

Unit #1 Title: Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: Listening Exercise

Lesson 3 of 8 (Total High School Lessons)

Grade Level: 10

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:

PS.2: Interacting with others in ways that respect individual and group differences.

Grade Level Expectation(s) (GLE):

PS.2.A.10.a.i: Practice interpersonal skills in order to help maintain quality relationships.

PS.2.C.10.a.i: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others.

American School Counselor Association National Standards (ASCA):

Personal Social Development

A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.

Materials (include activity sheets and/ or supporting resources)

Pens

Pencils

“Listening Stems” activity sheet for each student

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.. Assessment will be via classroom discussion and personal journal entries.

Ask the following questions:

- As a listener, did you have trouble repeating what your partner said?
- Did you, as a listener, want to interrupt the speaker?
- How would you evaluate your listening skills?
- What did you learn about yourself?

Lesson Preparation

Essential Questions:

What does a quality relationship look like and how is it maintained?

What does it mean to utilize and accept personal responsibility in relationships with others?

Engagement (Hook):

Instructor will construct a story with a number of specific details and play the “Telephone Game” where each student hears and repeats the story to the next person.

Procedures

Instructor Procedures:	Student Involvement:
1. Instructor divides the group of students into pairs with each pair facing each other.	1. Students get into pairs, face each other, and determine who will be the first speaker and listener.
2. Instructor will distribute the “Listening Stems” activity sheet to each student. The instructor directs the speaker to talk to the listener for approximately 3 minutes, using the sentence stems as a stimulus. The instructor explains that the listener should actively listen. When the speaker is finished, the listener should	2. Students will complete instructions given by instructor.

repeat to the speaker what he/she heard the speaker say. The speaker may challenge, correct, or accept the listener's perception.	
3. Instructor asks partners to reverse roles and gives the same instructions for the exercise.	3. Students reverse rolls and repeat listening activity.
4. Students and Instructor will engage in a conversation focusing on communication problems, such as not listening, jumping to conclusions, and making assumptions. The Instructor's guidance will include prompts to help students understand how interpersonal difficulties can arise and can create life-long rifts in relationships.	4. Students will actively engage in discussion – asking and responding to questions.
5. Lesson will culminate in a personal journal entry. Students will identify what they will do differently to improve communication in a specific relationship.	5. Students will create an entry in their journals. See Formative Assessment for prompt.

Teacher Follow-Up Activities

Classroom teacher will be encouraged to reinforce concept that a good listener can help make and keep friends.

Counselor reflection notes (completed after the lesson)

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Listening Stems

Name: _____ Date: _____

I get angry when... _____

I am happiest when... _____

I am afraid when... _____

I hold back my feelings when... _____

I feel sorry for myself when... _____

I avoid... _____

I wish... _____

I would like to learn more about ... _____

I get most irritated when... _____

I care about... _____

I get most excited about... _____
