**Erasmus+ project 2016- 2018   
Young Enterprising Europeans**Osnovna škola Bartola Kašića, Vinkovci, Croatia  
Teacher: Marija Potiha  
Age: 13-14  
Level: pre-intermediate  
  
 **Active listening**

**Motives:** what's been said isn't what's been heard, active listening

**Aim:** notice the importance of active listening, main rules of communication and comprehend how what's been said isn't what's been heard. See how sometimes unitenttionaly there can occur some noises in communication.

**Course**:

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| class rules | 5 min |
| introductory activity (Panto Pletikosa) | 7min |
| main part – presentation (communication)  - group work  - presentation (not listening, active listening, techniques of active listening)  - discussion  - rules for active listening | 2 min  3 min  10 min 25min  5 min  6min |
| final activity – drawing in pair | 5min |
| evaluation | 2 min |

**1. Rules (5min)**

The teacher and students introduce rules which will be followed in class, and every after this one. If no one mentions, the teacher expresses a wish to honour principles of tolerance, freedom, equality and discretion.

**2. story Panto Pletikosa (7min)**

**-** Several students leave the classroom. Others listen to the story. One person from the classroom tells as much as can remember of story to one person who has been sent out of classroom. Then, that person tells to other and so on until you reach the last person who has been sent out of classroom.

- The teacher talks to students about the mistakes in storytelling, which details lost till the end, why is it so; relate this to gossips, and group experience

Introducing topic *Communication.*

*In the waiting room of helth center in Copacabana are sitting 18 people. On the door in front of which sit the most people, says dr. Panto Pleticosa, shrink, nurse Jane July. In the waiting room there are general in civillian clothes, man with black shoes, three years old child, woman with curlers in her hair and a man with big nose. Suddenly a sound of fast steps is heard down the hall - beautiful red hair woman and chubby and somber man are entering the waiting room. They are entering ordination without knocking. At one moment, general coughted loudly, woman with curlers in her hair taught she heard a gun shoot, red hair woman furiously exited ordination, after her run dr. Pleticosa holding his head. Three year old child started crying.*

**2. smain activities (25min)**

**Communication**

The teacher and students define term *communication.* Students think about skills needed for successful communication. The teacher higlights term *Active listening.*

**Group work**

- Students are divided in groups of three. One person in group talks, one listens and one watches. Those who talk and listen get cards with assigment. No one but the one who has recived the card must not read what says on the card. For this assigment groups have 1 min. When time's up, the teacher asks watchers to talk about theme of conversation in their group, how did listener act, why he/she think so, examples. After several watchers have shared theirs stories, the teacher allows everyone in group to read the card their partners had. The teacher and students discuss if listeners manage to do their assigment.

**types of not listening**

The teacher announces 7 types of not listening. For every type the teacher offer term, students give explanations and relate it with their assigments.

GRABBING WORDS – listener listens just to find a chance for his/her own monolog or any type of talking – finishes sentences of other person or takes over the entire theme

*I know what you mean, the same thing happen to me when...*

DEFENSIVE LISTENING– listener is sensitive and has attitude that he/she's being assulted, even neutral and well-meaning statements takes as an assult

*What do you mean? You're trying to say that I don't have friends?*

LISTENING IN AMBUSH – listening for one reason: to attack interlocutor. Listener doesn't pay attention on main idea and theme. He or she is waiting for a mistake or uncertains so he/she could attack interlocutor.

*I knew it was just matter of time you'll bring that up.*

PESUDOLISTENING– listener seems like he/she is listening, but thinks about everything but what's been said

*Yes, yes. I'm listening to you.. – says man to a woman while watching footbal match.*

SINGLE LAYER LISTENING – listener receives just one part of a message (verbal), and completely ignor other

*I'm fine. – says girl while crying.*

SELECTIVE LISTENING – listener listens only what's of his/hers interest, and neglect other

*Yes, yes, yes. I don't wanna hear about your trip experience, rather tell me about the flight – does it take long to get there?*

SELECTIVE REJECTION – listener hears everything, but „doesn't hear“ parts that aren't of his/hers interest

*I heard you've got an A and a B, but I don't wann talk about that right now. You mentioned an F? Which subject?*

The techer and students think about reasons for not listening and how it can be avoided. We conclude that is extremely important to talk concisely and plainly.

**active listening – techniques of active listening**

The teacher encourages students to define term *active listening.* After that, the teacher shows techniques of active learning. Students give real life examples.

ASKING QUESTIONS – When?, Who? Where? How? How much/many? avoid Why? because it sounds aggressive.

ENCOURAGING – to encourage person who talks to experss his/hers opinion

*Can you tell me more about the topic?*

EMPHATY – to show person who speaks that you understand him/her

*I can see this situation is very demanding for you.*

*I'm happy for you.*

MIRRORING – to show understanding for interlocutors feelings, help him/her to estimate his/hers own feelings

*You look tired.*

*You seem mad.*

SUMMARIZE – to group relevant facts and ideas

*So, this are main ides that you said.*

REMAKING – confirms the content of message so that needs, feelings and values hidden in the message are recognized, to express yourself pozitively and definetly.

The teacher gives examples of situations to students and they try to remake it.

The teacher and students conclude (again) that is extremely important to talk concisely and plainly.

**discussion**

The teacher stars discussion with question *How much do you talk like this?* (at school, at home, with your friends; when, with who and where if yes)

**rules of active listening**

Students make relevant rules and precondition for active listening. Students write it down on mutual poster or the teacher writes them down on presentation.

The teacher encourages students to think about the reason for practising techniques of active learning.

**4. drawing in pair (5min)**

Students are divided in pairs. Each pair is sitting turned with their back to each other. One person in pair gets empty piece of paper and the other one gets drawing which he/she describes to his/hers partner. None of them must not look drawing of his/hers partner and ask questions. Once all the instructions are given, pair is allowed to comapare their drawings.

Before this activity the teacher reminds students to talk purposefuly, concisely and plainly.

The teacher declares the most successful pair.

**5. evaluation**

The teacher invites students to put a mark (X) under the emotion which best shows how they felt in the class. The teacher thanks to students for their attention and active listening.

Literature:

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5. Marušić, S., Pavletić, Z., Ptiček, R. Razvoj komunikacijskih vještina. Preuzeto 10. ožujka 2017. s <http://www.azoo.hr/images/AZOO/Ravnatelji/RM/RAZVOJ_KOMUNIKACIJSKIH_VJESTINA_-_PRIRUCNIK_TEORIJSKI_MODUL.pdf>

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| PERSON WHO LISTENS  Listen just as much to grab a chance for your own speach – continuing sentences or taking over whole subject. | PERSON WHO TALKS  Talk about your favorite movie – who are main actors, what time and which place the story takes place, and why is that your favourite movie. |
| PERSON WHO LISTENS  Act defensive – as if person who talks attacks you all the time, every statement take as an attack on you. | PERSON WHO TALKS  Talk about your plans for spring breaks – where are you going to be, with who, what are you going to do, which are you favourite activities and why. |
| PERSON WHO LISTENS  Don't pay attention on main idea. Watch for mistake or uncertains so that you could „attack“ him/her. | PERSON WHO TALKS  Talk about last movie that you watched or the book you've read – who is the writer/director, main characters, time and place, reason why you liked it or didn't like it. |
| PERSON WHO LISTENS  Pretand like you're not listening. Think about all the chores you need to do after school – what are you going to do when you get home? Do you have sport activity after, or do you need to help your parents? | PERSON WHO TALKS  Talk about school – your favourite subject. Why is it so? How do you manage afterschool time? Which subject takes the most of your time, and which the least? In your opinion, why is that so? |
| PERSON WHO LISTENS  Listen carefully every word that your partner is saying. Ask some relevant questions (how? when? where? who? **avoid why?**). Try to remember as much as possible information. | PERSON WHO TALKS  Talk about you friends – who are they and why do you consider them your friends? |

6. Active listening, Cards for pairwork

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1. Picture cards (drawing in pair)

