



Teaching Progression:



Step 1: Listen

SUB SKILL(S):

- Explain why listening is important
- Use listening strategies
 - Not speaking
 - Eye contact
 - Body language
 - Facial expressions
- Listen to stay safe

VALUABLE VOCABULARY:

*listen, look,
face-reading,
body language,
importance*

GUIDING QUESTIONS:

How can I show others that I am listening? Why is it important to listen to others?

NHES PERFORMANCE INDICATORS:

(4.2.2) Demonstrate listening skills to enhance health. (4.2.3) Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.

Step 1: Listen | Sub Skill: Explain Why Listening Is Important



SUGGESTED LEARNING ACTIVITY 1:

Introduce *Stage 1: Communication Techniques* by explaining to students the importance of interacting with others. Ask students to explain why they think being able to share ideas and feelings is important. Chart student responses to ground the class in the importance of mastering *Stage 1: Communication Techniques*. Explain that there are strategies people use when they interact with others to make sure people feel included and heard.

Language of Health Literacy:

Listening is important because _____.

Listening helps me _____.



SUGGESTED LEARNING ACTIVITY 2:

Teach students the importance of listening by analyzing a character from a story who has difficulties with listening. Model asking and answering the following questions while reading a story:

- What does it look like to listen?
- What does it look like to not listen?
- Why do we need to listen?

TEACHING NOTES:

- See the *Resource Bank* below for a suggested book.



Teaching Progression: Step 1 | Listen (Cont.)



SUGGESTED LEARNING ACTIVITY 3:

Ask students to show the class an example of bad listening. Give students paper and drawing materials. Tell students that you are going to give them directions drawing an image. While describing the drawing, instruct students to be “bad” listeners.

Debrief the experience with the following questions:

- How did it feel to have “bad” listening in the classroom?
- Were you proud of your work?
- What made it hard to follow the directions?

TEACHING NOTES:

- Allow students to be silly, while also maintaining any group norms that are non-negotiable (e.g. hands to yourself, respecting other people’s belongings).



SUGGESTED LEARNING ACTIVITY 4:

Show students a video of a character learning the importance of listening. After watching the video, have students identify how the character learned from mistakes to become a better listener.

To process the video, ask students the following questions:

- What did the character learn about listening?
- Why is listening important?
- What did the character do to listen that you could do?

TEACHING NOTES:

- See the *Resource Bank* below for suggested video.



Teaching Progression: Step 1 | Listen (Cont.)

Step 1: Listen | Sub Skill: Use Listening Strategies



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that there are certain ways to show we are listening and to show we care about what the other person is saying. Model for students the appropriate listening behaviors:

- Not speaking
- Eye contact
- Body language
- Facial expressions



SUGGESTED LEARNING ACTIVITY 2:

Give students new directions for drawing. This time, instruct students to be good listeners by using the strategies you modeled.

Debrief the two experiences with the class by asking students about the difference they felt each round. Use the following questions to debrief the good listening:

- How did it feel to have "good" listening in the classroom?
- Were you proud of your work?
- What made it easier for you to follow the directions?
- What listening strategy is easy for you?
- What listening strategy is still hard for you?

TEACHING NOTES:

- Give students positive feedback by narrating the appropriate listening behaviors you see in the classroom. For example, "I see great eye contact from Jimmy," and "I know Maria is listening because they are nodding."



SUGGESTED LEARNING ACTIVITY 3:

Practice the skill of listening to directions by playing a game with students. Have students play a game, such as Simon Says.

After students finish the game, have them reflect on how and why they listen by answering the following questions:

- What can distract us from listening?
- Why do we need to listen to others?
- How do we show we are listening?

TEACHING NOTES:

- See the *Resource Bank* below for specific directions for Simon Says.



Teaching Progression: Step 1 | Listen (Cont.)



SUGGESTED LEARNING ACTIVITY 4:

Have students practice these listening strategies with one another. Have students get into small groups (2-3) to tell stories. Students should tell a story about something that is easy for them to explain.

- Debrief with students using the following questions:
- How does it feel to be a "good" listener?
- How do you feel when someone is truly listening to you?

TEACHING NOTES:

- Example Prompts: Tell your partner/group about your favorite holiday; or tell your partner/group about what you did on the playground today for recess.
- While students talk with each other, walk around the room to give feedback to students and continue to narrate positive listening behaviors you observe.



SUGGESTED LEARNING ACTIVITY 5:

Show students pictures of different people interacting, some with examples of "good" listening strategies and some with examples of "bad" listening strategies. Have students identify the "good" and "bad" listening strategies they see in the photos.

Step 1: Listen | Sub Skill: Listen To Stay Safe



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that often we must listen carefully to be safe. Give students an example of when a person needs to listen in order to remain safe in real life (e.g. person directing traffic, parent/guardian in a parking lot, teacher during a field trip). Ask students for an example of a time when they needed to listen to remain safe. Prompt students to explain why listening can keep them safe in these situations.

Language of Health Literacy:

Listening to ____ is important. I listen to them because _____.

I need to listen when _____. I need to listen then because _____.

I need to listen at _____. I need to listen here because _____.



SUGGESTED LEARNING ACTIVITY 2:

Show students pictures of situations, people, and places, some showing listening that is important to stay safe and some showing listening that is not as important for their safety. Instruct students to shout, "safe," if the picture shows a situation that isn't dangerous. Instruct students to shout, "listen," if the situation requires them to be listening to keep themselves safe. Ask students to explain why it is extra important to listen in some situations more than others. Then, have students share how they would use the listening strategies learned earlier to keep themselves safe.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students explaining their answers.



SUGGESTED LEARNING ACTIVITY 3:

Provide students with blank paper and drawing materials. Have students draw a picture of a place they need to listen carefully to remain safe. Have students share their images with a partner.