

**Title: Mindful Listening/Speaking**

Jennifer Uhlman	English Language Arts 8- Lesson 1 of 2 for mindful listening with poetry
Lesson Goals:	Using Poetry and role play as the medium, students will learn how to use mindful listening strategies to become more focused and responsive to their environment. Listening in a focused way (attention to tone, inflection, sound of words etc) will provide a clearer notion about the actual meaning of words.
Outcomes Targeted:	ELA 8.2- identify and reflect upon strategies that are effective in helping students to learn; describe their personal growth as language learners and language users 4.5- regularly identify processes and strategies readers and viewers apply when constructing meaning; use this awareness of personal development to push reading and viewing ability even further HL 8.8- practice the ability to listen to peers to better understand another's' point of view, situation, and needs.
I Can Statement:	I can use mindful listening as a tool for elaboration of meaning and emotional intensity in poetic forms. I can use mindful listening skills to help me communicate more successfully.
Key Vocabulary and Skills:	Acrostic
Material Needed:	Paper, pencils, iPads

**Lesson:**

I. Introduction (Teacher organized)

**Warm up-** Ask students to listen to the following poem and try to hold the details of it in their mind during 30 seconds of silence. Then ask students to list or draw all the details they can remember. Give students a few moments to share their results.

Fog- By Carl Sandberg

The fog comes  
on little cat feet.  
It sits looking  
over harbor and city  
on silent haunches  
and then moves on.

After sharing discuss- When you try to keep your mind focused, it often tries to wander. How can you keep your mind focused on the details that you choose? How can having this kind of control help you?

Show the following video to solidify the importance of Mindful active listening

<https://www.youtube.com/watch?v=WER63AY8zB8>

Time Allotted: 20-25 minutes

## II. Guided Learning (Teacher/student collaboration)

Write an Acrostic poem for MINDFUL, using each letter in the word to make a statement about being mindful with a word/sentence that starts with that same initial letter. Ex; M is for staying in the moment. Students should share in small groups, volunteers for whole class.

Time Allotted: 30 minutes

## III. Collaborative Learning (Student focused activity)

### Mindful Teams

**What to do-** Point out that you can't learn unless you are mindful and able to focus with deep attention. Have students volunteer some of their unique skills. Ex- french braiding hair, playing chords on a guitar, doing a handstand, learning a card trick, making a friendship bracelet. Choose things that the classroom can manage without preparation. Choose as team captains two students with skills that are not universal, but are teachable with ten minutes effort. Assign half of the class to each team.

**What to say-** We are going to have a friendly mindfulness contest. Your team captains are going to teach you a new skill. It will take everyone's attention and focus to make this happen. Listen to your captains carefully. Notice who needs help and offer it. The team that best demonstrates their new skill will win.

Time Allotted: 20 min

## IV. Grand Finale

Once students present their team's success, wrap up by connecting mindfulness and successful learning. Practicing mindful listening will enhance what they can absorb and connect to the learning. Ask students to complete the following for next class:

What sounds come to mind when you feel calm? How about angry? Are they sounds from a certain experience you've had in a specific place?

Copy the following words and write the sounds they associate with each word.

Calm    Comfort    Anger    Agitate    Excite    Entertain

Close your eyes and imagine yourself in the scene you pictured for one of the words on the list. What are you hearing? Make a list or word web to record the sound words and descriptions. Put those ideas together in a powerful way in five short descriptive lines.

Model how to use the sounds to write a 5 line poem focused on mood and sound. For example; “anger” cry, shout, yell, scream, slam.

Assessment and Evaluation: Students will be graded on assignment completion of poems and participation

Adaptations and IPPs: Noted students are able to work in a different space if required (resource room)