

### Entry Level – 4.3 – Lesson Plan – Active Listening

<b>Lesson Objective and Assessment Criteria covered</b>	<p><b>Lesson Objective:</b> <i>To show our understanding of ‘active listening’ and how we can show others that we are interested and engaged in what they are saying.</i></p> <ul style="list-style-type: none"> <li>• Look at other speakers.</li> <li>• Behave positively and courteously throughout.</li> </ul>
<b>Delivery</b>	<p><b><i>These activities are designed to encourage ‘active listening’. This means showing that we are listening, not just hearing, and fully concentrating on what the speaker is saying.</i></b></p> <p><b><i>Showing that we are listening</i></b></p> <ol style="list-style-type: none"> <li>1. Ask learners how we know that somebody is really listening to us when we talk.</li> <li>2. Come up with a list together. We have given some suggestions below.</li> </ol> <p>Active listening can be demonstrated with positive facial expressions and body language, such as:</p> <ul style="list-style-type: none"> <li>• maintaining eye contact</li> <li>• nodding your head</li> <li>• smiling</li> <li>• agreeing with a simple ‘Yes’ (when appropriate)</li> <li>• facing the speaker</li> <li>• moving closer to the speaker (if appropriate)</li> <li>• inclining your head slightly.</li> </ul> <p><b><i>Modelling Active Listening:</i></b></p> <ol style="list-style-type: none"> <li>1. Use some learners as volunteers. Ask someone to come forward and get them to tell you about what they did last weekend.</li> <li>2. Demonstrate good and bad body language and facial expressions while you are listening e.g., face the speaker and then turn away from them, look at the speaker and then start looking around the room.</li> <li>3. Whenever you are demonstrating good active listening the learners should clap to show they recognise it. More confident learners can also demonstrate good and bad body language and facial expressions, while listening to another student.</li> </ol> <p><b><i>Listening and Summarising Game</i></b></p> <ol style="list-style-type: none"> <li>1. Make one person in the group the listener. Everyone else lines up on a continuum line in response to a statement.</li> </ol>

2. When everyone has settled into position, the listener asks some people their reasons for their responses. Those being asked give reasons for their decision.
3. Praise demonstration of active listening through body language and facial expression. The listener then summarises the group's viewpoints.

**Entry Level 1: Base the statements on likes and dislikes to enable learners to respond confidently.**

**Example: I like reading / I dislike reading.**

Indicate the two ends of the continuum. Learners place themselves between those two points. The listener asks a few people to explain:

- Why do you like reading? I find it relaxing.
- Why do you not like reading? I find it really difficult.
- The listener might then say: Most people in the group like reading. Some like it because it is relaxing and others enjoy adventure stories. A few people don't like reading because they find it boring or difficult.

**Ideas for statements (listeners could also decide these themselves):**

I like snow / I dislike snow.

I like cats / I dislike cats.

I like vegetables / I dislike vegetables.

**Entry Level 2: Base the statements on things to agree/disagree with**

**Example: Pupils should wear school uniform.**

Indicate the two ends of the continuum: YES and NO. Learners place themselves between those two points. The listener asks a few people to explain:

- Why do you think pupils should wear school uniform? I think it looks smarter.
- Why do you think pupils should not wear uniform? Sometimes it can be uncomfortable.
- The listener might then say: Most people in the group agree that pupils should wear school uniform. They think this because it looks smarter and helps everyone feel equal. A few people don't agree because school uniform can be uncomfortable and unflattering.

**Ideas for statements (listeners could also decide these themselves):**

Homework is a good use of time.

School pupils should wear school uniform.

Everyone should learn a musical instrument.

Dogs are better pets than cats.

**Entry Level 3: Base the statements on controversial or polarising topics to agree/disagree with.**

**Example: Everyone should become vegetarian.**

	<p>Indicate the two ends of the continuum: YES and NO. Learners place themselves between those two points. The listener asks a few people to explain:</p> <ul style="list-style-type: none"> <li>• Why do you think people should become vegetarian? It is more environmentally friendly to not eat meat.</li> <li>• Why do you think people should not become vegetarian? I think it is natural for humans to eat meat and plants.</li> <li>• The listener might then say: There is a wide range of opinion about this. Many people agree that becoming vegetarian is good for the environment. However, some think that it is natural for people to eat meat as well.</li> </ul> <p><b>Ideas for statements (listeners could also decide these themselves):</b></p> <p>Everyone should become vegetarian. We should stop driving cars. All zoos should be closed down.</p> <p><b>Further Support:</b> You can start by demonstrating being the listener yourself, if learners require this.</p> <p><b>Extension Activity:</b> If learners in the group are very confident, extend this by asking respondents to sit down after they have been questioned. This will challenge the listener to really pay attention and remember the different opinions, and then summarise them without visual clues.</p>
Additional Resources	