

ARE YOU LISTENING?

Objective: Understand the difference between good and bad listening skills.

Time: 50 minutes

How Many:

10-30 students

Middle & High School

Materials: Markers, flip chart and/or a chalkboard and the handout: "Ways You Can Help and Support Mentee"

Enroll:

- How many of you think you are good listeners?

Do/Experience: Brainstorm

- Draw a line down the middle of the board or flip chart.
- Try to remember a time when you talked to someone and you felt that they listened to you. How did you know they were listening to you? What did they say or do? Write responses to one side.
- Try to remember a time when you were talking to someone and they were not listening to you. How did you know they were not listening to you? What did they say or do? Write the responses on the opposite side of the paper.

Role Play

- Ask for a volunteer. Tell the student that you are their mentor. He/she came to see you because after being sick for the last two days, his/her teacher thinks the student is cutting class.
- Ask the rest of the class to observe without making comments.
- Role play a *bad* listener.
 - Don't make eye contact.
 - Slump in your chair.
 - Yawn, roll your eyes, and look at your watch.
 - Ask judgmental questions in a judgmental tone of voice. "Well, could there be a reason why your teacher thinks you're cutting? Could it be because you always cut?"
 - Give "You" messages. "You must have cut class before. You probably don't care about this class anyway."
 - Give advice. "If I were you, I just wouldn't go to her class anymore."
- End the role play by saying "Well, I've got to go. My friends are waiting for me."
- Ask the volunteer how he/she feels. Do they think you were a good listener or a bad listener? Why or why not? What did I say or do? Ask students the same questions.
- Repeat role play, this time as a *good* listener.
 - All of your non-verbals should support the speaker.
 - Ask open-ended questions. Ask how the student feels.
 - Give "I" messages.
 - Ask the student what his/her options are and list them.
- Repeat the previous questions you asked after the bad listener role play.
- Thank the volunteer.

- Process:**
- What happened?
 - What did you learn?
- Label:**
- How can this help you to be a better Peer Mentor?
 - Why will it be important for you to be a good listener?
- Demonstrate:**
- Divide students into pairs.
 - Ask students to decide who will be an orange and who will be an apple. Ask them to raise their hands when they have decided.
 - Tell apples they are listeners and oranges are speakers.
 - Tell apples their job is to be good listeners.
 - Tell oranges the situation they are to discuss is the following: They were just told by their math teacher that they're getting a 'D' in class, and report cards will be sent out this week.
 - Give students five minutes to practice. Let them know when they have one minute left.
 - Have oranges give feedback to apples.
 - Switch so oranges are listeners. Give a different scenario: Their best friend is moving to another state next week.
 - Give students five minutes to practice, and let them know when they have one minute left.
 - Have apples give feedback to oranges.
- Review:**
- Review good listener skills vs. bad listener skills.
- Celebrate:**
- Great job! Thank your partners!