

LESSON PLAN FOR LISTENING SKILLS

BMT-BC-4

Business Management & Administration	Name: Sharonda Bostic LCHS
Business and Technology Pathway	Adopted from: LaTonya P. Cratic & Dorothy L. Lewis
Unit: Communication Skills: Oral Communication:	Timeframe: 90
Active/intentional Listening	
Step 1 – Desired Results	
Content Standards BMA-BC-4: Use active and intentional listening skills to respond appropriately to oral communication. <ul style="list-style-type: none"> 4.1 Critique group members' and own interactions/work and adjust to ensure group success. 4.2 Interpret given information to compose questions with confidence to prompt general and specific info provide feedback] 4.3 Contribute relevant ideas with support/evidence by clarifying, illustrating, or expanding (e.g., contribute related to ideas with support and talks in turn, with consideration for others in the conversation). 4.4 Identify and eliminate distractions (Cell phones, devices, etc.) to enhance attention to speaker. 4.5 Assess and respond to non-verbal communication as active listener or speaker. 	
Skill/Practice/Characteristics Standards Students will listen discriminately and respond appropriately to oral communication. <ul style="list-style-type: none"> Analyze the situation, purpose, and audience of an oral message. Listen discriminately in order to separate verifiable information from opinion. Assess and respond to a speaker's nonverbal messages. Students will identify types of communication styles, explain active/effective listening skills, and demonstrate the ability to use active listening skills. <ul style="list-style-type: none"> Students learn the importance of listening skills. Students will learn how instructions can be processed differently. Identify active/effective listening skills strategies. Demonstrate the ability to use active listening skills. 	

<ul style="list-style-type: none"> What are the differences between listening and hearing? How can you avoid listening blocks when we are communicating with others? 	
Step 2 – Assessment Evidence	
Summative Assessments: <ol style="list-style-type: none"> 1. Listening Quiz 2. PowerPoint Presentation Rubric (Oral and Multimedia) 3. Original Video Production (Rubric) 	Formative Assessments: <ol style="list-style-type: none"> 1. PowerPoint Assignment 2. Teacher Critique/Peer Critique 3. Vocabulary practice tests 4. Vocabulary Quiz 5. Graphic Organizer 6. Practice Activities
Step 3 - Differentiation	
Differentiation in Instruction: <ol style="list-style-type: none"> 1. Modify length of assignment based on learning ability. 2. Provide description of items in Lunar Landing Activity. 3. Assist students with additional time and one-on-one instruction. 4. Allow for additional methods of completing assignments better utilizing individual abilities 5. Select students will create an original PowerPoint presentation (6 slides) on Developing Active Listening Skills (take pictures of real situations showing active/inactive listening skills). 6. Select students will create an original video on Active Listening Skills. 	
Step 4 – Learning Activities	
Unit Vocabulary/Concepts: Review Vocabulary <ol style="list-style-type: none"> 1. Active listening 2. Reflective listening 3. Inattentive 4. Acceptance 5. Empathy 6. Intensity 7. Verbal skills 8. Non-verbal skills 	

Date		1/29/2025	
1.	Lesson 101 Use attached ppt including listening activities (Civics) (Speaker-prepare or Prepare) (Ability)	Prepare any accompanying active listening skills in accordance to the information and staying of information through communication. Use one of the https://www.youtube.com/watch?v=...	Students will complete the attached Active Listening assignment
2.	Hold the Listening skills handout from Career Station. Give each student a copy. Discuss answers.	Lead into discussion about group vs. individual decisions based on work up activity. Pass out "Lunar Landing activity". Explain.	Students will follow activity directions. First ranking information individually, then as a team. Students will only score.
3.	Discuss either paper folding (C) news whpaper game.	Review the goals of active learning.	Students will complete action learning (also attached)
Work Period		Closing Period	
Student-focused work: include guided & independent practice		Chinese Paper Folding Activity	
		Assessment A	
		Formative/Summative	
2.	Use video https://www.youtube.com/watch?v=... discuss the barriers to communication	Using the attached sheet discuss the goal of https://www.youtube.com/watch?v=... Give examples as you go through.	Student will summarize the critique process in a https://www.youtube.com/watch?v=... response.

ACTIVITIES AND STUDENT WORK

Career Headlines Career Solutions Publishing
Monday, November 16, 2019

Good Listeners Avoid "Do-Overs"

Excellent listeners make fewer mistakes at work and their work is accomplished faster. Why? They pay close attention to what is said, so they have fewer "Do-Overs."

Lazy listeners may have to re-do a task several times before getting it right. Not only is this a problem with finishing work on time, but it also points out that the person is a poor listener.

Listening is an active process that some people treat as passive. Focusing on what is said without allowing other thoughts to distract you is called active listening. It takes mental energy because your mind wants to wander.

Assume your boss is explaining something you think you already know. If you become distracted, you'll miss the change he mentions. The next time you're called on to do the task that was discussed, you'll get it wrong because you weren't listening. That does two things: slows the work down because of your "do-over" and makes you look bad because you didn't pay attention.

Don'ts and Do's for active listening
Apply active listening to your work to avoid Do-Overs and to improve a lazy listener reputation.

Listening "DON'Ts"	Listening "DO's"
Use your computer while a person talks to you	Stop everything you are doing
Think about what you want to say next	Concentrate on the speaker's words
Interrupt while a person is speaking	Wait to talk until the speaker is finished
Distract yourself by thinking about other work	Stop your mind from wandering
Form premature assumptions about the speaker's message	Let the speaker make his or her point
Start a conversation if you don't have time to listen fully	Suggest a better time to talk

Examples of good and poor listeners
Speaker: Good morning, Angela, do you have a few minutes to discuss the Rockmont job?
Good Listener: Can you wait for about one minute? I'll concentrate better if I finish this urgent email first.
Poor Listener: Sure, go ahead, I have an email to write, too, but I can finish it while I listen to you talk.
Speaker: Good morning, Angela, do you have a few minutes to discuss the Rockmont job?
Good Listener: Sure, go ahead. You have my full attention. (Listener concentrates fully)
Poor Listener: Sure, go ahead and tell me what you have in mind. (Speaker begins talking and listener forms a quick opinion without listening to the full message.)

Action: Examine the DON'Ts and put a check mark beside each DON'T that you abuse as a listener. Describe one example from the past that showed you were being a poor listener. What were the consequences?

Ad: Career Solutions Publishing

Happy Thanksgiving! You will not receive Career Headlines during Thanksgiving week. We'll be back on December 2.

Note to instructors: Listening is one of the hardest of the communication skills to develop because individuals often think listening is the same as hearing. Listening requires mental skill, while hearing is a physical skill. The titles of ten important listening lessons covered in Job Ready Career Skills are given below. These, along with the other communication lessons in Job Ready Career Skills, are basic to getting ahead in any career.

[Click here to see five sample student lessons from Job Ready Career Skills.](#)

Job Ready Career Skills Listening Lessons

Reasons for Listening	Developing a Listening Attitude
Benefits of Listening	Show You Are Listening
Barriers to Listening	Asking Questions
Listening Strategies	Obtaining Feedback
Ways We Filter What We Hear	Getting Others to Listen

Name: Makenzie Watson

Date: 11/21/19

Class Starter: Freelancing-Business Reading

- List 5 skills needed by Freelancers. **Marketing, Networking, Accounting, Management and Communication skills.**
- Name 1 prediction on expected growth of Freelancers. **The freelancing workforce is increasing and has grown 3x the amount since 2014.**
- Nearly 50% of the workforce are freelancers. List 5 careers of freelancers **HR specialist, bookkeeper, writer, project manager, and receptionist.**

Skills	Score
Answered Questions	50
✓ Highlighted Answers	
Created Chart with Listening Do's and Don't	50
✓ Use of table	
✓ Used checkmarks	
✓ Action Item	

Name

Class Starter: Listening Skills-Business Reading

Listening "DON'Ts"

- ✓ Use your computer while a person talks to you
- Think about what you want to say next
- Interrupt while a person is speaking
- Distract yourself by thinking about other work
- Form premature assumptions about the speaker's message
- Start a conversation if you don't have time to listen fully

Listening "DO's"

Stop everything you are doing
 Concentrate on the speaker's words
 Wait to talk until the speaker is finished
 Stop your mind from wandering
 Let the speaker make his or her point
 Suggest a better time to talk

Action: Examine the DON'Ts and put a check mark beside each DON'T that you abuse as a listener. Describe one example from the past that showed you were being a poor listener. What were the consequences? Write the consequences about 1 Don't and 1 Do using your own Words.

When someone is talking to me and I continue typing. The consequences were that I wasn't truly paying attention to the conversation and they confronted me and knew that I wasn't paying attention.

Don't 1: Didn't truly listen the conversation or what the person was saying resulting in a loss of communication.

Do 1: Listen the speaker truly and know what they are talking about.

CHINESE FOLDING PAPER ACTIVITY

