



What Do Active Listeners Do Differently?

Illinois CTE Endorsement Area:
Health Sciences and Public & Human Services
Teacher and Student Editions

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Converted to Format by Karen Aldworth
Current Phase of Lesson: Phase 3 of 5



**Illinois
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Lesson Overview:

The ability to communicate clearly is a critical skill in most, if not all, aspects of life. Through the use of videos and role-playing activities, this lesson will help students to become better listeners.

Classes or Discipline:

- Health Science classes
- Public & Human Services classes
- Could be modified for other disciplines

Career Cluster:

- [Health Science](#)
- [Human Services](#)
- [Law, Public Safety, Corrections & Security](#)

Illinois CTE Endorsement Area

- [Health Science](#)
- [Human Services](#)
- [Law, Public Safety, Corrections & Security](#)

Grade Level(s):

- This topic is appropriate for grades 9-12.

Suggested Days/Minutes: 3 class periods of 50 minutes each.

Learning Objectives:

At the conclusion of this lesson, students will be able to:

- Differentiate between hearing and conscious active listening.
- Apply active listening skills & strategies when in communication with parents, peers, teachers, and co-workers.
- Identify tips that would be helpful in difficult communication situations.
- Identify and discuss barriers to effective active listening.
- Verbalize their ideas on how to improve this lesson.

Standards Addressed:

- [National Health Science Standards](#)
 - 2.1 Concepts of Effective Communication
 - 2.1.1 Model verbal & nonverbal therapeutic communication
 - Active Listening
 - 2.1.2 Identify common barriers to communication
 - Hearing loss
 - Psychological barriers
 - Attitudes
 - Stereotyping
- [Illinois Priority Learning Standards](#)
 - Social Emotional Learning Standards
 - 2.A Recognize the feelings and perspective of others.

- Health Education Standards
 - Demonstrate procedures for communication in positive ways.

Enduring Understandings:

- Overall, active listeners have better communication skills, social skills, and customer service skills.
- Active listeners can significantly impact outcomes for healthcare patients / residents / clients & co-workers.
- Active listening is an art. It becomes easier with practice and conscious effort.
- Active listening requires a conscious effort by the listener to hear despite distraction, clarify for understanding, remember information, accurately interpret information, evaluate wisely and respond appropriately.
- Listening and responding appropriately are lifelong skills.

Resources and References:

1. Access to Internet
2. Student access to computer/Internet for evaluation or poster making supplies
3. Teacher Internet access for opening video and/or Kahoot
4. Video: [Big Bang Theory Active Listening \(2:00\)](#)
5. Video: [Communication Barriers \(Humorous 2:40\)](#)
6. Handouts:
 - [Barriers to Listening](#)
 - [5 Barriers to Listening](#)
 - [SKILFUL Listening Questionnaire](#)
 - [Coaching Others - Active Listening Handout](#)
7. Apps: [Active Listening Kahoot!](#)
8. Articles/Websites:
 - Mosby's "Essentials for Nursing Assistants." Authors Sorrentino & Remmert, Chapter 7: Understanding the Person, page 73.

Essential Employability Skills:

There are four [essential employability skills](#)

- Personal Ethic: integrity, respect, perseverance, positive attitude
- Work Ethic: dependability, professionalism
- Teamwork: critical thinking, effective and cooperative work
- Communication: active listening, clear communication

The focus of this lesson is on integrity, professionalism, effective & cooperative work, active listening and clear communication.

Skill	How it is addressed:
Integrity and Professionalism	Throughout this lesson, integrity and professionalism are addressed when exploring caregiving: the need to seek to be understood (doing the right thing) to meet the needs of our patients / residents / clients & families. Focusing on providing quality care and achieving outlined goals. This will be discipline specific.
Effective and Cooperative Work	Small group work occurs during various phases of this lesson. Learning to listen to peers and formulating appropriate responses are keys to be successful in any of the health science career clusters.
Effective and Cooperative Work	Most tasks assigned in this lesson will be completed in groups. This includes research, brainstorming, and decisions concerning listening strategies and barriers to active listening.

Suggested Differentiation Strategies:

- Role playing; students will mirror effective listening strategies and poor listening strategies.
- Hands on group work.
- Printed handouts for strategies needed to be an effective active listener.
- Printed handouts for barrier to effective listening.
- Opportunity for creative learning. (tip cards)
- Video viewing for visual learners.

Throughout this lesson the teacher notes and comments are in red

1. Engage: (30 minutes)

1. Open the SKILFUL Listening Questionnaire at the link below and record your answers.

[SKILFUL Listening questionnaire](#)

2. Watch this video clip from “The Big Bang Theory.” Identify what is going wrong with listening. After viewing the video answer the following questions.
[Big Bang Theory Active Listening](#). (Length 2:00)

- a. What problems are being created by the lack of effective communication?

It is evident that Amy is getting quite frustrated. Encourage students to delve deeper into the problems that will emerge in this relationship if poor communication continues.

- b. Why are the two actors having trouble communicating?

Both characters have things they want to say but neither are listening.

- c. How could these issues be fixed?

Allow students to discuss this from many different aspects. Initially they will simply say “listen better.” It goes much deeper than that, however.

3. Go [Kahoot.it](#) and wait for the game code provided by your teacher.

The link to the Kahoot! for active listening is found on the Resources page.

As a transition to the next part of the lesson, you may wish to ask for a show of hands to the following question: Are you ready to be conscious active listeners? At your job? At related clinical experiences? With classmates? With social peers? With parents?

2. Explore: (50 minutes)

Listening is so important that there have been several different models set up to help people become better listeners. One of these models is called “The HURIER Model.”

1. Follow these links to explore the HURIER model for active listening.

Any of the following videos will help the students explore this listening model.

[HURIER Model of Listening Process \(Length 6:00\)](#)

[Patrick is in a HURIER model of listening \(Length 4:40\)](#)

[HURIER Model \(Length 7:00\)](#)

2. In a small group (3-4) discuss the following questions:
 - a. What are some of the common strategies from the videos?
 - b. What is different between the videos?
 - c. Why do you think there are differences?

Ask students to present their findings to the entire class. Encourage every member in the group to participate with their presentation.

3. Watch 2 videos:

[6 Barriers to Effective Listening](#)

[Communication Barriers](#)

4. In small groups (3-4) explore the 6 barriers to effective listening. Indicate how many you may be personally guilty of in your social / work / school communications.

- a. **Ask students to present their findings to the entire class.**
- b. **Students to identify common or similar barriers that many are guilty of.**
- c. **Students to generate ideas on how they can improve and overcome their barriers.**

5. Conduct a 1:1 interview with a classmate asking the following questions.

Have students move seats in the classroom so they are sitting across from each other. Do not allow them to take notes and do not repeat the questions or allow them to repeat the answers.

- a. Do you work?
- b. What do you enjoy doing on the weekends?
- c. What types of music do you like?
- d. What social media do you regularly participate in?
- e. Do you like to shop?
- f. What is your favorite ice cream flavor?

- 1) Discuss in pairs why certain things were easier to remember than others.

- 2) Be prepared to discuss with the class why they believe the 1st or 2nd person might have remembered more.

Most will indicate a delay in being asked to recall the information. Encourage other responses that delve deeper.

6. Work in a small group (3 per group) to create a pocket size “tip sheet” for yourselves and others on strategies for being a better listener.
- Use a 5/8 index card to develop your tips. BE CREATIVE!
Ask students in each group to present their “best” tip.

3.Explain: (20 minutes)

This can be individual or group work.

1. List three things you learned about listening from the HURIER videos.

Students may list the following but are not limited to just these: do not multi-task when listening, ask for clarification if vocabulary is unfamiliar, stay calm and focused, consider the speaker’s nonverbal cues, listen to the entire message before responding and be aware of your own unintentional nonverbal cues.

2. Describe what surprised you about active listening and explain why.

3. Identify the barriers that you experience during conversations or communications.

Students may list the following but are not limited to just these: speaking is a skill that is seen as more important than listening, listening with bias, effective listening takes a lot of mental effort, thinking about how you will respond instead of listening to the message, don’t pretend to listen, don’t interrupt the speaker, don’t try to charm the speaker instead of listening, don’t be a self-absorbed listener, don’t automatically think you are a great listener.

4. What strategies are you going to use to become a better listener?

Encourage students to pick one or two strategies and ask them about their progress daily over the next few days.

4.Elaborate/Extend: (50 minutes)

1. Your teacher is going to read a story to the entire class followed by 10 questions. Write the answers to questions. Your teacher will not repeat the story or the questions, so use your listening skills carefully.

Use this story or one from your own nursing experience.

You work on 3 West. Your patient in Room 345 bed 1 had a cholecystectomy yesterday. While making rounds, you find this patient in the bathroom vomiting. You assist him back to bed. You give him a complete bed bath to clean him after his vomiting. During his bath, he tells you that he is experiencing quite a bit of pain. You ask him to rate his pain using the 1-10 pain scale. One is minimal pain and 10 is excruciating pain. He rates his pain as a 10. When you complete his bath, you bring him pain medication. You let him know that you will check on him shortly to be sure that medication helped. When you check on him 30 minutes later, he remains very nauseated. You give him medication for the nausea and let him know that you will check in on him in half an hour. When you check on him next, he is sound asleep. His blood pressure is very low and his heart rate is very slow. What are you going to do next?

Questions:

1. Did your patient have a medical or surgical procedure yesterday?
2. What was your patient's name? (if they were actively listening, they should quickly be able to tell you that's not a fair question; you didn't give the patient's name).
3. Was your patient experiencing nausea and vomiting?
4. How did you ask your patient to rate his pain – what assessment were you using?
5. How did the patient rate his pain?
6. What was the patient's room number?
7. What type of bath did you give this patient?
8. What unit are you assigned for this particular day?
9. Were his vital signs normal? Or abnormal?
10. What type of medication(s) did you give your patient?

The goal for students is to recognize how difficult active listening really is.

2. In small groups (3-4) compare your answers.

Did anyone get all 10 answers correct? Discuss why or why not.

Consider having a small reward for those students that successfully remembered the scenario and answered all questions correctly.

3. Your teacher is now going to assign partners. One of you is going to be the patient and the other the nurse.

4. The "patient" will be given a sheet containing information on their current medical condition. This will include a list of medications that have been prescribed. This is very similar to information needed when a patient is first admitted.

Admission patient A:

Patient A (70-year-old male) is being admitted with congestive heart failure to the Med-Surg unit. He is noticeably experiencing dyspnea. His blood pressure is normal. He is tachypneic and tachycardic. He has NKA. He is currently taking Digoxin 0.25mg daily and Lasix 40mg, both taken p.o. He has an Albuterol Inhaler that he uses QID and prn. He has a very congested cough. He has 3+ pitting edema bilaterally in his lower legs.

Admission patient B:

Patient B (25-year-old diabetic & asthmatic female) is being admitted to the Surgical Unit following an emergency surgery for a ruptured appendix. Her RLQ dressings are dry and intact. Her IV site is in her right wrist and is not red or swollen.

She has NKA. This morning, her fasting blood sugar was 124. She currently takes birth control pills at bedtime. She uses an Albuterol inhaler prn and wears an insulin pump.

- a. The nurse's task is to ask questions to obtain the necessary patient information and assess exactly what is going on, listening carefully to the patient's responses and making notes on a piece of paper.
- b. Some common questions the "nurse" may wish to ask are:
 - 1) What brings you to the hospital today?
 - 2) What medications are you currently taking?
 - 3) When did you last take each of these medications?
 - 4) If you are not taking some of the listed medications, when and why did you stop?
 - 5) Are you having any physical complaints?
 - 6) Do you have any bandages or dressings?
 - 7) Have you fallen in the past month?
 - 8) Do you feel safe in your home?
 - 9) Do you understand why you are in the hospital?
 - 10) On a scale of 1 to 10, with 10 being the worst you could possibly imagine, how much pain are you feeling right now?

- c. The patient's task is to role play with one or more of the following characteristics:
- 1) confused
 - 2) stoned
 - 3) drunk
 - 4) suffering from dementia
 - 5) be a nice person and very calm
 - 6) be very stressed
 - 7) angry
 - 8) defiant
 - 9) extremely quiet
 - 10) sedated
 - 11) other

Your students will enjoy this experience, but do not allow it to get out of hand.

5. Switch roles and do it again with a different information sheet.

Two are provided.

6. Your teacher will lead a discussion about this experience.

More than likely, your students will think that trying to get medical information from a stoned patient is never going to happen in the "real world." Be ready to tell the students of your experience when it did get a bit out of control.

5.Evaluate: (20 minutes)

The following are possible means to evaluate student mastery of the objective and standards addressed in this lesson.

1. Differentiate between hearing and active listening.
2. Replay [Active Listening Kahoot!](#) with improvement in answering the six questions.
3. Complete [SKILFUL listening questionnaire](#) compare to the one completed before the lesson.
Ask students if they rated themselves differently after completing this lesson.
4. Write an essay on how this lesson will impact your career/work/school life including verbal and non-verbal therapeutic communication and identifying common barriers to communication. (This will be discipline specific.)
This will be an assessment of learning. This can be a graded written essay. Essays should include learned strategies and barriers to listening.
5. Discuss concepts where students struggled and where the instruction did not achieve expected outcomes (formative assessment from essays).

Notes:

All ILCTE lessons are vetted by Curriculum Leader, Dr. Brad Christensen.

To see a review of this lesson by previous users, [click here](#).

We invite users of this lesson to [click here](#) to leave follow up information and rating.

We would like to publish pictures / videos of your students using this lesson. Please send to Rod McQuality at: rdmcquality@ilstu.edu. By sending pictures, you have met all the picture / video release for your school

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Student Edition

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Learning Objectives:

At the conclusion of this lesson, students will be able to:

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2. Explore:

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2. In a small group (3-4) discuss the following questions:
 - a. What are some of the common strategies from the videos?
 - b. What is different between the videos?
 - c. Why do you think there are differences?
3. Watch 2 videos:
[6 Barriers to Effective Listening](#)
Humorous Barriers to Listening Video
4. In small groups (3-4) explore the 6 barriers to effective listening. Indicate how many you may be personally guilty of in your social / work / school communications.
5. Conduct a 1:1 interview with a classmate asking the following questions.
 - a. Do you work?
 - b. What do you enjoy doing on the weekends?
 - c. What types of music do you like?
 - d. What social media do you regularly participate in?
 - e. Do you like to shop?

6. What is your favorite ice cream flavor?

Discuss in pairs why certain things were easier to remember than others.

Be prepared to discuss with class why they believe the 1st or 2nd person might have remembered more.

7. Work in a small group (3 per group) to create a pocket size "tip sheet" for yourselves and others on strategies for being a better listener.
 - Use a 5/8 index card to develop your tips. BE CREATIVE!

3.Explain:

1. List three things you learned about listening from the HURIER videos.
2. Describe what surprised you about active listening and explain why.
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4. What strategies are you going to use to become a better listener?

4.Elaborate/Extend: (50 minutes)

1. Your teacher is going to read a story to the entire class followed by 10 questions. Write the answers to questions. Your teacher will not repeat the story or the questions, so use your listening skills carefully.
2. In small groups (3-4) compare your answers.
Did anyone get all 10 answers correct? Discuss why or why not.
3. Your teacher is now going to assign partners. One of you is going to be the patient and the other the nurse.
4. The "patient" will be given an information sheet containing information on their current medical condition. This will include a list of medications that have been prescribed. This is very similar to information needed when a patient is first admitted.

The nurse's task is to ask questions to obtain the necessary patient information and assess exactly what is going on, listening carefully to the patient's responses and making notes on a piece of paper.

- a. Some common questions the "nurse" may wish to ask are:

- 1) What brings you to the hospital today?
- 2) What medications are you currently taking?

- 3) When did you last take each of these meds?
- 4) If you are not taking some of the listed medications, when and why did you stop?
- 5) Are you having any physical complaints?
- 6) Do you have any bandages or dressings?
- 7) Have you fallen in the past month?
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5. Switch roles and do it again with a different information sheet.

6. Your teacher will lead a discussion about this experience.

5.Evaluate:

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