

Standard Three – Lesson Two: Communication – Good and Poor Listening Skills

Time:30-minute class period

Materials:

Journals

Scripture Reference Guide

Communication Diagram/Scenario Worksheet

Objectives:

Students will be able to list good listening skills and poor listening skills.

Students will be able to demonstrate good listening skills with a peer.

Introductory Activity

Put students in four lines. Think of a message that is three sentences long with several details in it. Whisper the same message to the first student in each line. Have that student whisper the message to the next student, and so on, until the message has made its way down each line. Have the last student in each of the four lines repeat the message as they heard it. Talk about what happens to communication as it is passed from one person to the next.

Activities

Ask for a volunteer (make sure it is a student who will not be personally offended that you are not listening well to them). Ask the student to tell you what they did over the last few days. As they tell you, look away, fix your clothes, yawn, talk to someone else, talk about yourself, etc. After a minute or so, stop the conversation, apologize to the student, and ask the class to give you a list of all the poor listening skills they noticed.

Then have the students brainstorm a list of good listening skills (eye contact, head nod, facing the person, asking questions, etc.) and write them on the Active Listening List worksheet.

Review the “Active Listening” handout

From the list and the handout, have students get in pairs and practice good listening skills. Have the first speaker tell of a time that someone showed that they cared about them. When the roles switch, have the second speaker tell of a time they showed empathy toward another person. Have students thank one another for listening. Write up any other good listening techniques they discovered with their partners and add to the list that was generated earlier.

Have students fill out the bottom of the “Active Listening” handout by thinking of someone to whom they can listen to better and how they will do that.

Have students memorize the Scripture Memory Verse: **James 1:19, 20** – Let everyone be quick to hear, slow to speak and slow to anger.

Split up the students into groups. Give each group one of the Scriptures below to study

and ask them to explain to the class what the Scripture tells us about good listening.

Luke 10:38-41 – As Jesus and His disciples were on their way, He came to a village where a woman named Martha opened her home to Him. She had a sister called Mary, who sat at the Lord’s feet listening to what He said. But Martha was distracted by all the preparations that had to be made. She came to Jesus and asked, “Lord, don’t you care that my sister has left me to do the work by myself? Tell her to help me.” “Martha, Martha,” the Lord answered, “You are worried and upset about many things, but only one thing is needed. Mary has chosen what is better and it will not be taken away from her.”

Matthew 15:10 – Jesus called the crowd to him and said, “Listen and understand.”

Matthew 11:15 – “He who has ears to hear, let him hear.”

Proverbs 17:27, 28 – He who restrains his words has knowledge, and he who has a cool spirit is a man of understanding. Even a fool, when he keeps silent, is considered wise; when he closes his lips, he is counted prudent.

Active Listening List

Write below the ways to be an active listener.

I will be a better listener to _____
(name)

I will do this by _____

James 1:19, 20 – Let everyone be quick to hear, slow to speak and slow to anger; for the anger of man does not achieve the righteousness of God.

Active Listening

When you listen very carefully and try to understand the ideas and feelings of another person from his or her point of view.

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Listen to the words

Try to understand the meaning of the words

Listen for feelings

Restate the words:

“You’re saying
that...”

Describe feelings:

“You seem to be
feeling...”

Look at the person who is talking

Four Steps to Active Listening

Look at the person who is talking

Listen carefully to his or her words

Notice the feelings that go with the words

Say something to show that you have been listening