

WHAT'S **YOUR** STORY? school

Senior Phase

ENGLISH HOME LANGUAGE

Asking and Listening



Lesson Plans

HEARTLINES

Asking and Listening

Lessons 1, 2, 3, 4, 5

Topic 1: Listening and Speaking

Types of language texts used:

- Conversations
- Dialogues
- Interviews
- Prepared speeches
- Storytelling
- Informal discussion/conversations

Lessons 1, 2, 3, 4

Topic 2: Reading and Viewing

- Reading processes and strategies
- Interpretation of visual texts

Types of reading texts used:

- Cartoons
- Films
- Documentaries

Lessons 4, 5

Topic 3: Writing and Presenting

Types of writing texts used:

Transactional texts:

- Diary entries
- Speeches
- Interviews

Literary media texts:

- Personal recounts
- Dialogues
- Documentaries

Lesson 1: Active Listening



Essential Questions

- What is active listening?



Lesson Overview

In this lesson you will use practical exercises to explore **'active listening'**, which is the foundation of the WYS methodology. It also addresses the three phases of listening in the English curriculum: pre-, during and post-listening. The lesson uses dialogues, interviews, and informal and formal conversations to practically demonstrate these skills.



Keywords

- Active listening
- Stop, Breathe, Listen, Respond (SBLR)
- Belly breathing



Materials

Active listening
'Active Listening' slips
'Discussion Strategies' training video

Summary



Introduction	
Activity: I am not listening	10 min
Body	
Activity: Active listening	20 min
Conclusion	
Activity: Class discussion	10 min



Activities



Introduction

Objective: To model 'bad listening' and allow learners to reflect and experience what not being listened to feels and looks like.

Activity: I am not listening (10 min)

Step 1:

Divide the class into pairs – Partner A and Partner B. Try to make the pairings random.



- Partner A will ask Partner B a series of questions, which they will answer. But before we start, can I see all the Partner A's?

Step 2:

On a piece of paper, give Partner A one of the instructions below. Each is a behaviour that demonstrates bad listening. Feel free to add your own.

Do not make eye contact when your partner is talking.

Slouch in your chair and look bored.

When your partner is talking, interrupt them all the time.

When your partner is talking, fidget and act distracted.



- Partner A, you must act out this 'bad listening' instruction while your partner is responding to your questions. Don't show Partner B your paper!

Step 3:

Partner A interviews Partner B using the questions below. When Partner B gives the answer, they act out the behaviour written on their piece of paper.

1. What are your favourite hobbies?
2. What is the story behind your name?
3. What did you do this weekend that was fun?



Body

Objective: To understand the basic principles of active listening.

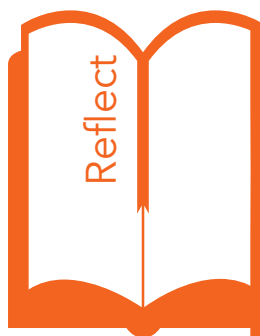
Activity: Watch the 'Active Listening' video (20 min)

Step 1:



Watch the 'Active Listening' video or read the transcript. (Find the video or transcript in the Resources section under Stories.)

Step 2: Journal reflection



Reflect

4. What is the theme of the video? Why do you think this theme is important?
5. What did you identify with in the animation?
6. How did the dialogue, action and characters communicate this theme?
7. What techniques did the animators use to communicate these themes?

When answering, refer to the use of:

- colour
- subtitles
- composition
- dialogue
- music
- sound

Conclusion



Objective: To draw on the information given in the 'Active Listening' video to reflect on

Activity: I am not listening.

Activity: Class discussion (10 min)



Note : Watch the 'Discussion Strategies' video for ideas.
(Find the video in the Resources section under Training Videos.)



1. In what ways did your partner not listen to you?
2. How did it feel when your partner didn't actively listen to you?
3. Partner B, what behaviour showed you that your partner was not listening? How would you have liked to change this?
4. Partner A, how could you have changed your behaviour?
5. How can all of us change our own behaviour to make others feel listened to?

Lesson 2: Empathy



Essential Questions

- How can we be empathetic listeners?



Lesson Overview

In this lesson the learners explore how when we **Ask. Listen. Tell** we can be more empathetic to those around us. Empathy is the ability to understand and share the feelings of another. If we can empathise, then we can listen, collaborate and communicate better. Improved listening also improves learners' critical language awareness. This will be achieved by viewing and analysing a short animation about empathy, and through writing their own dialogues in response to it.



Keywords

- Active listening
- Stop, Breathe, Listen, Respond (SBLR)
- Belly breathing
- Empathy
- Mirroring



Materials

- 'Empathy' video
- 'Mirroring' training video
- Handout: Frame template



Summary

Introduction	
Activity: Mirroring	10 min
Body	
Activity: Empathy	20 min
Conclusion	
Homework	10 min



Activities



Introduction

Objective: Develop learners' non-verbal communication skills.

Activity: Mirroring (10 min)



Watch the 'Mirroring' video in preparation.
(Find the video in the Resources section under Training Videos.)



Step 1:

- Place the learners in pairs – Partner A and Partner B. Partner A starts off by creating their own unique posture, facial expression or body movement. Partner B copies/mirrors whatever Partner A does.



Step 2:

- Switch roles. Partner B now creates the movements, and Partner A copies them.



Step 3: Reflect

Discuss as a class if there is time.

- What was it like doing this activity?
- When you mirrored your partner, did you notice any emotion that they showed?

Body



Objective: Understand the concept of empathy and how to practise it in our everyday lives.

Activity: Understanding empathy (20 min)

Step 1:



Watch the 'Empathy' video.
(Find the video or script in the Resources section under Stories.)

The learners have now explored the **Listening** element of WYS. In the Conclusion, you introduce the learners to the idea of **empathy** and how we use **Ask. Listen. Tell** to find out and understand more about the people around us.



Step 2: Discuss in pairs

What is the theme of the animation?

- How is this communicated in language?
- How is this communicated visually?



Step 3:

- Write your own WhatsApp conversation between two friends. How would you have responded in an empathetic way to this text from a friend, that says:

'I just found out people have been spreading this horrible rumour about me.'



Conclusion

Objective: Encourage learners to reflect on their individual cultures, histories and backgrounds in preparation for Lesson 3: How We View the World.



Homework: Draw your Frame



Note: The Frame template can be found in the Resources section under Handouts.

Step 1:

Hand out the Frame template, or write the questions on the board.



Step 2:

- On the Frame sheet, write your answers under each heading that describes how you perceive your identity in relation to each heading.

Lesson 3:

How We View the World



Essential Questions

- How do our own experiences, beliefs and values shape how we view other people?



Lesson Overview

The lesson aims to assist the learners in understanding how their own beliefs, experiences and values shape the way they view other people. The lesson explores the concept of **'unconscious bias'** in relation to this. The lesson develops the learners' critical language awareness, and helps them become more critical and creative thinkers. It develops their listening skills to recognise values and attitudes embedded in texts. It also challenges the biased and manipulative language they might encounter in the world around them.



Keywords

- Frame
- FRAME methodology
- Bias
- Culture
- Values and beliefs



Materials

- 'Frame' presentation
- 'Frame' handout
- 'Musa's Story'
 1. Image of Musa
 2. 'Musa's Story' video
 - Or
 3. 'Musa story' transcript



Summary

Introduction	
Activity: What can I hear?	5 min
Body	
Activity: My Frame, your Frame	25 min
Conclusion	
Activity: Summarise	10 min



Activities



Introduction

Objective: To continue to improve active listening skills and establish focus for learners

Activity: What can I hear? (5 min)

Step 1: Stop

Learners close their eyes and sit tall. Make sure they are sitting up straight. It helps to use a visual, such as:



- Imagine there's a cord pulling at the top of your heads.

Step 2: Breathe

Tell the learners to place their hands on their belly to feel **belly breathing**.



- Imagine that your stomach is a balloon. As you breathe in, the balloon expands, and when you breathe out the balloon deflates. This is belly breathing.

Step 3: Listen



Ring a chime or gently tap a pen on a window, or a spoon on a glass.

- Listen to the sound for as long as you can, while still focusing on your breathing.
- Ring the chime a second time.
- Listen again for as long as you can, breathing slowly in and out.



Step 4: Respond

Ask each learner to list three things that they heard.

Body



Objective: Students begin to broaden their perspective and recognise diversity of belief and background.

Activity: Your Frame (25 min)



Note: The image of Musa and the 'Frame' handout are available in Resources under Handouts.

Step 1:

Show the learners this picture of Musa.



Ask them to fill in the Frame handout after looking at Musa's picture. Tell the learners not to think too hard about it, but just to write down the first responses that come into their heads.



Note: The image of Musa and the 'Frame' handout are available in Resources under Handouts.

Step 2: Class discussion

- What is different between what you wrote before you watched Musa's story and after you watched it? Can you identify what on your Frame may have influenced your assumptions?
- What was similar and what was different between your own Frame and Musa's Frame?
- Share your thoughts about Musa's story. How did his story make you feel? What surprised or inspired you?

*If you wish to use this video as part of film study, you can ask the learners to identify the camera angles and camera shots used in the video, and what effect these had on communicating Musa's story.

Conclusion

Objective: Summarise and clarify the concepts explored in the lesson.

Activity: Summarise (10min)

Explain the concepts of **Frame, bias, culture, and values.**



Use the 'Frame' presentation.

(Find the presentation in the Resources section under Presentations.)

Lesson 4: Pyramid Story Structure



Essential Questions

- How can story structure assist us to communicate, listen to and present other people's stories?



Lesson Overview

In this lesson learners interrogate why we tell stories, and the importance of personal storytelling. The lesson helps learners understand story structure in an interactive and personal way. The Pyramid Story Structure assists them with writing and presenting skills, and gives them a broader understanding of how to structure their essays and speeches.

Keywords

- Pyramid Story Structure
- Graffiti Board



Materials

Butcher paper
Chalk or pens
'Pyramid Story Structure' template
'Narrative Structure' presentation
'Musa's Story' video
or
'Musa's Story' transcript
'Discussion Strategies' training video
'Tips for Speech Making' handout



Summary



Introduction	
Activity: Graffiti Board	10 min
Body	
Activity: Story structure	20 min
Conclusion	
Conclusion	10 min



Activities



Introduction

Objective: Explore stories and storytelling and why they are important.

Activity: Graffiti board (10 min)



Watch the 'Discussion Strategies' in preparation.
(Find the video in the Resources section under Training Videos.)

Step 1:

Place two pieces of butcher paper on the wall, or divide the chalkboard into two and write these headings on either side:

WHAT ARE STORIES?	WHY DO WE TELL THEM?
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Step 2:

Explain to learners what to write on the board. Tell learners their comments must relate to the topic, and that rude or nasty words and images should not be drawn. Then have the learners go to each sheet and write words or images in response to these questions.

Step 3:

Go through the terms and words on the board with the class.

Body

Activity: Story structure

Step 1:

Explain narrative structure and the Pyramid Story Structure.



Use the 'Narrative Structure' presentation.
(Find the presentation in the Resources section under Presentations.)

Step 2:

Play the video clip of Musa's Story, or read the transcript again, and ask the learners to watch or listen to identify the Pyramid Story Structure.

Step 3:

Ask the learners to draw the Pyramid Story Structure of Musa's story.

Step 4:

Discuss the learners' Pyramid Story Structures, and then show or give out the 'Model Story Structure' of Musa's Story.

**Conclusion**

Objective: To apply the Ask. Listen. Tell methodology outside of the classroom.

Activity: Tips for speech-making (10 min)

Use the 'Tips for Speech-Making' handout to assist the learners with how to write speeches.
(Find the handout in the Resources section under Handouts.)

Homework

Think about people in your life and in your community. Choose someone in your family or community who has faced difficulties, or who has been misunderstood; or a person you want to learn more about. Interview that person, and create a prepared speech about them. Here are some examples of questions you can ask them:

1. How did you get your name – is there a story behind your name? What does your name mean to you?
2. Where did you grow up?
3. What were/are some of the key people in your life?
4. Tell me about your family. Which relationships were/are important or special to you?
5. What are some significant achievements, events or experiences that have shaped your life?
6. What are some of the big events or turning points in your life that have defined who you are?
7. What do you wish for yourself, your family, and your country?
8. What are some of the things you feel passionate about?

Lesson 5: Telling the Stories of Others



Essential Questions

- How do we connect with the lives of others?



Lesson Overview

Learners understand how stories help us connect to each other. They begin to make asking and listening to other people's stories a habit in their lives. The activity demonstrates how by **Asking and Listening**, we can learn to understand and empathise with others. The learners develop their listening and speaking skills, as well as their speech presenting and writing skills.



Keywords

- Active listening



Materials

- Chime, bell or glass and spoon.
- 'Tips for Speech-Making' handout



Summary

Introduction	
Active Listening	5 min
Body	
Activity: Prepared speeches	25 min
Conclusion	
Reflection: One connection	10 min



Activities

Activity: Active Listening

Remind the learners about active listening.



Note: Refer to Lesson 1, Activity: What can I hear.



Body

Objective: To put the **Ask. Listen. Tell** approach into practice.

Activity: Prepared speeches (25 mins)

The learners present their speeches to the class or in small groups. Remind the learners about active listening.

In preparation for delivering their speeches, remind them of these pointers:

- Look at the audience.
- Look at your notes only when you need a reminder. Write keywords on your cards instead of the whole speech, to avoid reading the whole speech.
- Speak loudly and clearly.
- Speak in a slow, natural tone.
- Use clear, correct language. Do not use slang, or such sounds as 'ah', 'dah', 'um' or 'like'.
- Stand up tall. Don't slump, sway or lean.

Conclusion



Objective: To assess how the learners' understanding of others has shifted through the skills of asking and listening to personal stories.

Activity: One connection (10 min)

Step 1:

Ask the learners to write one thing in their journal that they have in common with the person they interviewed.

Step 2:

Ask the learners to write one thing in their journals that they had in common with people in the other stories they heard about in their classmates' speeches.

Step 3:

Using one of the discussion strategies, ask the learners to discuss their answers to the questions below:



- 1) What inspired them in one of the stories they listened to?
- 2) What is one thing they learned from listening to the other stories?