

I listen to you actively!

Description

This activity is recommended to take place in a space where the students may stand up and create two concentric circles.

It is recommended to first discuss what active-empathetic listening entails before starting this activity.

The teacher can explain briefly that active listening is the ability to focus completely on a speaker, try to understand the message he/she wants to transmit, comprehend the information and respond thoughtfully. Unlike passive listening, which is the act of hearing a speaker without retaining his/her message, this highly valued interpersonal communication skill ensures you're able to engage and later recall specific details without needing repeated information. Active listeners use verbal and non-verbal techniques to show and keep their attention on the

what you might say when the speaker finishes his/her sentence/talk, an active listener carefully considers the speaker's words and keeps the information to his/her memory.

The teacher may look for extra information, if he/she needs to be better prepared for the theoretical introduction phase of the activity. At the following link you may find five key elements of active listening that can help the students to ensure that they hear their interlocutor, and that the speaker can understand whether the audience is listening to him/her.

<https://wayne.edu/learning-communities/pdf/becoming-active-listener-13.pdf>

After that short introduction, the students are prompted to form two concentric circles in such a way that the inside circle can be matched one by one with the outside circle. In case the students number is odd, the teacher may also take part in the activity to ensure that all students are paired.

Firstly, the students shake both their hands with each other and just look at each other for a minute. The pairs, as said before, are formed between the inner and the outside circle. Following, the teacher asks some questions and the students have 3 minutes to answer them to their pair. During these three minutes one student speaks and the other just listens without interrupting. However, the listener can go along with the narrative of the speaker by non-verbal means. For example, he/she can move his head, laugh but always avoid interrupting or thinking

nately, meaning that the students swap their role from listener to speaker every three minutes. Since the students swap their roles alternatively, the pairs do not respond to the same answers. The speakers are encouraged to complete all the three minutes with their narratives if possible.

At the end of the session, the teacher asks the children to reflect on their experience. Some indicative questions for further reflection and discussion could be:

- Have you learned new things about your colleagues?
- Was it something that was impressive and you did not expect to hear? If yes, the pair can share it if both parties feel comfortable doing so.
- Did you discover common interests with your colleagues that you ignored before?
- Was it easy to listen without interrupting? What were you thinking while listening to your colleagues?

After a week, the teacher may do a follow up action asking from the students to recall in detail what their peers shared with them. If the peers agree, some listeners may try to recall their short narrative. Then the speakers can evaluate whether the listeners recalled a big percentage of their narrative or not. It can be observed that the active listeners have the capacity to recall more details than the passive ones and take them into consideration in the future. During the

Following, you will find some examples of questions that the teacher may ask to the students during the activity. Please, feel free to enrich them with your own if you wish.

- Talk about 3 things about yourself that you really like.
- Describe the best gift you have received.
- Talk about the best excursion or an unforgettable vacation.
- Talk about 3 things about yourself that you do NOT like very much.
- Share a story in which you have helped a friend. How have you felt? How do you think he/she has felt?
- Share a story where you felt underprivileged.
- How would it be the perfect friend for you?
- What profession do you want to do?
- Which one has been the best moment of this year? How have you felt?
- Talk about 3 things or activities that you really like to do.
- Talk about 3 things or activities that you do NOT really like to do.
- Present your family.
- Thank your partner for something he/she has done for you or for someone else.

Materials

None

Guidelines for attention to diversity

As a universal learning setting for the activities, it is suggested to provide visual and auditory support such as pictograms, pictures, audio-descriptions, examples, etc., which facilitate the students' understanding of the instructions or the questions that are asked. Also, offer alternatives so that students can respond either orally, by means of drawings, pictograms, etc.

Learning Objectives

Train on active and empathetic listening Know better the other members of a team via positive ways

Evaluation

The evaluation could be based on the feedback of the students during the phase of reflection. Furthermore, during the followup session, students may evaluate themselves whether they

