

Lesson Plan 5: L is for Listening with your whole body



Safe Space: Looking at ‘active listening’ as an aspect of Safe Space

This lesson builds on the previous key principle of Safe Space; ‘active listening’, with the students. This time we explore how body language is an important way to show that we are listening and understanding someone else.

Total lesson length: 40 mins

Learning objectives

- To understand what body language is and why it is important
- To further work on improving our listening skills

Preparation

- PowerPoint presentation (included)
- Safe Space film (included)
- Repeating back script and worksheet × 2 (included)
- Repeating back script and worksheet, printed for each pupil (included)
- Space in classroom for activity or use of hall / playground

Curriculum topics

RE

- Meaning and purpose
/ Identity
- Religion and society
/ Community cohesion

PSHE

- About you
- Diversity

Citizenship

- Body and Mind
- Community, Identity and Diversity

Timings	Script	What you will need
5 mins	<p>Recap from letter I lesson</p> <p>Show the class the Safe Space agreement made in the first lesson and revisit it, checking that all students are still in agreement. Or use BUILD poster and / or play Safe Space film.</p>	<p>Class Safe Space agreement BUILD poster Safe Space film</p>
5 mins	<p>Topic Introduction</p> <ul style="list-style-type: none"> • Ask the class ‘Can you remember what it means to actively listen?’ Prompt examples: taking turns to share and giving each other time and space to speak, checking your own thoughts / inner voice, repeating back, becoming aware when focusing on what you’re thinking instead of what is being said etc. • Ask the class ‘what does ‘body language’ mean?’ You could use the images on the PowerPoint to help the discussion. <p>Extension</p> <ul style="list-style-type: none"> • Depending on level, you could also ask the class what ‘non-verbal communication’ means. • Ask the class ‘what might ‘listening with your whole body’ mean?’. <p>Note down answers.</p>	<p>PowerPoint presentation</p>

10 mins

Body language

Explain how body language is an important aspect of listening and that we are going to prove this with a game!

Activity 1: 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.

- Clear a space and ask the class to form a line from one end of the space to the other in height order, in complete silence.
- Once complete, ask them to make a new line in order of their birthdays, youngest first, again in complete silence.

You could think of some more reasons to line up, or ask the class for suggestions. Bring the class back to seating and discuss what happened.

Reflection questions (this could also be a written / drawing activity):

- Was it easy to do? Why / why not?
- What body language did you use to communicate to each other? For example, hands waving, eye contact, head nodding / shaking etc.
- What was the most important non-verbal communication skill needed to complete the activity?

Clear a space in classroom or take class to hall or playground.

Written work

You could ask the class to write down / draw pictures all the body language they used, or saw others using, when playing this game

15 mins

Activity 2: Repeating back scripts

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.

If KS1 read out the 'repeating back' script, or if KS2 choose some children to read out the script to show as an example of this happening in action. Challenge the class to listen carefully.

Script 1: What did you have for breakfast?

Person 1 Oh, I'm so hungry!

Person 2 Why? Its only 9:30! Did you not have breakfast?

1 I did! It was just disappointing!

2 I'm sorry to hear it was disappointing... what did you have?

1 Well, I wanted to have Crunchy Yum Flakes, but my brother finished the box and didn't tell anyone.

2 That sounds really frustrating! So what did you have?

1 A piece of toast. We also had no butter, so it was dry!

2 Without butter too, that's rubbish! Don't be jealous, but I had Crunchy Yum Flakes, though they're not actually my favourite...

1 [PAUSE] Really?! Then what *is* your favourite breakfast?

Repeating back script

- 2 I had my favourite breakfast on holiday this summer – blueberry pancakes with syrup and ice cream! They were warm and spongy and melted in my mouth. It felt like I was having dessert for breakfast!
- 1 [PAUSE] Wow, I can see why pancakes are your favourite breakfast! Not so sure about ice cream in the morning, but it sounds like a fun experience!

Test the active listening by then asking the class the questions in the PowerPoint presentation and see who was really listening to what was being said.

- Who ate all the Crunchy Yum Flakes?
- What time was Person 1 hungry?
- What adjectives were used to describe the pancakes?
- What word did Person 1 use to describe their breakfast?

KS2 / extension: Repeating back worksheets written work

Depending on level, you could hand out the repeating back script and worksheet for some written work.

Students to work individually and fill out their worksheets, ask them to look at the script and identify examples of 'repeating back' that they have understood. This will show they are actively listening, and are also taking time to take in what is being said before they jump in with a response.

Repeating back script

Worksheet

5 mins

Plenary / reflection

Bring the class back and ask the summary questions:

Summary Questions

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

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

Extension question

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

Next lesson

The next lesson is 'The Letter D: D is for Discussing not arguing'.