

ACTIVE LISTENING LESSON PLAN

Cohort 10

July 22, 2006

8AM Teams

When needed:

- Need for collective work to be delivered by two or more people working together in real time
- Leadership roles that shift among the members
- Mutual accountability and individual accountability

What needed?

- Known outcomes
- Max mix
- Awareness of Emotional and Rational
- Barriers and Bonds

Don't use "dysfunctional"

- Teams are analogous to Sports Teams

8:30AM Guardian, Idealist, Rational and Artesian

8:45 AM Begin the group drawing

9AM Break

9:10 Groups display work

9:30 Jim arrives and we break into the E/I, S/N, T/F, J/P

11AM Begin Active Listening

Two handouts

Play: Grocery List and Ethics Lecture

- Definition: Active Listening is focusing on the person who is speaking. An active listener needs to focus full attention on the person who is speaking.
 - Ask questions
 - Paraphrasing
 - Empathizing
 - Learning how to deal with silence
 - Question: What is the difference between hearing and listening?

Play: Caregiver Expert

Three people upfront – rotate. Cross legs together – three bodies one mind. One word answers. Listen to the person before and answer quickly. The topic comes from the audience (moderated by the narrator).

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NOON **Lunch. Take walk with students to give tour of campus**

1:30PM

Play: Groups of Three

Place one person in the middle. Have two people on either side talk about something mundane (panty hose – helicopters, etc.) for two minutes. Have the person in the middle listen to one and then the other (or try both). Those on the inside must turn to look at each of the speakers on the outside at one point in the two minutes. – Trade until all people have a turn in the middle. Debrief – how is it to not be listened to – or turned away from?

Group discussion Recap so far: Think back to those who have influenced you most in your life - did they have good listening skills? Were they good listeners?

Play: Talking Important!

Get into groups of three. One person is to talk about something very important to them for three to four minutes. Another person is to be the listener (use eye contact, body language, silences, and verbal minimal encouragers). The listeners are to concentrate on what they are hearing. The third person is to be the observer. The task is to observe the listeners verbal and non-verbal skills. Do this three times and change roles each time.

Then as a large group discuss what we learned.