



Respects Differing Cultural Norms

E3RDCN GRADE 3

TEACHER OBJECTIVE:

The teacher will explain nonverbal communication and its impact on social interactions and facilitate student exploration of nonverbal cues in social interactions.

STUDENT OBJECTIVE:

The student will be able to interpret the meaning of nonverbal communication and its impact on social interactions..

MATERIALS:

Session One

- PowerPoint (E3RDCN)
- *Did You Know?* (SJ 123)
- *Answer key for Did You Know?* (TR 67)

Session Two

- Markers
- Chart paper
- Scratch paper for note taking
- *Nonverbal Communication: What Does It Mean for You?* (SJ 124) (TR 68)
- *Did You Know?* chart (SJ 123) (TR 67)
- PowerPoint (E3RDCN)
- *Body Language Puzzles* (SJ 126)

Session Three

- Sticky notes
- *Catch the Code* (SJ 128) (TR 70)
- *Catch the Code Teacher Notes* (TR 74)

SESSION ONE: *Hidden Meanings*

Hook

Have students reflect on a time that they have communicated with friends or family without using words. Tell students that whether they realize it or not, everyone communicates without words and this is known as nonverbal communication. Explain to students that they will explore what nonverbal communication is and how it impacts interactions with others.

Introduction/Vocabulary

Display PPT slides 3–6: **cue**, **communication**, **nonverbal communication**, and **social**.

Student Practice

Inform students that they will explore their knowledge of nonverbal behaviors with an activity titled *Did You Know?* (SJ 123). As students work through this activity, direct them to complete a **Mix and Mingle** to discuss their answers. ❁

Play music for the students to move to as they walk around the room. When the music stops, students should pair up with the person closest to them and discuss their answers. Repeat the process for each question on the activity sheet so that students have an opportunity to discuss each question with a new classmate.

Reflection

Display the Answer Key for *Did You Know?* (TR 67) and go over the meanings of each form of nonverbal communication with the class

Ask students: ✎

- *Have you ever experienced one of the social cues or nonverbal behaviors that you discussed with a partner during the Did You Know activity?*
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SESSION TWO: *Unlocking the Codes*

Link

Recall vocabulary words using PPT slides 3–7, and review with students what they explored and discussed about nonverbal cues. Inform students that during this session, they will practice how to interpret nonverbal cues and what those cues could mean in social settings.

Teach/Model

Direct students to access their Student Journals and turn to *Nonverbal Communication: What Does It Mean for You?* (SJ 124 / TR 68) and have students follow along as you read aloud. Identify the different forms of nonverbal communication discussed in the article. Tell students to consider the context (time, place, and what is happening in the moment) into consideration when trying to decide what a person's nonverbal cues mean.

As effective communicators, students will have to learn to be aware of others' verbal and nonverbal cues and respond in a way that demonstrates their understanding and knowledge of communication.

Use the *Did You Know* chart (TJ 67, SJ 123) to examine 2 or 3 examples from the article. Example: When a person's hands shake, it could mean they are scared, nervous, or even tired and hungry (shaky hands)..

Ask:

- *What do you think this nonverbal behavior is saying?*
- *How can you be sure?*

Student Practice

Divide the class into groups of 4 or 5. Direct students to access their Student Journals and turn to *Body Language Puzzles* (SJ 126). Each student will design a scenario using only nonverbal cues, which the other members of the group will analyze. Once they have come up with some nonverbal cues, students will write what they mean on the back of their paper.

Next, take turns passing their papers around to the other members of their group. Each group member will read the cues and write their interpretation on a sheet of scratch paper. Monitor their work and provide assistance as needed. Look for one student's example to share with the class and display it.

Reflection

Remind students that some nonverbal cues can be more easily understood than others.

Ask students: 

- *Based on what you now know about nonverbal cues, are there any nonverbal cues that could have more than one meaning?*
- *What type of thing should you take into consideration when trying to decide what a person's nonverbal cue means?*

SESSION THREE: *Codes Explained*

Link

Display *Catch the Code* (TR 70), and read Scenario One. Write the following question on a sticky note and place it on the paper:

- *What social cue did Gabriel miss?*

Give students time to share their responses with their neighbors.

Teach/Model

Discuss with students the effects of understanding and misunderstanding social cues. Go over the social cues that Gabriel missed in Scenario One. Model for students how certain moments described in the scenario were cues that he needed to know and follow through on. Use *Catch the Code Teacher Notes* (TR 74) to inform your discussion as you identify the social cues and their implications with the students.

Student Practice

Direct students to access their Student Journals and turn to *Catch the Code* (SJ 128). Divide the class into groups of 3 or 4, and allow students to decipher the nonverbal cues in the remaining scenarios in *Catch the Code* (SJ 128). Monitor students while they are working and provide support as needed

Reflection

Remind students of the importance of paying attention to nonverbal cues. Reiterate that nonverbal communication has meanings that have the potential to help them or harm them depending on the situation.

Ask students: 

- *What do you think might happen if you misinterpret a nonverbal cue in the classroom?*
- *What would happen if you misinterpret a nonverbal cue at home or on a playground?*

Allow students to discuss answers with others through a [Walk and Talk](#). 

EXTENSION ONE: "What Did You Say?"

Materials:

- Pens, pencils, and markers
- Scratch paper
- Sticky notes
- *Nonverbal Activities* (SJ 133)
- Deck of playing cards sorted by suit (hearts, diamonds, clubs, and spades)

Teach/Model

Inform students they will complete a series of activities by communicating without words. They will communicate with their teammates using only eye movements, gestures, facial expressions, and any other forms of nonverbal communication they choose to employ. Model for students how to ask for a pen without using words.

For example: Point at your desk. Then point to yourself. Mimic the writing motion using one hand as paper and the other as a pen. Touch the hand that is acting as the pen. Raise your eyebrows while looking at your desk and point to the desk. Point to yourself again.

Wait and see if anyone is able to decipher your nonverbal message. Ask students if they understood what you were asking them. Tell them you were asking for a pen from your desk. Go over the motions you used to get your message across: pointing, pretend writing, looking while raising your eyebrows to show need, and pointing to yourself. Instruct students to use some of the same actions and other nonverbal cues as they communicate in their groups

Student Practice

Divide the class into groups of 3 to 5. Direct students to access their Student Journals and turn to *Nonverbal Activities* (SJ 133). Through a [Partner Chat](#), have students work through the list of choices on the Nonverbal Activities worksheet, honing their communication skills by conveying messages to one another without using words. While students are working, walk around the classroom and give feedback using nonverbal gestures, such as thumbs-ups, forming an O with your thumb and index finger to say OK, smiles, etc. Also write feedback on sticky notes and leave it with the groups. 🌟

Reflection

Break the silence and gather students back together. Have an open discussion as a class about the body language they chose to use in order to communicate with one another without using words.

EXTENSION TWO: *Situation Charades*

Materials:

- Markers
- Scratch paper
- *Situation Charades Cards* (SJ 175)

Teach/Model

Tell students they will play a variation of the game charades. Explain that *Situation Charades* are like charades, but they'll be acting out situations instead of words. They will work in teams and determine what their teammate is doing by reading their nonverbal clues. One player will choose a card from the *Situation Charades Cards* (SJ 175) lying face down in the middle of the group. The teammate who chose the card will act out and/or use scratch paper and markers to sketch their situation. Their teammates will have to figure out what they're doing as fast as they can so the next player can act out their card.

Student Practice

Divide the class into groups of 4 or 5. Spread the groups out around the classroom so that they have enough space to act out their situations. Monitor students as they are working and provide support as needed.

Reflection

Take a poll by raising hands to see how many of the students were able to give each member of their group at least one chance to act out a card. Ask students to tell you using a nonverbal cue if they feel like they've successfully learned to interpret others' nonverbal communication. Touch your temple with your forefinger while nodding your head to remind them to remember what they've learned.

Say: Communication is always happening, and now you are better equipped to communicate because of all you've learned about nonverbal interactions. Give the class a thumbs up and a smile.