



Activity 10 Effective Listening

Objectives:

- ❖ To differentiate between effective and poor listening

Materials: None
Vocabulary: listen

Procedure:

1. Introduction:

We hear a great deal about listening and how important it is. What is listening? What is the difference between hearing and listening? How do we know when someone is really listening to us? We're going to do an activity to demonstrate effective and poor listening behaviors. I need two volunteers. (Select students who have good self-esteem.)

2. Ask the two volunteers to leave the classroom to prepare a one-minute report on their favorite television program. Tell them to wait outside until you call them in.

3. Tell students in the classroom that when volunteer #1 begins talking, they should use effective listening behaviors. *What does that mean?* (Stay in seat. Look at person talking. Body is positioned toward speaker. Pay attention; no talking, whispering, interrupting, fidgeting. Head nodding up and down occasionally.)

Tell students that when volunteer #2 begins, they should use poor listening behaviors. Students will have limited eye contact with speaker, or will not face speaker. Arrange to have one student sharpen a pencil, one open a book, one drop a pencil, two students whisper, and one student walk over to another and talk.

4. Call in volunteers and have them decide who goes first.

5. After volunteers give their reports, ask volunteer #1, *How did you feel when you gave your report? Why?* (good, everyone paid attention)

Ask volunteer #2 the same questions. (no one listened, not good, embarrassed)

6. Tell the volunteers that they were apart of an experiment on effective and poor listening behaviors. Thank them for their participation and have the class applaud them for being good sports.

7. Discuss:

How do you feel when someone (parent, teacher, friend, classmate, brother/sister) does not listen to you?

How do you feel when they listen carefully? In a conflict, why is it important for mediators and disputants to listen carefully?

8. Closure:

It is important for mediators to be effective listeners. This means looking at the person who is talking, sitting still, and not interrupting. People who feel that they are listened to express themselves more openly. Good listening helps identify the problem and encourages respect and trust.

The Case of the **BROKEN BRIDGE**

Place: Classroom

Characters: Terry, Gracie

Situation: Terry built a model bridge for the school's science fair. She just made the deadline. Her teacher said she would not accept any more projects after today. Terry puts the bridge on her desk and tells everyone not to touch it. She then walks to the back of the room. Gracie, her friend, picks up the bridge. Terry tries to grab the bridge back from Gracie. It falls and breaks.

Terry screams, "Look what you did, stupid! You'd better fix it or else!"

Gracie screams back, "You're the one that's stupid. You broke your own bridge. See if I help you!"

the students are brought to the mediators.

Terry's Story

I was really proud of my bridge. This was the first time I ever built something all by myself. I was sure that I would get an "A" on the project. I spent hours gluing those Popsicle sticks together. Even though Gracie is my friend, she had no right to touch my bridge. It's her fault that my bridge is broken.

Gracie's Story

Terry is my friend. I was happy that Terry finished her bridge on time. I saw the bridge on her desk, and I picked it up to admire it. If Terry hadn't screamed and grabbed the bridge, it wouldn't have broken. It's her fault. Besides, how dare she call me "stupid" in front of everyone. I was very embarrassed.

