

# FACS: Nonverbal Communication (Independence)

## Summary

To help students recognize non-verbal clues that they encounter in life everyday.

## Main Core Tie

FCS 6th Grade

[Strand 3 Standard 1](#)

## Time Frame

1 class periods of 45 minutes each

## Group Size

Individual

## Life Skills

Thinking & Reasoning, Communication, Social & Civic Responsibility

## Materials

transparencies from curriculum, magazines, constructions paper, glue

## Background for Teachers

Be familiar with the topic of communication (especially non-verbal).

## Student Prior Knowledge

none needed

## Intended Learning Outcomes

Students will understand the messages they convey through non-verbal communication and also be able to interpret others' non-verbal cues.

## Instructional Procedures

1. Walk into the classroom and act mad through gestures (stomping, pointing, etc.) and by the tone of voice, but say things like: "It's a pleasure to have you in class today" or "Welcome to class today." Begin the lesson on communication in this manner. 2. After a few minutes, stop teaching and begin a discussion regarding how the students felt when you came into class. Were they apprehensive to participate? Were they afraid you would yell at them? 3. Finish presenting the material on communication and have students fill in the student guide throughout the discussion. 4. When you are finished presenting the material, have each student grab a magazine and tell them to look for pictures of people where their faces give away their emotions. Have them cut out at least 5 pictures. 5. Tell them to glue the faces to the front of the construction paper and number each one 1-5. On the back of the paper, have them write down the numbers 1-5 and write under 1 the non-verbal message that is being given from picture 1. Have them do this for all the pictures.

## Strategies for Diverse Learners

Have the struggling students make faces themselves to represent certain emotions or interpret another's emotions before they complete the assignment. The gifted student can use more adjectives

or add more pictures to their assignment.

### Assessment Plan

I make this assignment worth 20 points: 3 points per picture (if done correctly), 3 points for neatness, and 2 points for completion.

### Authors

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