

## Lesson Plan 3 The Letter A: 'A' is for Active Listening

Resources

### **Safe Space: Looking at Active Listening as an aspect of Safe Space**

PowerPoint,  
slides 1–2

This lesson is to explore one of the key principles of Safe Space; 'Active Listening', with the students. Giving them opportunities to understand its importance in having a meaningful conversation with others. Active listening refers to making an effort to fully internalise what someone else is saying and reflect before saying a response. There are lots of ways students can learn to show they are doing this.



## Learning Objectives

---

- To understand the difference between listening and 'actively' listening
- To explore ways to listen actively
- To work together on practicing listening skills

## KS3 Curriculum Mapping

---

- RE: developing tolerance, respect and empathy.
- Citizenship: developing skills through reasoned arguments
- Cross curriculum: listening skills that can be applied to most subjects

## Preparation

---

- PowerPoint presentation (included)
- Safe Space film downloaded (included)
- Are you listening? Script printed × 2 (included)
- Repeating back worksheets printed for each pupil (included)

## Running time

---

50 mins

Show the class the Safe Space agreement made in the first lesson and revisit it, checking that all students are still in agreement. Alternatively, use the RADIO principles poster on slide 4.

Slide 5

Play Safe Space film. Pause on Respect.

Slide 6

Last lesson we discussed Respect. Ask the students, 'how can we show respect?'. Get students to share their answers.

Explain to the class that one way to be respectful is to listen to each other and this lesson is going to focus on how we can listen really well.

You could show an example of a current affair in the news where there has been a lack of listening.

## Topic Introduction / 5 mins

---

Slide 7

**Objective** To understand the difference between listening and 'actively' listening.

Explain to the students that they are going to be exploring this Safe Space principle in today's lesson.

Slide 8

*If required:* Play Safe Space film and pause on Active Listening.

Ask the class 'what do you think it means to actively listen?'.  
Students to discuss their answers in pairs.

Ask students to volunteer their answers/discussion from their pairs and write up key ideas on the whiteboard.

Slide 3 &/or 4

**Re-cap from letter R lesson / 5 mins**

Show the class the Safe Space agreement made in the first lesson and revisit it, checking that all students are still in agreement. Alternatively, use the RADIO principles poster on slide 4.

Slide 5

Play Safe Space film. Pause on Respect.

Slide 6

Last lesson we discussed Respect. Ask the students, 'how can we show respect?'. Get students to share their answers.

Explain to the class that one way to be respectful is to listen to each other and this lesson is going to focus on how we can listen really well.

**Topic Introduction / 5 mins**

Slide 7

**Objective** To understand the difference between listening and 'actively' listening.

Explain to the students that they are going to be exploring this Safe Space principle in today's lesson.

Slide 8

*If required:* Play Safe Space film and pause on Active Listening.

Ask the class 'what do you think it means to actively listen?'. Students to discuss their answers in pairs.

Ask students to volunteer their answers/discussion from their pairs and write up key ideas on the whiteboard.

Slide 11

### **Activity Ice breaker / 10 mins**

Pair up children for icebreaker, they will come back to their pairs in the main activity as well.

**Objective** To explore ways to listen actively

Slide 12

### **Likes and Dislikes**

- Ask students to share something they like and dislike. For example, 'I like playing football but I dislike eating fruit' with the person sitting next to them. Model examples from the prompt topics on the PowerPoint.
- Ask students to swap partners with another pair on their table and share with them their likes and dislikes and their original partners likes and dislikes.
- Choose students randomly to share someone else's likes and dislikes that they learned about with the whole class

Slides 13–15

Ask the students for a show of hands if they:

- Learnt something new about someone else
- Felt they were really listening to each other's answers
- Found it hard to remember what everyone had said

**Activity Ice breaker** / continued

Slide 16

Ask the class: When listening to someone speak, who sometimes starts thinking about their own answer before the other person has finished?

Choose a couple of students to share their thoughts to the whole class.

**Extension question** 'Does that mean we are not properly listening then?'

**Objectives**

- To work together on practicing listening skills
- To explore ways to listen actively

Slide 18

Ask the class to discuss in pairs:

What is the difference between regular listening and active listening? Take answers

Slide 19

Ask the students 'How can we make sure we listen actively?'

Slide 20

Prompt examples: taking turns to share and giving each other time and space to speak, checking your own inner-voice, becoming aware when focusing on what you're thinking instead of what is being said etc.

Explain that we are going to work on improving our active listening skills this lesson, testing out some of the ways we have just learned about.

Slide 21

Using the PowerPoint, complete the activities below with the students to answer the question 'How can you show someone you are actively listening?'



Explain the importance of asking questions to clarify that you understand what you are being told.

Blank paper  
and pens

**Activity** Back to back drawing activity

In pairs, students sit back to back. One student (the ‘describer’) is given a simple image that they need to describe to their partner (the ‘drawer’), who will draw it onto a blank piece of paper.

**Reflection questions**

- Was it easy to do? Why / why not?
- Did the person drawing ask questions to make sure they understood what the describer was telling them to draw?
- Did the drawer listen actively to the describer?
- Did the describer ask any questions to the drawer to see if they needed more description?

After reflection, pupils repeat activity once again to see the difference and applying aspects discussed.

Explain the importance of showing you are listening with your body.  
Eye contact, head nodding, hand gestures.

Slide 30

**Activity Silent Lines**

Explain to the class for this activity they are not allowed to speak at all and can only use non-verbal communication to communicate to each other.

Ask the class to form a line from one end of the classroom to another in height order, in complete silence.

Once complete ask them to make a new line in order of their birthdays, again, in complete silence.

**Reflection questions**

Slide 31

Slide 32

- Was it easy to do? Why / why not?
- What was the most important communication skill needed to complete the activity?

**Activity Are you listening?**

Slide 34

Explain the importance of repeating back what you have understood to show you are actively listening but also taking time to take in what is being said to you before you jump in with a response. For example, asking for more information.

Slide 35

Are you listening?

Are You Listening?  
script

Ask for two students to volunteer to read out a conversation script in front of the class as an example of this happening in action.

Slide 36

Challenge the class to listen carefully. Test their active listening by then asking the class the questions in the PowerPoint to see who was really listening to what was being said.

- 1** Who ate all the Cornflakes?
- 2** What time was Person One hungry?
- 3** What adjectives were used to describe the pancakes?
- 4** What word did Person One use to describe their breakfast?

Hand out the repeating back worksheets.

Repeating back  
worksheets

**Activity** Repeating back worksheets

Students to work individually and fill out their worksheets, looking at the script and identifying examples of repeating back what you have understood to show you are actively listening but also taking time to take in what is being said to you before you jump in with a response.

Slide 38

**Plenary Reflection session** / 5 mins

Bring the class back and ask the **Summary Questions:**

- How can you show someone you are actively listening?
- Why is it important to really listen to someone?
- What happens when we do not listen actively to others?

Ask students write their answer in their books.

Slide 39

Explain to the class that listening is a skill and it is so important we try to really listen to each other, not only in showing respect to others, but to have really meaningful conversation where we can learn and understand people, especially those different to ourselves better.

Slide 40

**Extension**

Do we think we actively listen when we are on our phones? Talking online?

Slide 41

The next lesson is 'The letter D', where you will be taking your new active listening skills further by learning about the importance of having dialogues with people.