

## Activity

### Activity 1:

Teacher states: *“Body language is unspoken communication in every face-to-face encounter with another human being. It tells you their true feelings towards you and how well your words are being received. 60-80% of our messages communicated are through our Body Language, and only 7-10% from the actual words we speak in conversation. That is how important understanding body language is.”*

Next, teacher models a few examples of non-verbal communication, or body language, and students are encouraged to guess what the teacher is feeling/communicating. Next, student volunteers can also model some examples of the power of body language in brief pantomimes or skits.

### Activity 2:

Pictures can be used from magazines or newspapers, or the cards (SW D) could be used, if you can make a few sets for students to work in small groups. All pictures should clearly communicate with non-verbal gestures. Share the pictures with students and ask them:

- ✓ *Describe the emotion being communicated.*
- ✓ *What are the non-verbal clues?*

Student Game: Distribute SW D to students and review expressions listed, then interpret a few examples of the given expression through pantomime. There are two options for this game: a) according to the rules given, or according to option b) students work on the expressions in pairs, trying them out on each other and the opposite partner tries to accurately guess the emotion. Encourage other non-verbal expressions for emotions to be tried and described. Take about 15 minutes for this activity.

### Objectives

- Students will understand body language (gestures, posture and facial expressions) used to communicate subtle and complex meaning.
- Students will recognize the importance of non-verbal language in understanding and communicating with each other.

### Materials

Pictures from magazines or newspapers which convey emotions or communicate in non-verbal ways.

Student game (SW D, Non-Verbal Communication Charades) Materials needed for the game are the paper cards from the next page, cut into individual pieces. Mix and count into two sets of the same number of paper cards.

Another game (SW D, Face Cards & Emotions) is available with pictures of facial expressions, and expanding the emotional vocabulary of students.

### Vocabulary

- Subtle
- Complex
- Gestures
- Posture
- Facial Expressions

## Summary:

- *Which types of non-verbal communication were the easiest to act out?*
- *Which types of non-verbal communication were the easiest to guess?*
- *How about the hardest non-verbals to guess? Identify those.*
- *What happens to communication when someone's words say one thing, but their non-verbal language says something else? Give an example of that.*

## Notes for Teachers

Be ready to model at least two or more examples of body language to students which clearly communicates a message to them.

Prepare the student game through duplication and cutting the cards for student reference.

The additional game will also require some preparation by teacher or assistant.

## Reflection

Think of a time when you were totally confused or misled by what was being communicated by someone because their non-verbal expressions did not match their words. Imagine the incident if it is an event that you cannot remember. Describe it either in a class sharing session, or in your journal, according to the teacher opinion.

## Home Connection

Ask your parents what they believe to be the most powerful non-verbal messages that can be communicated, and the most confusing or difficult to interpret for them. Be ready to report to your class on the next day.

