



Teaching Progression:



Step 1: Listen to Others

SUB SKILL(S):

- Define communication
- Use appropriate body language while listening
- Notice the speaker's body language to better understand
- Summarize the speaker
- Ask the speaker questions

GUIDING QUESTIONS:

How do I listen to others with intention? How do I show others I am listening?

NHES PERFORMANCE INDICATORS:

4.2.2 Demonstrate listening skills to enhance health.

VALUABLE VOCABULARY:

*communication,
body language,
active listening,
emotions,
summarizing,
connections*

Step 1: Listen to Others | Sub Skill: Define Communication



SUGGESTED LEARNING ACTIVITY 1:

Place students in pairs. Have students come up with three different ways to greet a friend (e.g. giving a high five, shaking hands, saying hello, smiling). Have three to four groups share their different greetings. Using these examples, ask students to list the ways we communicate with one another (e.g. voice, language, physical contact, gestures, facial expressions). Chart student responses and explain to students that throughout their learning of *Stage 1: Communication Techniques* they will be practicing different ways to communicate.

Language of Health Literacy:

Communication is _____.

Communication is important because _____.



SUGGESTED LEARNING ACTIVITY 2:

Define *communication* for students. *Communication is the process of sending and receiving information.* Explain to students that communication is complicated. We use our voice and our entire body to communicate with people. Tell students when they are learning *Stage 1: Communication Techniques*, they will learn strategies to be great at communicating with others, starting with active listening strategies.

TEACHING NOTES:

- Use additional definitions as needed to support student understanding.



Teaching Progression: Step 1 | Listen to Others (Cont.)

Step 1: Listen to Others

Sub Skill: Use Appropriate Body Language While Listening



SUGGESTED LEARNING ACTIVITY 1:

To help students understand the importance of active listening, have students answer some of the following questions:

- How do you feel when someone is really listening to you?
- How do you want others to feel when you are listening?
- How can you show someone that you are truly listening?
- How do you know when someone isn't listening?
- How do you feel when you can tell someone isn't listening?

Language of Health Literacy:

I need to _____ to help me listen.

Nodding helps _____.

Making eye contact helps _____.



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that using appropriate body language lets the other person know you are listening, and it actually helps you listen better. Show students a video scenario of two people engaged in a conversation. Have students in small groups list all the ways you can tell the people are listening. Then, show students another video of a person not listening. Have students in small groups create a T-chart of what it means to listen and not listen. Have groups share out answers and write a full class list T-chart.

TEACHING NOTES:

- Be sure to show a video that highlights body language, including nodding, eye contact, body position, and facial expressions.



SUGGESTED LEARNING ACTIVITY 3:

Model for students appropriate body language when they are actively listening (e.g. looking at the speaker, nodding, engaged facial expressions). After modeling, ask a student to tell a story or show a video that requires listening. As you listen to the story, model the good listening strategies and not so good listening strategies. When the class can see you are not listening, have them shout out, "Listen!" Pause the story and ask the class to show a listening strategy you could use. Make a list on the board of good and not so good listening strategies.

TEACHING NOTES:

- Use the suggested active listening strategies in the *Resource Bank* below or strategies that are responsive to the students in your classroom.



Teaching Progression: Step 1 | Listen to Others (Cont.)



SUGGESTED LEARNING ACTIVITY 4:

Place students with a partner. Tell students that they are going to practice showing their partner they are listening with their body language. Have students face one another. Read questions to start partner conversations. Give each partner the same amount of time to listen and share.

Reflect with students on using body language to show listening by having students answer the following questions:

- How does it feel to listen to someone?
- How does it feel to listen to your partner?
- What are other ways you can be a more active listener?

TEACHING NOTES:

- Ask questions that are easy for students to answer, such as, "What is your favorite holiday and why?"

Step 1: Listen to Others

Sub Skill: Notice The Speaker's Body Language To Better Understand



SUGGESTED LEARNING ACTIVITY 1:

Observing another person's body language also helps us to fully understand what a person is trying to communicate. Act out a few emotions for students to guess. After each emotion, ask students to explain how they knew how you were feeling based on your body language.

Language of Health Literacy:

_____ is feeling _____. I know this because _____.

I think you are feeling _____. Is that right?

Are you feeling _____?

You are feeling _____, right?

TEACHING NOTES:

- Remind students to keep in mind that different people show emotions in different ways. The way people express themselves can be based on their personality, culture, experiences, or the setting.



Teaching Progression: Step 1 | Listen to Others (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Have students stand in a circle. Call out an emotion (e.g. happy, sad, upset, excited, overwhelmed) and ask each student to act out that emotion using body language and facial expressions. Explain that our mind constantly interprets body language to better understand the words or actions of other people.



SUGGESTED LEARNING ACTIVITY 3:

Have students reflect on the importance of paying attention to another person's body language by answering the following questions in writing or in whole-class discussion:

- Why is body language an important part of communication?
- How can body language change the way people interpret what we are saying?



SUGGESTED LEARNING ACTIVITY 4:

Explain to students that since people show their emotions differently, we want to check to see if we are interpreting a person's body language and facial expressions correctly. Ask a student volunteer to act out an emotion. Model using *Language of Health Literacy* to help students check to make sure they are understanding how a person is feeling.

Put students into small groups to play another round of charades. Give students different emotions to act out. After each student acts out an emotion, someone in the group will practice using the *Language of Health Literacy* to make sure they understand the person's emotion. Have students switch roles several times, making sure every student gets an opportunity to act out an emotion and practice checking for understanding.



SUGGESTED LEARNING ACTIVITY 5:

Following the activity, have students debrief their experience with the following questions:

- Did you and your partner express emotions similarly?
- Why do people express emotions differently?
- How did you know when your partner was feeling a certain way?
- Why was it important to be aware of your partner's emotions?
- When do you use communication in your own life?
- Why do we need to think about how we communicate with others?



Teaching Progression: Step 1 | Listen to Others (Cont.)

Step 1: Listen to Others | Sub Skill: Summarize the Speaker



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that just like when we listen to someone's body language, when we are listening to another person's words, it is helpful to check to make sure you are hearing them correctly. Summarizing the speaker shows you are listening and trying to understand.

Model for the class how you summarize the speaker by using the *Language of Health Literacy*. Have a student tell you a story. As the student tells the story, use summarizing to show the student you are listening and understanding the story.

Language of Health Literacy:

What you are saying is _____.

I like when you talked about _____.

So I hear you saying _____.



SUGGESTED LEARNING ACTIVITY 2:

Place students into pairs. Provide prompts for students to tell a story. Have students practice summarizing the speaker.

TEACHING NOTES:

- Prompt examples: a trip they took with their family, a day that was really hard, an activity they like to do
- For longer and more thoughtful stories, have students write their stories before sharing.
- Model and provide the *Language of Health Literacy* to support students' ability to practice summarizing.

Step 1: Listen to Others | Sub Skill: Ask The Speaker Questions & Make Connections



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that along with summarizing, listeners can use questions and connections to enhance a conversation. Model for students using questioning and connections. Place students into pairs to practice using questions and connections by having each student tell a story about their own life (e.g. favorite holiday, best birthday, favorite TV show summary).

Language of Health Literacy:

I was wondering what you thought about _____?

When you said _____, it reminded me of _____.

Can you give me an example of _____?

Could you put that another way?

Could you explain further?

TEACHING NOTES:

- Model and provide students with the *Language of Health Literacy* to support students practicing questioning and connecting with the speaker.
- Remind students that they can also practice the other strategies they have learned so far: body language and summarizing.
- Walk around the room to encourage students to try various strategies during practice.