

**Unit #1 Title:** Interacting With Others In Ways That Respect Individual and Group Differences

**Lesson Title:** Listening Exercise                      **Lesson** 3 of 7 (Total High School Lessons)

**Grade Level:** 10

**Length of Lesson:** 30 minutes

**Missouri Comprehensive School Counseling Big Idea:**  
SE.2: Interacting with others in ways that respect individual and group differences.

**Grade Level Expectations (GLEs):**  
SE.2.A.10: Practice interpersonal skills in order to help maintain quality relationships.  
SE.2.C.10: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others.

**American School Counselor Association (ASCA) Mindsets and Behaviors:**  
Social/Emotional Development

**Materials (include activity sheets and/ or supporting resources)**

Pens  
Pencils  
*Listening Stems* activity sheet for each student

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

**This lesson supports the development of skills in the following academic content areas.**

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	

X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
	Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

**Lesson Measurable Learning Objectives:**

The student will write a journal entry identifying at least one action he/she can take to improve communication in one of his/her relationships.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.**

Assessment will be via classroom discussion and personal journal entries.

Students will complete a journal entry regarding communication in relationships.

**Lesson Preparation**

**Essential Questions:**

What does a quality relationship look like and how is it maintained?  
 What does it mean to utilize and accept personal responsibility in relationships with others?

**Engagement (Hook):**

Instructor will construct a story with a number of specific details and play the “Telephone Game” where each student hears and repeats the story to the next person.

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>Instructor divides the group of students into pairs with each pair facing each other.</li> <li>Instructor will distribute the <i>Listening Stems</i> activity sheet to each student. The instructor directs the speaker to talk to the listener for approximately 3 minutes, using the sentence stems as a stimulus. The instructor explains that the listener should actively listen. When the speaker</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>Students get into pairs, face each other, and determine who will be the first speaker and listener.</li> <li>Students will complete instructions given by instructor.</li> </ol>
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<p>is finished, the listener should repeat to the speaker what he/she heard the speaker say. The speaker may challenge, correct, or accept the listener’ perception.</p> <p>3. Instructor asks partners to reverse roles and gives the same instructions for the exercise.</p> <p>4. Students and instructor will engage in a conversation focusing on communication problems, such as not listening, jumping to conclusions, and making assumptions. The instructor’s guidance will include prompts to help students understand how interpersonal difficulties can arise and can create life-long rifts in relationships.</p> <p>5. Lesson will culminate in a personal journal entry. Students will identify what they will do differently to improve communication in a specific relationship.</p> <p>The following questions may be used as journal prompts:</p> <ul style="list-style-type: none"> <li>• As a listener, did you have trouble repeating what your partner said?</li> <li>• Did you, as a listener, want to interrupt the speaker?</li> <li>• How would you evaluate your listening skills?</li> <li>• What did you learn about yourself?</li> </ul>	<p>3. Students reverse rolls and repeat listening activity.</p> <p>4. Students will actively engage in discussion – asking and responding to questions.</p> <p>5. Students will create an entry in their journals. See Formative Assessment for prompt.</p>
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**Teacher Follow-Up Activities**

Classroom teacher will be encouraged to reinforce concept that a good listener can help make and keep friends.

**Counselor reflection notes (completed after the lesson)**

# Listening Stems

Name: \_\_\_\_\_ Date: \_\_\_\_\_

I get angry when... \_\_\_\_\_

\_\_\_\_\_

I am happiest when... \_\_\_\_\_

\_\_\_\_\_

I am afraid when... \_\_\_\_\_

\_\_\_\_\_

I hold back my feelings when... \_\_\_\_\_

\_\_\_\_\_

I feel sorry for myself when... \_\_\_\_\_

\_\_\_\_\_

I avoid... \_\_\_\_\_

\_\_\_\_\_

I wish... \_\_\_\_\_

\_\_\_\_\_

I would like to learn more about ... \_\_\_\_\_

\_\_\_\_\_

I get most irritated when... \_\_\_\_\_

\_\_\_\_\_

I care about... \_\_\_\_\_

\_\_\_\_\_

I get most excited about... \_\_\_\_\_

\_\_\_\_\_