

ESB Level 2 Certificate in Speech (Grade 4) Speech for Employability – 4.1 – Teacher Guidance – Active Listening

Learning Objective	To practise our active listening skills.
Delivery	Activity 1: Parallel Storytelling 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. 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. 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. 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. Incorporate Groupmates' Ideas: 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. Continue the Rotation: Continue this rotation within the group, with each learner adding to the story, incorporating elements introduced by their peers. 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. 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). 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: Missing Information

1. **Groups:** learners should work in threes for this activity where possible.
2. **Roles:** There are three roles for the task: speaker, questioner, and expander
3. **Speaker:** The speaker uses one of the statements (below) to begin.
4. **Questioner:** The questioner then uses the bank of suggested question stems (or their own question) to encourage the speaker to add additional details.

	5. Expander: Once the questioner is convinced that enough detail has been given, the expander should recap the information with the additional information, expanding upon the original statement and showing how closely they have been listening. They can paraphrase; it doesn't need to be a verbatim retelling. 6. Impact: Learners develop clearer, more confident verbal responses by practising active listening, asking purposeful questions, and expanding on incomplete information.
Additional Resources	
Notes	We are aware that some learners, for a range of reasons, may find use of body language and eye contact a challenge. We aim to make our assessments accessible to all, so 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. If you would like to discuss individual cases with us in more detail, please contact product@esbuk.org.

Activity 1: Parallel storytelling prompts

1. On the edge of town, a small crowd gathered after something unexpected appeared overnight.
2. On a routine walk home, Morgan spotted something unusual lying in the road.
3. When the train pulled into the station, the passengers realised something wasn't right.
4. At the start of a group project, the team discovered that each person had been given different instructions.
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. As rain hammered against the windows, Aisha spotted a figure standing completely still across the street.
9. Halfway through a busy shift, Romy received a request from a customer that no one seemed sure how to handle.
10. During a university open day, one of the rooms on the timetable wasn't where it was supposed to be.
11. During a storm, the lights flickered and when they came back on, something in the room had changed.
12. While waiting for their appointment, Sam overheard a sentence that caught their attention immediately.
13. On the first morning of their work placement, Leah arrived to find the office unusually quiet and a note waiting on their desk.
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 is shaping future careers
- Skills young people need for today's job market
- Using social media safely and responsibly
- Qualities that employers look for in new starters
- Managing stress during busy periods (exams, work, life changes)
- Your favourite film/series/music/book and why it resonates with you
- What makes a community inclusive?
- Strategies for staying motivated
- How friendships change as you get older
- Travel plans, dream destinations, or places that inspire you
- The best advice you've ever been given
- A hobby or interest you've stuck with and what it's taught you
- How to disagree respectfully in conversations

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: Missing Information

Statements:

1. "I changed my mind about going to that event after something happened earlier in the day."
2. "We were meant to finish the group task yesterday, but things didn't go as planned."
3. "I started revising for the test, but I ended up switching my approach halfway through."
4. "My shift at work was much harder than usual because of something unexpected."
5. "There was a bit of tension in the group, but we managed to sort things out eventually."
6. "I tried a new routine this week, and it actually made a big difference."
7. "Someone gave me feedback that changed how I thought about what I was doing."
8. "I nearly missed an important deadline, but something helped me get back on track."
9. "I decided to help out with something recently, and it turned out to be more interesting than I expected."
10. "A conversation I had yesterday made me rethink one of my choices."

20 Question Stems for Clarifying & Expanding

Understanding the situation 1. What happened? 2. When did this happen? 3. Where were you? 4. Who was involved? 5. What were you doing at the time?	Adding detail 6. Why did that happen? 7. What was the problem? 8. How did you feel about it? 9. What did you do next? 10. What did the other people do?
Understanding choices 11. Why did you change your mind? 12. Why did you need help? 13. What made you decide that? 14. What did someone say to you? 15. What made it unexpected?	Results and reflection 16. How did you fix it? 17. What happened in the end? 18. What did you learn? 19. What would you do next time? 20. Did it help you? How?