

**Unit Topic: Communication****Activity Name: Lesson #2, Active Listening****Objective/Rationale:**

1. Students will be able to understand the role of Active Listening in the communication process by participating in the “Back to Back Communication” activity.
2. Students will be able to discuss the specific listen factors that either interfered or enhanced their ability to actively listen after participating in the “Back to Back” Listening Activity.
3. Students will be able to discuss what they learned about “Active Listening” and the effects it may have on them in school and the workplace.

**Time Frame: 50 minutes****Materials:**

- Activity worksheet of drawing-1 copy for each pair, page 3
- Discussion Worksheet, page 4
- Group Evaluation Form, page 5

**Directions/Procedure:**

1. One of the most important communication skills is “**ACTIVE LISTENING.**” We spend a large majority of our time listening, however many of us are not very good at it. We mistake hearing for listening.
  - ✚ Hearing requires a person to “receive auditory stimuli and sound waves,” it is not necessarily an active process.
  - ✚ Listening is an active process that requires a person to take what they hear and attach meaning to the words to understand what is being presented. Active Listening requires undivided attention and verbal interaction with the speaker.
  - ✚ There are many factors that can interfere or enhance a person’s ability to *Actively* Listen. Some of these are a person’s **Attitude**, their **Interest and Familiarity with the Topic**, **External and Internal Distractions** and a person’s **Physical and or Emotional state**.
2. Begin **Back to Back Communication** activity with students.
  - Directions:
    - ✚ Split the class into teams of two.
    - ✚ Have each pair adjust their chairs and sit back to back.
    - ✚ Issue a copy of the diagram below to one of each pair of participants.
    - ✚ The person holding the diagram is to explain the shape to his/her partner. The listener must not see the diagram and should draw it based on his partner’s description and directions. The listener may ask yes or no questions ONLY to his/her partner for clarification.
3. After 15-20 minutes, call the activity to a stop. Have each pair compare the outcome with the original drawing to see how close the listener’s drawing is to the original diagram.

4. Have a class discussion using the following questions below. Give each pair of students a discussion worksheet. Have each pair of students respond to the questions below and then use their responses in a class discussion lead by the instructor.

### Active Listening Discussion Questions

How difficult was it for the listener? WHY?

How difficult was it for the person explaining? WHY?

What specific listening factors interfered/enhanced the listener's ability to ACTIVELY LISTEN?

Interest Level \_\_\_\_\_ Attitude towards activity \_\_\_\_\_ Attitude towards partner \_\_\_\_\_

Vocabulary Used \_\_\_\_\_ Background/Culture \_\_\_\_\_ Difficulty of Activity \_\_\_\_\_

Noise Level \_\_\_\_\_ Interruptions by others \_\_\_\_\_ Lighting/temperature \_\_\_\_\_

Length of activity \_\_\_\_\_ Physical comfort \_\_\_\_\_ Emotional State \_\_\_\_\_

What other factors interfered/enhanced your ability to Actively Listen?

What did you learn about communication from this simple activity?

How can this be helpful during everyday communications in the work place? In School?

### Resources & References:

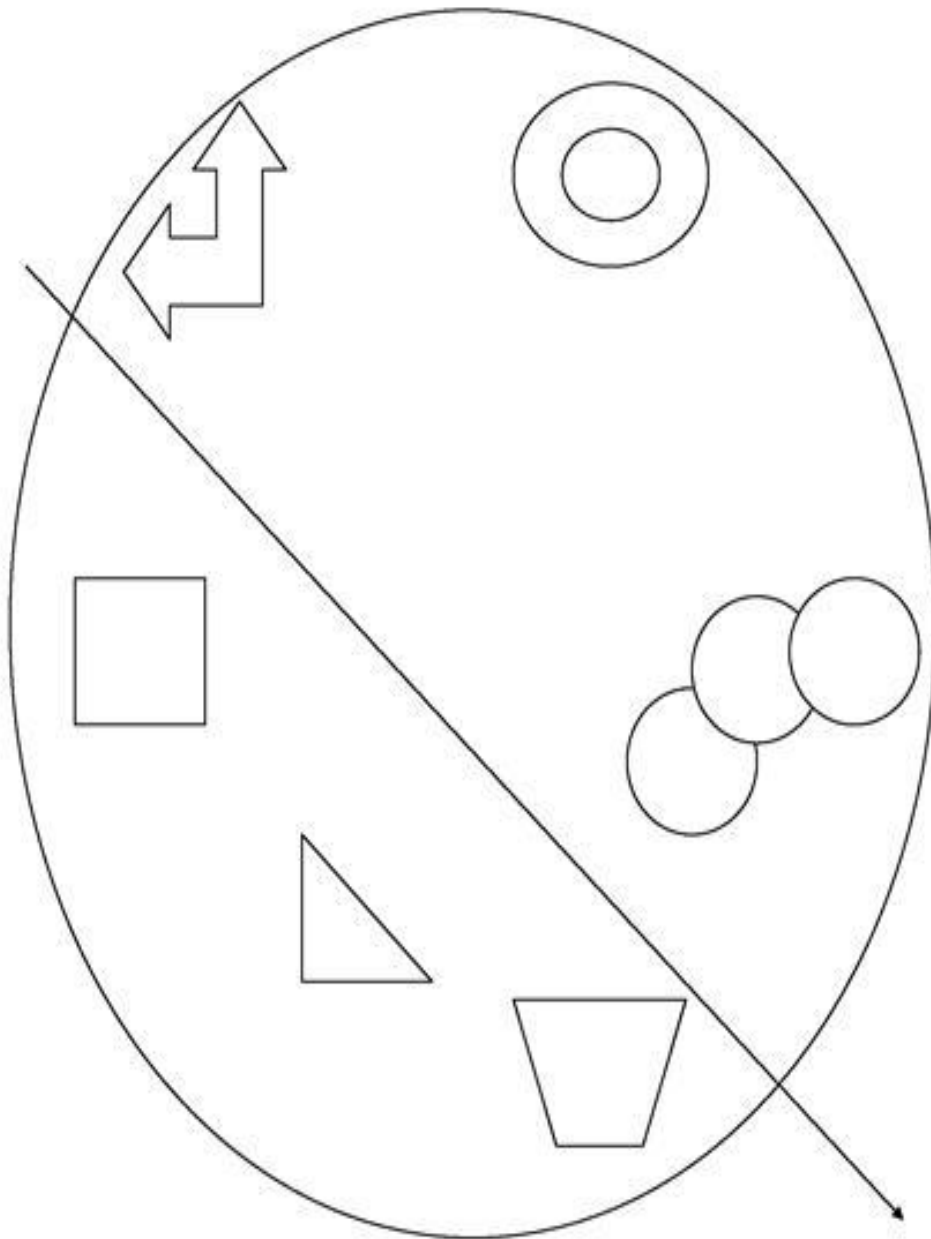
- Back to Back Communication Activity <https://www.trainingcoursematerial.com/free-games-activities/communication-skills-activities>
- Essential Study Skills, Linda Wong, 8<sup>th</sup> Edition, Copyright 2015, Cengage Learning
- Lesson plan and materials adapted by Suzanne Glazos
- Group Work Evaluation form created by Betsy Picciano

### Assessment/Evaluation:

1. Activity Drawings
2. Class Discussion using Active Listening Discussion Questions worksheet.
3. Group Work Evaluation form

### Extended Lessons:

- Bridges Communication Lessons 1 & 3



Sit back to back with your partner  
One person will describe what to draw  
The other person draws what is being described  
The drawer should ask questions if they don't understand the instruction





## Group-Work Evaluation

Name \_\_\_\_\_

Group # \_\_\_\_\_

1. Overall, how effectively did your group work together on this assignment?

Poorly      Adequately      Well      Very Well

2. Out of the four group members, how many participated actively most of the time?

None      One      Two      Three      All Four

3. Out of the four group members, how many were fully prepared for the activity?

None      One      Two      Three      All Four

4. Give one specific example of something you learned from the group that you probably wouldn't have learned working alone.

5. Give one specific example of something the other group members learned from you that they probably wouldn't have learned otherwise.

6. Suggest one change the group could make to improve its performance.