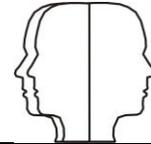


Lesson 2

Social Skill: Active Listening



Summary and Rationale

Listening is a social skill required for almost all interactions. It is also prerequisite to participating in a group process such as the Thinking for a Change Program. It helps establish norms and expectations about group participation.

Concepts and Definitions

Active listening is the deliberate effort to hear and understand what others are saying.

Objectives - As a result of this lesson the group members will:

1. Describe the importance of **active listening** in this group and in other social situations.
2. Perform the steps of **active listening** during the lesson.
3. Perform the steps of **active listening** in real life situations.

Major Activities

Activity 1: Overview of Social Skills
(in general)

Activity 2: Overview of Social Skill:
Active Listening

Activity 3: Model the Skill

Activity 4: Discuss Modeling Display

Activity 5: Group Members Role
Play Skill

Activity 6: Discuss Role Play

Activity 7: Repeat Activities 5 and 6 with
All Group Members

Activity 8: Assign Homework

Activity 9: Wrap Up

Supplements

Charts – Make before facilitating the lesson. (See the supplement section in each lesson for full text of chart page.)

Denoted in lesson plan with this symbol



Handouts - Make copies before the lesson. (See the supplement section of each lesson for camera-ready pages.)

Denoted in lesson plan with this symbol



H-2-1-Pocket Skill Cards
H-2-2-Homework Sheet

Power Point Slides - Make transparencies if a presentation projector is not available. (See the supplement section of each lesson for camera-ready pages.)

Denoted in lesson plan with this symbol



P-2-1-Social Skills Overview
P-2-2-Social Skills Definition
P-2-3-Process for the Social Skill Lessons
P-2-4-Lesson Title
P-2-5-Active Listening Definition
P-2-6-Active Listening Skill Steps

| Equipment | Supplies |
|---|--|
| <ul style="list-style-type: none"> ▪ Easel (chart stand) ▪ Projector to Show Presentation Slides ▪ Projection Screen or Suitable Surface | <ul style="list-style-type: none"> ▪ Chart Paper ▪ Markers ▪ Masking Tape ▪ Copies of Handouts |

References

Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth. Third Edition: Revised and Expanded. Glick, B. and JC Gibbs. 2011. Champaign, IL: Research Press.

Skillstreaming the Adolescent (Revised Edition): Goldstein, AP and McGinnis, E. 1997. Champaign IL: Research Press.

Activity 1: Overview of All Social Skills

Beginning with this session, we are going to identify and practice a way to learn and use techniques to better get along with others, both individually and in small groups. We will use these techniques to learn a set of specific skills called social skills.

Let's define skills. What does that mean?



P-2-1



Write all group responses on chart paper.

Reinforce those that support the definition of social skills. (Answers that reflect that skills are things we do.)

The discussion gives group members a chance to talk about some of the skills they have, helping them make a link between a social skill and something like fixing a carburetor.

Skills are abilities that help us reach a goal.
Skills can be learned.

Just like we talked about in the first lesson – we will fill our pockets up with skills we can use to reach our goals.

This is the definition of social skills that we'll use throughout this program:

Social skills are the skills we use when we deal with other people.

Good social skills usually get us what we want; maximizing positive responses, and minimizing negative responses from other people.

That is not surprising since we know and use social skills on a daily basis.

Process to be used for each Social Skill Lesson

Here is what you can expect in each social skill lesson presented in this program.

1. Homework Review

Each social skill lesson will start with a review of the last lesson's homework -



P-2-2

Social Skills

- Social Skills are the skills we use when we deal with other people
- Good social skills help get us what we want; maximizing positive responses, and minimizing negative responses from other people



2



P-2-3

Process for the Lesson

1. Homework review
2. Learn next social skill
 - Facilitator introduces and models new skill
 - Group members role play new skill and receive performance feedback
3. Transfer of training – Contract to practice new skill



3

which will be done outside of class using the skill you learned.

1. **Learn Next Social Skill**

I will **introduce** the new skill.

My co-facilitator and I will **model** this skill using the exact steps we want you to follow.

You will **role-play** the steps of the skill in a current personal situation you identify.

The group members will give you **feedback** about how you did in following the steps of the skill.

2. **Transfer Training** – You will contract to practice the skill outside the group, in a real life situation, between now and the next session.

Practice New Skill

After each lesson, you will practice the skill you have learned in as many real life situations as possible.

What questions do you have about the steps you will use for each session?

Let's get started on our social skill for today:
active listening.

Activity 2: Overview of Social Skill: Active Listening

Today we will talk about a skill that is often taken for granted, **active listening.**

Define the Skill

What does **active listening** mean to you?

(Answer: Active Listening is an active way of hearing what the other person is saying to you.)

We will talk more about what Active Listening means to you in a little bit, but right now we are going to review the skill steps. Then Mr./Ms. _____ and I will do a brief vignette that shows you the steps of the skill, active listening.

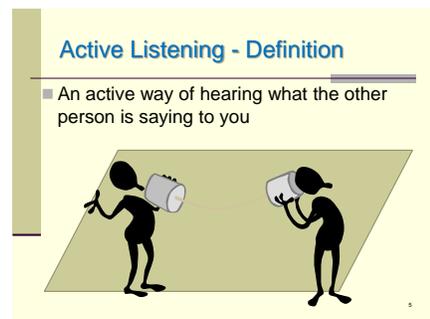
After you have had a chance to watch us model this, we will talk about times when you may have to or want to use the skill in the



P-2-4



P-2-5



near future. Then you will have a chance to try it out.

Skill Steps – Action and Thinking

Every skill is made up of a number of steps. Each of the steps is either a thinking step or an action step.

A thinking step is something that we say to ourselves; it cannot be seen. In our sessions, when we do a thinking step, we point to our head to show group members that what we are saying is to ourselves, and is going on inside our head. As we point to our head, we say the words (the thoughts in our head) aloud so everyone can hear them.

The second type of step is an action step. It is called that because others can see the person doing that skill step.

Skill Step Identification

Step 1 is, “Look at the person who is talking.” Is that a thinking step or an action step?

(Answer: It is an action step because you can see where someone is looking.)

Step 2 is, “Think about what is being said” Is that a thinking step or an action step?

(Answer: It is a thinking step.)



P-2-6

Active Listening

1. Look at the person who is talking
2. Think about what is being said
3. Wait your turn to talk
4. Say what you want to say



You and the group members should read the

Step 3 is, “Wait your turn to talk.” Which type of step is that – thinking or action?

(Answer: It is an action step, as you can see someone waiting.)

Step 4 is, “Say what you want to say.” Is that a thinking step or an action step?

(Answer: It is an action step. You can observe someone saying something.)

What questions do you have about the steps of the skill, **Active Listening**?

Hand Out Pocket Skill Cards

Here is a card that lists the steps of the skill. You will use it later to help when practicing the skill (during the session and in real life situations).

Activity 3: Model the skill – Active Listening

Now Mr./Ms. _____ and I will model the skill for you.

Modeling Display Option #1 – For institutional settings, adult or youth:

I am a member of a group, and Mr./Ms. _____

steps of the skill (rather than just saying “step 1” or “step 2.”) Repeating the entire step at every opportunity will reinforce learning.

Thank each contributing group member and provide positive feedback for participation.



H-2-1

Pocket Skill Cards, **Active Listening**

The purpose of a modeling display is to demonstrate the steps of the skill. Use one of the three options suggested in the lesson plan to make sure that you do that correctly.

Select the situation which applies to your group

is telling a story about a situation that happened in the cafeteria where he/she saw a kitchen worker drop a serving spoon onto the floor then pick it up and put it back in the food.

Modeling Display Option #2 – Probation or parole settings:

I am meeting with my P.O. for the first time. He is instructing me about the conditions of my release (or of probation) and I have to listen carefully to know when my curfew is and how far I can travel from home without being in violation of my parole/probation.

Modeling Display Option #3 – Generic setting for youth:

My friend approaches me in the school yard and I must listen to him/her because he/she is telling me directions to the party I want to go to this weekend.

setting; Youth, adult, community, or incarceration.

It may be appropriate to change some details of the situation to meet the circumstances of your audience but the core elements should stay the same.

Tell group members which facilitator is the main actor, modeling the skill.

Tell group members to observe the steps of the skill in general. They will be assigned specific steps to observe during the role play.

Model the skill; follow the steps of the skill exactly as you expect the group members to use them.

Be sure to point to your head and talk aloud when performing a thinking step

Activity 4: Discuss Modeling Display

In Step 1, did _____ look at the person who is talking?

What evidence did you see or hear?

(Example answers: Main actor faced co-actor; main actor made eye-contact; main actor

(e.g. step 2, “Think about what is being said.”)

After the modeling display, group members are asked to discuss what skill steps they observed.

The modeling display must be a picture perfect representation of the steps of the skill. Therefore, the only answer to these questions about performing the steps is always, “yes.”

When a group member answers “yes,” prompt them by asking; “What evidence did you see or hear?”

(Answer: He/she pointed to his/her head and said ...)

Group facilitators should solicit answers from group members that are specific to the modeling display.

moved closer to co-actor.)

Did _____ think about what is being said for Step 2?

What evidence did you see or hear?

(Example answer: Main actor pointed to head and paraphrased what was said.)

Did _____ show Step 3 and wait his/her own turn to talk?

What evidence did you see or hear?

(Example answer: Main actor kept quiet until there was a break in the conversation.)

And Step 4, "Say what you want to say," how was that modeled?

What evidence did you see or hear?

(Example answer: Main actor spoke to co-actor about the topic.)

Group members identify a specific situation

Now that you have seen a model of the skill; what is a current or immediate future situation where it will be important for you to use **active listening**?

Pick something that is likely to occur before

Group facilitators should solicit answers from group members that are specific to the modeling display.

Group facilitators should solicit answers from group members that are specific to the modeling display.

Group facilitators should solicit answers from group members that are specific to the modeling display.

Be sure that all group members identify a specific current or immediate future real life situation, identifying specific information such as: Who, when, and where.

the next session.

This is important because what you identify and role play here is what you will practice in your homework for the next session.

Be as specific as possible. Include:

- The current or immediate future situation.
- With whom?
- When would you practice it? (A specific time and day that it would be important for you to practice it.)
- Where could you practice it? (Specific location.)

Transition

Great! Everyone has had the opportunity to describe the situation where they would use the skill.

Identify Role Player

I would like one group member to volunteer to do a role play.

Remember, everyone in the group will have an opportunity to try out the skill during this lesson.

It is critical that you get the group member to be as specific as possible.

Once everyone has had the opportunity to describe the situation where they would use the skill, have one group member volunteer to do a role play.

Remind the group that

Activity 5: Group Members Role Play

Skill

To the main actor

Who will you be **listening** to?

Set the Scene

How is the room furnished?

Where are you? Are you standing or sitting?

Try to follow the steps of the skill the best you can. Remember to point to your head for each “thinking step,” saying aloud what you would be thinking for that step.

everyone will have an opportunity to try-out the skill during the session with the situation he/she has described.

Designate the volunteer as the *main actor*, and ask him/her to choose a co-actor (someone who may remind the *main actor*, of the person with whom the skill will be used in the real life situation).

Set the stage for the role playing, including props, arrangements, and set description.

Prepare the *main actor* to follow each of the steps of the skill. For example, you might say to the *main actor*:

“Be sure to point to your head for each “thinking”

To the co-actor

Try to play the part as best you can. Say and do what you think ____ would do as (*main actor*) follows the steps of the skill.

Assign Each Group Member a Skill Step**To Group Members**

Watch carefully how well (*main actor*) performs the skill steps, because afterwards, the group will discuss the role play.

In fact, (*group member name*), watch Step 1,

step.”

“How do you plan to do Step 1? Step 2?” etc.

Ensure that the *main actor* has a Pocket Skill Card and is facing either a chart or a screen that has the skill steps on it.

Have the *main actor* brief the *co-actor* by giving him/her information about what to say or do (background information to do the role play.)

Be sure that the role play emphasizes the steps of the skill and is not a dramatization of a situation that leads up to the use of the skill.

Each group member will have a step in the skill to observe. You may need to ask more than one group member to observe the same skill step. The

and see how well (*main actor*) looks at the person who is talking.

(*Group Member name*), watch for Step 2 and see if (*main actor*) thinks about what is being said. Be sure to note if he points to his head since this is a thinking step.

(*Group member name*), look for step 3, “Wait your turn to talk.”

(*Group member name*), see if (*main actor*) does step 4, “Say what you want to say.”

Begin Role Play

Let’s start the role play. Remember; keep it to 1 or 2 minutes.

Activity 6: Discuss Role Play

To the co-actor

How did you feel about playing the role?

important thing is to have all of the group members observing a step.

Begin the role play, ensuring that the *main actor* follows the steps of the skill exactly.

If he/she doesn’t, **stop** the role play, provide coaching, and begin again.

The role play should last no more than 1- 2 minutes.

After the role play is completed, invite feedback from the group. The

What evidence did you see or hear?

Do you have any other things you would like to say about your part as the co-actor?

To the selected Group Members

Who was looking for step 1, “Look at the person who is talking”? How did (*main actor*) do that? What evidence did you see or hear?

Who had step 2, “Think about what is being said”? Tell us how (*main actor*) did that? What evidence did you see or hear? Did he/she point to his/her head as he/she was thinking about what was being said?

Who had step 3, “Wait your turn to talk?” Did (*main actor*) wait his/her turn to talk? What evidence did you see or hear?

And step 4, “Say what you want to say? How did (*main actor*) do with that? What evidence did you see or hear?

purpose is for group members to state, objectively, whether the role player followed the steps of the skill, and not how well he/she acted.

Be sure that each assigned group member describes in detail what they saw and heard to support the *main actor's* role play of the skill step. For example, “yeah, he did step 1, or he did the step” does not provide specific detail.

For action steps in the skill, have the group member identify specific **behaviors** that he/she observed the *main actor* do that confirms the *main actor* completed the step of the skill.

For thinking steps in the skill, have the Group Member identify specific **thoughts** he/she observed the *main actor* report as

To the main actor

How well do you think you followed the steps?

To the Co-facilitator and Group Members

What additional feedback do you have about how the *main actor* did?

Remember, your comments need to be about the skill steps, not how well the role play was acted.

Facilitator Feedback

Sample Feedback Statement: Just as everyone has said, you DID follow the steps. If you can do it here you can do it with your homework in a real life situation.

part of his/her self-talk (fingers pointing to his/her head) that confirms the *main actor* completed the step of the skill.

At this point the *main actor* will have followed all the steps. A facilitator should ensure that the *main actor* has received positive reinforcing statements, i.e., that they have followed the steps in order, as modeled.

Adjust the sample feedback statement in the lesson plan as needed according to the specific

Activity 7: Repeat Activities 5 and 6 with all Group Members

Now, each of you will get a chance to be the *main actor*. Who would like to go next?

Okay, (*group member name*) as I recall, your situation was....

Activity 8: Assign Homework

Now that you have had an opportunity to try the skill, when, between now and the next session do you think you can practice it?

Here is a homework sheet.

- Complete the top part with your name, date, skill to practice and the first shaded area titled: “Anticipated Situation.” Do that now.
- Remember, the “Anticipated Situation” is the one you just role-played and tried out the steps of the skill.
- You do need to write down each of the

role play.

Repeat Activities 5 and 6 with each group member, using the situation he or she identified in Activity 4.

Every Group Member must try out the steps of the skill as the *main actor* in a role play situation.



H-2-2 Homework Handout

Completing the homework assignment is critical.

It is an opportunity for each group member to transfer the skills he/she has practiced in the session to real life situations.

As he/she completes the homework, the new skills begin to integrate into his/her thoughts, feelings,

steps of the skill in the appropriate space.

- Each of you will individually complete the second shaded part after you practice your skill, given the situation you have described and tried out.
- Please show me that you have completed the top portion of your homework sheet before you leave today.

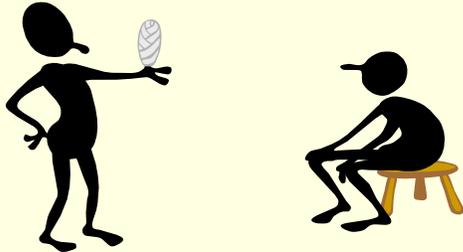
Activity 9: Wrap-up

Next time we will learn another social skill. We will also review your homework using the homework sheet to see how well you did practicing **active listening**.

attitudes and beliefs, and behavior.

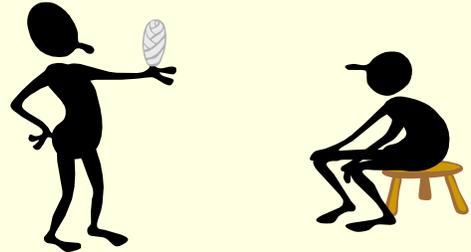
Active Listening

1. Look at the person who is talking
2. Think about what is being said
3. Wait your turn to talk
4. Say what you want to say



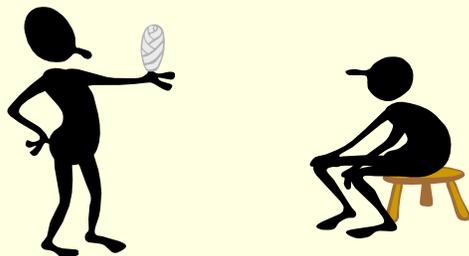
Active Listening

1. Look at the person who is talking
2. Think about what is being said
3. Wait your turn to talk
4. Say what you want to say



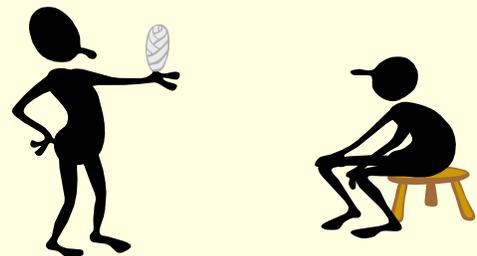
Active Listening

1. Look at the person who is talking
2. Think about what is being said
3. Wait your turn to talk
4. Say what you want to say

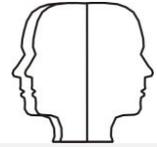


Active Listening

1. Look at the person who is talking
2. Think about what is being said
3. Wait your turn to talk
4. Say what you want to say



Homework Sheet Lesson 2



Fill in first three sections before leaving the session.

Skill to Practice

Anticipated Situation

When? _____

Where? _____

Whom? _____

Steps to Follow

| | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

Fill in after doing your homework.

Describe Actions

(Specifically, describe what you did to follow each step of the skill.)

| | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

1. What happened when you did the homework?

2. How well did you do when using this skill? *(Circle one.)*

Excellent

Good

Fair

Poor

3. *What is another situation in which you could use this skill?*