

<b>LESSON PLAN</b>		<b>Social Skills: Secondary Level</b>
<b>Listening Effectively</b>		
<b>Lesson Description</b>		
This lesson plan is an example of one that would be used by a teacher to instruct a class of secondary students in learning effective listening skills.		
<b>Lesson Goal</b>		
To teach the steps for listening effectively.		
<b>Duration</b>	<b>Grade Level</b>	
30 to 45 minutes	Secondary	
<b>Materials</b>		
Note cards, blackboard, or overhead projector		
<b>Learning Objectives</b>		
The students will demonstrate understanding of effective listening skills by stating the listening steps.		

<b>Lesson Procedure</b>	
<b>Anticipatory Set</b>	<i>Stage purpose: To provide interesting examples of the behavior or skill to capture students' attention and motivate them to participate.</i>
Teacher:	(Prior to the start of class, select one student from the class to help perform a listening example. The scenario should involve the student asking you questions while you are preparing for a classroom lesson. Provide the student with answers that clearly show you are not listening to what is being asked.)
Teacher:	(A few minutes before beginning this lesson, prompt the student you selected to begin the scenario.)  Today, we are going to learn the steps for becoming better listeners. This lesson will help us:  1) Learn seven steps for effective listening; 2) Practice the skills with other classmates; 3) Practice the steps at home.

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<b>Teaching: Input</b>	<i>Stage purpose: To provide the information needed for behavior or skill acquisition.</i>
Teacher:	What were (Lisa) and I just doing?
Students:	(Accept and reinforce all reasonable answers.) Possible answers: You were talking. You were having a conversation. (Lisa) was trying to tell you something.
Teacher:	Right. What else were we doing?
Students:	(Accept and reinforce all reasonable answers.) Possible answers: Well, you weren't listening.
Teacher:	Right. How did you know I wasn't listening?
Students:	(Accept and reinforce all reasonable answers.)
Teacher:	Why is it important to have good listening skills?
Students:	(Accept and reinforce all reasonable answers.) Possible answers: To know what others are saying. To maintain friends.
Teacher:	Yes. These are all good answers. I asked (Lisa) to ask me questions and told her that I wouldn't be listening closely to her. Thank you, (Lisa), for helping out. There are many pieces to being a good listener. Let's review some of them. (List the following steps on the board; provide note cards to students so they can write them down. For each step, solicit ideas on why it would be important.) <ol style="list-style-type: none"> <li>1. Stop what you are doing.</li> <li>2. Look at the person who is speaking.</li> <li>3. Sit/stand up straight.</li> <li>4. Maintain eye contact.</li> <li>5. Acknowledge that you are listening (e.g., nod head).</li> <li>6. Ask questions if you do not hear or do not understand something.</li> <li>7. Repeat to the person a summary of what was said.</li> </ol>

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<b>Teaching: Modeling</b>	<i>Stage purpose: To model successful use of the behavior or skill being taught.</i>
Teacher:	(Select a student and ask him or her to tell the class about what the lunch special in the cafeteria is going to be today [or any brief topic that the student will know about and have details to discuss]. While the student begins to talk about the lunch special, model the steps to effective listening by pointing to the board as you go through each step.)
<b>Teaching: Checking for Understanding</b>	<i>Stage purpose: To ask questions that probe student learning beyond mere recall in order to assess higher levels of understanding.</i>
Teacher:	(Ask your class if you followed all the steps on the board. Ask individual students one by one to describe how you did each step. Praise all accurate or close answers. Incorrect answers should be corrected and restated.)
<b>Guided Practice</b>	<i>Stage purpose: To provide each student with the opportunity to demonstrate knowledge of the behavior or skill.</i>
Teacher:	(Assign students to groups of two. Instruct one student in each group to raise one hand, and instruct the other person in the group to put both hands in his or her lap. Students with hands in lap will be the "talkers," and students with one hand up will be the "listeners." Instruct the "talker" students to tell their partners what they did after school yesterday. Instruct the "listener" students to follow the seven listening steps. Walk around the room and check on student performance.)
<b>Closure</b>	<i>Stage purpose: To review and clarify the key points and ensure that students are able to retrieve them.</i>
Teacher:	Let's come up with at least five reasons for why listening is important. Who has at least one reason?
Students:	(Accept and reinforce all reasonable answers.)
Teacher:	(Record responses on the board.)  Using effective listening skills is important for all of these reasons. (Restate all the answers on the board.)
<b>Independent Practice</b>	<i>Stage purpose: To reinforce and generalize the learned behavior or skill.</i>
Teacher:	(Ask students to take home the listening list and ask a parent or friend to practice. Have students draw a line and write "parent signature" under the line. Assign a small number of points or tokens for the assignment. Tell students that [three extra points] will be awarded that week for students caught using the steps on the listening list.)