

ESB Level 1 Award in Speech (Grade 2) Speech to Inform – 4.1 – Teacher
Guidance –
Active Listening

Learning Objective	To practise our active listening skills.
Delivery	<p>Activity 1: Parallel Storytelling</p> <ol style="list-style-type: none"> 1. Group Formation: Divide the class into small groups of 4-5 learners. Ensure each group has a designated space where they can sit and discuss the story. 2. Provide Story Prompts: Give each group a story prompt or scenario starter. This can be a sentence like, "Once upon a time, in a magical forest," or any scenario that you've prepared in advance. Each group should receive a different prompt. We have provided 15 prompts in this document. 3. Establish the Order: Within each group, designate an order in which learners will contribute to the story. For example, Learner A goes first, Learner B follows, and so on. 4. Start the Story: In each group, Learner A begins the story by speaking one or two sentences based on the given prompt. The goal is to start the story in a creative and engaging way. 5. Incorporate Groupmates' Ideas: Here's the twist: After Learner A has spoken, Learner B continues the story but must include an element from Learner A's contribution. For instance, if Learner A mentioned a magical forest, Learner B could introduce a curious creature living in that forest. 6. Continue the Rotation: Continue this rotation within the group, with each learner adding to the story, incorporating elements introduced by their peers. 7. Encourage Active Listening: Emphasise that every learner should actively listen to their groupmates to ensure the story flows smoothly and makes sense. They must adapt their contributions based on what others have said. 8. Set a Time Limit: Depending on the complexity of the story prompt and the number of learners, set a reasonable time limit for this activity (e.g., 10-25 minutes). 9. Discussion: Encourage a brief discussion about the challenges and benefits of parallel storytelling and about the challenges and benefits of active listening.

Activity 2: Listening skills bingo

1. **Prepare Bingo Cards:** Create Bingo cards with active listening-related tasks (you can use the provided cards). Ensure that each observing learner in a team has a unique Bingo card. These learners will be tasked with marking off tasks as they observe the conversation.
2. **Select Conversation Speakers:** Choose two learners in each team to be the conversation speakers. They will engage in a conversation using a given discussion topic or conversation prompt. The speakers should be informed about the game's objective.
3. **Explain the Game:** Gather the observing learners and explain the rules of the game. Let them know that they will be observing the conversation between the speakers and marking off tasks on their Bingo cards based on what they see and hear.
4. **Distribute Bingo Cards:** Hand out the Bingo cards and markers to the observing learners.
5. **Start the Conversation:** Provide the chosen discussion topic or conversation prompt to the speakers. They should engage in a conversation while keeping in mind that the observers are actively marking off tasks on their Bingo cards.
6. **Active Listening Tasks:** As the conversation unfolds, encourage the observing learners to actively listen and mark off tasks on their Bingo cards when they notice an opportunity. For example, if the card says, "Ask a follow-up question," the observing learner should mark it off when one of the speakers asks such a question.
7. **Mark Completed Tasks:** Observing learners should mark off completed tasks on their Bingo cards as they are observed during the conversation. They can use markers or pens for this.
8. **Discussion and Reflection:** After the conversation ends, gather the group for a discussion. Ask the observing learners to share what they observed and marked on their Bingo cards. Discuss their observations and what they learned about active listening.
9. **Optional: Rotate Speakers and Observers:** You can rotate roles, allowing other learners to take turns as conversation speakers and observers in subsequent rounds.

Activity 3: Facial Expressions

Pair up: learners should work in pairs for this activity where possible.

1. **Question one another:** learners should ask one another questions (there are examples in the workbook).
2. **Pick a card:** Before they answer each question, learners should choose an 'emotion card'. Whilst giving their answer, they should try to facially express the emotion on the card.

	<p>3. <i>Impact:</i> both learners should assess the impact of facial expression on the answer given.</p> <p>Activity 4: Positive and Negative</p> <ol style="list-style-type: none"> 1. <i>Get into groups:</i> Learners arrange themselves into groups of at least three. They will be taking it in turns to be the speaker. 2. <i>Roles:</i> Give each learner a card with their role on it. There are two roles: engaged and disinterested. Learners should keep their role secret. 3. <i>Storytelling:</i> Learners should tell a story to the others in their group. This could be anything – their last family holiday, a happy memory, something dramatic that has happened to them, the plot of their favourite game, book, or film. 4. <i>Responding in role:</i> the other two (or more) learners should respond to the storyteller as per their role-card. They don't have to use all of the techniques at once, they could use one per listener, or swap roles after each turn. 5. <i>Reflect:</i> once all learners have had a turn being the storyteller, the group should discuss and reflect on their experience using the prompts in the workbook.
Additional Resources	
Notes	<p>We are aware that some learners, for a range of reasons, may find use of body language and eye contact a challenge. If this is the case, please be sure to look at our Equality, Diversity, Inclusion and Safeguarding page to find out more about the Reasonable Adjustments you can apply for and our Reasonable Adjustment Policy.</p> <p>If you would like to discuss individual cases with us in more detail, please contact product@esbuk.org.</p>

Activity 1: Parallel storytelling prompts

1. In a bustling city filled with secrets...
2. On a scorching summer afternoon, an explorer ventured into a jungle ruin...
3. On a remote island where magic is real...
4. On a foggy, moonlit night, someone arrived at a coastal fishing village, determined to solve a mystery...
5. Deep in a mysterious underground cave...
6. With the first light on Mars, an observer marvelled at a futuristic space station.
7. In a world where time travel is possible...
8. On a crisp autumn morning, an adventurer finds an enchanted forest...
9. In the year 2200, during humanity's first contact with an alien civilization, a scientist contemplated the future in a futuristic metropolis.
10. A historian enters an ancient castle...
11. Amidst a post-apocalyptic wasteland...
12. During a thunderstorm at sea, a crew of pirates discovered an uncharted island...
13. In a parallel universe where gravity is reversed...
14. Midnight, a ghost hunter explored an abandoned hospital...
15. In a medieval kingdom ruled by talking animals...

Activity 2: listening skills bingo

Discussion ideas

- "Ways to Help Protect the Environment"
- "How Technology Has Changed Our Lives"
- "Dealing with Bullying and How to Seek Help"
- "Using Social Media Safely and Responsibly"
- "Celebrating Differences and Inclusion in Our School"
- "Tips for Handling Stress and Emotions"
- "Favourite Movies, TV Shows, and Books"
- "Getting Involved in Community Projects"
- "Learning About Different Festivals and Traditions"
- "Staying Safe Online and Avoiding Cyberbullying"
- "Making Good Choices and Resisting Peer Pressure"
- "Healthy Eating and Fun Recipes for Kids"
- "Exploring Art, Drawing, or Crafts"
- "The Importance of Kindness and Friendship"

Bingo Cards

Share a personal story	Ask questions about the topic	Nod head to agree
Maintain eye contact/look at the speaker	Provide feedback on what was said	Use facial expression to respond to what you hear

Repeat what the other person has said	Ask a follow up question	Nod head to agree
Summarise	Look at the other person	Give a supportive comment

Show empathy	Use non-verbal cues (smiling, nodding)	Mirroring the other person's body language
Ask for more details	Offer a personal connection to what was said	Nod head to agree

Ask a clarifying question	Look at the other person	Give a supportive comment
Allow other person to speak without interruption	Use non-verbal cues (smiling, nodding)	Offer encouragement

Maintain eye contact/look at the speaker	Provide feedback on what was said	Use facial expression to respond to what you hear
Ask for more details	Offer a personal connection to what was said	Nod head to agree

Activity 3: Emotion Cards

<i>Happy</i>	<i>Sad</i>	<i>Scared</i>	<i>Angry</i>
<i>Nervous</i>	<i>Calm</i>	<i>Confused</i>	<i>Frustrated</i>
<i>Curious</i>	<i>Calm</i>	<i>Proud</i>	<i>Bored</i>
<i>Embarrassed</i>	<i>Confident</i>	<i>Determined</i>	<i>Reluctant</i>

Activity 4: Role Cards

<p>Engaged:</p> <ul style="list-style-type: none">• Give thumbs up or show enthusiasm with hand movements.• Look directly at the storyteller while nodding and smiling.• Express joy, surprise, or empathy through facial expressions.	<p>Engaged:</p> <ul style="list-style-type: none">• Sit or stand with a slight forward lean to show active interest.• Show appreciation with light applause or clapping.• Subtly mimic the storyteller's gestures and expressions to show empathy.
<p>Disinterested:</p> <ul style="list-style-type: none">• Look around the room or at your nails instead of at the storyteller.• Exaggerate a yawn to show boredom.• Play with pens, paper, or any nearby objects to appear distracted.	<p>Disinterested:</p> <ul style="list-style-type: none">• Give a heavy sigh or tap fingers impatiently on a surface.• Pretend to check your watch or phone during the story.• Appear disengaged by slouching in your chair or leaning away from the storyteller.