



Teaching Progression:

Step 2: Listen to Others

SUB SKILL(S):

- Define active listening
- Use appropriate body language
- Engage with the speaker
 - Ask questions
 - Summarize what you hear

GUIDING QUESTIONS:

How does my body and voice impact the way others understand me? How can I engage in a conversation?

NHES PERFORMANCE INDICATORS:

(4.8.1) Apply effective verbal and nonverbal communication skills to enhance health.

VALUABLE VOCABULARY:

*intent,
active listening,
summarizing,
body language,
facial expression,
engage*

Step 2: Listen to Others | Sub Skill: Define Active Listening



SUGGESTED LEARNING ACTIVITY 1:

Tell students that communication takes both a listener and a speaker.

Tell students that in Step 2: Listen to Others, they will learn how to use active listening strategies to truly engage in a conversation. To get students beginning to think about the importance of speaking, have students participate in an activity to test their listening skills. Place students in a circle with a small object to pass around the circle. Tell students that you are going to read a story, and every time they hear the word "right" they should pass the object to the right, and when they hear the word "left" they should pass the object to the left.

Following the activity, debrief using the following questions:

- What can this activity teach us about listening?
- How much of the story were you able to remember?
- What made it challenging to engage in the actual story?

Language of Health Literacy:

Active listening is _____.

Active listening is important because _____.

TEACHING NOTES:

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



Teaching Progression: Step 2 | Listen to Others (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that when we are listening, we are often also trying to do other things. This can distract us from what is being said and can lead to less effective communication between the speaker and the listener. Tell students that Step 2 is designed to help them become more effective listeners by learning active listening strategies.

Define *active listening* to students. *Active listening is when the listener works to engage the speaker's message in order to understand, rather than passively hearing what the speaker is saying.* Explain to students that actively listening creates more trust between the speaker and the audience and allows for more open communication from the speaker and deeper understanding from the listener. Ask students to share how they know when someone is listening to them. Chart student responses.

Step 2: Listen to Others | Sub Skill: Use Appropriate Body Language



SUGGESTED LEARNING ACTIVITY 1:

Tell students that when they are listening they should use specific strategies to engage more with the speaker and become more active listeners. Tell students that the first strategy they will learn is appropriate body language.

Have students watch a clip from a TV show with the volume turned off. While students watch the TV show clip, tell students to answer the following questions:

- How do the characters feel?
- What is their relationship?
- What are they trying to tell each other?

Language of Health Literacy:

When listening to someone, I should _____ to show that I am listening to them.

Proximity can show ____ to someone I am listening to.

Using appropriate eye contact shows _____ to someone I am listening to.

Nodding and having appropriate facial expressions shows _____ when I am listening to someone.



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that body language is a powerful and important part of communication. Tell students that the listener's body language impacts how the speaker feels about what they are saying.

Give students the following checklist to consider for using appropriate body language:

- Proximity = How close you are to the speaker
- Eye Contact = Looking at the person as they speak
- Approving Gestures = Nodding and using welcoming facial expressions

Model for students how you would use these strategies with another student. Have the student either tell you a story or read a story. While the student speaks, use appropriate proximity, eye contact and gestures to engage in the conversation.



Teaching Progression: Step 2 | Listen to Others (Cont.)

Next, tell students that they are going to practice using these strategies while listening to a story. Place students in pairs. Tell students that they will share with the listener a story about their own life. Have students share a story about their favorite sport, most memorable holiday, or their favorite dinner. While the speaker shares, have the partner practice proximity, eye contact, and approving gestures. When the first speaker is finished with their story, have partners switch roles.

When students complete the activity, have students reflect on these strategies in writing by answering the following questions:

- How did these strategies make you feel as a speaker?
- How did these strategies help you focus more as a listener?
- How can body language impact communication?

TEACHING NOTES:

- As students practice with their partners, conference and provide feedback on the listening strategies observed.
- Model and provide the *Language of Health Literacy* to support student writing.

Step 2: Listen To Others | Sub Skill: Engage With The Speaker



SUGGESTED LEARNING ACTIVITY 1:

Have students think about how to engage in a conversation without taking over the conversation by watching a video demonstrating appropriate questioning and commenting strategies.

After watching the video, have students debrief by answering the following questions:

- How did the listener engage in the conversation?
- What techniques did the listener use to avoid taking over the conversation?
- How did the speaker feel when the listener engaged in the conversation using questioning and comments?

Language of Health Literacy:

_____ is interesting. How did that make you feel?

You said you _____. That reminds me of _____ in my own life.

Why did you say _____?

So you are saying _____. Is that right?

TEACHING NOTES:

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



Teaching Progression: Step 2 | Listen to Others (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that active listeners also engage with the speaker by asking appropriate questions and making encouraging comments. Tell students that questions and comments should be made to encourage the speaker, not shift the attention to themselves.

Have students practice questioning and commenting by sharing with a partner or a small group a quick speech. Give students time to create a brief written presentation on a topic familiar to them. Then, place students in partners or small groups to share their brief speech. While students share their speech, have each audience member use questioning and summarizing to engage with the speaker.

Ask students the following questions to reflect on their experience during the interview process:

- What listening strategies did you use during the interview?
- Could you tell a difference in the conversation after using these strategies? Explain.
- What strategies did your partner use while you spoke?
- How did it feel to have someone practice these strategies with you?
- How can active listening impact other people?

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in engaging with the speaker.
- While students complete the listening activity, monitor their use of questioning and summarizing.
- Remind students to show engagement through appropriate body language as well as questioning and summarizing.