

Objective Lesson Three

Students will know and be able to:

- Understand the importance of reading nonverbal communication
- Identify feelings of others

Opening: (You can use this script or write your own)

Teacher says:

Did you know that over 60% of communication is based on body language and not spoken? That means we “talk” to one another with our bodies and our faces. Just like you have learned to read books you can read other people, too. For example, imagine that your are in new at Chapel. The teacher introduces you to two students. One says, “Nice to meet you” while reading her book. The next student says, “Nice to meet you” while looking you in the eye and smiling. Both students used the same words but do not communicated the same thing. One student was really happy to meet you. Which one? How do you know? Being able to read other’s feelings is important for you to develop empathy.

Ask students to name three three steps to empathy:

- Reading the other peoples’ feelings
- Allowing yourself to share those feelings (feel that same feeling)
- Giving supportive responses

Discussion

What are some reasons that we need to be able to read others’ feelings?

Message

People feel good when you listen to their feelings. Listening to someone’s feelings, even if you don’t agree with what they say or understand how they feel, is an important way of showing that you care.

Greeting

Teach appropriate ways to greet one another when we can’t use words. (For example, we can nod heads, smile, make eye contact, etc.)

Give examples of times when we would use a silent greeting. (For example, the teacher is in the middle of a lesson and our friend arrives late or we see a friend and he is in a conversation with someone else and we don’t want to interrupt, etc.)

Greeting: Have students go around the circle greeting the person next to them silently.

Materials

Silent Video
Feeling Photo Sheet

Activities

Silent Video Activity

Play the movie called Empathy Study <http://vimeo.com/8555380> without sound. Have students watch it. Then play it again and ask students to look carefully at the facial expressions of the people. Then have students suggest what each person or people might be feeling based on their facial expressions.

Body Language Activity

Pair students and give each pair a Reading Body Language sheet and the Feelings List. Have students look at the pictures of Chapel students and then have them talk to each other and decide what the person is feeling. Then have students write that word next to the photo.

Emotional Statues

The purpose of this activity is to understand how others communicate their emotions with their faces and bodies. Students will walk around the room respectfully and be visible to others. The teacher will call out an emotion. When students hear the word they will turn toward the middle of the room and become a statue showing that emotion. The teacher will make comments about about some of the characteristics observed. Use the Feelings List and start with easier ones like sad or happy then move on to more complex emotions.

Discussion

Return to the discussion question-What are some reasons that we need to be able to read others' feelings? Engage students in a conversation about their awareness of others feelings and emotions. For example, outside at recess, why would it be helpful to know when someone is angry, frustrated, sad, or downcast?

CARES Card

Have students their CARES card.