

# WHAT'S **YOUR** STORY? school

Senior Phase

## LIFE

## ORIENTATION:

Asking and Listening



Lesson Plans

HEARTLINES



## CAPS Alignment

The following 4 lessons align with the CAPS General Outcomes for Senior Phase Life Orientation.

## Asking and Listening

### Lessons 1 & 2

#### Topic 1: Development of the Self in Society

- Guide learners to achieve their full physical, intellectual, personal, emotional and social potential.

### Lessons 3 & 4

#### Topic 2: Health, Social and Environmental Responsibility

- Develop learners' skills to respond to challenges, and play an active and responsible role in the economy and society.

### Lessons 1, 2, 3 & 4

#### Topic 3: Constitutional Rights and Responsibilities

- Teach learners to exercise their constitutional rights and responsibilities, and to respect the rights of others.

# Lesson 1: Active Listening



## Essential Questions

- How DO we listen to one another and how SHOULD we listen to one another in a way that promotes respect?



## Lesson Overview

In this lesson you will introduce your learners to the foundation step of the WYS methodology: **listening**. This is a concept and practice that your learners will be using and practising throughout the WYS lessons. Active listening is a skill which allows learners to be truly present, to set aside their distractions, and to listen more deeply, guiding learners to be more emotionally and socially aware of the way their behaviour influences those around them.



## Keywords

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

## Materials



- 'Active Listening' video
- 'Active Listening' slips

## Summary



<b>Introduction</b>	
Activity: I am not listening	10 min
<b>Body</b>	
Activity: Active listening	20 min
<b>Conclusion</b>	
Activity: Class discussion	10 min



## Activities



### Introduction

**Objective:** To model 'bad listening' and allow the 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:** Understand the principles of active listening and how to apply them.

### Activity 1: Active listening (20 min)

#### Step 1:

Let learners demonstrate the interviews from 'I am not listening' to the rest of the class.

#### Step 2: Watch the 'Active Listening' video

Watch the listening video with your learners. If you don't have access to the internet, there is also a transcript of the story that you can read to them.



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



## Conclusion

**Objective:** To draw on the information given in the 'Active Listening' video to reflect on Activity 1: I am not listening.



### Activity 1: Class discussion (10 min)

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?



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

## Lesson 2: Asking with Empathy



### Essential Questions

- How do we respond empathetically to the stories of others?



### Lesson Overview

In this lesson the learners explore how when we **Ask. Listen. Tell**, we can be more empathetic to those around us. Developing our ability to empathise with others helps us to have more meaningful relationships with others. Empathy helps us to initiate and sustain relationships, and to be more active and responsible members of our community.



### Keywords

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



### Materials

- 'Empathy' video
- Bell, chime, or a glass and spoon

### Summary



<b>Introduction</b>	
Activity: What can I hear?	5 min
<b>Body</b>	
Activity: What is empathy?	15 min
<b>Conclusion</b>	
Activity: Reflect in pairs	10 min



# Activities



## Introduction

**Objective:** Develop learners' ability to actively listen by using the SBLR method.

### Activity: What can I hear? (10 min)

#### Step 1: Stop

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



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

#### 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 gently, or 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:



- Listen to the sounds your body is making.
- Listen to the sounds in the room.
- Listen to the sounds outside the room.
- Listen to sounds as far away as you can hear.

#### Step 5: Respond

Ask each learner to list three things that they heard.

## Body



**Objective:** Learners understand the concept of empathy and how to practise it in their everyday lives.

### Activity: What is empathy? (15 min)

#### Step 1:

Create a graffiti board with the following headings:

Heading 1	Heading 2
What I THINK empathy is.	What empathy is.



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

**Step 2:**

Ask the learners to write or draw their responses on the graffiti board under Heading 1, 'What I **think** empathy is'. Allow the learners to go up in small groups to write on the graffiti board rather than one by one, to save time.

**Step 3:**

Play the 'Empathy' video to your learners.

**Step 4:**

The learners should now write or draw on the graffiti board under Heading 2, 'What empathy is'.

**Step 5:**

Give the learners the opportunity to look at the two graffiti boards.

**Conclusion**

**Objective:** To apply what they have learnt about empathy.

**Activity: Reflect in pairs (10 min)**

In pairs, learners should write their 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 that people have been spreading this horrible rumour about me.'



# Lesson 3:

## How We View the World



### Essential Questions

- How do our own experiences, beliefs and values shape how we interpret the stories of others in our society?



### Lesson Overview

The lesson aims to assist learners to understand how factors like culture, values, our backgrounds and beliefs influence self-concept formation. It guides learners to be aware of how this concept of self can affect the way we view other people in society, in the form of both conscious and unconscious bias. The lesson uses the story of Musa, as well as the FRAME methodology, to practically demonstrate these ideas.



### Keywords

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



### Materials

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



### Summary

<b>Introduction</b>	
Activity: Draw your Frame	10 min
<b>Body</b>	
Activity: My Frame, your Frame	20 min
<b>Conclusion</b>	
Activity: Summarise	10 min
Homework: Find a story	



## Activities



### Introduction

**Objective:** Encourage learners to reflect on their individual cultures, histories and backgrounds.

#### Activity: Draw your Frame (10 min)

##### Step 1:

Hand out the Frame template, or write the questions on the board. If you have done the activity yourself, it is useful for you to show yours to the learners.

##### Step 2:



- On the Frame sheet, write words or draw images under each heading that describes how you perceive your identity in relation to this topic.

### Body



**Objective:** Interrogate and reflect on how our values and beliefs shape how we view the world and recognise diversity of belief and background.

#### Activity: Your Frame (20 min)



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



##### Step 1:

Show the learners the picture below of Musa.



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

**Step 2:**

Either show the video clip or read the transcript of 'Musa's Story'.

**Step 3: Reflect in journals**

After watching or reading "Musa's Story", ask learners to reflect on the following:


 Reflect
**Reflect**

1. What is different to what you had written before you watched the video or read the story? Can you identify what on your Frame may have influenced that assumption?
2. What was similar and what was different from your own Frame to that of Musa's?

**Conclusion**

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

**Activity: Summarise (10 min)**

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



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

**Homework:**

In 'Musa's Story', he talks about how he overcame a specific challenge in his life, namely bone cancer. Think about a person you know well, perhaps from a different culture or background to you, and ask them about a challenge that they faced growing up. What were some of the choices they made to overcome those challenges?

Take detailed notes of the answers they give you and, if possible, if the person gives you permission, record the interview.

Write a paragraph that summarises the interview, to present in class.

# Lesson 4:

## Ask and Listen



### Essential Questions

- How to listen and tell the stories of others?



### Lesson Overview

This lesson is the culmination of **Ask. Listen. Tell.** For their homework, the learners have:

**ASKED** about a moment in someone's life.

**LISTENED** to that person's story.

Prepared to **TELL** that story to the class.



### Keywords

- Active listening
- Belly breathing



### Materials

A chime or bell, or glass and spoon



### Summary

<b>Introduction</b>	
<b>Body</b>	
Activity: Presentations of stories	25 min
<b>Conclusion</b>	
Reflection: One connection	10 min



## Activities

### Introduction

#### Activity: Active listening (5 min)



**Objective:** 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: Presentations of stories (25 min)

In small groups, the learners take turns telling the story of the person they interviewed. The learners must listen to their partners and not interject or ask questions during the presentations.

### Conclusion



**Objective:** To assess how the learners' understanding of others has shifted through learning the skills of asking and listening.

#### Activity: One connection (10 min)

The learners reflect in their journals.

Reflect

#### Reflect

1. Ask the learners to write down one thing that they have in common with the person they interviewed.
2. Ask the learners to write down one thing they have in common with someone else that was interviewed by one of their classmates.