

Targeted Grade Levels – 9 or 10**Lesson Title – Effective Communication for the Workplace (Active Listening/Paraphrasing)**

Estimated time: 55 minutes

Career Ready Practice Standard 2 - Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

Learning Objectives: (Bold print below indicates targeted objective for this lesson)

1. Students will demonstrate appropriate language and behaviors for the workplace.
2. **Students will practice and demonstrate active listening.**
3. Students will consider their audience and practice adjusting their communication accordingly.
4. Students will communicate with clarity and purpose using a variety of communication methods (e.g. written, verbal, electronic, visual methods).

Resources Needed for this Lesson

1. Ensure access to the following website
<https://www.youtube.com/watch?v=L8kjlMhqwfo&t=12s> and ability to show videos in a whole class setting.
2. Activity #1: Print one copy per student of *Active Listening Techniques* handout.
3. Activity #3: Print two copies per student (one for student to reference and one for activity) of *Paraphrasing Observation Form*.
4. Activity #3: Print one copy per student of *Topics Handout*.
5. OPTIONAL Differentiation Assessment: Print two copies per student of *Active Listening Skills Self-Assessment* if used as both pre- and post-assessment; print one copy per student if used as post-assessment only.
6. OPTIONAL Extension Activities can be found on the final page of this lesson.

Key Vocabulary/Terms

- Active Listening – Active listening is the act of mindfully hearing and attempting to comprehend the meaning of words spoken by another in a conversation or speech. Active listening is an important life skill and business communication skill, and often includes giving feedback in the form of a paraphrased version of what has been said.

- Paraphrasing – express the meaning of the writer or speaker using different words to achieve greater understanding.

Activity #1: Introduction to Active Listening

1. Read and review the following definitions with your class. *Active listening* is the act of mindfully hearing and attempting to comprehend the meaning of words spoken by another in a conversation or speech. Active listening is an important life skill and business communication skill, and often includes giving feedback in the form of a paraphrased version of what has been said. *Paraphrasing* expresses the meaning of the writer or speaker using different words to achieve greater understanding. This lesson focuses on the technique of paraphrasing.
2. Targeted learning objective should be written on the white board and verbalized for students to understand what the lesson outcomes will be.
3. Distribute attached list of *Active Listening Techniques* and review with students.
4. Show Video 9.10.2.2 (Non-example)
5. Pause Video 9.10.2.2 at 0:42

Activity #2: Paraphrasing Video and Practice

6. Have classroom discussion using the following suggested prompts:
 - a. What were your observations?
 - b. Have you ever been in a similar conversation? Were you the speaker or the listener?
 - c. As the speaker, how did it make you feel?
 - d. Do you believe active listening is important and, if so, why?
 - e. Is active listening different with friends, family and others? If so, how and why?
7. Tell students that they will now see a video that will demonstrate active listening and a technique called paraphrasing that will help them be successful active listeners.
8. Resume remainder of Video 9.10.2.2
9. Have classroom discussion using the following suggested prompts:
 - a. What were your observations?
 - b. How do you think the speaker in this video felt compared to the previous video?
 - c. What active listening techniques can you identify in this video? (Students may refer to *Active Listening Techniques* handout).

Activity #3 – Paraphrasing Practice

10. For this exercise, group students into triads (3 students). Student #1 will be the Speaker, Student #2 will be the Active Listener and Student #3 will be the Observer using the *Paraphrasing Observation Form*. Using the suggested topics below (*Topics Handout*), have each student select 2 to 3 topics that they can speak about for a minimum of 90 seconds; teacher should allow time for all students to gather their talking points before activity.

- a. Please describe one of your earliest memories and provide as much detail as possible. Why do you believe this memory has stayed with you for so long?
 - b. Who is your best friend? What do you like about him/her? What do you think your friend likes about you?
 - c. If you could be famous, would you? Describe what you would want to be famous for.
 - d. What are the qualities you would look for in someone you want to date?
 - e. If you had \$1000 to spend, how would you spend it and why?
 - f. Do adults automatically deserve respect? Do kids?
 - g. How would you change the world if you could?
 - h. Who do you look up to? Why?
 - i. What are your future goals and plans and why?
 - j. Describe a day that you believe would be perfect from beginning to end.
 - k. If you could get a summer job, what sort of job would you imagine yourself in?
11. Student #3 (Observer) will use the *Paraphrasing Observation Form* to evaluate which active listening techniques were used and share the observations with the Speaker and Listener.
 12. The roles will now rotate until each student experiences the three distinct roles.

Activity # 4 - Assessment

13. Once all students have participated as a Speaker, Active Listener and Observer, the *Paraphrasing Observation Forms* will be collected as evidence of student learning.

Differentiation

1. Following the lesson above, use the *Active Listening Skills Self-Assessment* to have advanced students self-assess their skills (both pre-and post-assessment) to identify areas of personal improvement.
2. Following the lesson above, use the *Active Listening Skills Self-Assessment* to have English learners or students with disabilities self-assess their skills instead of doing Paraphrasing Practice.
3. Teacher models active listening and paraphrasing with another adult or a volunteer student. A debrief would explicitly identify skills that were used. Repeat this with 1 or 2 more student volunteers until students are able to identify skills on their own and/or make suggestions for improvement.

California Common Core Alignment (ELA Grades 9-10)

Literacy.SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Literacy.SL.9-10.1c – Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

English Language Development (ELD) Standards, grades 9-10

Part 1: Interacting in Meaningful Ways

B. Interpretive

5. Listening actively to spoken English in a range of social and academic contexts

Extension Activity (Optional)

1. Lead a whole class discussion using some or all of the following questions:
 - a. Was this activity challenging for you? If so, how?
 - b. How can being an active listener build trust and support relationships in conflict situations?
 - c. How can active listening help you or hurt you in the workplace?