



## ACTIVE LISTENING 1. BEING POLITE

**Objective:** Students will be able to communicate politely and respectfully in different situations so they become more empathetic to the needs of others.

### WARM UP

For this activity, you will need to write short conversations about different situations where people act in a polite or impolite way. Say hello to your students and explain that you are going to read out loud some conversations and they have to say if the people in the conversation are acting in a polite or impolite way. When you finish, you can give a copy of the conversations to your students and invite them to work in groups or pairs according to each conversation and encourage them to act them out.

### STEP BY STEP

- 1 Make sure students have the printed material they need to work with.
- 2 In pairs, make students discuss why they need to show respect and be polite to others. As a class, conclude why it is important to be polite to others.
- 3 Have students brainstorm some advantages they can identify when they are polite to other people. Let the students write their answers in the space provided in the handout.
- 4 Ask students to look at the pictures in the handout and encourage them to think about the different situations they have in each picture. Elicit possible answers. If necessary, prompt some ideas that help them identify the situations. Tell students to focus on the whole picture, what the people in the picture are doing, what they might be saying, etc. Support students with vocabulary they may need. Give them enough time to create the conversation about the picture and the situation they chose. Walk around the classroom and acknowledge the students'

work to build an appropriate socio-emotional learning environment. You can prompt some examples of a conversation for a random situation so students can notice how to perform the role-play. Encourage them to use body language, gestures, and facial expressions to emphasize their acting.

- 5 Suggest that students get into small groups to ask the questions to each other and discuss their conclusions. Encourage students to reflect on the importance of being polite and what particular expressions of politeness and respect are used in each of their communities.

### WRAP IT UP

- 6 *When do you need to be polite? What do you do to express politeness?*

Ask students to discuss the questions as a class. You could ask them to discuss the questions first in small groups or in pairs. Give them some time and then ask some volunteers to tell the group how they felt performing the activity. Ask them if they are surprised about what they learned about the advantages of being polite. You could end this activity by giving more ideas about how to be polite in school, with their classmates and teachers, so they can be more empathetic. It would be ideal if you use real examples of situations you think they need to improve.

### TEACHING TIP

Politeness is a very important value when communicating with others. Teach students not only to be polite but also the effect that it has in their community. Begin by being a model yourself. Always speak in a respectful tone to your students and be patient with them. Show them how this will set appropriate boundaries that will help create a comfortable environment, ideal for teaching and learning.



## ACTIVE LISTENING 2. BEING A GOOD LISTENER

**Objective:** Students will be able to recognize and appreciate the importance of listening and being heard in order to develop a healthy communication with others.

### WARM UP

Say hello to your students and tell them to listen attentively to the instructions you are going to give them. Explain that they are going to play a game called *Chinese Whispers*. Write down on paper a few messages that consist of at least nine or ten words like, *Listening attentively to others help you improve your relationships*. Give the first student the message note and let him / her repeat the message to the next person by whispering it in their ear without reading it. Have them repeat the message to the person sitting next to him / her. Continue around the class until the last student says whatever he / she heard out loud and finally the first student reveals the real message. After finishing the activity ask students why they think they need to be good listeners and if they know some techniques or strategies to be a good listener.

### STEP BY STEP

- 1 First of all, make sure students have the complete material. Ask them to read the instructions and the sentences in the handout on page 3, and invite them to ask any question they have. Make sure they understand the handout so they can put the steps into practice. Help them with any vocabulary words they may need. Then get students to work in small groups and give them enough time to discuss the reasons and the importance of being listened to and understood. Invite them to make a list about what they need to be good listeners. Let them write it in the space provided on the handout page 1.
- 2 Encourage students to work in pairs and let them think about a recent experience they want to share. As they share their experiences, walk around the classroom and

monitor the activity. Acknowledge them every time you identify a student following the steps on how to be a good listener. Don't forget to make notes as you are walking around so you can give adequate feedback to your class.

- 3 Ask students to give feedback to each other and make notes in the space provided on how they can improve to become a better listener. Encourage them to share their feedback and as a class make their own list of tips to become good listeners.

### WRAP IT UP

- 4 *Why is it important to listen to others? Is it easier being listened to or listening to others? Why? What can I do to improve when I'm listening to others? How can I affect my community if I become a good listener and people listen to me?*

Ask students to discuss the questions as a class. Give them some time and then ask some volunteers to tell the class how they felt performing the activity and what they learned from listening to others. Ask them if they feel the same when they were heard by others. It would be advisable if you use a diagram or a graphic organizer on the board to collect all the information your students say. At the end of the activity, you could encourage the class to follow the steps of the handout every time they listen to other people.

### TEACHING TIP

Active listening is an important skill when you are an ELT teacher. It would be advisable to practice it with your students so you can improve your relationship with them. Active listening will also help you make learning easier, and make students feel understood and cared for. Always look at your students when they are talking and listen carefully to the emotional content; show sincere interest to what they are saying, ask questions if necessary, etc. This will help you improve your dynamic in the class, allowing you to understand and help your students with their doubts and problems.



### ACTIVE LISTENING 3. DIVERSITY

**Objective:** Students will be able to understand what diversity is and they will be able to accept each other as they are.

#### WARM UP

Start the activity by arranging the class into a large circle. Let the students look around their classmates and ask them if they can find two identical students. Tell them to close their eyes and think about all the people they met this morning when they were on their way to school. Ask again if they found two identical persons. Ask if it is possible to find two identical people in the world. The answer is *No*, not even twins are really identical because they each have their own personality. Explain that no matter how similar we are, at the end we are different and we have to respect diversity and embrace difference.

#### STEP BY STEP

- 1 Make sure every student has a copy of the printed material they will use to work with.
- 2 Ask students to brainstorm what they think diversity is. Write as many ideas they say on the board and let them write their answers in the space provided on the handout.
- 3 Ask students to work in small groups and discuss their answers about diversity. Encourage them to use the class' ideas to reflect on why diversity is important. Monitor the activity and provide any useful vocabulary, if necessary.
- 4 In groups, encourage students to discuss the different topics they have on their handouts and to take notes about the different answers they have. Guide them to consider the different perspectives and always respect the different opinions when reaching a conclusion. While they work on the activity, walk around the classroom and monitor their performance. End the activity by asking some students to give the conclusions they got for

each topic. Let students reflect on how different were the answers they got and the reason why diversity is important. Ask them what would happen if all the answers were the same.

#### WRAP IT UP

- 5 *Why is having different perspectives so important? Did you find people who think the same as you? Did you find it difficult to reach a conclusion with the classmates who disagreed with you?*

Ask students to discuss the questions. Give them some time and then ask them to discuss with another group. Ask some volunteers to share their answers with the rest of the class. Clarify the importance of having different perspectives in class and how this can help people have a better understanding of others and reach solutions in a community.

#### TEACHING TIP

Teaching diversity in class is really important as your main goal is to make your students accept each other as they are. It is a term that may have different meanings for people, including different ideas like status, gender, ethnicity, beliefs, etc. Diversity is something that needs to be fostered and that you should encourage by being the role-model. Always try to understand your students' strengths, weaknesses, personality traits, and the way they learn. Using different teaching styles and materials is a good way to show diversity in class and that you care about everyone's learning. It is also recommended to try and give every student an equal access to opportunities for participation. Find ways to get shy students involved in activities. Whenever possible, encourage your students to come up with different ways to solve problems.



## ACTIVE LISTENING 4. EMPATHETIC COMMUNICATION

**Objective:** Students will be able to communicate empathetically in order to appreciate more others' perspectives.

### WARM UP

Start the activity by showing some pictures where people are having a conversation. Make sure you include different communication styles (passive, aggressive, assertive) in your pictures. For example, you can show them a picture of bad communication with two people arguing and then one with a polite conversation. After showing them some examples, elicit all the prior knowledge they have about communication styles and all the details they can identify on the pictures (emotions, feelings, facial expressions, the situation, etc.). Then invite them to recognize the communication style in each picture. Start a reflection on the importance of being empathetic when communicating.

### STEP BY STEP

- 1 Make sure all your students have the printed material to work with. Ask students to work in groups and encourage them to look at the Communication Styles Guide in their handout, in order to identify the different communication styles they have. If necessary, make a quick review of each style and remind them that assertive communication leads to an empathetic communication.
- 2 Let students read the situations they have on the box and invite them to choose one. Give them time to plan the conversation to role-play depending on the communication style they have chosen.
- 3 As students are role-playing their conversations, walk around the classroom and monitor the activity. Don't forget to encourage students to use the Communication Styles Guide to plan their conversations.

- 4 Once they have finished, invite students to share their experiences and reflect on the advantages and disadvantages of each communication style and share them with their class.
- 5 Have students make notes about how they felt with the different communication styles. Point out the advantages and disadvantages of using these styles in different situations and encourage them to mention some tips to improve their communication skills so they can become more empathetic and assertive.

### WRAP IT UP

- 6 *How much does your body language influence your communication styles? How effective is to use empathetic and assertive communication when you interact with others? Is it helpful being more attentive, responsive, and receptive to others when communicating? Why? How can you improve to be more attentive, responsive, and receptive to others?*

Ask students to discuss the questions in pairs, or small groups. Give them some time and then ask them to discuss with different classmates. Encourage students to practice empathetic communication every time. To conclude this activity, elicit different tips to become more empathetic and to improve their communication skills.

### TEACHING TIP

Provide opportunities that allow students to develop empathy towards other perspectives. Be a model by getting involved, sharing your experiences, and letting them know that empathy is really important when communicating because it helps people understand each other. Always be available to help them problem-solve different situations and remember to always listen to them attentively to support them in the best possible way.