

Yesterday. Today. Forever.

Module: Sharing the Story

Lesson 1: Noticing the Subtle

Objectives:

Students will...

- be able to state why active listening is important
- be able to identify 5 ways to improve their active listening
- be able to practice their active listening skills

Materials Needed:

- ☐ white board/chart paper and markers
- ☐ pen/pencil and paper
- ☐ Post-it notes
- ☐ Bibles
- ☐ LCD projector, laptop and sound
- ☐ video clip (Julian Treasure)
- ☐ “Swan and Elephant” picture on overhead
- or
- ☐ Sharing the Story Lesson 1 Swan and Elephant PowerPoint and LCD projector
- ☐ Appendix A (set of 5 sound cards, 1 set for every 5 students)
- ☐ Appendix B: Bible passages (1 copy per student)

Pre-lesson preparation:

For Minds On, have a song softly playing on the sound system before the lesson begins and turn it off after the Minds On activity. Pre-select one person to gently clap and another person to gently whistle during the Minds On activity. The music, clapping and whistling should be just loud enough that it is possible to hear, but quiet enough that people would need to attend carefully to hear them.

Minds On

Approximately 10 minutes

Have the students choose a location in the room where they feel they won't be distracted. When they are settled, equally distribute the five kinds of sound cards among them, asking the students to leave the cards face down until you give the signal.

Prompt: On the other side of your card there is a sound that you must identify. Once you have identified the sound, start to imitate the sound. You have one minute. Go!

Think/pair/share: Have students think about how they felt trying to identify and imitate their given sound (i.e. How hard was it to hear? How hard was it to concentrate? Was there a strategy you used to help you hear better?). Give the students a few moments to think through the question. Then students are to turn to a nearby partner and share how you felt about that experience. Each student should be prepared to share their partner's answer. After 2 minutes, have 3-4 students share their partner's experience.

Action

Approximately 45 minutes

Give a copy of Appendix B to each student (they can also write down the passage on their iPod/smartphone, or use a Bible app). Take a moment and read the passage aloud twice. Ask the students "What is the main idea of this passage? Why? Give them 2 minutes to work, then have them share their answers with the whole group.

Prompt: Listening is something that may be easy to talk about but hard to do all the time. Just like we train our muscles by exercising, we need to train our listening. This video is by a guy named Julian Treasure who specializes in sound and hearing. He has five tips on how to improve listening. As you listen to the video, write down the five tips.

Show the video clip, then ask students to summarize the 5 tips, writing their answers on a piece of chart paper. If possible, place the chart paper or whiteboard opposite the video screen.

Active Listening Practice

Returning to their partners, have the students label themselves ‘A’ or ‘B’. Next have the students sit back to back, with the A students facing the screen and the B students facing away. Give the B students a paper and pencil. Tell the partners they are teams: partner A is the ‘describer’ and partner B is the ‘drawer’. The describer (A) has 5 minutes to describe the picture using only words. The drawer (B) can ask questions to clarify (NO peeking!), and collectively their goal is to create a picture as much like the original as possible. Put the swan/elephant picture on the screen, and say ‘Go!’ As they dialogue, remind them what RASA is from the video clip (receive, appreciate, summarize, ask) and encourage the students to use all of those components.

Afterwards, have the pairs compare their drawing to the original (allow time for laughter and groans). Ask each person to rate the difficulty of this task from 1 (easy) to 10 (hard); have students give their rating by holding up the corresponding number of fingers.

Tell the students: “The passage in James can be hard for us to live out. Try to think of at least 3 specific examples of situations where we can practice being ‘quick to listen, slow to speak, and slow to anger’. Write each situation on a separate Post-it note. You have 5 minutes.” After the 5 minutes, have one representative from each pair post their answers on the wall. If you have time, categorize similar examples into groups. Afterwards, review their examples reading them aloud, and ask your students to listen carefully for an idea that resonates with them: something they might like to try.

Consolidate/Debrief

Approximately 5 minutes

After reviewing all the examples, give students 1 minute to identify one example they will attempt to use this coming week. Encourage them to write it on the back of the Bible verse card and keep it in their wallet/purse (or write it in their smartphone if applicable). Then ask the students to identify one of the tips they want to apply from the Julian Treasure video.

Prompt: Over the next three weeks, we're going to keep practicing listening as we look into God's story and our own stories. Hopefully we'll learn to hear God better and listen to each other better as well.

Close in prayer.

Appendix A: Sound Cards

furnace/air conditioner/fan

clapping

one of the youth leaders breathing

someone whistling

song playing on iPod/mp3/CD player

furnace/air conditioner/fan

clapping

one of the youth leaders breathing

someone whistling

song playing on iPod/mp3/CD player

Appendix B

Understand this, my dear brothers and sisters: You must all be quick to listen, slow to speak, and slow to get angry.

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