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**Instructional Practices Institute**

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**Element 1: Classroom Context**

The lesson on active listening was presented to a group of 23 rural fourth graders in late September 2016. The class included 22% ELL students (one of which spoke no English), 26% Free and Reduced students, 13% IEP/504 students, 4% GT students. The students began by journaling and then were presented with a google slides presentation to discuss the components of active listening, while going over a checklist identifying those components. Next, teacher modeling and role-play was used to demonstrate active listening situations. Students were also shown two video clips, one of a popular tv series, and one of a recent political debate, in order to evaluate, using the checklist, the active listening components used (and not used) by the speakers. The students had a chance to practice good active listening with a partner, each having an opportunity to be a speaker and an active listener. Finally, students enthusiastically reflected, both through a class discussion and through written responses. Formative evaluation was done through teacher observation of peer practice, and through assessment of reflections toward meeting the learning experience objective, *Teachers will demonstrate the components of active listening so that students can use a respectful tone when responding to adults and peers, practice techniques and skills related to conflict and negotiation, refusal, and collaboration. Development of these skills is important when becoming an effective communicator.* This learning experience could be modified and taught to students K-12.