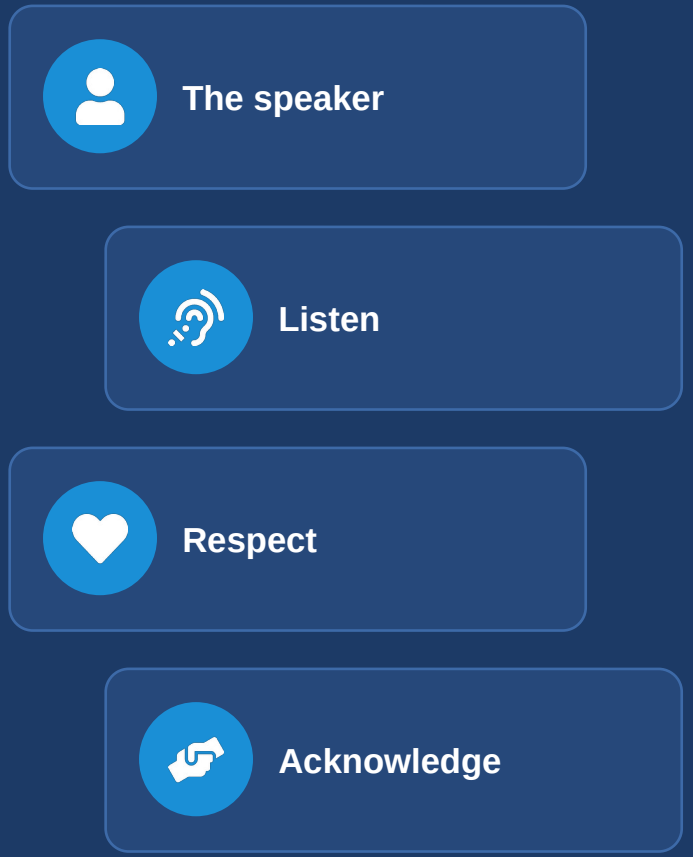
NBE3U Living Words, Lesson 10

Listening to a Teaching

A recorded teaching by an Elder, Knowledge Keeper or Métis Senator



Today's goals

We are learning…

- To listen respectfully to an oral teaching.
- To connect a teaching to other texts and our own experience.

I can…

- Explain who is speaking and why the teaching was shared.
- Use culturally appropriate listening practices.
- Connect the teaching to course texts and my own experience.
- Explain how my reading and writing skills help me understand oral texts.

Today's plan

Time	What we're doing	You will…
0–10 min	**Who is speaking?**	Prepare
10–20 min	**Questions**	Write
20–50 min	**The teaching**	Listen
50–55 min	**Acknowledge**	Acknowledge
55–75 min	**After**	Write and discuss



Big idea

Everything we have practised leads here: listening to a person who carries knowledge, in a teaching they chose to share publicly. Whether we hear it on a recording or, if a visit can be arranged, in person, how we prepare, listen and acknowledge the speaker shows whether we have learned.

Who is speaking?

Before we listen, find out:

1. The speaker's name, and their Nation or community as they give it.
2. Their role: Elder, Knowledge Keeper or Métis Senator.
3. Who shared the teaching, and why.
4. Any guidance the organization gives viewers.

Our listening practices

Phones away

Out of sight for the whole teaching.

Listen to the end

Hold judgment and questions until it's over.

Notes with care

Key ideas only, as the speaker welcomes.

Acknowledge

Name the speaker and who shared it.

Good questions

Ask…	Instead of…
“What would you like young people to understand about…?”	“Can you tell us a story?”
“How did you learn what you know about…?”	“What happened to your family?”
“How can we support this work?”	“Is that really true?”

Prepare to listen

On page 1:

1. Note what you already know about the topic.
2. Note what you hope to learn.
3. Write three open, respectful questions.
4. Star the one you most want answered.

The teaching



Teacher-chosen recorded teaching

An Elder, Knowledge Keeper or Métis Senator, shared publicly by an Indigenous-led organization

Preview in full. Captions on.

While you watch: Listen with your whole attention to the end. Notice what the speaker repeats, where they pause, and what they ask of listeners.

Acknowledging the speaker



Name the speaker and the organization that shared the teaching, and say one thing you will carry forward. Acknowledgement is part of listening.

With a guest, thank them the way the guest or our board's protocol suggests.

After the teaching

On page 2:

1. The main lesson, as you understood it.
2. A connection to a course text or figure.
3. A connection to your own experience.
4. A question you still hold.

Talk it out



How is listening to a teaching different from reading a text? What did the speaker's voice, pauses and setting add?

Sentence starters

“Hearing it, I noticed…”

“The pause when…”

“A text couldn't show…”

How it works

- Whole class: 5 minutes.
- Speak for yourself.

Skills that helped us listen



From reading

Finding the main idea; noticing repetition.



From writing

Summarizing; choosing precise words.



From viewing

Reading gesture, setting and silence.

Check yourself

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

Success criteria	Not yet	Almost	Got it
I can explain who is speaking and why the teaching was shared.			
I can use culturally appropriate listening practices.			
I can connect the teaching to course texts and my own experience.			
I can explain how my reading and writing skills help me understand oral texts.			

Exit ticket

1. The main lesson you heard.

2. One connection to a course text.

3. One question you still hold.

Next class: Keeping Words Alive.

Teacher reveal

Listening to a teaching: key points

Before: Learn who is speaking, their Nation or community as they give it, and why the teaching was shared; prepare open questions.

During: Phones away; listen to the whole teaching before judging; let silence be; take notes only as the speaker or organization welcomes.

Acknowledge: Name the speaker and the organization that shared the teaching, and say what you will carry forward. With a guest, follow the guest's or the board's protocol.

After: Connect the teaching to course texts, to other listening this unit and to your own experience.

Skills: Reading and writing skills (summarizing, finding the main idea, noticing repetition) help us remember and interpret oral teachings.