

Body Language

Integration: Health (Mental/ Emotional Health)

Grade Levels: 4-6

Time: 1-2 class periods

Materials:

- Hand-held mirror(s)
- *Charade Cards* handout

Objectives:

Students will:

1. Observe the body language of others to determine how they are reacting to a situation.
2. Comprehend the significance of body language for the Bancroft Arnesen Expedition.
3. Analyze reactions to different types of body language.

Lesson:

Full group

1. Write the word “reflection” on the board, and ask students to discuss what they think it means. (a mirror image, likeness)
2. Ask three students to join you to demonstrate the “mirror image” meaning of the word reflection.
 - a. Hold a hand-held mirror up the face of each one and ask each individual student to describe the physical attributes of their reflection. (brown eyes, dark skin, blond hair, oval face, etc.)
3. Explain that another meaning of the word “reflection” is the way a person’s body movement and position expresses their feelings and emotions.
 - a. A way of communicating mood, attitude, or information through body movements, posture, gestures, and facial expressions is called body language.
 - b. Body language sends a message while a person is speaking, or it can send a silent message of its own.
4. Give students the following examples or allow students to act out the scenarios, then ask them what they think the body language reflects.

- Your sister, head lowered, shoulders slumped drags herself off the basketball court after her team's last-second defeat in the playoffs. What does her body language reflect?
- While the teacher is talking, you slouch in your seat, yawn, and look at your watch. What does your body language reflect?
- Your teacher rolls his eyes, places his hand firmly on his hips, taps his foot, then folds his arms and waits because the class is disruptive. What does his body language reflect?
- Your mother quickly glares in your direction, wrinkles her forehead, and frowns when you tell an inappropriate joke at a family gathering. What does her body language reflect?
- While talking to a friend, he looks around, shifts his position constantly, and taps his fingers. What does his body language reflect?

Small Group

5. Prepare a set of charade cards, using the *Charade Card* handout, for each small group. You can add additional situations to the cards.
6. Divide the class into small groups of 4-6 each and instruct them on the game.
 - a. Place a set of charade cards face down, in front of each group.
 - b. On the teacher's signal, one group member picks up a card and acts out the message written on the card. The actor may not talk or write.
 - c. The group members call out their guesses until the exact message or word is called out.
 - d. The next player then picks a card and acts out that message.
 - e. The play proceeds until all the cards have been guessed.
 - f. The first small group team to do this is the winner.
7. Instruct each group to discuss why they think some messages were harder than others to convey without using words.

Full Group

8. Explain that body language can often indicate how a person is feeling or what he or she is thinking. Ask students why it is important to observe the body language of a person.
9. Ask students why they think it may be important for Ann Bancroft and Liv Arnesen to be able to "read" each other's body language? (they do not speak much while they are skiing)
 - a. Tell students that while Ann and Liv ski they are pulling 250 lb. sleds. They are also skiing in single file. This makes it almost impossible to speak to one another.

- b. Because the explorers take turns leading, it is important for the person following to understand the body language to keep up and to avoid danger.
10. To conclude, lead students in a group discussion of how a person's body language affects the way we react to them.
- a. How would you react if you saw:
- A woman sitting on a bus with folded arms and a scowl on her face.
 - A friend waving to you from across the gym.
 - Your brother stomping toward your bedroom.
 - A teacher walking toward the entrance to the school whistling.

Assessment:

Teachers will assess:

1. Student's analysis of body language.
2. Student's explanation of the importance of understanding body language to the Bancroft Arnesen Expedition.
3. Student's ability to work cooperatively.