**Respecting Others (Grade 9)**

**Activity: Active Listening**

 Learning Target: I can describe positive and negative examples of at least one active listening skill.

**Background**: In order to effectively communicate, it is important to listen. Sometimes, when you do not thoroughly listen or the other person feels you are not listening it can increase conflict.

Below are some skills to demonstrate “active listening”. These skills improve communication between individuals.

**Directions A:**

* + Divide the Advisory into 6 groups
	+ Have a student cut the table into strips (each skill makes one strip)
	+ Have each group try to complete giving positive examples of the skill, examples of not executing the skill, and the messages it sends when the skill is not used.
	+ Share as a group

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill** | **How do you demonstrate this skill?** | **What are some examples?** | **What should you NOT do or say?** |
| **Encourage** | draw the person out by using verbal and nonverbal cues to show you are listening. | * Make eye contact
* Nod
* .
 | * Check your phone
* .
* .
* .

**What message do the actions above send to the other person?**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Clarify** | Ask questions to confirm what the person speaking has said. (This can both assist you in understanding, but also assist the speaker in examining what they are saying and how it comes across. | * .
* .
* .
* .
 | * .”Can you repeat that?”
* .
* .
* .

**What message do the actions above send to the other person?**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Restate** | Repeat in your own words what the person speaking has said. (This shows that you are listening and processing what the other person is saying) | * .”So, he never replied to your text?”
* .
* .
* .
 | * .
* .
* .
* .

**What message do the actions above send to the other person?**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Reflect** | Tell the speaker what you think he/she is experiencing. (This can open up the speaker to provide more information. It can also help you check the accuracy of your perceptions.) | * “I think you are really upset over this”
* .
* .
 | * “You’re being too sensitive”
* .
* .
* .

**What message do the actions above send to the other person?**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Summarize** | Reiterate major ideas, themes, and feeling the person speaking has expressed. (This provides a review and encourages additional dialogue) | * .
* .
* .
* .
 | * .”I’m been through worse”
* .
* .
* .

**What message do the actions above send to the other person?**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Validate** | - Show appreciation for the efforts of the person speaking. Affirm positive feelings about being part of the dialogue.  | * . “I’m glad you’re sharing this with me”
* .
* .
* .
 | * .
* .
* .
* .

**What message do the actions above send to the other person?**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |