



Level 2 TALKABOUT Body Language

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Introduction

Aim of this level

To increase self awareness and to improve self esteem.

Topics covered

1. Talking without words
2. Our faces
3. Our bodies
4. Our hands
5. Distance and Touch
6. Moving forward

Length of level

This level will take 8 - 12 lessons depending on the ability of the students and the length of the lessons

Students

Groups work best if students get on and are well matched for both personality and need. Aim for a group of between 5 and 8 people. Remember that a larger group will mean the level may take longer to complete.

Group gelling

Factors that can help group cohesion are: group cohesion activities (see pages 225-229); get the group to decide on a name for the group; devise some group rules; make sure everyone takes part; and good leadership.

Format of the session

1. Group cohesion activity
2. Recap
3. Main activity(s)
4. Set homework (if appropriate)
5. Group cohesion activity

Confidentiality

Remind everyone that the content of the sessions is not to be discussed with other students outside of the session



Topic 1:

Talking without words

Objectives:

To examine how we communicate
To introduce the group to types of non-verbal communication

Materials:

Photocopy Worksheet and Handouts
Talkabout DVD or magazine photos (optional)

Timing:

This topic will take up to 2 sessions to complete

Activity

How do we communicate?

(Worksheet 1 and Handout 1 & 2)

Notes

Optional. Start the activity with a straw poll on who thinks we use verbal communication more than non-verbal communication.

Photocopy Worksheet 1 (page 64) and hand them out. You are looking for the group to understand that we communicate both verbally and non-verbally, and to identify the different types of non-verbal communication (eye contact, facial expression, posture, gesture, distance and touch). Photocopy and use Handout 1 & 2 to prompt discussion after Worksheet 1.

Initial Impressions

(Activity 1)

Use the illustrations provided in the activity or use a selection of magazine pictures, photos, TV clips (with sound off) or Talkabout DVD clips. Use the media you have chosen to prompt discussion about the people the group are looking at. Consider:

1. What kind of person are they?
2. How are they feeling?
3. What is it about their body language that helped you answer these questions?



Worksheet 1:

How do we communicate?

Name

Date



Instructions

Look at the picture below. Try and identify the different ways in which the two people are communicating.

Once you have done this add some labels to the picture describing the different ways they are communicating.

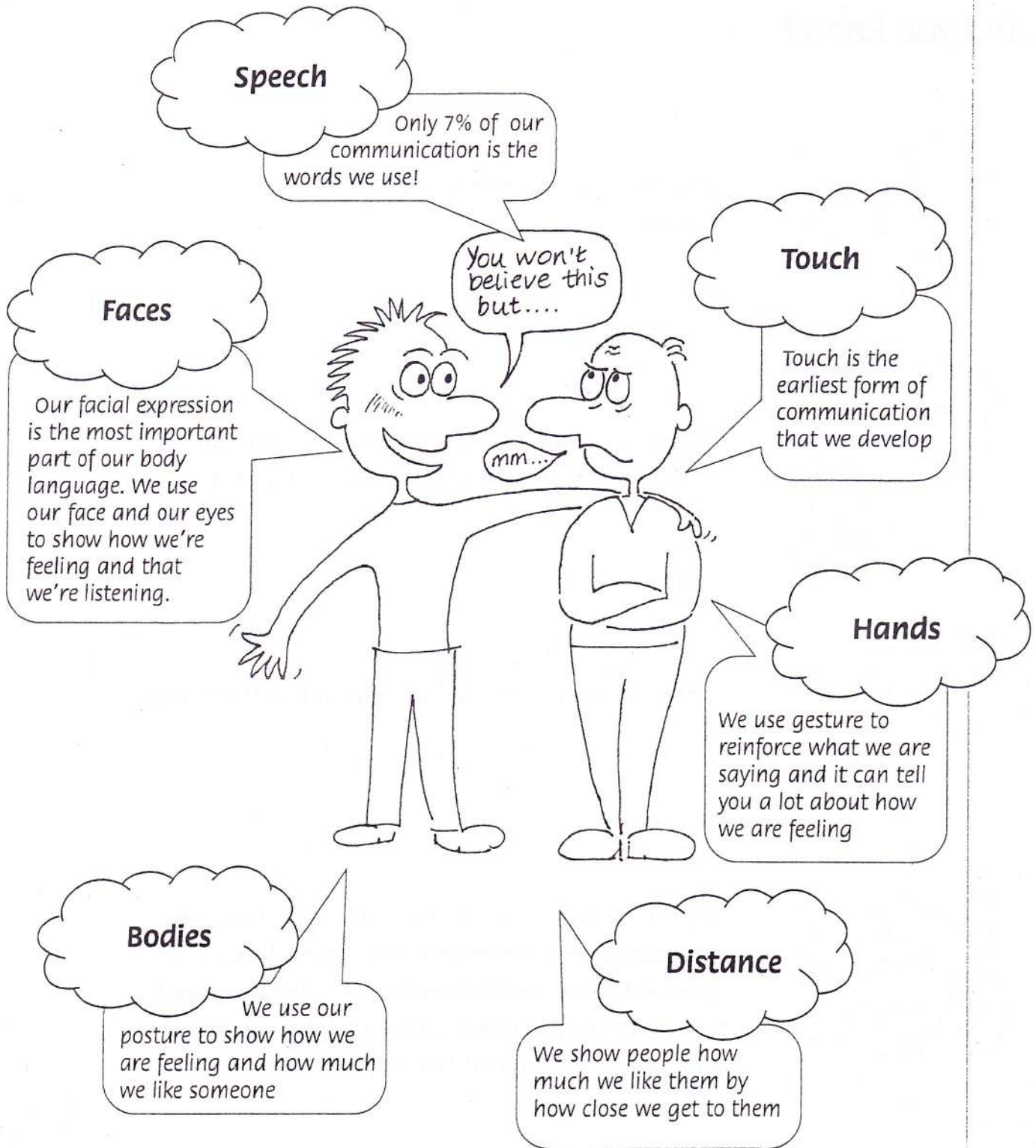




Handout 1:

How do we communicate?

Name Date





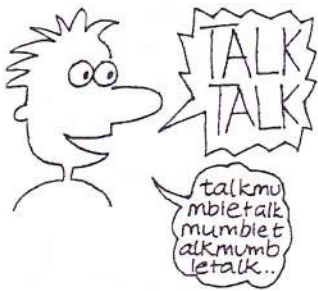
Handout 2: **Communication...** **some interesting facts**

Name Date

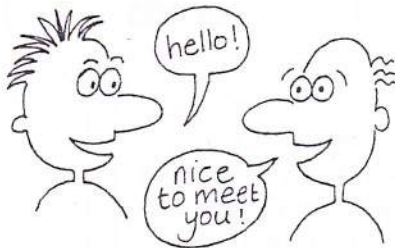
Did you know?



Only 7% of our communication is to do with the words we use!



38% of our communication is the way we say things for example, the volume we use, and how clearly we speak.



...and 55% of our communication is our body language.



People form impressions of others in the first 7 seconds of meeting them! This impression is based on their non-verbal behaviour. That means their body language and their personal appearance. So it is not what you say, but what your body language is saying that counts!

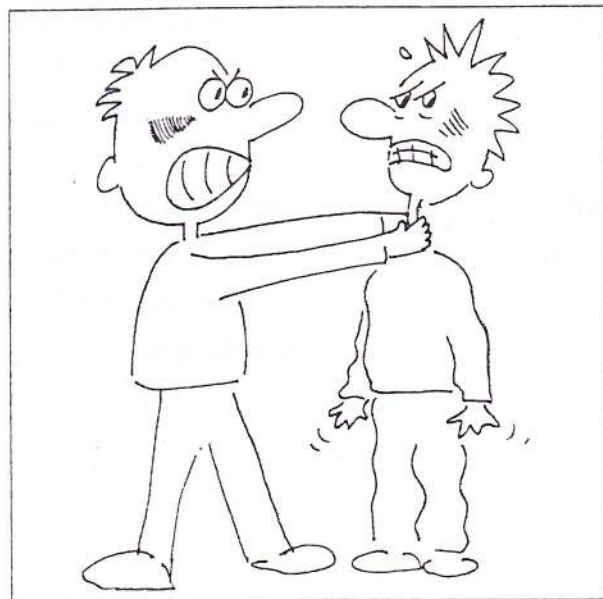
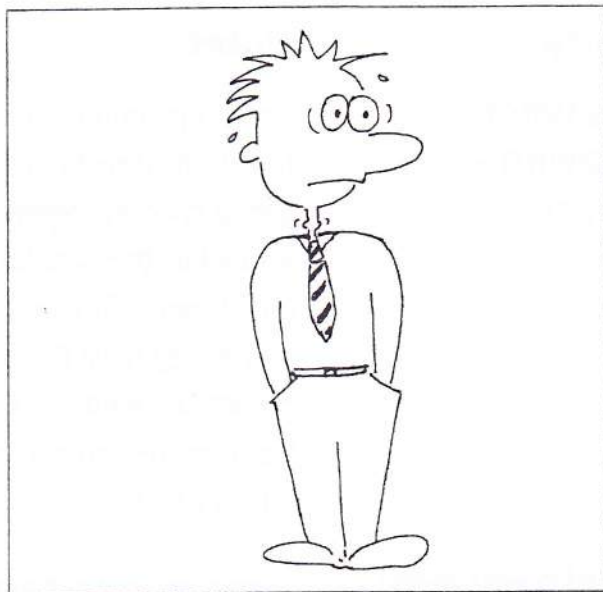
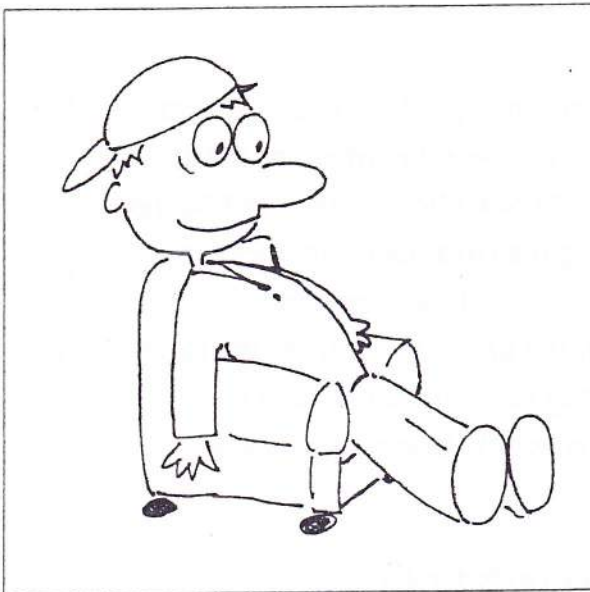


Activity 1:

Initial Impressions

Instructions

Look at the following pictures and try and answer the following: What kind of person are they and how do you think they are feeling? What is it about their body language that helped you answer these questions?





Topic 2: Our faces

Objectives:

To improve awareness of eye contact and facial expression

Materials:

Photocopy and cut out cards for Activities

Photocopy Handout

Timing:

This topic will take up to 2 sessions to complete

Activity

Guess what I'm saying

(Activity 2)

Notes

Photocopy and cut out the cards for Activity 2. Students take it in turns to pick a card. Another member of the group chooses something to talk about to the card holder, and while they are talking the card holder mimics the facial expression on the card (without speaking).

When they have finished, the group can discuss the facial expression, what was being communicated, and if the facial expression was appropriate to what was being talked about.

Look into my eyes!

(Activity 3)

Photocopy and cut out the cards for Activity 3.

Students pair up and practice their role play using the topic cards, concentrating on using appropriate facial expressions and good eye contact.

My Face

(Handout 3)

Photocopy and give out Handout 3.

Students who need to continue to practice these skills can use this worksheet to help prompt them prior to role plays or activities.

Activity 2: Guess what I'm saying?

Instructions

Students take it in turns to pick a card from the pile. Another student then says something to them such as:

- Something they did at the weekend
- A film they have seen recently
- Their favourite song
- Something they like about a student in the group
- A thing that makes them cross
- Something scary
- A recent news story

The person holding the card needs to then mimic the facial expression on the card. The rest of the group can then try and guess what the facial expression is and if it is appropriate to the context of what was said.



Dreamy/In love



Surprised



Activity 2:

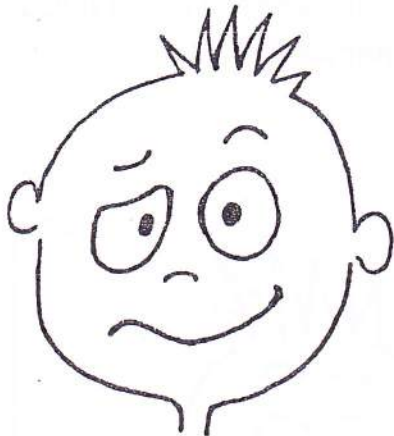
Guess what I'm saying? Page 2



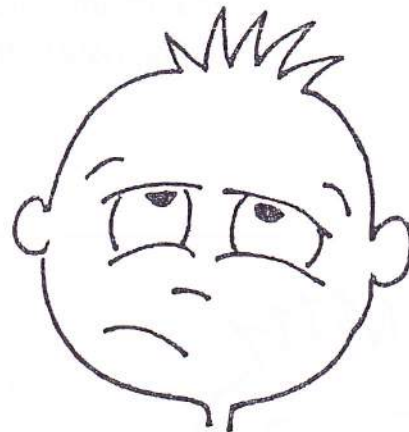
Worried



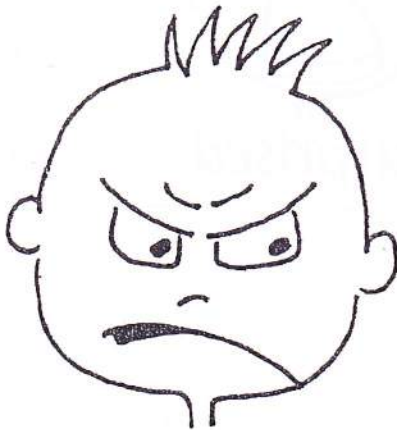
Sad



Thinking



Bored



Angry



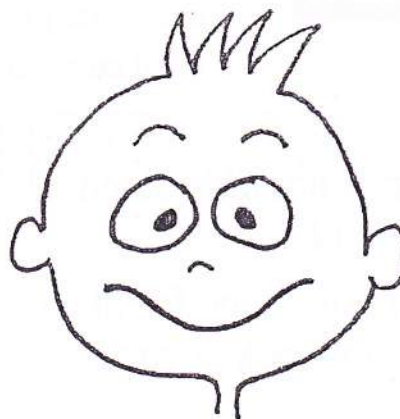
Nervous

Activity 2:

Guess what I'm saying? Page 3



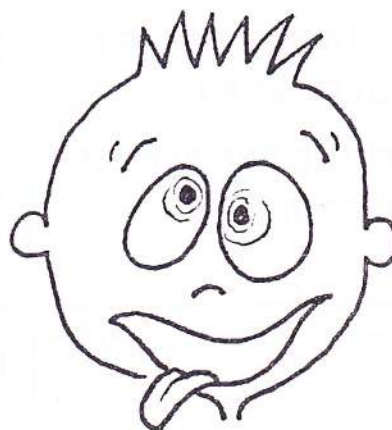
Scared



Happy



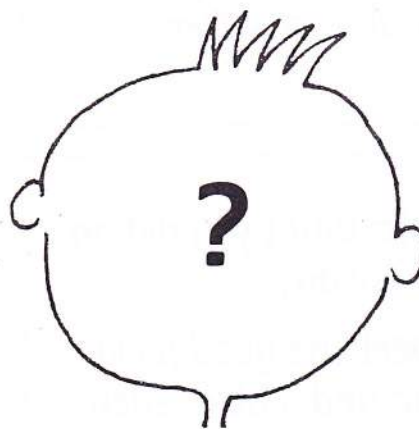
ill



Crazy



You choose!



You choose!



Activity 3: Look into my eyes!

Instructions

Students pair up and practice their role play using the topic cards below, concentrating on using appropriate facial expressions and good eye contact.



Your topic: What did you do at the weekend?

Remember! Use good facial expression and look at each other

Your topic: Things that make you angry

Remember! Use angry faces and look at each other

Your topic: Things that you look forward to doing

Remember! Use happy faces and look at each other

Your topic: What you like watching on TV or your favourite films

Remember! Use good facial expression and look at each other

Your topic: The kind of games you most enjoy playing

Remember! Use happy faces and look at each other

Your topic: Things that make you feel worried or nervous

Remember! Use worried or nervous faces and look at each other

Your topic: What you did on your last holiday

Remember! Use good facial expression and look at each other

Your topic: Your perfect day - what would you do?

Remember! Use happy faces and look at each other



Handout 3: My face

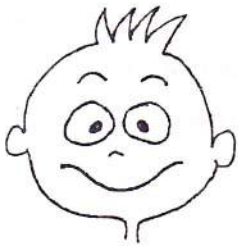
Name Date

STEPS TO SUCCESS



1. Stop and think!

What are we talking about?



2. Check my facial expression!

Make sure my face is expressing what I am feeling and matches what I am saying.



3. Check my eyes

Make sure I look towards the person I am talking to, especially when I am listening to them!

My thoughts...

Large empty rectangular box for writing thoughts.



Topic 3: **Our Bodies**

Objectives:

To increase awareness of how we communicate through our posture

Materials:

Photocopy Worksheets

Timing:

This topic will take up to 2 sessions to complete

Activity

Walk this way

(Activity 4)

Notes

The aim of this activity is to introduce the students to different postures, the feelings associated with these postures, and the different message each posture communicates. Ideally, this activity would work best in an environment with mirrors (Drama studio etc.) or using video to record and playback the activity.

What is my body saying

(Worksheet 2)

Photocopy and hand out Worksheet 2. Instruct students to describe each posture in the boxes on the worksheet. When finished, encourage the students to share their ideas and interpretations of each posture.

What do I look like...?

(Worksheet 3)

Optional. Take pictures of the students sitting and standing in different postures. Get students to paste copies of their pictures on Worksheet 3 and get them to add a short description under each picture.

My Posture

(Worksheet 4)

Photocopy and give out Handout 4. Students who need to continue to practice these skills can use this worksheet to help prompt them prior to role plays or activities.



Activity 4: Walk this way

Instructions

Students are instructed to spread around the room and alter their posture as instructed. They should then walk around and interact with other students in that posture. After each exercise, students should be encouraged to feedback to the group how each posture made them feel, and what other students looked like.

Posture 1:

Try to make yourself as tall as possible and take up as much space as possible. Raise your head up, open up your arms, stand tall, straighten back, shoulders down and back.



Look around and see what other students look like.
Describe how you feel.

Posture 2:

Try to make yourself small. Hunch your shoulders and bring your head down. Close or cross your arms and slouch forward. Bend your knees slightly



Look around and see what other students look like.
Describe how you feel.

Posture 3:

Imagine that you are feeling really tense. You might be nervous or worried or angry.



Look around and see what other students look like.
What has happened to our posture?

Posture 4:

Imagine that you are relaxed and happy.



Look around and see what other students look like.
What has happened to our posture?



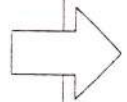
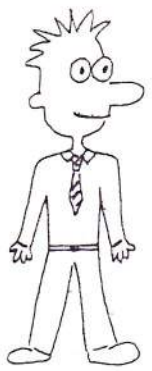
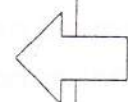
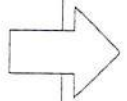
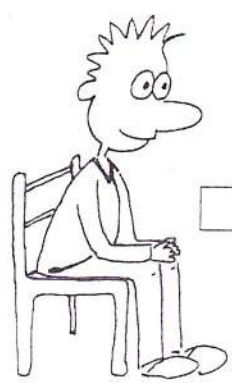
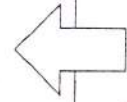
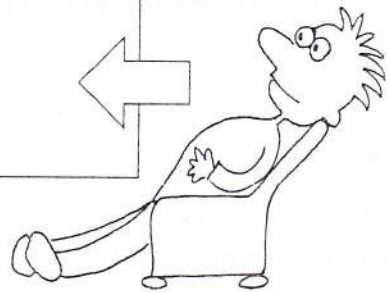
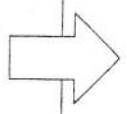
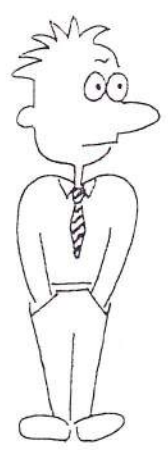
Worksheet 2:

What is my body saying?

Name Date

 **Instructions**

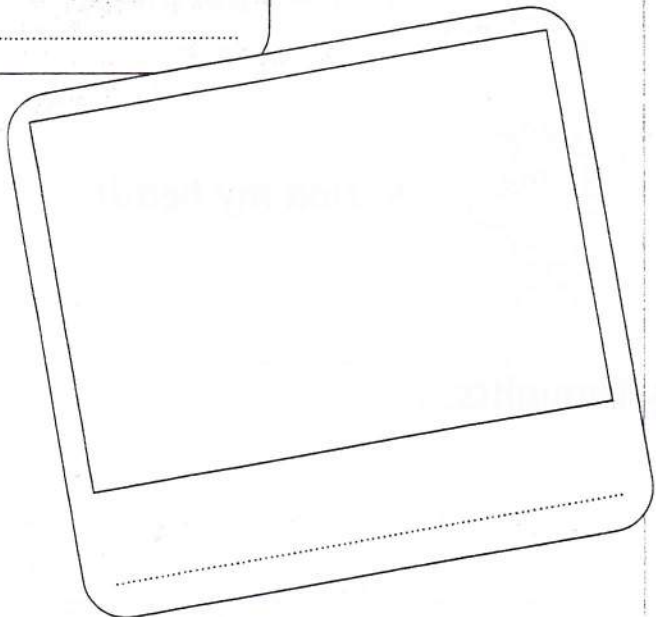
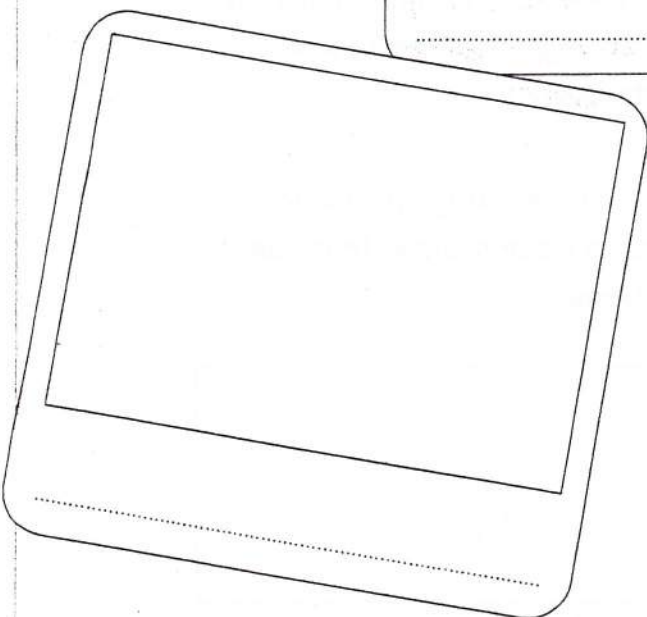
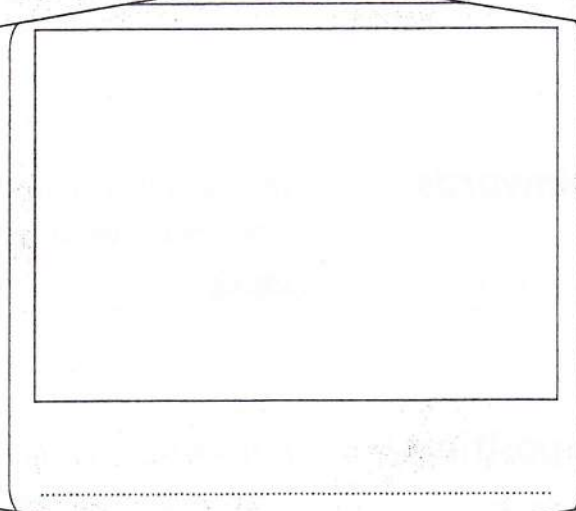
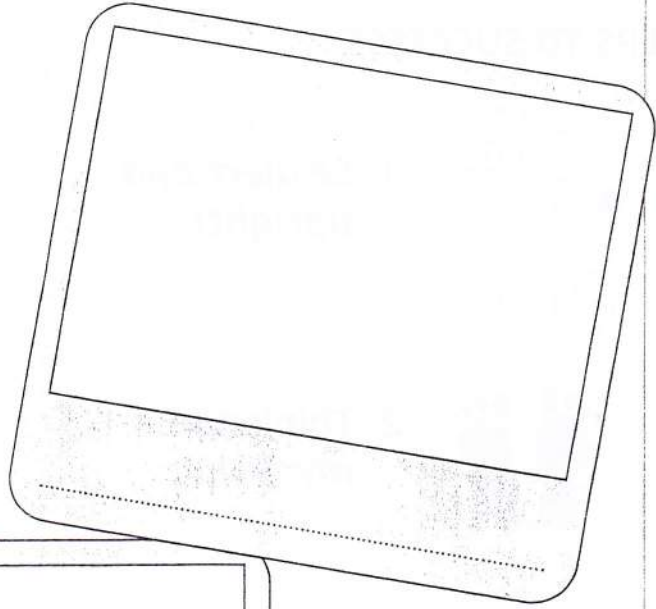
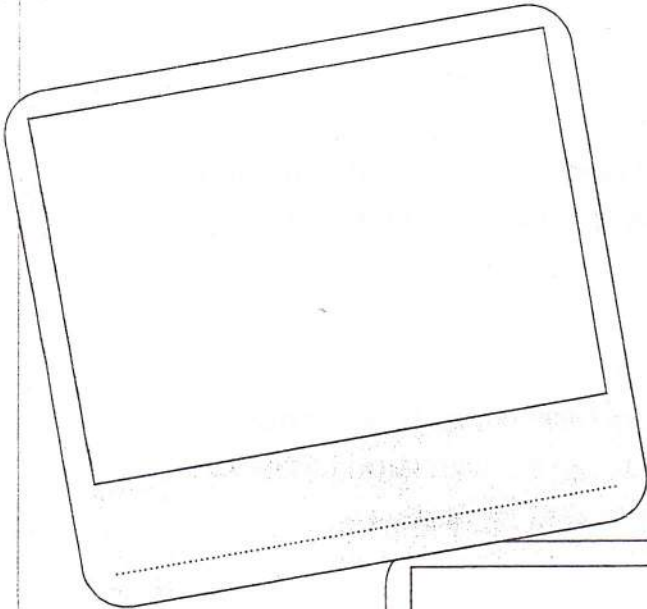
Describe each posture in the boxes. What do they look like and how do you think they are feeling?





Worksheet 3:
What do I look like?

Name Date

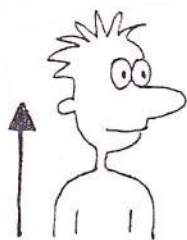




Handout 4: My Posture

Name Date

STEPS TO SUCCESS



1. Be alert and upright!

Be careful not to slouch – this may say that I am not interested



2. Think about my feet

Keep them on the floor or cross my legs. Try not to swing them or move them around



3. Lean inwards

This can really show that I'm interested in what someone is saying



4. Head position

Keep my head upright or slightly to one side. This shows I am listening



5. Nod my head!

This will encourage people to talk to me and shows that I am listening

My thoughts...

Topic 4:

Our Hands

Objectives:

To increase awareness of how we communicate with our hands and gestures

Materials:

Photocopy and cut out Activities
Photocopy Handout

Timing:

This topic will take up to 2 sessions to complete

Activity

Give us a hand

(Activity 5)

Notes

Photocopy and cut out the cards for Activity 5. Place the cards face down in the circle or in an envelope and ask the group to take it in turns to pick up a card and mime the statement on the card using gesture and body language only. The rest of the group have to try and guess what they are miming. The aim of this activity is to introduce the importance and effectiveness of gesture.

Look, no hands!

(Activity 6)

Photocopy and cut out the cards for Activity 6. Place them face down in the circle or in an envelope and ask the group to take it in turns to pick up a card and describe the object or activity on the card. However, they must put their hands under their laps and use words only.

Gesture

(Handout 5)

Photocopy and give out Handout 5.

Students who need to continue to practice these skills can use this worksheet to help prompt them prior to role plays or activities.



Activity 5: Give us a hand

Instructions

Photocopy and cut out the following cards. Place them face down in the circle or in an envelope and ask the group to take it in turns to pick up a card and mime the statement on the card using gesture and body language only. The rest of the group have to try and guess what they are miming.



I'm feeling nervous

I have lost my keys

I have won the lottery

I went fishing and caught a huge fish

I went on a roller-coaster and now I feel sick

I had to run to catch the bus



Activity 5:

Give us a hand Page 2

I went for a walk and got caught in the rain

I was playing video games all night and I can't stay awake

I was playing football and scored the winning goal

I have lost my cat, have you seen him?

I have eaten too much and now I feel ill

I watched a film that was really scary

Do you like my new top; I'm really pleased with it?

Be quiet, it's too noisy in here



Activity 6:

Look, no hands!



Instructions

Photocopy and cut out the following cards. Place them face down in the circle or in an envelope and ask the group to take it in turns to pick up a card and describe the object or activity on the card. However, they must put their hands under their laps and use words only.



A spiral staircase

How to hold a
snooker cue

The pyramids

Driving a car

How to play a guitar

The difference between
a circle and a ball

What 15cm looks like

How to conduct an
orchestra

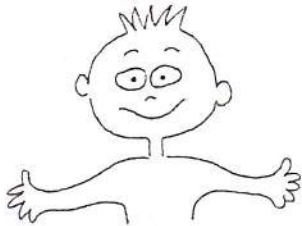
Using a computer
mouse

Making a cup of tea

Handout 5: Gesture

Name..... Date.....

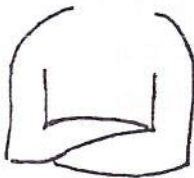
STEPS TO SUCCESS



1. Use gesture

Using gesture to back up what you are saying can make you seem more self-confident and interesting to listen to

DID YOU KNOW THAT...



2. Folding your arms

Folding your arms or wrapping your arms around yourself will make you look closed or defensive



3. Fidgeting

Fidgeting, putting your hands in your pockets, tapping surfaces or wringing your hands will make you appear tense



4. Touching your face

Touching your face or your neck will make you seem embarrassed or uncomfortable

My thoughts...



Topic 5:

Distance and Touch


Objectives:

To increase awareness of how touch and distance affects the way we communicate


Materials:

Photocopy activity & worksheets
Measuring tape/ruler for Activity 7


Timing:

This topic will take up to 2 sessions to complete

Activity

That's a close one

(Activity 7)

Notes

Split the students up into pairs and get the pairs to stand facing one another in two lines, about 3 metres apart and with their hands by their side. Instruct the pairs to start walking slowly towards their partner, and to stop when they feel that they are at a comfortable distance. Once everyone has stopped measure and note the distance between each pair, swap partners and repeat the exercises, again noting the distances. The students then discuss the findings from the activity and should consider why there may be differences in the measurements.

Up close and personal

(Worksheet 4)

Instruct the students to think about the people in their life. They should then decide how close they think it is appropriate to get to these people using the boxes provided. As an additional activity they could be encouraged to try and place actual measurements to the groups based on their findings from the previous activity.

Touch

(Worksheet 5)

Students should consider the three groups – family, friends, and teachers – and using the body map students should discuss and indicate where they think it is ok to be touched. Facilitators may wish to refer to relevant school policies if appropriate prior to group discussion on this subject.



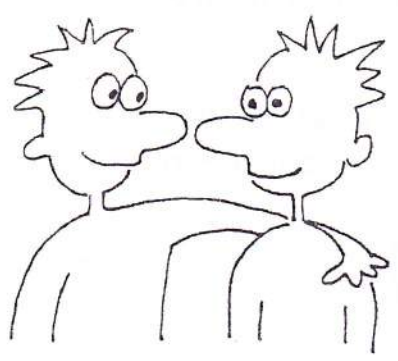
Worksheet 4:

Up close and personal

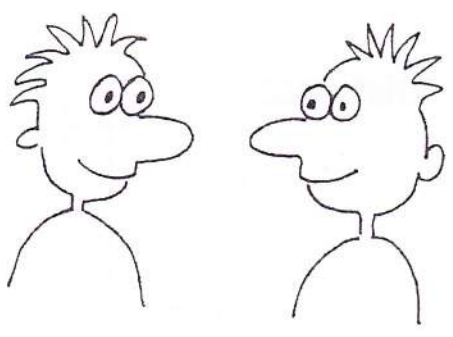
Name Date

Instructions

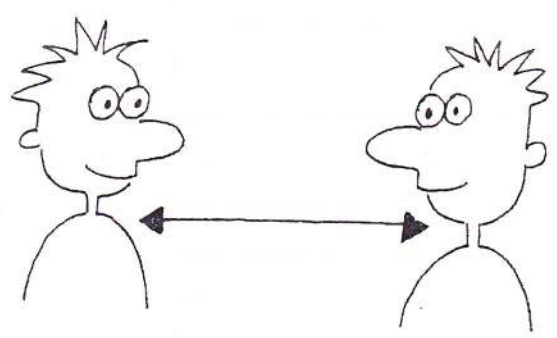
Think about the people in your life then decide how close you think it is appropriate to get to them. Divide them into the three categories below.



Very close



Quite close



Not very close

Worksheet 5: Touch

Name Date

Instructions

Tick the boxes where you feel it is OK to be touched by these groups.

Family
 Friends
 Teachers

Family
 Friends
 Teachers

Family
 Friends
 Teachers

Family
 Friends
 Teachers

Family
 Friends
 Teachers

Family
 Friends
 Teachers

Family
 Friends
 Teachers

Family
 Friends
 Teachers

My thoughts...



Topic 6: **Moving Forward**



Objectives:

To reflect on what has been covered in this module and to summarise those aspects that are most important for each student

To decide on one key action for each student to take away with them (optional)

To support the students in making the changes identified in their action plan (optional)



Materials:

Photocopy Worksheets



Timing:

This topic will take up to 2 sessions to complete

Activity

Body language

(Worksheet 6)

Notes

Students are asked to consider what they have worked on over the past few weeks. The group reviews and discusses each topic and the students are asked to write down a couple of key points on the Worksheet. From this they are asked to consider if there is one thing with which they would like further support. Worksheet 7 is then completed if appropriate.

Moving Forward

(Worksheet 7)

Students complete this if they have identified something with which they would like further support. Worksheet 7 can be used to create a plan of action.

Worksheet 6: Body Language

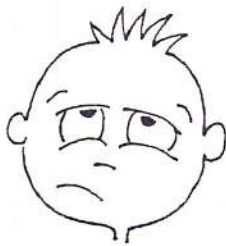
Name Date

 **Instructions**

Consider some of the things we have talked about in this section and summarise the key things you remember about...



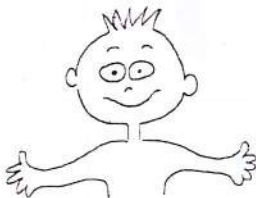
Body language...



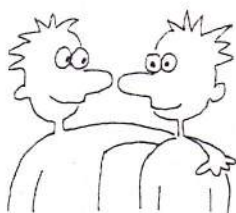
Facial expression and eye contact...



Posture...



Gesture...



Distance and touch...



Worksheet 7: Moving Forward

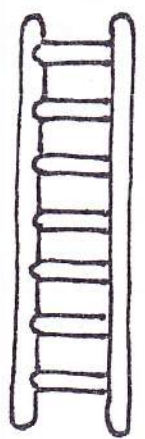
Name Date

Instructions

Consider Worksheet 6. Think of one thing you have identified that you would like to change.

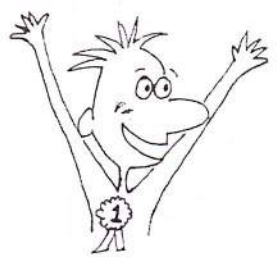


MY GOAL
I'd like to change...



MY STEPS TO SUCCESS
I could try...

- 1.
- 2.
- 3.
- 4.



How will I know I've succeeded?
People will notice that...

I will feel...