

Maintaining Relationships and Active Listening

Grade 8 – Health and Physical Education



Lesson Details

Grade Level:	8	Curriculum Links:	Health and Physical Education	Time Needed:	45 minutes
Learning Goal	To learn about attentive, mindful listening and understand ways of validating the other person in a conversation.				
Success Criteria	By the end of this lesson, students will have practiced mindful listening in a conversation with a peer and learned how to validate the other person's feelings through active listening.				
Specific Expectations	<p><i>Healthy Relationships</i></p> <ul style="list-style-type: none"> Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity. <p><i>Critical and Creative Thinking</i></p> <ul style="list-style-type: none"> Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making. 				
Materials Needed	Worksheet (attached), Pencil.				

Lesson Description

Overview	Students will engage in conversations with their peers to learn about and practice attentive and active listening. They will also reflect upon their conversations.
Activity	<ol style="list-style-type: none"> Begin by discussing with the class what active listening is and why it is important for maintaining a relationship during a conversation. Next, split the class into pairs. The students will have a conversation with each other. You may provide conversation prompts for the students to use such as past vacations, favourite books, family life, etc. Allow the students to converse for at least 10 minutes. If time permits, allow the students time to find a new peer to chat with to practice their active listening more. Once the conversations are over, distribute the attached worksheet and have the students fill it out independently. Finally, bring the class together and discuss what they have learned. Why is active listening important and how can the students remember to practice it going forward?
Background Information	<p>Interpersonal effectiveness requires that we acknowledge the other person as well as ourselves in a conversation. Sometimes, when we are busy doing everyday activities, it is not difficult to overlook the other person's day, concerns, or feelings and instead express our own.</p> <p>A good way to show that you are listening is to reflect upon what the other person is saying. Using statements such as "I understand that...", "I can hear that you feel...", are good places to start. Asking follow-up questions to show that you are listening and reflecting upon the conversation also show active listening.</p>

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	<p>Body language is also incredibly important during a conversation. Sometimes the nonverbal communication can speak much louder than what the other person is verbally saying. Observe posture and try to see if the other person is open to talk or perhaps a little more closed. Maybe their body language says something different than their words.</p> <p>Sometimes when having a conversation with somebody, we won't always necessarily find what they are talking about familiar and we might have a hard time accepting what they are sharing. In this case it is important for us to try to be as accepting as we can and validate their thoughts, emotions and experiences. Remember that all of us are different and may differ in some of their experiences than us.</p> <p>There are some cases in which you or the person you are talking to might feel disconnected, distant or for you to have a conflict with that person. Note that this is a normal phase that sometimes happens and, in this instance, it is important for you and for the other person to keep communicating and to keep participating. Finding some common ground to share your own story can help to make a connection, as well.</p> <p>Part of this lesson is taken from skills and training related to Dialectical Behaviour Therapy which was developed by Marsha Lineman.</p>
Blacklist Masters	<ul style="list-style-type: none"> • Worksheet (attached) • Video Link(s): Mental Health and Turtles • For more information, please visit https://www.turtleguardians.com/
Place-Based Learning	<p>By connecting in conversation with a fellow peer, the students are maintaining relationships and practicing active listening that will create an inclusive and open environment in the classroom.</p>
Inquiry-Based Learning	<p>Using Open Inquiry, the students will explore active listening through a conversation with a peer.</p> <p>Ask the students:</p> <ul style="list-style-type: none"> • What is active listening and why is it important? • Why is listening and reflecting during a conversation important? • How can you continue to practice active listening to maintain relationships going forward?
Turtle Stories	<p>Recall a conversation with a friend or family member, maybe it was about school or their job. Write a short letter to your friend or family member reflecting upon what they said and make your own connections to their story. Students are encouraged to share their experiences, pictures, and books on the Turtle Stories website, found here: https://www.turtlestories.ca/</p>
Turtle Guardian Program Links	<p>In Level 1 (Ontario Turtle Identification) of the Turtle Guardian Program, students will learn how to identify all 8 species of Ontario's turtles, and other cool facts. For more information, please visit https://www.turtleguardians.com/what-is-a-turtle-guardian/</p>

My Notes



Maintaining Relationships and Active Listening

Partner & Conversation Topic: _____

Part 1: Asking Questions and Reflective Listening

1. The questions I asked during the conversation:

2. The way in which I reflected what the other person was telling me:

Part 2: Body Language and Identifying with the Other Person

1. Nonverbal communications that I noticed:

2. Ways in which I identified with what the other person was telling me, and how I showed that:

Part 3: Acceptance and Encouraging Participation

1. The way in which I practiced acceptance during the conversation:

2. Encouraging participation in myself or the other person:
