



LESSON PLAN

LISTEN
(CZECH)



M'N OUDERS GAAN SCHEIDEN
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WAT MOET IK DOEN?

TITLE:

LISTEN (14 MINS)

ADDRESSES:

12 +

SUBJECT:

You are not alone

CURRICULUM:

Support and active listening skills

TIME NEEDED TO CARRY OUT THE LESSONS:

45 minutes /90 minutes.

GOALS OF THE LESSON:

- Realising about the importance of being here for your friends and being mentally "present",
- Practically rehearse techniques that help us focus on the speaker and understand him/her.

MAIN GOAL:

The students will learn about how to become more attentive to people around them.

- Students will learn how to listen actively;
- Students will improve their self control and empathy;
- Students will create better and more empathetic environment in the classroom.

METHODS:

- Discussion
- Model examples

MATERIALS:

- Worksheet

STEP BY STEP INSTRUCTION:

1. In the beginning we ask pupils to write down what helps them when they are feeling bad sad,angry or lonely.

We then write the answers down for an overview on the board or flip-chart.

When someone mentions what helps them to feel better to someone else (or we will raise the idea on ourselves) we will say that is what the following movie is about. (5 min.)

2. Film screening follows. (15 min.)

3. After the film, we will make a brief reflection of emotions using the One Word method - each student expresses the feeling that remained in them after the film, using just one word (e.g. joy, sadness, hopelessness, confusion,...).

We do not comment or evaluate their answers in any way.

4. Then we inform the students that we will learn by practice how to listen correctly (actively). Divide the class into groups of 2/3s. Provide each group with the **Active Listening Worksheet** to the discuss the individual points together. In addition to the listed conversational techniques, we also raise the question of what else can help us to let us feel that the other person is really listening to us: helpful body language, eye contact, biased tone of voice, focused expression, lack of speech ... (5 min.)

5. Subsequently, we let the students practice in pairs, how they would react when a classmate comes to them with a problem. The listener will always try to follow the instructions in the WORKSHEET. The speaker chooses one of the situations they saw in the film:

- Parents are divorcing and the classmate is worried about how family relationships will develop.
- He is a gay and afraid to tell to his parents or is in love with a classmate and afraid to tell him/her.
- Parents are often not at home and have to spend a lot of time alone.
- The family moves often and is worried that the classmate will never find any permanent friends.

Or come up with a situation on their own. After one round, they switch roles.
(15 min.)

6. We end the activity with a discussion. We ask students how they felt while completing the task. Did they realize anything during the role of the listener? Did they feel like they were being heard?
We encourage students to try to remember an interview where they did not feel that way and try to compare it. Were any of the methods used by the line staff in the film? And finally, what is one of the most important things to take away from this exercise? (5 min.)

