

LESSON PLAN 9

BODY LANGUAGE



ABOUT THE LESSON PLAN

Duration – 90 -120 minutes

If the group needs more time, the lesson can take longer. The lesson can be also split into several parts. There is also some space for a teacher's creativity to introduce more simulations and role-plays to boost interaction between learners. Thanks to such activities learners will be able to better define people's feelings and emotions.

MASTERIAL REQUIRED: handouts; a pen and a piece of paper for a peer language support leader

OBJECTIVES:

The exercise aims to get acquainted all learners with body language, deepen the names of gestures, feelings and emotions. The task will surely affect their mutual integration and help them easily recognize non-verbal communication signs, which is essential not only in everyday life to properly function in a given society but also in a working environment.

LEARNING OUTCOMES:

- Learners will be able to name their gestures and emotions.
- Learners will revise and consolidate the vocabulary connected with parts of the body.
- Learners will consolidate the way of formulation of imperative forms, thus forming a command or request.
- Learners will be able to name personality traits (in a more linguistically advanced group only).

LEARNING CONTENT

A peer language support leader – EDUCATOR (chosen by the given community) will elaborate on a topical glossary for migrant learners, including parts of the body and types of aches/ pains.

EDUCATOR will introduce the necessary vocabulary at the beginning of the lesson, thus making the class more effective.

I. Learners will learn the expressions discussed during the classes. They fill in the gaps in the phrases with the appropriate part of the body in the singular or plural (Handout 1). For convenience, an educator can display photos showing some of the expressions on the overhead projector or the board (Handout 2). He/she can also use non-verbal communication.

II. After checking the exercise, learners work in pairs and show each other the given movements, the other person guesses what movement is being presented. Later on they try to define what kind of feeling/ emotions the given movement means.

III. The teacher/ EDUCATOR initiates a sort of discussion on the meaning of body language, chooses one phrase, e.g. fold your arms, and asks learners to give all possible contexts for this activity. Learners do it in the form of: You fold your arms when you feel angry or when you wait for someone. Then everyone works alone, chooses any three phrases and prepares contexts. After a few minutes, the learners compare their answers in pairs or small groups.

IV. Learners fill in the gaps with the correct expression learned in the lesson. Depending on the group, we can extend the exercise with personality traits adjectives. In Handout No. 3 there are two versions of the task. (FOR MORE ADVANCED LEARNERS)

V. Learners randomly select two situations (Handout 4). Their task is to play a role-play taking into account the phrases learned during the classes. They then show a scene so that the rest of the group can guess the situation, e.g. You are nodding your head because you agree with me.

VI. At the last stage of the lesson, learners create their own situations and write them down on the pieces of paper. The teacher uses them to revise vocabulary on subsequent lessons.

RESULTS

- a useful subject specific glossary for learners with proper pronunciation (audible version)
- some visuals/ graphs of the most difficult vocabulary prepared by learners with manual/ artistic abilities and hung on the information board;
- post-it notes with the most difficult words
- greater ability to condense statements in an easy way

TIPS FOR FURTHER READING

- <https://www.youtube.com/watch?v=1sfM-xx7tHI> (Body language)
- Author's content (author – a language support leader in the given group/ community)

HANDOUTS

- See - Handouts 9.1 - 9.4