



Body Language

October 23, 2017

Students Will Be Able To

- 1. Explain the importance of body language in communication*
 - 2. Identify how their own body language communicates to others*
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Materials

Lists found in activities copied and cut (optional)

Introduction

Whether you are applying for a job or talking to your parents, body language can either confirm or contradict what you are saying with words. To put it another way, what you say and how you say it aren't always the same thing. The goal of today is to help you read body language and hopefully choose how you use body language to communicate.

Activity 1 – The Real Message

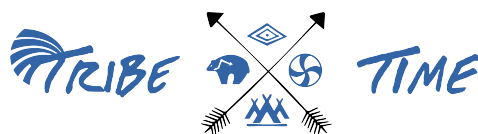
Choose a student in the class who can act. Show them body language from the list provided and have the class guess what message they are sending. Pick a few of these and have the student talk about something contrary while using that body language to illustrate how body language can contradict verbal language. Have all students pair off and pick one to practice.

Activity 2 – Guess My Emotion

Students will take turns acting out emotions in groups. They will then reflect on what they learn about body language from having to deliberately act out an emotion.

Activity 3 – Let's Communicate

Each student is given an emotion and asked to find other students in the room with the same emotion without talking. They then reflect on the experience with specific questions.





Activity 1: The Real Message

Part 1:

Choose a student in the class who can act. Show them each example of body language from the list provided below and have the class guess what message they are sending as they act it out.

Part 2:

Pick a few of the examples and have the same student talk about something contrary to the body language while using that body language to illustrate how body language can contradict verbal language. (Ex: Talk about not having taken something from the store without paying while touching and rubbing their nose.)

Part 3: Have all students pair off and practice matching and not matching the types of body language on the list.

Standing with your hands on your hips—Aggressive

Standing upright—Confidence

Arms crossed on your chest—Defensive

Resting your hand on your cheek—Thinking

Touching or rubbing your nose—Doubt, lying

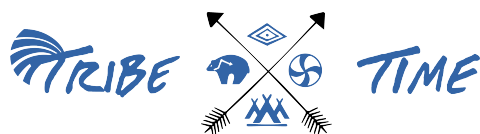
Resting your head in your hands—Boredom

Tapping your fingers—Impatience

Biting your nails—Nervous, insecure

Playing with your hair—Insecure

Rubbing your eyes—Disbelief, doubt





Activity 2: Guess My Emotion

Divide students into small groups and provide each group with the following list of emotions cut into strips. Each student will take two strips. Instruct the students not to show anyone else in their group which strips they have. If time doesn't permit copying and cutting, the teacher can also just whisper two emotions to each student.

Students will take turns acting out the emotions they were given to their group. The rest of the group will try to guess what emotions the student is attempting to convey. If it helps them picture an emotion, refer to the movie *Inside Out*. Monitor each group to make sure all students have an opportunity to act out their selected emotions before time is up. After the groups have finished, conduct a discussion about what students learned during the activity.

Happy

Frustrated

Mad

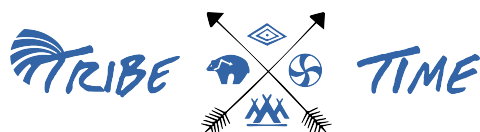
Sleepy

Bored

Impatient

Sad

Nervous





Activity 3: Let's Communicate

Cut up and put the list of emotions below in a box or bag and have each student draw one out. If you don't have time to cut them up beforehand, just whisper an emotion into each student's ear. Tell the students their goal is to find everyone else in the room with the same emotion as them without talking. They must use nonverbal communication to find the other students with the same emotion as them.

After the students have completed this activity, ask each student to write out a response to the reflection questions listed.

Happy

Frustrated

Mad

Sleepy

Bored

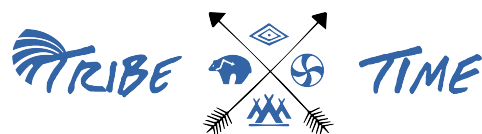
Impatient

Sad

Nervous

Confidence

Lying





Reflection Questions

1. What emotions were the easiest for you to communicate through body language? Why?
2. What emotions were the hardest for you to communicate through body language? Why?
3. During the group activities, which types of body language were the easiest to understand? Why?
4. During the group activities, which types of body language were the hardest to understand? Why?
5. What ways can body language affect you at work, and positively or negatively?
6. What ways can you use body language to your advantage at home? At school?

