



ACTIVE LISTENING

Grade: **First Grade**

Lesson time: **30-45 min**

VA School Counseling Standards **EA1; EA2; EA4; EP1; EP2; EP4; EP5.**

Curriculum Standards Addressed: **Life Processes 1.5b; English 1.2a,e and 1.3a,b,c,d; Civics 1.10a; Community Health and Wellness 1.6b.**

LEARNING OBJECTIVES:

1. Students will connect being respectful to active listening.
2. Students will practice active listening skills.

MATERIALS NEEDED:

- Whiteboard and markers

LESSON SUMMARY/PARENT CONNECTION:

Students discuss what it means to be an active listener. The counselor demonstrates bad listening skills and then the class discusses the demonstration. The counselor has students practice being good listeners by saying lists of words and asking the students to repeat them. The class then breaks into pairs where they practice the strategies discussed in class as they speak with their partner.





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LESSON PLAN:

Step 1: Anticipatory Set (Introduction and Accessing of Prior Knowledge)

1. **Tell** students today you are going to discuss being a good listener.
2. **Ask** what they think it means to be an active listener. Make a list of the qualities they come up with.

Step 2: Direct Discussion (I Do)

1. **Demonstrate** what it means to be a poor listener. Ask for a volunteer and ask the volunteer a question. While he/she is answering, begin talking to another student. Look around the room and interrupt the second child you spoke with by asking a third child a question. Do this for about 30 seconds and then stop. Have the students tell you what you did wrong. Have the student who volunteered tell the class what it felt like to be ignored and interrupted.
2. **Explain** that good listeners should have their eyes on the speaker, ears open and listening, mouths closed, hands to themselves and in their lap, and feet still and quiet. Good listeners also take turns talking, do not interrupt other people, and are sure they can hear what is being said.

Step 3: Guided Practice (We Do)

1. **Tell** students they are going to practice being good listeners. Remind students if they fidget or talk, they will not be able to hear what is being said and may distract others around them.
2. **Read** a list of three words and have students try to remember them. Have them say the words back to you. Next, read a list of 4 words and have the students tell you what word you said second or fourth, etc.





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LESSON PLAN:

Step 4: Independent Practice (You Do)

1. **Separate** students into pairs. Tell each student that they are going to take turns being the speaker and the listener. When they are the speaker, they will tell their partner two things they enjoy doing and one thing that is their favorite (food, color, subject, etc.). The listener will listen to what the partner is saying and try to remember it. Have the listener repeat the three things their partner shared. Have students switch roles and repeat exercise.

Step 5: Assessment

Are students able to identify the behaviors of a good listener? Did they display these behaviors during the activity?

Evaluation Form

Please consider submitting an evaluation of this lesson to us at The FACE Project so we can continue improving our materials: URL
https://docs.google.com/a/thefaceproject.org/forms/d/1Xu51SUMhb-8yGozpxm3asoWwrVO9jt_w4GrFm4byVQc/edit

