

## Lesson Plan 4

**LCE Objective 2.12.51.3:** Identify negative aspects of listening and responding inappropriately

**LCE Objective 2.12.51.2:** Identify positive outcomes of listening and responding appropriately

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### Lesson Objective:

Students will differentiate between hearing and listening and identify reasons for developing good listening skills.

### Instructional Resources:

-online video clips on hearing versus listening:

\*[Hearing vs. Listening](https://www.youtube.com/watch?v=WCtMgPDyJpY) <https://www.youtube.com/watch?v=WCtMgPDyJpY>

\*[Is Anybody Listening?](https://www.youtube.com/watch?v=poAUNIQsTJI) <https://www.youtube.com/watch?v=poAUNIQsTJI>

\*[I'm Listening! Wait, What Did You Say?](https://www.youtube.com/watch?v=bO-a-Yz4xA8) <https://www.youtube.com/watch?v=bO-a-Yz4xA8>

### Lesson Introduction:

Have you ever heard the expression "it goes in one ear and out the other?" This means that we heard something being said but did not listen carefully, so we might not really understand what has been said. Today we will discuss the difference between hearing and listening.

### School Activity:

1. To introduce the topic, show students a short video (links provided in the Instructional Resources section).
2. Write the words "hearing" and "listening" on board, and develop a class definition for each. For example:
  - Hearing: registering in the mind, perhaps subconsciously, the sounds around you.
  - Listening: paying attention to or actively thinking about what one hears.

Ask students to provide examples of each (hearing = pencil tapping, bell ringing, papers being shuffled; listening = conversations on phone, directions, song lyrics), and add these to the columns on the board.

3. Explain and discuss the different levels of hearing and listening as follows:
  - A non-listener is totally preoccupied with their personal thoughts; they may or may not hear the words, but they don't consciously listen to what is being said.
  - Passive listeners hear the words but don't fully absorb or understand them.
  - Listeners pay attention to the speaker, but grasp only some of the intended message.
  - Active listeners are completely focused on the speaker and understand the meaning of the words without distortion.
4. Discuss how to determine when to hear and when to listen and the importance of good listening skills:

- What would happen if we tried to listen to everything we hear?
- What does a person usually look like when they are really listening to something?
- What happens when we hear something we should be listening to?

5. As a class, develop a list of reasons to develop good listening skills; for example:

- so that you know what is going on around you
- so that you know what to do
- so that you know how to do the things you have to do
- so that you're a good friend to the people who depend on you
- so that you can better enjoy auditory experiences like music, conversation, learning, and more
- so that others will truly enjoy your company

Lesson Plan Evaluation:

- Activity: Student discusses and differentiates between hearing and listening.
- Criteria: Student is able to identify the differences between listening and hearing and give an accurate example of each.
- Instructional Stage: Awareness