

ACTIVE LISTENING

Session 2

90 minutes

OBJECTIVE:

Youth will learn how good listening skills are linked to group decision making and to being a dependable leader.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Copy and cut out the *Earthquake Activity Dialogue* (Master Copy 1.2a).
- Copy the *Earthquake Activity Action Steps* (Master Copy 1.2b) before the session: one copy for each participant.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AND AGENDA REVIEW (15 MINUTES)

Opening Circle Statement (Around the World): Name a group that you are part of (other than this one.)

II. COMMUNITY BUILDER: STORY TELLER (10 MINUTES)

Ask one participant to begin to tell a story. After 30 seconds, have another participant stand up and summarize the story thus far and then continue it for another 30 seconds. Repeat this process until the story is over. Note to the group how the story changed as each person summarized. Focus on the importance of listening and cooperation.

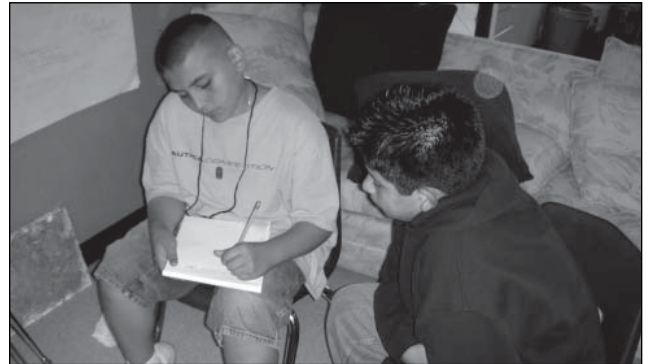
III. ACTIVITY: EARTHQUAKE (45 MINUTES)

Before starting, read the *Earthquake Activity Action Steps* and *Earthquake Activity Dialogue*, and complete the room preparation (see Materials and Preparation above).

Step 1: Earthquake Dialogue

- Pass out the strips of dialogue (cut out the strips before the session) evenly to the participants. Make sure that each participant plays a role in the dialogue.
- Have youth participants read their lines in consecutive order (1–30). The group leader can read the bold sections of the dialogue.

Active Listening in Group Decision Making



Step 2: After the dialogue is finished, pass out an *Earthquake Action Steps* sheet to each participant. Read the directions aloud to the participants.

Directions to read to youth: There are seven action steps that you should take to ensure your survival and rescue, and five action steps that you should not take because they are either unnecessary or may harm you. Decide which seven of the action steps listed you would take, assigning a 1 to what you would do first, a 2 to your second step, through 7. Continue the ranking with the remaining five steps that you would not take, numbering them 8–12: 12 being the most dangerous or least helpful step, 11 the next less dangerous step, etc. Complete the ranking without discussing the situation with anyone else. Place your answers in the column marked “My Answers.”

Give youth time to think about the steps and fill out the sheet.

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Step 3: After they are done, divide participants into two or three groups or teams. Let them know that their task is to select, as a group, the sequence they think makes the most sense. When the team has agreed on a series of steps, have them write their answers on the board or butcher paper.

Let the participants develop a method for completing this task on their own. This activity works best if the instructor avoids participating. You may need to get them started or hurry them along, but don't facilitate their discussion. Remember that this activity is designed to emphasize the importance of listening and communication in group decision making. Having specific examples of how they worked together will make it more meaningful.

ANSWER KEY FOR GROUP LEADER (FROM TOP TO BOTTOM): 11, 10, 12, 4, 7, 6, 9, 3, 2, 1, 5, 8

IV. DEBRIEF (15 MINUTES)

Have a discussion about the characteristics of good listeners, focusing on the importance of listening to all the information in order to be as safe as possible. Sample questions: What made this activity challenging? What did you think of this activity? What did you notice about your listening skills and your results? Did anybody say anything that was ignored? What may have caused the difference in group versus individual answers? Which people in your life (parents, friends, teachers, etc.) are good listeners? How can listening be an important characteristic for a leader to have?

Think about the politicians or other public speakers you have seen on TV or read about in newspapers. What about them makes them interesting to listen to (or not)? How do they make compelling arguments? How do they draw in listeners? This can also apply to teachers, religious leaders, and other authority figures.

V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Name someone you really listen to and why.

Facilitation Tip:

This activity is more fun if the room looks like it has been hit by an earthquake. Without rousing trouble or creating chaos, set up the room for the activity, as much as you can.

Pay close attention to what participants say during both the dialogue and the discussion. Be ready to point out important information that the group could have used had they been better listeners, as well as examples of what the groups did well. Stay out of the activity as much as possible. Let the group struggle through it together. This activity will also serve as an example when you discuss the importance of facilitation later in this Unit.



*Activity designed by Dr. Joe Fisher, President, Aviat, a subsidiary of ORION International, Ann Arbor, Mich.
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Cut apart each of the numbered lines below and make sure that each participant is involved. The instructor reads the bold sections.

It is _____ (today's date and time). You, (name of your group or class), decided to meet in the basement of the new 10-story library to throw a surprise birthday party for your all-time favorite leader, _____. You are just finishing the decorations and wrapping the presents. Your favorite leader is expected to walk downstairs any minute when suddenly...

1. Oh my gosh, what is happening? I can't stand up.
2. I think it is an earthquake! Watch out for those books, take cover, and get under the table!
3. Oh no! There go the lights!

The building shakes violently and then stops. There is a deathly silence except for the slow groan of the building settling. You begin to pick yourselves up and assess the damage.

4. Is everyone OK?
5. I think so, but my arm hurts.
6. I've got a cut on my leg. One of those huge dictionaries hit me.
7. Hey, does it look like the front left corner of the room came up over there?
8. It sure does. I wonder how badly the rest of the building was damaged?
9. How can you see anything in the dark?
10. There is some light coming in from the crack in the wall over there near the water heater. I'll go over and take a closer look.
11. Forget about the damage. Let's get out of here before the rest of the building gives way!
12. I think I smell gas. Does anyone else?
13. Do you hear a hissing sound?
14. I'm not sure if that is hissing or the building moving.
15. Hey everyone, we aren't going anywhere. The stairs to the basement are completely blocked.
There must be a ton of concrete here.
16. We have to get out of here. The whole building could cave in!
17. Everyone needs to calm down. We need to start looking for another way out. What about the elevator?
18. Nope, the shaft is jammed with rubble. I can feel a draft coming down, but I can't see through the debris.
19. Can we climb up on the water heater and get out of the crack you found in the wall? The water heater seems to be OK.



20. Forget that idea. Only a small animal could fit through there.

21. I'll check the phone. Maybe we could call for help. The telephone lines are not always damaged in these things...
Forget it. The lines are dead.

22. Hey everyone, I found a radio by the janitor's work bench. The news report will be a far more reliable source of information than...

23. We interrupt this broadcast to bring you a special report...

There has been a major earthquake. This evening, our city and the surrounding areas were rocked by an earthquake that experts say may have measured as high as 7.5 on the Richter scale. It is believed to be one of the worst earthquakes to ever hit this area. Initial estimates say that the quake lasted for approximately 40 seconds and that the danger may not be over. There could be more shaking. The city's telephone network is paralyzed. Electrical wires are down, and a number of fires are burning throughout downtown. Gas explosions and water main ruptures are occurring throughout the city. Many buildings in the downtown area appear to be severely damaged. City officials say they may be forced to shut down all utility services in order to prevent fire outbreaks. Many freeway overpasses have collapsed and most of the surface streets are clogged with debris and abandoned cars. Air traffic does not appear to be coming in or out of the airport. Unofficially, the mayor was reported as saying that it could be 72 hours or more before city repair crews are able to restore communications and utilities. The mayor also requested that city residents stay off the streets, except for emergencies, until further notice and be prepared to be on their own for at least three days. Stay tuned for more updates.

24. It really does sound bad.

25. I wonder how long it will take for someone to find us? Oh no!! The aftershocks are starting already.

Within 10 minutes of the quake, a violent aftershock occurs and stirs up more dust and debris in the basement.

26. How are we ever going to survive this? Being stuck in the basement during these aftershocks isn't very comforting.

27. At least they know there is damage to buildings in our area. Maybe they will look for us right away.

28. I don't know. With all these aftershocks, it might be a while before they are able to dig us out.

29. You can never tell with these things. We might be here for a while, or someone may find us right away, so we need to make the best of it. Anyone find something we can use to look around a bit?

30. I found a flashlight. Let's do an inventory of what we have to work with.

AFTER SEARCHING THROUGH THE RUBBLE YOU
FIND (WRITE THESE ITEMS ON THE BOARD.):

- a working battery-operated radio
- two candles
- cleaning supplies (including a mop, a bucket, bleach, window cleaner)
- a screwdriver
- a wrench
- work gloves
- first-aid kit (including bandages, antiseptic, gauze, and aspirin)
- a package of matches
- a coffee machine (with half a pot of water and three packages of coffee)
- a flashlight with extra batteries
- four leftover chicken salad sandwiches in the refrigerator and two bags of chips (from the lunch meeting earlier in the day)
- three full ice-cube trays in the freezer
- six cans of soda

 Earthquake Activity Action Steps

Rank your actions from 1 to 12, with 1 being the first thing you will do and 12 being the last.	My Answer	Group Answer
Attempt to remove the rubble from the entrance to the first floor.		
Divide the sandwiches and ration them over the next few days.		
Light the candles so that you can see and rescuers will be able to locate you.		
Locate and secure a water supply.		
Divide the sandwiches and eat them this evening.		
Discuss long-term survival strategies as a group.		
Pound on the pipes with the steel wrench.		
Assign someone to monitor the radio and listen for updates.		
Check for injuries and administer first-aid.		
Shut off all utilities.		
Develop day and night signaling techniques/begin signaling immediately.		
Purify the water source.		