



Teaching Progression:

Step 2: Use Effective Listening Strategies



SUB SKILL(S):

- Define active listening
- Use verbal listening strategies
- Use nonverbal listening strategies

GUIDING QUESTIONS:

How can I use verbal and nonverbal strategies to become a more active listener? How does active listening impact the listener and the speaker?

NHES PERFORMANCE INDICATORS:

(4.12.1) Use skills for communicating effectively with family, peers, and others to enhance health.

VALUABLE VOCABULARY:

active listening,
passive, engage,
nonverbal, verbal,
impact

Step 2: Use Effective Listening Strategies | Sub Skill: Define Active Listening



SUGGESTED LEARNING ACTIVITY 1:

Remind students that communication is a two-way street, meaning there is a conveyer and a listener. Tell students that they are going to begin learning specific strategies to become more effective communicators by starting with active listening strategies. Explain to students that they will start practicing communication strategies for listening. Then, they will apply similar strategies for speaking in the next stage. Define *active listening* for students. *Active listening* is *when the listener works to engage to understand the speaker's message rather than passively hearing what the speaking is saying*. Prompt students to discuss why active listening is important when trying to communicate. Chart student responses and reasons.

Language of Health Literacy:

Active listening is _____.

Active listening is important because _____.



SUGGESTED LEARNING ACTIVITY 2:

Share with students that they will start practicing active listening strategies by playing a round of the game telephone. Explain to students that this game is intended to have students focus on what it means to listen well to others. Start the round of telephone by saying the phrase, "I want you to hear what I am saying, and I want to be able to express myself fully in this classroom." Students quietly whisper this sentence down the line until it reaches the last student in the class. The last student says the statement out loud to the entire class. The message will be changed by the end of the activity.

Have students debrief this activity by answering the following questions:

- What happened to the message during this game of telephone?
- What made it difficult to keep the message the same for the entire game?

After the activity, explain that when we are listening, many factors influence how we hear someone. Context, volume, and nonverbal cues give us the ability to better understand someone's message. It is important for us to pay attention to the speaker and be aware of how we are presenting ourselves so the speaker feels comfortable to share.



Teaching Progression: Step 2 | Use Effective Listening Strategies (Cont.)

Step 2: Use Effective Listening Strategies Sub Skill: Use Verbal Listening Strategies



SUGGESTED LEARNING ACTIVITY 1:

Have students listen to an interview to observe verbal active listening strategies modeled.

Following the interview, have students answer the following reflection questions:

- How could you tell the interviewer was truly listening to the person they were interviewing?
- What strategies did you hear that helped the interviewer engage in the story?
- How do you think the person being interviewed felt at the end of the conversation?
- How can effective listening strategies make an impact on another person's life?

Language of Health Literacy:

How does _____ make you feel?

I am hearing you say _____.

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

That is such an interesting idea.

You seem to really understand _____.

Sounds like you are passionate about _____.

Why did you say _____?

I once experienced something similar in my life. It made me feel _____.

TEACHING NOTES:

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



SUGGESTED LEARNING ACTIVITY 2:

Provide students with a list of verbal active listening.

Strategies can include:

- Asking questions
- Verbal confirmation
- Making connections to what is said
- Encouraging and affirming ideas
- Confirming the speaker's message

Tell students that all of these strategies can be used in conversations with individuals, and that some of these strategies can be used even when they are an audience member to a speaker. Give students time to create a brief written presentation on a topic familiar to them. Then, place students in pairs or small groups (3-4) to share their brief speech. While students share their speech, have each audience member use the verbal strategies for active listening.

TEACHING NOTES:

- Use additional strategies as needed in your classroom.
- Model and provide the *Language of Health Literacy* to help students use verbal active listening strategies.



Teaching Progression: Step 2 | Use Effective Listening Strategies (Cont.)

Step 2: Use Effective Listening Strategies

Sub Skill: Use Nonverbal Listening Strategies



SUGGESTED LEARNING ACTIVITY 1:

Have students watch a video to examine active listening strategies that are non-verbal. While the video is playing, tell students to make a list of the non-verbal active listening strategies they hear explained.

When the video is over, create a class list of strategies students can use to be more active listeners. Tell students that they are going to practice non-verbal listening strategies with a partner:

- Hand and body gestures
- Pausing and not interrupting
- Encouraging facial expressions
- Proximity

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.

TEACHING NOTES:

- See the *Resource Bank* below for the suggested video.
- Use additional non-verbal listening strategies to meet the needs of your students.



SUGGESTED LEARNING ACTIVITY 2:

Display a series of pictures showing people with different body language. Have students stand up if the image shows a person that is engaged and have students sit down if the image shows a person who is annoyed or disengaged.

Following the activity, have students turn and talk to a partner about the following questions:

- How does body language impact how another person sees you?
- How can body language be used to make people feel welcome and comfortable?
- How can body language be used to make people feel uncomfortable?



SUGGESTED LEARNING ACTIVITY 3:

Place students in pairs. Have one student present a speech about a topic with which they are familiar. The other student should practice the nonverbal listening strategies. At the end of the speech, instruct students to evaluate the use of the listening strategies. Then, prompt students to switch roles.