

<b>Date: February 15, 2017</b>	<b>GHS Seminar</b>
<b>Grade Level: 10th</b>	
<b>Recommended Sequence</b>	<b>Seminar Meeting</b>
<b>Objective(s) / Learning Target(s):</b>	<ol style="list-style-type: none"> <li>1. By the end of this session, students will understand important concepts of effective communication, listening and seeking to understand someone else's point of view.</li> <li>2. By the end of this session, students will evaluate their own listening skills and develop ways to become better listeners.</li> </ol>
<b>Materials Needed:</b>	<b>Materials</b> <ol style="list-style-type: none"> <li>1. Handout <i>Seek First to Understand</i> (see below)</li> </ol>
<b>Suggested Process:</b>	<ol style="list-style-type: none"> <li>1. Welcome students to Seminar and ask for any pieces of good news they have since the last time you met (good news from school, extracurricular activities, or personal life that they might want to share).</li> <li>2. The next two Seminars will be devoted to examining our own communication skills, starting with listening and understanding.   When you understand where people are coming from, what they are trying to say, and what's important to them, being understood flows naturally, it falls into place with virtually no effort. Seeking first to understand isn't about who's right or wrong, it's a philosophy of effective communication.</li> <li>3. Ask students to think about a situation with family or friends where there is a lack of understanding about an issue.   Ask students to share out situations that have impacted them where they either don't understand someone else's opinion or their opinion isn't understood and why they think this is happening.   Once students have shared (not all of them will and that's OK), have them respond to the statements on the <i>Seek First to Understand</i> sheet below.</li> <li>4. Once students have completed this, have them circle or mark the statements that they marked <b>yes</b> or <b>sometimes</b>. Explain to students that the more they answered <b>yes</b> or <b>sometimes</b>, the more they must seek to understand someone else's point of view.   Ask students to share out some of their <b>Yes</b> responses and explain why they marked yes and if they have a particular rationale for marking yes (or a situation that pertains to that statement). As students share out, don't feel like you have to give them solutions or strategies to correct them, it's more to allow them to think about their own behaviors first.</li> </ol>
<b>OTHER CONSIDERATIONS:</b>	<b>Discussion Questions:</b> <ol style="list-style-type: none"> <li>1. What surprised you about your "level of understanding"?</li> <li>2. What are some things you want to do differently if you want to be understood or better understand others?</li> </ol>

## Seek First to Understand

*How open are you to understanding where other people are coming from? Take this questionnaire to find out. Mark **yes**, **sometimes**, or **no** for each response in the boxes to the right of each statement.*

	YES	SOME-TIMES	NO
I believe that people much younger than I am have little to offer me in conversations			
I believe that people much older than I am have little to offer me in conversations			
At a social gathering or party, I try to avoid people who are physically different from me			
At a social gathering or party, I try to avoid people who I believe are not as physically attractive			
At a social gathering or party, I try to avoid people who are dressed poorly			
I avoid listening to people whose speech patterns annoy me			
I avoid talking with anyone whose voice annoys me			
I avoid meeting people whose ethnicity is different from my own			
I prefer to talk to people who I have known for a long time			
When I am talking with someone I've just met, I hesitate to ask a lot of questions			
When I am talking with someone I've just met, I'd rather talk about myself first			
If I am really good at a certain subject in school, I can't learn anything from someone who isn't as good at that subject			
If someone is telling a story about an experience similar to one I've had, I can't wait to tell my own story			
If someone interrupts me, I get mad			
At a social gathering or party, I like to be the center of attention by dominating the conversation			
My opinion counts more than anyone else's			
In school it's very important for everyone to know where I stand on an issue			
Listening to someone with a different viewpoint is a waste of my time			
When someone is telling a story and says something I know is wrong, I interrupt with the correct version			
When someone voices an opinion different from my own, I try to shut that person up			