

LESSON 4

Active Listening Unit Grade 7 • Ages 12-14

TIME FRAME

Preparation: 5 minutes
Instruction: 30-60 minutes

MATERIALS

Active Listening Skills sheet, cut apart
before class

[Kindness Concept Posters](#): Caring,
Compassion, Respect, Self-Discipline

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.
SL.6.1, 1b-d, 2; CCSS.ELA-
Literacy.L.6.1

Colorado: Comprehensive Health S.4,
GLE.3, EO.a,b,e; Reading, Writing and
Communicating S.1, GLE.1, EO.d,e;
Drama and Theatre Arts S.1, GLE.2,
EO.b

SEL: Self-awareness, Self-
management, Social awareness,
Relationship skills, Responsible
decision making

[Learning standards key](#)

Active Listening Skills

Students will practice active
listening skills with a partner.

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.

CARING Feeling and showing concern for others.

COMPASSION Feeling empathy for and wanting to help another in need.

RESPECT Treating people, places, and things with kindness.

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:

- Seeing the five Active Listening Skills with images from the Home Extension Activity posted.
- Adding illustrations to the Active Listening Skills posters.
- Having a copy of the Active Listening Skills with the illustrations translated into their home language to practice at home.

Resources

1st Grade, Learning to Listen Unit

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.



Share (3 mins)

Tell the person next to you what your favorite activity or hobby is.

Inspire

Favorite Activity (15 mins)

I want you to think about a favorite activity or hobby. Write down at least three reasons why you enjoy that activity in your RAK journal.

Allow time for students to describe their favorite activity or hobby.

Empower

Active Listening Role-Plays (15 mins)

Now we are going to do five role-plays. We will need five volunteers to share their favorite activity and five other volunteers to be listeners.

Choose five pairs of volunteers, five talkers and five listeners. Give each pair one of the five skills listed on the Active Listening Skills Sheet, but tell them not to let anyone see the piece of paper.

We are going to talk about five different ways we can improve our listening skills. I am going to ask for one volunteer to describe their favorite activity or hobby and the other person to model the opposite of each listening skill written on the piece of paper. The rest of the class will try to guess what skill is not being modeled.

Ask for the first two volunteers to come forward. Tell one student to talk about the favorite activity they wrote about and the other student to demonstrate the opposite of the skill or to make things easier, have the student demonstrate the skill.

What skill do you think this listener demonstrated?

After students identify the skill, write the skill on the board. Have those two students sit down, and ask two other volunteers to come forward. Repeat the exercise for each listening skill.

The skills are:

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

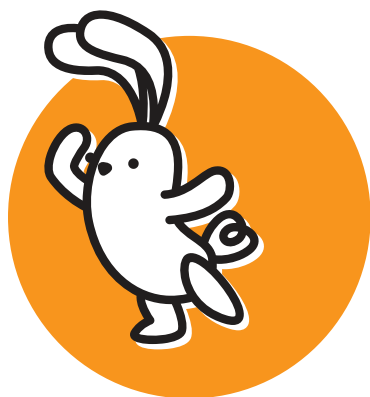
Divide students into pairs.

Now we are each going to practice these skills. Each partner should take a turn sharing a favorite activity with a partner for up to 1 minute. This can be the same activity or a different one that you talked about before. The listener should try to practice the five skills listed on the poster sheet. The speaker should try to summarize information, give concise details and make eye contact.

Allow time for each partner to share. At one minute say "Switch!" so that each student has a turn.



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



After the activity, ask the following questions:

- Were you better at listening carefully or speaking clearly?
- What did you do to be a good listener? (Asked questions. Repeated what the speaker says. Made eye contact.)
- Did the talker have to listen sometimes? Did the listener have to talk sometimes? Why is this important?
- What did you learn from your partner about how to listen carefully?

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 does it take to be a good listener?
- How do we show respect to the talker?
- What can you do to become a better listener?

Reflection Questions

- Is being a good listener important?
- How do you think it will change your relationships if you become a better listener?
- How is listening an act of kindness?

Summary

Today we practiced all the skills we've been talking about. Learning to be a good listener is more than just learning what the skills are, we have to practice over and over, just like if we were learning a new sport. Kindness comes from showing respect and attention to people. Listening is an easy way we can all show kindness.

Act (2 mins)

Kindness Minute

Pouring chemicals in the sink or throwing them out in the trash can harm the environment. As a class, look up where the closest place is to your school to drop off electric or chemical waste.

Kindness in Action

Next time you are in a store, ask the clerk how they are. Actively listen to their response.



Active Listening Skills

Directions: Cut apart the listening skills before class and hand to the listener in each role-play.

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Look at the person who is speaking

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Concentrate on what is being said

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Respond by nodding or answering questions

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Ask questions if you do not understand or need more information

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Drop all other distractions or activities

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