

Skills For Dialogue, Sixth Form – Student Workshops

Workshop 2

ACTIVE LISTENING



**The
Faith
& Belief
Forum**



Aim of the workshops

To explore what dialogue means, the principles of dialogue; to experience active listening; identify barriers and behaviours that affect active listening.

Resources needed

- PowerPoint 2
- 'I' Statement sentence starters
(see script in lesson plan for examples)
- A whistle or bell
- Paper and pens (one pen for each participant
& two or more sheets for each participant)

How to adapt workshop content

- Have sample 'I' Statement sentence starters on the board / flip chart / handout as a prompt for students who may find it difficult.
- Use 'think, pair, share' approach to encourage conversations.

Running time

45 minutes

Workshop 2: Active listening

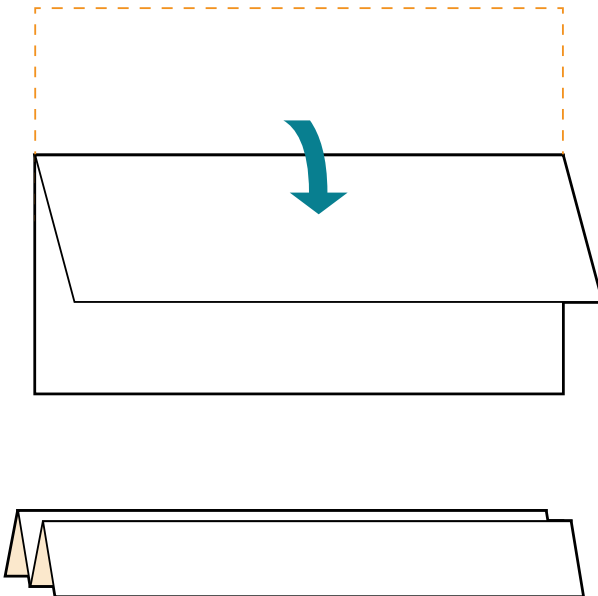
TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
3 mins	Introduction	Talk through outline & aims of the session.	
10 mins	Icebreaker 'I' Statement Game	<p>The Sky is Blue</p> <p>One of the safe space principles from Workshop 1 was about the importance of using 'I' Statements, so we are going to play a little game.</p> <p>It can sound unnatural, and a bit forced to constantly use 'I' Statements, however, they are a hugely important part of dialogue methodologies because if we talk about ourselves, and not on behalf of whole groups, we are much less likely to make generalisations and exclude people who might have a different perspective to us.</p> <p>This activity is designed to help you think of creative ways to use 'I' Statements... sounds easy! Let's see!</p> <p>(If you have more than 20 students in the room, you can split the class into two groups for this activity OR you can ask for students at random to shout out their answer as they think of an answer (so not everyone needs to give an answer).</p>	<p>Sample 'I' Statement sentence starters</p> <p>A whistle or bell</p>

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
		<p>Imagine that you live in a world where you believe that the sky is blue but there are other people who believe it is a different colour. We are going to go around the room and each person has to come up with a different way to say “I believe the sky is blue”. You CANNOT repeat a phrase that’s already been said.</p> <p>If someone uses a sentence starter that has already been used, blow the whistle or ring the bell and give them a moment to try to reframe their response if they can. Do not wait too long before moving onto the next person as this is intended to be fast paced!</p> <p>Facilitator starts (below are some examples):</p> <ul style="list-style-type: none"> • My interpretation of... • My understanding of... • Personally, I... • For me... • In my experience I’ve found... • I was brought up to believe • I have a strong conviction that... • It makes sense to me that... 	

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
20 mins	Experience: Active Listening Activity	<p>Guess my Topic</p> <p>Explain that we are going to play a game in small groups that is to do with listening and enquiry, with a twist!</p> <p>Put students into small group of three or four. Ask each person to individually think of a topic that they feel passionate about, something that really matters to them, and they feel is in need of some attention in the world around (it can be anything such as politics / representations of a group in the media / equality etc.)</p> <p>Tell them to keep their selected topic to themselves. Now ask them to write four words that are key to describing this topic on a piece of paper (again, not letting others see).</p> <p>Finally explain that they will each have two minutes to talk about their topic to the other students in their group without mentioning the actual topic name OR the four words on their paper. The others need to guess what they are talking about.</p> <p>Here is the twist. The listening students are not allowed to ask any questions but each time they want to ask a question, they need to raise their hand and then immediately put it down. If they think that they know</p>	Paper and pens (one for each participant)

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
		<p>what the topic is, they can write their suggestion onto a slip of paper, but do not show anyone.</p> <p>Once the two minutes are up, the listeners can make their suggestions and the speaker can reveal their topic.</p> <p>Allow time for each student to have a go at speaking for two minutes.</p> <p>Once everyone has had their turn, bring the whole class together.</p> <p>Reflection</p> <p>Ask students to discuss the following questions either in pairs and then share, or as a whole group:</p> <ul style="list-style-type: none"> • When speaking, how did it feel to be listened to without being asked questions? • When speaking, how did it feel when listeners were putting their hands up? What were you thinking? • Did it matter to you as a listener what the topic was about? Did it matter that you were or were not interested in it? (Try to pull out whether it meant that they were more or less engaged, and 	

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		<p>why this might be, even though they know it was important to the person speaking.)</p> <ul style="list-style-type: none"> • When listening, how did it feel to not be able to ask questions? Did you find out more or less by not asking questions (can interrupting someone with questions be disruptive? Or not? When is it too much? Not enough?) • What do you think was the point of this activity? 	

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
10 mins	Forward Action: What are my Barriers and Behaviours?	<p data-bbox="660 240 1357 280">Seven steps – Barriers and Behaviours</p> <p data-bbox="660 323 1554 507">Give each student a blank piece of paper and ask them to fold it into seven equal parts (starting at the bottom, working their way up folding six times until it is a slip of paper). When unfolded it will look like steps (as below):</p> <div data-bbox="817 588 1413 1187">  </div>	Blank paper

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
2 mins	Summary and close	<p>Based on the reflection and experience in the last activity, spend a few moments individually listing the seven most important behaviours that encourage them to move from simply listening to actually hearing what someone is saying (one on each step).</p> <p>Think about active listening behaviours that you showed or that you have observed in someone else.</p> <p>On the other side of the paper, ask students to write what they feel are the seven biggest barriers to them hearing what someone is saying.</p> <p>Once completed, ask for volunteers to share their seven steps. Is there anything on another student's steps that they would want to add to theirs? What would they swap out?</p>	