

## Learning Objectives

- ✳ To understand that a major part of communication is demonstrated through body language (knowledge)
- ✳ To have practiced using body language to communicate different emotions (skills)
- ✳ To discuss and review how to 'read' other people's body language, and to think about what their own body language might be communicating to others (attitudes/values)

Total Time  
**45 mins**  
**+15mins**  
extension  
activities

## Teacher's Notes

### Preparation:

- ✳ Photocopy all relevant worksheets.
- ✳ Think about how much of our communication is 'non verbal'.

Ground rules: Please read this statement out at the beginning of the lesson: "In this lesson we will be covering some sensitive issues. You may be affected personally by the topic that we are discussing today, or you may know someone else who is. Please be respectful and thoughtful of others, and treat the subject responsibly. If you would like to talk to someone after the lesson, you can go to... (please either give the contact person in the school, for example a school counsellor, or an outside number, for example Samaritans).

## Resources

- ✳ Photocopies of Worksheet 1 – enough for each student
- ✳ Photocopies of Worksheet 2 – enough for each student
- ✳ Photocopy and cut out 'Emotion' cards – enough for one card for each student (27 per sheet)
- ✳ [optional] Samaritans Emotional Health in Schools DVD
- ✳ [optional] Photocopies of Worksheet 4. Greg and John role-play
- ✳ [optional] DVD Player.

## Introduction

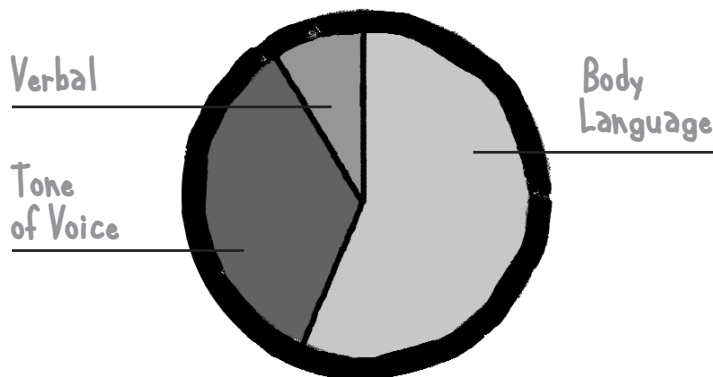
**93% communication is non verbal:**

**Body language (55%), Tone of Voice (38%), Verbal (7%).**

Draw a pie chart on the board to illustrate this.

**Body language:** People use body language without thinking (unconsciously) to communicate or the message to another person. We are also constantly dropping clues about what is going on in our head, sometimes without even knowing.

**Tone of voice:** Emotions are often given away not so much by what people are saying but how they say it. For example speaking loudly in short sentences can show aggression, speaking gently and giving smiles and encouragement can show caring.



Time  
**5 mins**



## Starter Exercise

Hand out worksheet 1. Ask students to identify how body language is being used in the pictures. (e.g. examine their facial expression especially eyes & mouth, gestures, body position, mirroring).

Mirroring: When two people are in tune with each other they will often mirror each others body language. For example, if two friends are talking and one crosses their legs, the other will often do the same. When people are completely out of tune with each other their body language will not match and this can make a conversation feel very uncomfortable.

Thought storm in what other situations we use body language. Ask students to discuss in pairs, and then write their ideas on their worksheets, or on the board.

10 mins



## Core Activities

### Reading body language

This exercise is a chance to practice body language. Ask students to work in groups of 4. Give each group a copy of Worksheet 2. Also give each student an Emotions Card. They should not show anyone else what is on their card.

Students should read out the role play in pairs. They must use their body language and tone of voice to demonstrate the emotion that is written on their emotion card. For example, someone feeling sad might be more likely to be looking down, slouching a bit, speaking more slowly and frowning a lot.

The other two people in the group are the observers, they take notes of body language and must guess the emotions that the listener and the speaker are trying to convey.

Walk around the class and make sure the observers have taken a few notes. Once they have finished and had a couple of minutes to discuss tell them to swap round so that the pairs swap over their acting and the observing roles.

20 mins



## Optional Extension Activities

### 1 DVD

Play part 4 of Samaritans DVD – Listening skills in practice: emotional support. (10 mins)

- ✦ Use this section as an illustration of how people apply communication skills in practice
- ✦ Debate how important body language and active listening is for different health services e.g mental health vs physical health, a doctor vs a receptionist.

OR

### 2. Role Play

Ask for two volunteers from the class to read out the role play. Divide the class into two groups.

One group must listen to the facts in the role play - what has been happening to Greg?

One must listen for the feelings - how has Greg been feeling? (e.g. low, rejected, betrayed by the ex-girlfriend, afraid she may be talking about him, stressed at home, alone)

Ask the volunteers to read the role play through once first, and then a second time for the two groups to listen for facts and feelings. If required, they can use the worksheet to write down what they hear (Worksheet 4)

- ✦ Take feedback from a few people in each group and ask students how they found the task
- ✦ Reflect that in most conversations people are communicating both of these things
- ✦ Ask how often do they normally listen for feelings as well as facts, and how non-verbal language such as body language and tone of voice help us to listen for feelings
- ✦ How do students think that they could improve their own listening skills?

15 mins

each  
activity



## Reflect and Discuss

5 mins

- \* In the role play, was one emotion more difficult to act than another? If so, in what way was it difficult?
- \* How easy/hard was it to guess the right emotion?
- \* What body language did the observers notice for each of the emotions?

## Summary

5 mins

When thinking about our own body language we need to think about:

- \* What feeling do am I portraying? (Confident? Interested? Knowledgeable? Enthusiastic? Cold? Scared out of my wits?)
- \* How do I look? (Tidy? Professional? Clean? Slovenly? Dirty? Shirt not tucked in?)
- \* How do I sound? (Scared? Quiet? Loud? Confident? Know what I am talking about? Don't have a clue? Authoritative? Polite? Rude? Mumbling?)
- \* Ensure that they know where to go for help either in school or out of school if they have any issues in their lives that they feel they would like to talk to someone else about a bit more.

# WORKSHEET

## Worksheet 1 - Body Language

Look at the photographs below, and make a few notes on what you think their body language is saying.



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# WORKSHEET

## Worksheet 2 - Reading Body Language Role Play

Look at the photographs below, and make a few notes on what you think their body language is saying.

### Core Activity Classroom Exercise: Body Language over lunch role play

In groups of 4, two people act out the role play in the manner given on the 'emotions' card. The other two should observe what emotions they are conveying. Then swap over.

**A:** What's that you've got, can I have some?

**B:** You want some of my lunch? Why don't you get your own?

**A:** I haven't got any lunch money.

**B:** What's happened to it?

**A:** It's got nicked.

**B:** That's unlucky.

**A:** Yeah and they took my bag too so now I've got nothing to eat and I've got PE later and I haven't got any kit.

**B:** You'll have to borrow some of the lost property stuff. Mmm, I'm sure that'll look attractive.

**A:** Or maybe someone could lend me some?

1. What emotions do you think person **A** was demonstrating?

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What was it about their body language and tone of voice that made you think this?

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2. What emotions do you think person **B** was demonstrating?

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What was it about their body language and tone of voice that made you think this?

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# WORKSHEET

## Emotion cards

Aggressive	Aggressive	Aggressive
Nervous	Nervous	Nervous
Flirty	Flirty	Flirty
Lazy	Lazy	Lazy
Shy	Shy	Shy
Confident	Confident	Confident
Bored	Bored	Bored
Superior	Superior	Superior
Caring	Caring	Caring

# WORKSHEET

## Worksheet 3 - Greg and John Role Play

- John:** Alright mate?
- Greg:** Yeah, alright.
- John:** What's up?
- Greg:** Just chillin'
- John:** How's Lisa?
- Greg:** Who?
- John:** You split up then.
- Greg:** Yeah. I'm gutted. And I can't believe she's with Chris. It only been like, two weeks or something.
- John:** Yeah, he's such a loser.
- Greg:** I really needed her right now. And I told her stuff. Y'know, personal stuff. I reckon she's told people. It's a nightmare. A complete nightmare.
- John:** Yeah. Don't worry about it. So where are you watching the game?
- Greg:** I can't. My dad's still really sick, I've got to help out at home all the time, look after my sisters and that. And my mum's like, crying all the time.
- John:** My dad just came back from Brazil. Brought us back these great cake things. I'll get you some if you want?
- Greg:** Um.
- John:** I'm watching at Pete's place. Loadsa people are going. Try and come later.
- Greg:** Nah, can't.
- John:** Cheer up mate, stop worrying about Lisa, she's not worth it.
- Greg:** Yeah, right.
- John:** So maybe see you later, yeah?
- Greg:** See ya.

1. List the FACTS of what is going on in Greg's life:

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2. What FEELINGS do you hear Greg expressing as he is talking to John?

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3. What do you think John could have said to Greg that would have been better?

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