**Presentation of Material/Learning Activity:**

1. The teacher will teach the five components of active listening with examples

 Stop Everything you’re doing

 Look at the person who is speaking

 Stay quiet while the other person speaks

 Ask clarifying questions or make comments about what you heard

 Summarize what you heard the other person say

2. The teacher will pass out and review the checklist for students to demonstrate understanding

3. The teacher will model and/or present a bad example of active listening.

4. The teacher will model and/or present a good example of active listening.

5. The teacher will assign partners and topics. Topics for communication could integrate various subject areas (i.e. a recent math or social studies topic.)

6. The teacher will lead a group discussion following the students practice activity.

**Hook/Bell Ringer Activity:**

Students will complete a reflection of the following question:

1. Think of a time when you tried to tell someone something and they didn’t listen.

How did it make you feel?

**Learning Objective:**

Teachers will demonstrate the components of active listening so that students can use a respectful tone when responding to adults and peers, practice techniques and skills related to conflict and negotiation, refusal, and collaboration.  Development of these skills is important when becoming an effective communicator.

**Students will engage in:** (check all that apply)

\_\_X\_\_ Role Play

\_\_X\_\_ Cooperative Learning

\_\_\_\_\_ Project

\_\_\_\_\_ Graphic Organizer

\_\_X\_\_ Teacher Modeling

\_\_X\_\_ Visuals/Technology

\_\_\_\_\_ Research/Lab

\_\_\_\_\_ Hands On

\_\_X\_\_ Whole Group Discussion

\_\_\_\_\_Think Aloud

\_\_\_\_\_CLOSE Reading

\_\_X\_\_Direct Instruction

**Subject:** Active Listening

**Lesson:** Understanding and using

active listening for good

communication.

Date: September 2016

**Lesson Focus:** Concentrate on active listening skills, using a respectful tone when responding to adults and peers, and practicing techniques and skills related to conflict and negotiation, refusal, and collaboration.

**Reflection:**

Reflect as a group on the question “How does it make you feel when someone is actively listening to what you are saying”? “Would you want to continue to be an active listener?” Students will independently complete the four questions on the bottom of the active listener checklist.

**Differentiation:**

Students may be paired purposefully in order to allow for peer coaching.

Students may type or audio record their responses to the reflection questions.

Students may observe a student-student role-play, rather than participating actively in the role-play.

**Daily Assessment:**

Students will have a group discussion in which they will demonstrates knowledge and application of good active listening skills by using all five components. Students will collaboratively fill in the checklist of the listener in the partner group after each turn. Student will independently complete the four reflection questions at the bottom of the worksheet.

**Learning indicators of success:**

Students will demonstrate knowledge of the components of active listening through their use in various situations throughout the school day.

**Guided Practice:**

1. Students will fill in the checklist to identify what they saw in the model(s) of bad active listening and analyze the results with a partner.

2. Students will fill in the checklist to identify what they saw in the model(s) of good active listening and analyze the results with a partner, discussing the differences between the two examples.

3. After being assigned a partner, students will take turns communicating for two min while the other demonstrates good active listening skills.

4. Students will collaboratively fill in the checklist of the listener in the partner group after each turn.

5. Students will participate in a classroom discussion reflecting on their peer active listening practice and in response to the closure question.

6. Students will independently complete the reflection questions on the bottom of the worksheet.