

Lesson Cycle

Lesson Title/Topic: Say What!?

Concept: Identifying Different Types of Listening

Standards/Rationale: TEKS 110.58(b)(1)(H); **identify specific kinds of listening such as critical, deliberative, and empathic;**

Learning Target:	Assessment:
Given a list of listening scenarios, the student will identify what type of listening is reflected in each scenario with 80% accuracy.	Complete listening-types quiz.

Materials: Index card, clip art pictures, Listening-styles slideshow/powerpoint, 10 envelopes with key term from the lesson enclosed

Lesson Cycle: (Direct instruction)

The teacher will:	The student will:
<p>Focus/Mental Set:</p> <ul style="list-style-type: none"> ● Put students into pairs faced back-to-back; have one student raise their hand ● The student that raised their hand will be the “artist” ● Pass out blank index cards to all the “artists” ● Have the other half of the pair raise their hands; these will be the “describers” ● Pass out a clip art picture to the “describer” ● Instruct the pairs that the “describer” will need to describe the picture in as much detail as the can to the drawer ● Set the timer for 3 minutes and allow the pairs to work 	<ul style="list-style-type: none"> ● Get into pairs; raise their hand if they want to be the artist ● Artists receive blank index card ● Receive the piece of clipart from the teacher ● Listen to instructions ● The describer will the describe the clipart in detail; the artist will listen and draw

<ul style="list-style-type: none"> • Walk around while to pairs work to monitor progress • Call time and ask the pairs to show off their drawings • Ask the pairs to reflect on the process • Call on 2 or 3 pairs to share about their experience • Ask the drawer “How did you feel when your partner was describing the image and you couldn’t see it”? • Call on 1 or 2 drawers to share their experience 	<ul style="list-style-type: none"> • Hold up their work • Think about their experience while doing the exercise • Share about experience • Drawers will think about how they felt when listening to the describer • Drawers will share how they felt
<p>Teacher Input:</p> <ul style="list-style-type: none"> • Ask the students to think about the person they know who is the best listener • Tell the students to get an image of the person in their mind and to think about why that person is such a good listener • Encourage the students to keep this person in mind as they discuss different listening styles including critical, active and empathic listening. • Have the student think about which listening style that person may use without knowing details about each one • Turn on powerpoint/slide show discussing listening types • Rotate through the slide that highlights critical listening, deliberate/active listening and empathetic listening • Call on one student to read the critical listening definition for you • Call on a specific student and ask if they can identify any examples of critical listening 	<ul style="list-style-type: none"> • Think about the prompt given by the teacher • Imagine the person who they consider the best listener they know • Think about what listening style their person may used based solely on the name or what they already know about the style • View presentation • Read definition out loud • Share examples or personal experience

<p>or how they may have used the listening style in their life</p> <ul style="list-style-type: none"> ● Call on one student to read the active/deliberate listening definition for you ● Call on a specific student and ask if they can identify any examples of active listening or how they may have used the listening style in their life ● Call on one student to read the empathic listening definition for you ● Call on a specific student and ask if they can identify any examples of empathetic listening or how they may have used the listening style in their life ● Ask student to reflect on the listening styles discussed and see if they can identify the style used by the person they were asked to think about in the beginning ● Call on one to two students to share the person they thought of and the style of listening that person uses 	<ul style="list-style-type: none"> ● Read definition out loud ● Share examples or personal experience ● Read definition out loud ● Share examples or personal experience ● Reflect/think about the learning styles discussed; try to identify the listening style of the person they thought about at the beginning of the discussion ● Answer and share if called on by the teacher
<p>Guided Practice:</p> <ul style="list-style-type: none"> ● Show YouTube video of an example of critical listening https://www.youtube.com/watch?v=oOkzRfsnMIE ● Do not tell the students what listening type it is beforehand ● Let the students call out to determine which type of listening style is being displayed and why ● Show YouTube video of an example of deliberate/active listening https://www.youtube.com/watch?v=bFQ8L0q8Np0 	<ul style="list-style-type: none"> ● Watch YouTube video ● Call out what listening style they think the video portrayed ● Watch YouTube Video

<ul style="list-style-type: none"> • Do not tell the students what listening type it is beforehand • Let the students call out to determine which type of listening style is being displayed and why • Show YouTube video of an example of empathic listening https://www.youtube.com/watch?v=0iTeMhggsOc • Do not tell the students what listening type it is beforehand • Let the students call out to determine which type of listening style is being displayed and why 	<ul style="list-style-type: none"> • Call out what listening style they think the video portrayed • Watch YouTube video • Call out what listening style they think the video portrayed
<p>Independent Practice:</p> <ul style="list-style-type: none"> • Hand out the listening styles quiz • Instruct the students to read the listening scenarios on the quiz and then to label them with the listening style they feel is the most appropriate (critical, deliberative or empathic) • Tell the students they have 15 minutes and to begin • Let the students know the 15 minutes is up • Take up the quizzes from the students 	<ul style="list-style-type: none"> • Receive the quiz from the teacher • Listen to instructions • Work on quiz • Complete the quiz and turn in to the teacher
<p>Closure:</p> <ul style="list-style-type: none"> • Hand every two students (shoulder partners) an envelope containing a word or phrase regarding something that was discussed in class • Instruct students to open the envelope, then discuss and reflect on the word or phrase with their shoulder partner • Time the pair for 3 minutes as they discuss 	<ul style="list-style-type: none"> • Receive an envelope from the teacher and listen for instructions • Discuss and reflect on the word or topic included in the envelope with their partner • Return the envelope to the teacher

<ul style="list-style-type: none">• Instruct the students to wrap up their conversations and return the envelope	
--	--

Options:	
<i>Enrichment:</i>	<i>Reteach:</i>

Modifications/Correctives:

--	--

References:

- <http://work911.com/communication/listencritically.htm>
- <https://www.skillsyouneed.com/ips/active-listening.html>
- <http://beyondintractability.org/essay/empathic-listening>

- <https://www.youtube.com/watch?v=oOkzRfsnMIE>
- <https://www.youtube.com/watch?v=bFQ8L0q8Np0>
- <https://www.youtube.com/watch?v=0iTeMhggsOc>