Grade 4 Sample Lesson Plan: Unit 2 – Body Language Charades

SOLs

- 4.2.p Identify obstacles to effective communication, and describe how to overcome them.
- 4.3.k Practice communication skills to overcome common communication difficulties.

Objectives/Goals

- The student will be able to
  - identify different styles of communication
  - develop skills relating to body language and communicating

Materials

- Body Language Charades Notes
- Body Language Charades Worksheet
- Body Language Charades Slides Presentation
- Body Language Charades List

Procedure

Step 1

- To start the class, play several rounds of charades using the Body Language Charades List.
- Remind the students of the rules of charades:
  - No talking, including sounds
  - Can point at things, however cannot pick anything up or use props
  - They can use fingers to show how many words they will be trying to guess

Step 2

- Ask students: Were you communicating during the charades game? If yes, how? If no, why not? What other ways can people communicate?

Step 3

- Give students Body Language Notes that coincides with the Body Language
Slides Presentation.

- Have students answer the blanks prior to revealing the answers on the slides
  - Slide 3 Explain the telephone activity. In a group, one student will be whispered a sentence by the teacher. They must then one-by-one whisper the sentence to the next student in their group. The last student must verbally say what they think the sentence was. Ask them “So what’s the point?”
  - Express to them that communication goes beyond just speaking and even when someone is trying to listen there can be communication breakdowns like misunderstanding, miscommunication.
  - Also if the information does not come through a direct source (like the teacher in the telephone activity) then the information can get scrambled.

- At this point in the presentation pass out the Body Language Charades Worksheet
- Slide 5 provides the first example of how to correctly complete the worksheet
- Next to each picture students should write down a word that describes what emotion the image is showing
- Slide 6 can be used to discuss possible answers once students have completed the assignment on their own

Step 4

- Before moving on to slide 7 ask students “how do we use a similar form of body language when using a cell phone or other forms of technology?”
- Slide 7 Show them the last slide after they’ve thought of answers. Point at and discuss what some of the emojis are showing.
- Ask them how often they think they use body language when communicating (in any form). Answer – ALL OF THE TIME!

Assessment Idea

- Bronson, M.H. (2007). Glencoe Teen Health Course 1
- Stacy Adams, Shaler Area Elementary School

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.
Main idea: There are many ways to communicate involving speaking and listening to others.

1. ________________ is the clear exchange of ideas and information.

2. RELATIONSHIP is defined as ____________________________

3. __________________ refers to facial expressions, eye contact, gestures, and posture.

### Sending or Receiving

<table>
<thead>
<tr>
<th>Sending - Speaking</th>
<th>Receiving - Listening</th>
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</thead>
<tbody>
<tr>
<td>4. Think, then ______.</td>
<td>5. ______________ actively.</td>
</tr>
<tr>
<td>6. Use &quot;_____&quot; messages.</td>
<td>7. Ask ______________.</td>
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<tr>
<td>8. Make clear statements.</td>
<td>9. ______________ thoughts &amp; feelings.</td>
</tr>
<tr>
<td>10. Be ______________ with thoughts &amp; feelings.</td>
<td>11. Use appropriate ______________ __________________.</td>
</tr>
<tr>
<td>12. Use appropriate body language.</td>
<td>13. Wait your ______________</td>
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</tbody>
</table>
BODY LANGUAGE

EX: rejection

DIRECTIONS: Next to each picture, write 1-2 words ONLY describing what emotion they are showing with their body language.

Draw your own example of HAPPY!
<table>
<thead>
<tr>
<th>Losing a baseball game</th>
<th>Eating cold broccoli</th>
<th>Squishing a spider</th>
<th>Your phone is missing</th>
<th>Watching a scary movie</th>
<th>Scoring a slam dunk</th>
<th>Riding a rollercoaster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropping your ice-cream</td>
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<td>Petting your dog</td>
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