



LESSON

3

Active Listening Unit Grade 7 • Ages 12-14

TIME FRAME

Preparation: 10 minutes
Instruction: 30 minutes

MATERIALS

10 to 15 sounds on your phone or computer or cue sound effects website
<https://www.audioblocks.com/royalty-free-audio/sound-effects>.

Paper and pencil or RAK Journal

[Kindness Concept Posters](#): Self-Discipline

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.
SL.7.1 Colorado: Comprehensive
Health S.3, GLE.1, EO.a; Reading,
Writing and Communicating S.1, GLE.2,
EO.b

SEL: Self-awareness, Self-management

[Learning standards key](#)

"Sounds Like" Game

Students will play a game that demonstrates how distractions make it harder to listen to other people.

Lesson Background for Teachers

This lesson builds on previous lessons in this unit.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

SELF-DISCIPLINE Controlling one's words and actions for the benefit of self and others.

ACTIVE LISTENING Listening with your full attention.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Being allowed to guess and record the answers in their home language and then use a translation program to translate for accuracy. Then ask: "If you are learning a second language it can be easier to listen in your first language. What can you do to help it become easier to listen in a second language?"
- Listening to the sounds through headphones, particularly if they have hearing or sensory processing issues.

Resources

1st Grade, Learning to Listen Unit

Free Sound Effects:
<https://www.audioblocks.com/royalty-free-audio/sound-effects>

<http://www.audiomicro.com/free-sound-effects>

Article: Barriers to Effective Listening:
<http://www.skillsyouneed.com/ips/ineffective-listening.html>

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



The RAK paradigm is the framework for teaching and building kindness skills.



Share (3 mins)

Think of a conversation you had with someone yesterday or early this morning. Rate your active listening skills on a scale of 1 to 5 during that conversation. What would you do differently to improve your rating? If you were a 5, what did you do that made you a 5?

Inspire

Sounds Like Game (15 mins)

Divide the class into groups of two or three students, and hand each group a piece of paper or have them use their RAK Journals.

I will be playing a recording of different sounds. Each sound will be repeated twice. I will play the sound once and give your group a few seconds to discuss what you think it is. I will play the sound a second time and want you to write down your group's answer. The sounds will get more and more difficult to recognize. Write your answers in the order that you hear them. We will discuss later.

Vary the way you play the sounds. Play more than one at a time, lower the volume, turn it up very loud, play music while you're playing sounds, talk over the recording, etc.

Empower

Group Discussion (5 mins)

- Did you find it easy or difficult to recognize the sounds? Why?
- What made it easier or harder to recognize the sound? Did you get better at listening to the sounds with practice?
- How does this apply to our conversations with others?
- How does this apply to our conversations in a classroom full of students?.

Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- How does our environment affect the way we are able to listen?
- What made it easier and harder to hear what was happening?
- How does this game relate to how we listen to each other?

Reflection Questions

- How do you feel when someone is distracted when they are listening to you?
- Does it help to hear someone say something more than once? Why or why not?
- Do you think you can become a better listener with practice?

Summary

Today we played a game to see what role distractions play when we are trying to listen to something or someone! It is kind to listen to someone without being distracted. It feels better to the listener and to the person who is talking. Some distractions are not possible to control, such as a siren or a bell. We can ask the person to stop talking for a moment until the distraction is gone.



Act (2 mins)

Kindness Minute

Put a sign out in the hall for people to write on. Ask a simple but meaningful question. Examples: "How's your day?" , " Compliments" or "Gratitude Wall".

Kindness in Action

Try to single task one activity this week. Single tasking means doing only one thing. Only eating your lunch, only doing homework. Write what you did.

