

Activity 3: Engagement

Activity aim:	Being attentive listeners also requires us to demonstrate that we are listening. This activity highlights the skills needed to be a good audience member.
Time:	5 - 10 minutes
Delivery:	<p>This could be a whole group activity, or they could split into teams to practise their skills. Before the session, decide which of the forms of engagement are appropriate for your learners, modify the cards accordingly, print them out, then cut them up. Below are the delivery steps:</p> <ol style="list-style-type: none"> 1. Put the learners into small groups and ask them to think about a time when they were talking to someone who didn't listen. Can they tell each other what made them think that the other person was not listening? Try to elicit examples such as 'no eye contact', 'face didn't change', 'no response' etc. Ask them how they feel about that. 2. Then ask them how they can show somebody that they are listening. Try to elicit examples such as 'nodding', 'maintaining eye contact', 'smiling', 'looking surprised', 'asking questions' etc. 3. Explain that you are going to give a short talk to the whole group for about 1 minute and that they need to show you they are listening. Give each person in the audience a card that tells them one thing they could do. These can be allocated as appropriate to the learners' abilities. Make sure they understand what they have to do, according to their card. 4. Give a short talk on a topic of interest to your group. Monitor their reactions to check that they are giving the feedback required. At the end, discuss with them how well they have done in letting you know that they were listening. 5. As an alternative, one or two members of the group could be allocated the 'Audience monitor' card and asked to watch the others during the talk. At the end, they will have to say who had which card (e.g. who was nodding well, who was maintaining eye contact, etc.). 6. As the course progresses, other members of the group could be encouraged to give a short talk, and the engagement cards could be rotated until everybody has had a chance to practise them all. Extra praise should be given to learners who model more than one way of listening.



Differentiation:

- Allocate the cards according to the abilities of the learners, whilst still trying to extend their listening repertoires.
- Allow some time before you start talking to discuss the cards and what they mean (e.g. how often would you have to nod if you are the nodding member of the audience?).
- For learners working at a higher level, give them 2 or even 3 cards and ask them to demonstrate their listening in more than one way.