

**Unit Topic: Communication****Activity Name: Lesson #1, Non-Verbal Communication****Objective/Rationale:**

1. The students will develop an awareness of nonverbal communication after watching three video clips.
2. The students will be able to identify different types of non-verbal communication after watching three video clips and having a discussion with their class mates.
3. The students will be able to improve their communication skills by applying their knowledge of non-verbal communication to future personal, academic and/or work-related situations.

**Time Frame:** 50 minutes

**Materials:**

- [Non-Verbal Communication YouTube video clips](#)
- Non-Verbal Communication worksheet, page 3
- Writing Guidelines/Rubrics, page 4
- Group Work Evaluation, page 5

**Directions/Procedure:**

1. Introduce the term Non-Verbal Communication. Ask students what they think that means?
  - Have them give you examples of each of type of nonverbal communication:
    - Hand and Body Gestures,
    - Facial Expressions,
    - Body Postures,
    - Eye Contact,
    - Personal Space.
2. Preview and select three YouTube video clips listed in resources. After students have finished viewing all three of the video clips, put the students in to groups of 3-4. Give each group a copy of the worksheet on page 3. Have the group fill out the chart by listing the nonverbal communication examples they observed in the videos. Have them list the examples into their appropriate categories as listed on the worksheet: *Facial Expressions, Hand and Body Gestures, Body Postures, Eye Contact & Personal Space.*
3. Once the chart is completed have the groups share their results with the class. Have each student answer the following question in writing.
  - How can you apply what you learned about Non-Verbal Communication in the videos to your Personal & Social life? Academic career? And the workplace? BE SPECIFIC!!!!
  - Share your responses with the group and be prepared to present your responses to the class. Have the students hand in their written response for evaluation. See Writing Rubric information on pages 4-6.

### Resources & References:

- [NonVerbal Communication YouTube video clips](#)
- Lesson Plan created by Suzanne Glazos
- Writing Guidelines/Rubrics and Group Work Evaluation created by Betsy Picciano

### Assessment/Evaluation:

1. Discussion of videos small group and whole class
2. NonVerbal Communication worksheet
3. Student's written responses, use 10-point rubric
4. Group Work Evaluation form

### Extended Lessons:

- Bridges Communication Lessons 2 & 3



**Type of NonVerbal Communication**

**Facial Expressions**

**Hand & Body Gestures**

**Eye Contact**

**Body Postures**

**Personal Space**

## 10 POINT RUBRIC\*

\*What is a rubric? It is a scoring guide.

It provides well-defined criteria from which learners can improve their performance.

<u>Level</u>	<u>Description</u>
<b>Outstanding</b>	Well written and very organized. Excellent grammar mechanics. Clear and concise statements. Excellent effort and presentation with detail. Demonstrates a thorough understanding of the topic.
<b>Value:</b>	<b>9-10</b>

<u>Level</u>	<u>Description</u>
<b>Good</b>	Writes fairly clear. Good grammar mechanics. Good presentation and organization. Sufficient effort and detail.
<b>Value:</b>	<b>7-8</b>

<u>Level</u>	<u>Description</u>
<b>Fair</b>	Minimal effort. Good grammar mechanics. Fair presentation. Few supporting details.
<b>Value:</b>	<b>6</b>

<u>Level</u>	<u>Description</u>
<b>Poor</b>	Somewhat unclear. Shows little effort. Poor grammar mechanics. Confusing and choppy, incomplete sentences. No organization of thoughts.
<b>Value:</b>	<b>4-5</b>

<u>Level</u>	<u>Description</u>
<b>Very Poor</b>	Lacking effort. Very poor grammar mechanics. Very unclear. Does not address topic. Limited attempt.
<b>Value:</b>	<b>1-3</b>



## Group-Work Evaluation

Name \_\_\_\_\_

Group # \_\_\_\_\_

1. Overall, how effectively did your group work together on this assignment?

Poorly

Adequately

Well

Very Well

2. Out of the four group members, how many participated actively most of the time?

None

One

Two

Three

All Four

3. Out of the four group members, how many were fully prepared for the activity?

None

One

Two

Three

All Four

4. Give one specific example of something you learned from the group that you probably wouldn't have learned working alone.

5. Give one specific example of something the other group members learned from you that they probably wouldn't have learned otherwise.

6. Suggest one change the group could make to improve its performance.