



LESSON

2

## Active Listening Unit Grade 7 • Ages 12-14

### TIME FRAME

Preparation: 10 minutes  
Instruction: 30 minutes

### MATERIALS

RAK Journals

[Kindness Concept Posters](#): Caring,  
Compassion, Respect, 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, Social awareness,  
Self-management, Relationship skills

[Learning standards key](#)

# What Does Listening Mean to You?

Students will make a person connection to listening and explore the value and the challenges of being a good listener.

## Lesson Background for Teachers

This lesson builds on the previous lesson in this unit.

## Key Terms for Students

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

<b>CARING</b>	Feeling and showing concern for others.
<b>COMPASSION</b>	Feeling empathy for and wanting to help another in need.
<b>RESPECT</b>	Treating people, places, and things with kindness.
<b>SELF-DISCIPLINE</b>	Controlling one's words and actions for the benefit of self and others.
<b>ACTIVE LISTENING</b>	Listening with your full attention.

## TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Turning and talking to a partner to answer the questions.
- Being encouraged to draw a picture of what a good listening is like, labeling the picture descriptively (i.e. eyes that look at the speaker, standing still, a mind thinking about what the other person is saying, etc.)
- Using their drawings, notes, Kindness Concept Posters, etc. as a visual aid for the journal writing.

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.



## Resources

1st Grade, Learning to Listen Unit <https://www.randomactsofkindness.org/>

Video: School Improvement Network, PBIS: Three Steps to Teaching Students Active Listening <http://www.schoolimprovement.com/strategy-of-the-week/teaching-students-active-listening-skills/>

## Share (2 mins)

Pair up students. Give each student 1 minute to talk while the other listens. The rule is that the listener cannot talk at all while the other person is talking. Have the students talk for one minute about the nicest gift they've ever received. Then switch roles.

## Inspire

### Listening Quotes (10 mins)

Before class, write the following quotes and questions on the board:

- "Most of the successful people I've known are the ones who do more listening than talking." - Bernard Baruch, American businessman and philanthropist
- "Wisdom is the reward you get for a lifetime of listening when you'd have preferred to talk." - Doug Larson, newspaper columnist
- What do you think these quotes mean?
- Describe what it feels like when someone is actively listening to what you are saying.
- Describe what it feels like when someone is not actively listening to what you are saying.
- Do you think you listen to others well? Why or why not?
- Is it easy to show active listening in some situations more than others?
- When is it hard to show active listening?
- What can you do when active listening is hard?
- Do you think it takes **self-discipline** to be a good listener?

*We are going to be talking today about what it means to listen. Let's start by reading the quotes out loud as a class, write your own responses to those quotes in your RAK journal, and then we will discuss as a class.*

Ask for a volunteer or two to read the quotes out loud. Then allow time for students to write their responses to the quotes in their RAK journal.

## Empower

### Discussion (10 mins)

After they write, discuss the questions written on the board as a class.

### 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

- What are some qualities of a good listener?
- How can we show respect to others when we listen?
- What qualities in ourselves do we need to improve to be better listeners?

### Reflection Questions

- Do you notice a difference when you are listening well in school? In your friendships? In your family? How?
- How do you think you can be a better listener? What are the qualities you want to work on?
- How do you like to be listened to?

### Summary

*Today we talked about the qualities of a good listener. Listening is an act of kindness. It shows the other person that you care, that you're supportive and that they matter.*



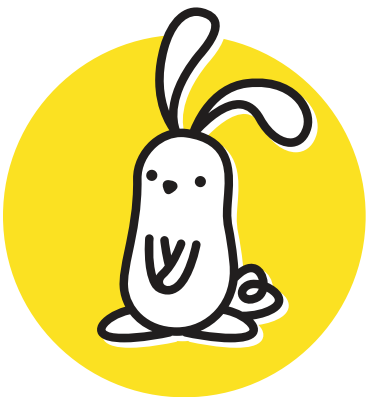
### Act (2 mins)

#### Kindness Minute

Turn to the person next to you and ask them how their day is going. Actively listen when they respond.

#### Kindness in Action

Complete the home extension activity.



# Home Extension Activity

NAME \_\_\_\_\_

**PLEASE RETURN BY**

## Background

As part of the Random Acts of Kindness program, we have been talking about listening actively. Here are the five active listening skills we learned:

- Look at the person who is speaking
- Concentrate on what is being said
- Respond by nodding or answering questions
- Ask questions if you do not understand or need more information
- Drop all other distractions or activity

## Instructions

Chose an event to attend with your parents, a guardian, or a trusted adult. Examples include a lecture or speech at the local library or university, a concert, a religious event or a meeting, but feel free to find any event that is of interest. Take notes to ensure that you are listening well. You will give an oral presentation to the class about what you learned at the lecture.

[illegible]