

ACTIVE LISTENING

I'm actively listening to what you are saying.

UNIT A LESSON I



This lesson was extracted from the Business Soft Skills curriculum guide.



Introduction

Teaching Business Soft Skills is a curriculum guide for new and experienced instructors who want a structured yet flexible outline for teaching in Business and Technology. Eva Marie Foxwell's lessons are designed with a focus on giving teachers dynamic and interactive lessons, guided learning ideas, detailed assignments, formative and summative assessments, and a wealth of classroom material.

For students, this curriculum guide is designed to provide space to think, reflect, create, and collaborate toward formal projects that engage real-world business expectations.

Teachers are encouraged to use these templates as strictly or loosely as they wish. There can be any level of deviation, customization, or combination that works best for your grade level, reading level, business resources, business community, administrative support, and collaborative possibilities at your school.



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Unit A

Active Listening



In this unit, students will learn the fundamentals of active listening, which includes not only hearing, but acknowledging the speaker, showing attentive body language, providing feedback, staying open-minded, demonstrating understanding, and responding appropriately.

Students will begin by defining “active listening,” then move into a series of fun and engaging exercises and group activities to test their active listening, demonstrate the challenges of active listening, and provide opportunities to develop and practice more effective listening in various situations.

The first few lessons of this unit ask students to work in teams or pairs, allowing them to get to know and trust one another. These are opportunities for you to establish your rapport with students as you ask them to step outside their comfort zone and try new activities. Students will do a lot of reflective writing to understand new concepts, apply previous knowledge, and develop new thought processes.

This unit’s major assignment is a conference schedule, comprised of short conference presentation summaries. Students will be introduced to the concept of professional conferences and learn to prepare multiple conference components throughout the year.

The minor assignment is a partner interview and written profile. Students will test and apply their active listening skills, and demonstrate how active listening results in better information, good questions, and a more successful final assignment.

Unit A



Lesson 1 Introduction Active Listening Definition

Overview	<p>This first lesson will introduce the definition of Active Listening, and get students working together and role-playing to experience active and distracted listening.</p> <p>Your goal is to get students comfortable with independent research, working together, practicing soft skills, and reflecting on their learning.</p>
Your announcements, reminders, recaps, or places to look ahead.	
Time	1 class period
Materials	<ul style="list-style-type: none">• Computers and Smart Board• Student pen/paper or computer• Dry Erase Board• Worksheet copies
Student Objectives	<ul style="list-style-type: none">• Students will <u>define</u> “Active Listening” using 3 or more different websites.• Students will <u>practice</u> distracted and active listening.• Students will <u>reflect</u> on their role-play.
Accommodations	<p>Students may receive:</p> <ul style="list-style-type: none">• assistance with online research;• extended time in an undistracted environment to write;• assistance reading aloud in class.

Unit A



Lesson 1 Activities

Active Listening Definition

Guided Learning	<p>First, have students find definitions of “active listening” online, allowing them to read and take notes independently.</p> <p>Discuss their definitions, and make sure they have written down the most important aspects of active listening: body language, open-mindedness, and appropriate verbal responses. Ask students to add to their own worksheets what their peers have found.</p> <p>Finally, put students in pairs to complete the active and distracted listening role-play on Lesson 1 Worksheet B.</p>
Independent Practice	<p>Students will find definitions and take notes on their own. They will also complete the role-play independently, and write their reflections independently.</p>
Synthesis	<p>After students have completed the Do-Over role play on Lesson 1 Worksheet C, students will read their notes about their partner out loud to the class. This is a great way for the class to get to know each other and start developing a community.</p>
Formative Assessment	<ul style="list-style-type: none">• Name 3 feelings “distracted listening” causes in your speaker.• Everyone show me active listening with your body language while I share with you three interesting things about myself.



Unit A



Lesson 1 Conclusion Active Listening Definition

Questions for Teacher Reflection

- Were all students able to find definitions online? Are students familiar with Google?
- Did students reflect honestly about the active listening partner activity?
- Are students more aware now about the negative effects of distracted listening?
- Who was struggling today?
- What activities elicited engagement? What activities led to distraction?
- What items require my follow-up action?

Teacher's Notes

Large empty rectangular box for teacher's notes.



Unit A



Lesson 1 Warm-up What is Active Listening?

Look up the definition of “active listening” online, using Google or another search engine. **Examine at least 3 different websites to learn about active listening.** Fill in the chart below with the information you find.

Active Listening involves these behaviors and body language cues from the listener:

Active Listening involves this kind of mind-set and internal response from the listener:

Active Listening involves these kinds of verbal responses from the listener:



Unit A



Lesson 1 Worksheet (A)

Active Listening Definition

Time for a Role Play Activity! Work with a partner, and decide who will be Partner A and who will be Partner B. Complete the activity, then SWITCH roles and complete the activity again.

Partner A

- Your job is to tell Partner B the three most interesting facts about yourself. Speak for 1-2 minutes about any topics that make you unique and interesting.

Partner B

- Your job is to listen to Partner A talk about himself/herself.
- WHILE you are listening, you must solve the following math equations:

$$14 + 28 + 79 + 1002 + 1 + 8 + 80 + \underline{\hspace{2cm}}$$

$$109 \times 72 = \underline{\hspace{2cm}}$$

$$5728 - 81 + 921 - 7 = \underline{\hspace{2cm}}$$

- You **MUST** solve all three equations before your partner is finished talking. Work fast!
- Only when Partner B is **COMPLETELY FINISHED** talking, you must write down everything you can remember about what they said:



Unit A



Lesson 1 Worksheet (B)

Active Listening Definition Reflection

Reflect on the listening activity you just completed with your partner.

When you were the LISTENING partner, how did it feel to try and do math problems while listening and remembering? What was difficult and how did you try your best to remember what was said?

When you were the SPEAKING partner, how did it feel to talk to someone who was busy and distracted with another task?

Unit A



Lesson 1 Worksheet (C)

Active Listening Partners: Really Listen This Time

DO OVER!

Each partner tells the other those same 3 most interesting and unique things about him/herself, while the listener demonstrates active listening body language and appropriate verbal responses (follow-up questions). Give your partner your full attention!

Write down what your partner shared with you, so you can share it with the class.



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