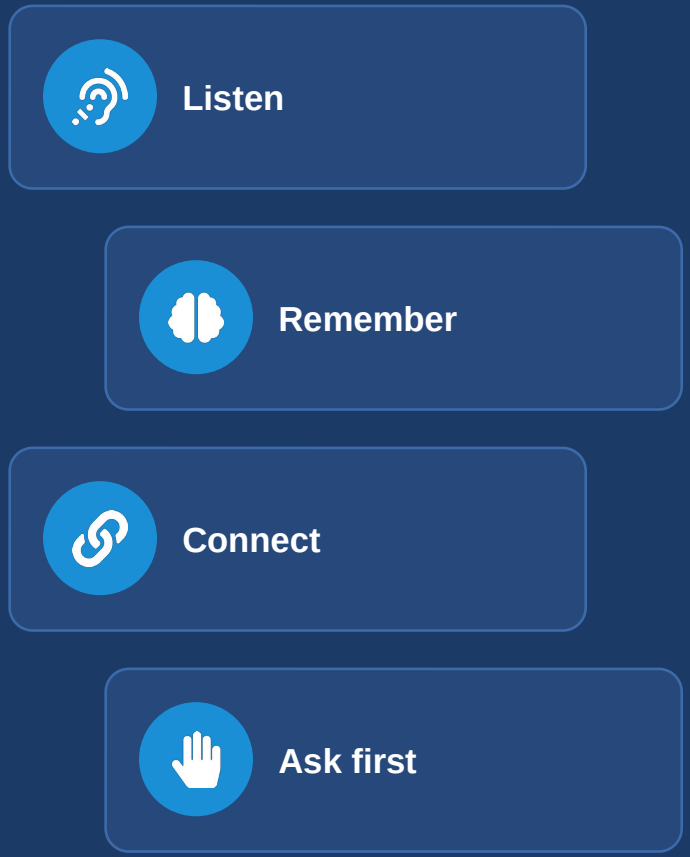
NBE3U Living Words, Lesson 2

How We Listen

Listening practices, purposes and strategies



Today's goals

We are learning…

- Culturally appropriate listening practices for oral teachings.
- Listening strategies for before, during and after.

I can…

- Describe and explain listening practices for an oral teaching.
- Set a purpose and a goal before I listen.
- Use a strategy during and after listening.
- Name my strengths and one goal as a listener.

Today's plan

Time	What we're doing	You will…
0–10 min	**Hook**	Self-check
10–25 min	**Practices**	Note
25–35 min	**Goals**	Set goals
35–60 min	**Practise**	Listen
60–75 min	**Reflect**	Write

How do you listen?

Pick the one that sounds most like you in class:



The note-taker

I write everything down.



The asker

I interrupt when I'm confused.



The recorder

I'd rather replay it later.



The rememberer

I listen and hold it.

Each habit is useful somewhere. Is each one right everywhere?

Big idea

Listening is not one skill. Listening to a podcast, to a friend and to an Elder's teaching ask different things of us. Many First Nations, Métis and Inuit teaching traditions expect listeners to hold questions, to remember rather than record, and to find the lesson for themselves.

Listening to an oral teaching

Hold your questions

Don't interrupt to clarify unless the speaker invites it.

Make mental notes

Remember key points; work out the lesson yourself.

Connect

Relate the teaching to your own life to find its meaning.

Ask first

No notes, recordings or retelling without permission.

Why ask first?



Why might an Elder or Knowledge Keeper prefer that you not record or write down a teaching?

Sentence starters

“A teaching belongs to…”

“Once it's recorded, anyone can…”

“Remembering it yourself means…”

How it works

- Pairs: 3 minutes.
- Then share one idea.

Listening practices

On page 1:

1. Describe what each practice looks like.
2. Explain why it might matter.
3. Circle the hardest one for you.
4. Explain why.

Different listening, different goals

Situation	Purpose	A good goal
A podcast	Information or enjoyment	Note three facts
A friend's problem	Support	Reflect back what you heard
An oral teaching	Learning and respect	Remember the lesson; hold questions
A speech	Persuasion	Notice how the speaker moves you

Listening practice



Teacher-chosen recording

A First Nations, Métis or Inuit speaker sharing knowledge publicly (5 to 8 minutes)

For example, CBC Unreserved, APTN, the NFB or a Nation's own channel

While you watch: First listen: no writing. Hold your questions. Listen for repeated words and the turns. Then complete page 2.

After listening

On page 2:

1. Summarize in two sentences.
2. Note repeated words or ideas.
3. Make one connection.
4. Write one question you held.

What did you notice?

What did you remember without writing anything down? What did you lose?

Sentence starters

“I remembered… because it was repeated.”

“I lost…”

“Holding my question made me…”

How it works

- Whole class: 4 minutes.

Journal and reflection

Page 2, then your journal:

1. Your strengths as a listener.
2. The strategy that helped most today.
3. One goal for this unit.
4. 80 to 100 words.

Check yourself

Be honest. This helps you choose what to work on next.

Success criteria	Not yet	Almost	Got it
I can describe and explain listening practices for an oral teaching.			
I can set a purpose and a goal before I listen.			
I can use a strategy during and after listening.			
I can name my strengths and one goal as a listener.			

Exit ticket

1. One listening practice for oral teachings.
2. Why it matters.
3. Your listening goal for this unit.

Next class: Belts That Speak.

Teacher reveal

Listening: key points

Hold questions: Don't interrupt to clarify unless the speaker invites questions.

Remember: Make mental notes of key points; work out the lesson yourself.

Connect: Link the teaching to your own life to build meaning.

Ask first: No notes, recordings or retelling without explicit permission from the knowledge holder or community.

Why: Teachings belong to people and communities; how they are passed on is part of their meaning.

Strategies: Before: purpose and prediction. During: listen for repetition and story turns. After: summarize, connect, question.