the observer. Everyone takes a turn to talk about: 1) How they felt the first time they rode a bike, 2) A description of the last great meal they had or 3) A description of the car they hope to have.

Assign the first topic and instruct the speaker to talk about the topic for one minute. The observer will mark listening skills that the listener demonstrates using the checksheet **How Am I Listening?** After one minute, groups hold a short discussion to talk about the types of listening behaviors that were exhibited and marked on the checksheet. Each group then reports its findings to the class. Direct two more rounds, having students change

positions until each one has experienced all three roles. Start the process over by having each student talk about the second topic and then the third while rotating roles. By the end of this activity, each student will have been observed and evaluated three times.

☐ **STEP 6: Evaluate Outcomes**

One listening skill I do well is "_____."

☐ **STEP 7: Connecting Activity**

Use one or more of the listening skills with a friend or family member during the next few hours. Also, notice any active or passive listening skills another person is using when they speak to you. Plan to share what you observed with the class.

KEY WORDS

active listening

eye contact

body language

posture

multi-tasking

MATERIALS AND PREPARATION

- Student Handouts: **Active or Passive**, page 29; **How Am I Listening?**, page 30.
- Identify a "talkative" student to participate in a demonstration with you. The student will be asked to talk to you as you model active listening techniques. Ask the student to tell you about an activity or experience. While the student is speaking, you will model several of the listening techniques discussed in class and on the handout **Listening Skills**. Briefly rehearse with the student to build confidence and make it fun.
- Prepare screen images as needed. Prepare listening activity.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Listening, Speaking
- Thinking Skills: Knowing How to Learn
- Personal Qualities: Sociability, Self-Management