TRANSITION SKILLS

LESSON 8-27 ▲ HIGH SCHOOL AND EFFECTIVE LISTENING

**LEARNING GOALS/OUTCOMES**

* Improve communication skills to have more effective dialogue with family, peers and their community.
* Apply effective listening skills.

**MATERIALS NEEDED**

* **Student Handouts:**
* Are You Listening?

**CLASSROOM ACTIVITIES**

1. **Ask students what they know about conflict.** How do they define conflict? Does it have a positive and negative side? Share with students that today’s lesson focuses on the a) reasons conflicts arise in relationships and b) how to explore ways to more effectively communicate with others.
2. **The lesson takes students through two different ways to listen and to express what they heard speaker say.** Have students work in groups of three where one person is gives the message, one person answers (based on the directions) and one person is the observer and records the response. Be prepared to model an example with yourself and two students acting out the roles.
* Establish the student groups and roles. Share that being an effective listener involves making the other person feel comfortable enough to share information. The listener will show that they are interested in what the speaker has to say and they will be using body language such as eye contact, facial expressions, body posture, tone of voice, etc. (Body language accounts for almost 70% of what is communicated rather than words).
* Distribute the Handout and go over the examples with the students. Go over the examples for REFLECT.
* Ask students to stop and talk as a class for a minute about what they found out. Did thinking about how they answered make a difference? What was difficult or challenging as the listener? What did the observers see?
* Have students in the group change roles and repeat the process with the REFRAMING scenarios.
* Ask students to stop and talk as a class for a minute about what they found out. Did thinking about their answering in this way make a difference? What was difficult or challenging as the listener? What did the observers see?
1. **After the activity, have students share their thoughts about the process.** Ask them:
* What was your experience as a listener? Did you feel comfortable or uncomfortable?
* What impact did body language have? How might people interpret body language differently?
* Does a listener’s personal background (race, socioeconomic status, religion, traditions, educational level, etc.) affect the way a message is sent or received?
* What gets in our way of always sending an effective message?
* What could you do in the future if another person keeps sending you ineffective messages (like blaming, accusing, etc.)?

Share with students that an effective listener has to get the other person to talk to them and make them feel comfortable enough to share information. Effective listeners show empathy, demonstrate their understanding, and restate the other person’s most important thoughts and feelings.

1. **Encourage students to take the handout home and try the scenarios with family members** and be prepared to report back what they learned about communication at home.

**STUDENT PRODUCTS**

* **Completed *Are You Listening?***

 **ADDITIONAL RESOURCES AND OTHER INFORMATION**

* **FACILITATOR NOTES**

Share with students that communication involves both sending and receiving messages. Share with students that the style of your initial communication sends a message about your intentions for communicating. To communicate successfully in the process, you need to be both an effective sender and an effective listener of information. Share that what is said isn’t always what we hear.

TRANSITION SKILLS

LESSON 8-27 STUDENT HANDOUT

 ARE YOU LISTENING?

Below is a set of scenarios where you will have a turn to be a speaker, a responder, and an observer/recorder. Your team of three people will take turns playing each role. If you are the recorder, try and be as exact as possible in writing down what the responder said. All of you will be asked to report out about how you felt during the scenario.

**SET 1: REFLECTING**

During this method, the listener mirrors back the feelings (emotions expressed) and/or the content of the message.

Examples:

Message: I hate working with Elizabeth on this project!

Reflect: It sounds like you’re frustrated by not being able to complete the project.

Message: It’s all your fault! It wasn’t supposed to happen this way.

Reflect: “You’re disappointed with the way things turned out. You weren’t expecting this.”

1. Message: “You were supposed to drive me to school today. I had to walk to school and I arrived 30 minutes late! That’s two times this week YOU did this.”

Reflect:

1. Message: “My boss keeps cutting my hours at work. He tells me not worry because things will change. He’s been saying that for a month now!”

Reflect:

1. Message: “My math teacher hasn’t changed the grade after the test re-takes last week. My parents keep bugging me about my grade and they don’t want to let me go out until my grades get better!”

Reflect:

**SET 2: REFRAMING**

During this method, the listener restates content of the message to stress out what the speaker WANTS or what is important to them.

Examples:

Message:” I hate the way my friend Charlie talks to me. It is so disrespectful!

Reframe: Respect is important to you.

Message: “I’ve been working the entire week on this project and I want it done right. My mom thinks it should be done by now!”

Reframe: You want her to appreciate your efforts, attention to detail and dedication to this project.

1. Message: “She’s taking too long!!”

Reframe:

1. Message: “You’re mean!”

Reframe:

1. Message: “I just can’t talk to you. You don’t care about me!”

 Reframe: