Rationale
Research indicates that more time is spent communicating nonverbally than verbally and nonverbal messages carry more meaning than verbal messages. It is important to be aware of how nonverbal messages are perceived by others.

Objectives
Upon completion of this lesson, the student will be able to:
- Examine nonverbal forms of communication, functions, characteristics, and interpretation
- Improve nonverbal communication skills
- Adapt appropriate communications to the needs of the individual
- Explain the importance of nonverbal behavior in the communication process
- Act out a dialogue using gesture and expression only

Engage
Charades -- Divide the class into either 2 or 4 groups. Give each group 2 pieces of paper. Have them go to different areas of the room and come up with 2 song titles or movies and write them down on their slips of paper. Give them no more than 5 minutes to come up with the titles. Have a container for each team to put their slips of paper in. Then the first team picks a person from their group to go first. This person draws a slip from another group and has 3 minutes to act out the song or movie title. Remind students that they cannot speak or write any clues down. If the team members guess the correct title, write the time down. If the team members do not guess the correct title within the 3 minutes then write down 3 minutes for a score. Continue with each group picking a slip from another group and acting it out. The group with the shortest time wins. (You may want to give prizes to the winning team.) Discuss what types of communication they saw. Include facial expressions, eyes, and hands.

Key Points
I. Nonverbal communication: Sending and receiving wordless messages
   A. Expresses more of the meaning of a message than verbal communication
   B. Understanding the message
      1. 7% by spoken word
      2. 38% by the tone of the voice
      3. 55% by body language
II. Types of nonverbal communication
   A. Gestures
      1. Express variety of feelings
a. contempt  
b. hostility  
c. approval  
d. affection  

2. Can be used in addition to words  
3. Differ by culture  

B. Body Language and Posture  
1. unconscious barrier between you and the receiver - crossing arms  
2. sign of disbelief - scratching the chin  
3. good health and positive attitude – shown by erect posture  
   fatigue - slumped posture  
4. angry - clenched fist  
5. anxiety - clearing the throat  
6. assertiveness - pointing finger  
7. boredom - leaning on one's elbow with the chin in the hand  
8. boredom - wiggling a foot  
9. concealing something - no eye contact  
10. defiant - hands on hips  
11. dominance - sitting backwards on a chair  
12. doubtful - touching ear  
13. everything under control - thumbs in belt or pants  
14. expectation - rubbing palms  
15. feeling superior - hands behind one's back  
16. guilt - lowering the eyes  
17. honesty - open palms occasionally touching the chest  
18. impatience - tapping or drumming fingers  
19. insecurity - biting fingernails  
20. interest in someone or something - tilted head  
21. lack of confidence - failing to look someone in the eyes  
22. lying - touching face  
23. making a decision - stroking chin  
24. needs reassurance - hand to throat  
25. nervous - fiddling with items  
26. readiness - standing with hands on hips  
27. rejecting what is being said - rubbing nose  
28. unconcerned - leg swung over chair  
29. unwilling - arms crossed tightly across chest  

C. Facial Expressions  
1. Most expressive part of the body  
2. 7 universally accepted emotions shown  
   a. fear  
   b. anger  
   c. surprise  
   d. contempt  
   e. disgust
f. happiness
g. sadness

D. Eye Contact
1. Often initiates communication
2. Good contact means respect, a willingness to listen, and to keep communication open
3. Looking away means anxiety, defenselessness, or avoidance of communication
4. Cultural Differences
   a. some view eye contact as an invasion of privacy
   b. eye contact considered disrespectful

E. Object Communication such as clothing and hairstyles
1. Healthy people with good self-esteem pay attention to dress and grooming
2. People feeling ill show much less interest in appearance and dress
3. Health Care Workers
   a. Uniforms clean, neat and well fitting
   b. If uniforms not required, clothing should be clean, neat and appropriate to the area e.g. jeans may be allowed in recreation therapy but not in a nursing area or an office

F. Touch
1. Multiple meanings
   a. positive messages: provide affirmation, provide reassurance, share warmth, approval and emotional support
   b. negative messages: anger, frustration, punishment, invasion of personal space
2. Health care worker needs to weigh the benefits against the negatives when using touch

Activity
I. Complete the Nonverbal Communication Activity.
II. Complete the Decoding Body Language Worksheet.

Assessment
Writing Rubric
Key - Decoding Body Language Worksheet

Materials
Charades: Pieces of paper or 3 x 5 cards for each group to write their song titles or movie titles; 2-4 containers to hold the finished title slips; and a timer or watch to time the groups.

Accommodations for Learning Differences
For reinforcement, students will role play emotions that express nonverbal communication (fear, anger, pain).

For enrichment, student will develop a video of nonverbal communication scenarios to be evaluated by class.

**National and State Education Standards**

**National Health Science Standards**

HLCO2.01 Communications

Health Care Workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing. Adjust communication to other’s ability to understand. Apply the elements of communication using the sender-receiver model. Apply active listening skills using reflection restatement and clarification techniques. Demonstrate courtesy to others including self introduction. Interpret verbal and nonverbal behaviors to augment communication within the scope of practice.

**TEKS**

130.202(c)(2)A identify components of effective and non-effective communication; and

130.202(c)(2)B demonstrate effective communication skills for responding to the needs of individuals in a diverse society.

**Texas College and Career Readiness Standards**

**English Language Arts**

II B Understand new vocabulary and concepts and use them accurately in reading, speaking and writing

III A Understand elements of communication both in informal group discussions and formal presentations

   B Develop effective speaking styles for both group and one on one situations

IV A Apply listening skills as an individual and as a member of a group in a variety of settings

   B Listen effectively in informal and formal situations

**Cross Disciplinary Standards**

I Key Cognitive Skills

   B Writing across the curriculum

   C Problem Solving

      1. Analyze a situation to identify a problem to be solved

      2. Develop and apply multiple strategies to solve a problem

      3. Collect evidence and data systematically, directly related to solving a problem

E Work habits

   1. Work Independently

   2. Work Collaborative

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Nonverbal Communication Activity

In pairs communicate the following messages using only nonverbal communication.

a. I’m thirsty
b. I have a pain in my stomach.
c. It’s too hot in here.
d. Can I have another pain reliever?
e. I would like to go to sleep now.
f. My back tooth is sensitive to cold.
g. My knee is swollen.
h. I want to go home.
i. It’s too noisy in here.
j. Can you help me get to the chair?

Write a paragraph about what this exercise taught you about the importance of nonverbal communication.

Write a paragraph about how this might influence your practice in a health care field.
Decoding Body Language

DIRECTIONS: Match the following items.

1. ______ angry
2. ______ assertiveness
3. ______ boredom
4. ______ concealing something
5. ______ defiant
6. ______ doubtful
7. ______ everything under control
8. ______ feeling superior
9. ______ guilt
10. ______ honesty
11. ______ insecurity
12. ______ interest in someone or something
13. ______ lack of confidence
14. ______ lying
15. ______ making a decision
16. ______ nervous
17. ______ readiness
18. ______ unconcerned

a. lowering the eyes
b. pointing finger
c. standing with hands on hips
d. thumbs in belt or pants
e. touching face
f. no eye contact
g. touching ear
h. failing to look someone in the eyes
i. leg swung over chair
j. tilted head
k. clenched fist
l. wiggling a foot
m. hands behind one’s back
n. open palms occasionally touching the chest
o. fiddling with items
p. stroking chin
q. biting fingernails
r. hands on hips
Decoding Body Language KEY

DIRECTIONS: Match the following items.

1. ___k___ angry
2. ___b___ assertiveness
3. ___l___ boredom
4. ___f___ concealing something
5. ___r___ defiant
6. ___g___ doubtful
7. ___d___ everything under control
8. ___m___ feeling superior
9. ___a___ guilt
10. ___n___ honesty
11. ___q___ insecurity
12. ___j___ interest in someone or something
13. ___h___ lack of confidence
14. ___e___ lying
15. ___p___ making a decision
16. ___o___ nervous
17. ___c___ readiness
18. ___i___ unconcerned

a. lowering the eyes
b. pointing finger
c. standing with hands on hips
d. thumbs in belt or pants
e. touching face
f. no eye contact
g. touching ear
h. failing to look someone in the eyes
i. leg swung over chair
j. tilted head
k. clenched fist
l. wiggling a foot
m. hands behind one’s back
n. open palms occasionally touching the chest
o. fiddling with items
p. stroking chin
q. biting fingernails
r. hands on hips
# Writing Rubric

**Student:** ________________________________  **Date:** ___________________

<table>
<thead>
<tr>
<th>Scoring criteria</th>
<th>4. Excellent</th>
<th>3. Good</th>
<th>2. Needs Some Improvement</th>
<th>1. Needs Much Improvement</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>The writing has all required parts from introduction to conclusion in smooth transition.</td>
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<td>The writing is interesting, supportive, and complete.</td>
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<td>The writing demonstrates that the writer comprehends the writing process.</td>
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<tr>
<td>Accurate spelling, grammar, punctuation.</td>
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<td>Content of paragraphs emphasizes appropriate points.</td>
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<tr>
<td>The writer shows an understanding of sentence structure, paragraphing, and punctuation.</td>
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<tr>
<td>All sources and references are clearly and accurately documented.</td>
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</table>

**NOTE:** N/A represents a response to the performance which is "not appropriate."