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**Instructional Practices Institute**

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**Element 3: Description of the Lesson Implementation**

**Hook Question/Whole Group Discussion:** Students discussed several examples, both at school and at home, of when they felt as if someone had not listened to them, often times going into great detail. They also elaborated on how this made them feel.

**Direct Instruction:** Students viewed a slideshow as the teacher discussed the five components of active listening. Several questions were brought up by the students, and the teacher elaborated to clear up misconceptions and answer questions. The teacher presented the Active Listening Checklist and went over each of the five components of active listening, providing examples to help illustrate each section.

**Modeling:** The teacher, along with a volunteer student, modeled a bad listening example. Students used the checklist to identify the components that were missing from the scenario and then discussed their findings. Next, the teacher, along with a different volunteer student, modeled a good listening example. Students again used the checklist to identify the components that were demonstrated during the scenario and shared out, discussing the differences between the two examples. Then, the teacher showed a video clip of first a bad active listening example from a popular television show, and then a segment of a video clip from a presidential debate which showed both good and bad active listening examples. The students completed checklists for both clips and analyzed and discussed their results.

**Peer Practice:** Students were assigned a partner and a topic to discuss. Students talked for two minutes, while their partner practiced the components of active listening. After two minutes, both partners completed the checklist based on an analysis of the listener’s behaviors. The pair then had an opportunity to switch rolls. At the end of the two minute talking period, the partners again completed a checklist to determine the listener’s ability to demonstrate active listening components.

**Reflection/Closure:** Students discussed the closure questions. Students were then given time to independently complete the four reflection questions at the bottom of the Active Listening Checklist.