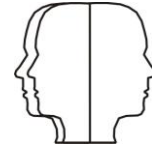


# Lesson 2 – Social Skill: Active Listening



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## Summary and Rationale

Listening is a social skill required for almost all interactions. It is also a prerequisite skill to participate 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

**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 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 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

**Presentation Slides** – Make  
transparencies if a 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"> <li>▪ Easel (chart stand)</li> <li>▪ Projector to show presentation slides</li> <li>▪ Projection screen or suitable surface</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chart paper</li> <li>▪ Markers</li> <li>▪ Masking tape</li> <li>▪ Copies of handouts</li> </ul>

## 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.

Remember what 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 help to 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 - which will be done outside of class using the skill you learned.



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



P-2-3

#### **Process for the Lesson**

1. Homework review
2. Learn next social skill
  - Facilitators introduce and model new skill
  - Group members role play new skill and receive feedback
3. Transfer training: Contract to practice new skill outside of class



## 2. 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.

**3. 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?

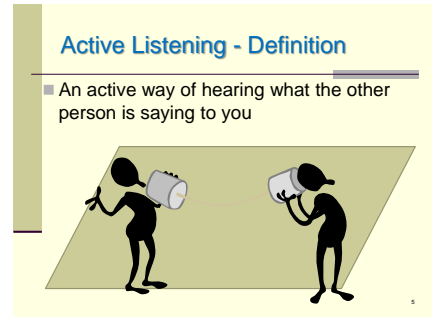
*(Accept all appropriate answers.)*

Those are good answers. For our purposes today, we will define active listening as:

- 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 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 can’t 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. We do not need to point to our heads for these steps, as others can see whether or not we are doing them.

### **Skill Step Identification**

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

*(Answer: Action)*

How do you know?

*(Example answer: You can see whether or not someone is looking at someone else.)*

Step 2 is, “Think about what is being said.” Is

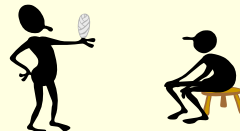
Point to your head and think a thought out loud to illustrate how to do this.



P-2-6

#### **Active Listening-Skill Steps**

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



that a thinking step or an action step?

*(Answer: Thinking)*

How do you know?

*(Example answers: You can't see from the outside what someone is thinking; the first word of the step is, "think.")*

Step 3 is, "Wait your turn to talk." Is that a thinking step or an action step?

*(Answer: Action – you can see when someone is 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, as you can see and hear 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).

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**

### **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. \_\_\_\_\_ 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 probation/parole officer 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

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 setting: Youth, adult, probation, parole, 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

and I must listen to him/her because he/she is telling me directions to the party I want to go to this weekend.

#### Activity 4: Discuss Modeling Display

play.

Model the skill: Follow the steps of the skill exactly as you expect the group members to use them. It is *imperative* that the facilitators rehearse the modeling display before class begins.

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

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 moved closer to co-actor.)*

Did \_\_\_\_\_, “Think about what is being said,” in 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

always, “yes.”

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

*(Example 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.

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Group facilitators should

was that modeled? What was actually said?

*(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 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 will you practice the skill?
- When will you practice it? (A specific time and day that it will be important for you to practice it.)
- Where will you practice it? (Specific location.)

### **Transition**

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, describing specific information such as: Who, when, and where.

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

Once everyone has had the

Great, everyone has had the opportunity to describe a situation where they will 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.

### **Activity 5: Group Members Role Play Skill**

#### **To the Main Actor**

Who will you be **actively listening** to?

#### **Set the Scene**

Where are you?

How is the room furnished?

Are you standing or sitting?

Try to follow the steps of the skill the best you

opportunity to describe a situation where they will use the skill, have one group member volunteer to do a role play.

Remind the group that 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.

can. Remember to point to your head for each thinking step, saying aloud what you would be the thinking for that step.

### **To the Co-actor**

Try to play the part of \_\_\_\_ as best you can. Say and do what you think \_\_\_\_ would do in this situation. Please don't ham it up. Remember that we want (*main actor*) to succeed in performing the steps of the skill.

### **Assign Each Group Member a Skill Step**

#### **To Group Members**

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 step."

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 does not become a dramatization of the situation that leads up to the use of the skill.

Each group member will

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, and see whether or not (*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 brief.

### **Activity 6: Discuss Role Play**

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

Whether assigning steps or during performance feedback, ensure that you or a group member always reads the entire step aloud (as opposed to just saying, “Step 1”).

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.



**To the Co-actor**

How did you feel about playing that role?

Do you believe (*main actor*) was actively listening to you?

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”? 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 you know that (*main actor*) did that? 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 did he/she say?

After the role play is completed, invite feedback from the group. The purpose is for group members to state, objectively, whether the main actor followed the steps of the skill, and not how well he/she acted. Focus on the skill and the steps as opposed to the situation.

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

### **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 (*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.

At this point the main actor will have followed all the steps. Facilitator should ensure that the main actor has received positive reinforcing statements: “You have

### 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

followed the steps in order, as modeled.”

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

anticipated situation. Do that now.

- Remember, the anticipated situation is the one you just role-played and where you tried out the steps of the skill.
- You do need to write down each of the 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.

### 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**.

session to real life situations.

As he/she completes the homework, the new skills begin to integrate into his/her thoughts, feelings, attitudes and beliefs, and behavior.