



# SAMPLE LESSON PLANS

## Health Smart Virginia - Sample Lesson Plan Grade 4 – Violence Prevention and Healthy Relationships

### Unit 2

#### SOLs:

- 4.2.p Identify obstacles to effective communication, and describe how to overcome them.
- 4.3.k Practice communication skills to overcome common communication difficulties.

#### Title: Body Language Charades

#### Objectives/ Goals:

- The student will be able to
  - identify different styles of communication
  - develop skills relating to body language and communicating

#### Materials:

- [Body Language Charades Notes](#)
- [Body Language Charades Worksheet](#)
- [Body Language Charades Slides Presentation](#)
- [Body Language Charades List](#)

#### Procedure:

Step 1	<ul style="list-style-type: none"><li>● To start the class, play several rounds of charades using the Body Language Charades List.</li></ul>
--------	--

	<ul style="list-style-type: none"> <li>● Remind the students of the rules of charades: <ul style="list-style-type: none"> <li>○ No talking, including sounds</li> <li>○ Can point at things, however cannot pick anything up or use props</li> <li>○ They can use fingers to show how many words they will be trying to guess</li> </ul> </li> </ul>
Step 2	<ul style="list-style-type: none"> <li>● Ask students: Were you communicating during the charades game? If yes, how? If no, why not? What other ways can people communicate?</li> </ul>
Step 3	<ul style="list-style-type: none"> <li>● Give students Body Language Notes that coincides with the Body Language Slides Presentation.</li> <li>● Have students answer the blanks prior to revealing the answers on the slides <ul style="list-style-type: none"> <li>○ Slide 2 1. Communication, 2. Connection with another person, 3. Body language</li> <li>○ Slide 3 Explain the telephone activity. In a group, one student will be whispered a sentence by the teacher. They must then one-by-one whisper the sentence to the next student in their group. The last student must verbally say what they think the sentence was. Ask them “So what’s the point?”</li> <li>○ Express to them that communication goes beyond just speaking and even when someone is trying to listen there can be communication break downs like misunderstanding, miscommunication.</li> <li>○ Also if the information does not come through a direct source (like the teacher in the telephone activity) then the information can get scrambled.</li> </ul> </li> <li>● Slide 4 4. Speak, 5. Listen, 6. I, 7. Questions, 9. Mirror, 10. Honest, 11. Body language, 13. Turn</li> </ul>
Step 4	<ul style="list-style-type: none"> <li>● At this point in the presentation pass out the Body Language Charades Worksheet</li> <li>● Slide 5 provides the first example of how to correctly complete the worksheet</li> <li>● Next to each picture students should write down a word that describes what emotion the image is showing</li> <li>● Slide 6 can be used to discuss possible answers once students have completed the assignment on their own</li> <li>● Before moving on to slide 7 ask students “how do we use a similar form</li> </ul>

	of body language when using a cell phone or other forms of technology?"
--	---

- Slide 7 Show them the last slide after they've thought of answers. Point at and discuss what some of the emojis are showing.
- Ask them how often they think they use body language when communicating (in any form). Answer – ALL OF THE TIME!

**Assessments, References, & Sources:**

- Bronson, M.H. (2007). Glencoe Teen Health Course 1
- Stacy Adams, Shaler Area Elementary School

Healthy Relationships  
COMMUNICATION SKILLS



Main Idea: there are many ways to communicate involving speaking and listening to others.

1. \_\_\_\_\_ is the clear exchange of ideas and information.

2. RELATIONSHIP is defined as

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_ refers to facial expressions, eye contact, gestures, and posture.



# SENDING OR RECEIVING

SENDING - SPEAKING	RECEIVING - LISTENING
4. Think, then _____.	5. _____ actively.
6. Use "_____" messages.	7. Ask _____.
8. Make clear statements.	9. _____ thoughts & feelings.
10. Be _____ with thoughts & feelings.	11. Use appropriate _____.
12. Use appropriate body language.	13. Wait your _____



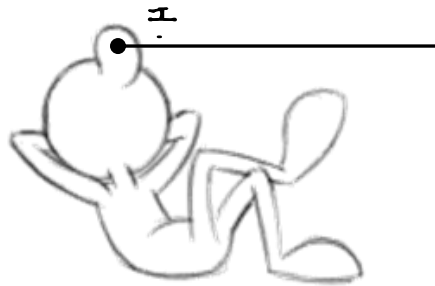


# BODY LANGUAGE

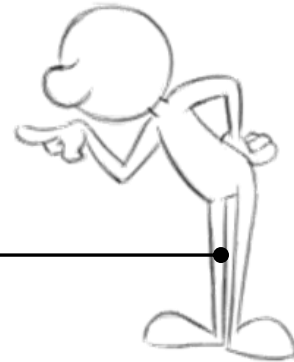
DIRECTIONS: Next to each picture, write 1-2 words ONLY describing what emotion they are showing with their body language.



EX: rejection



1.



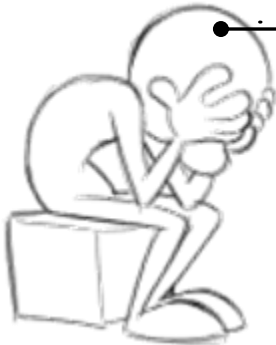
2.



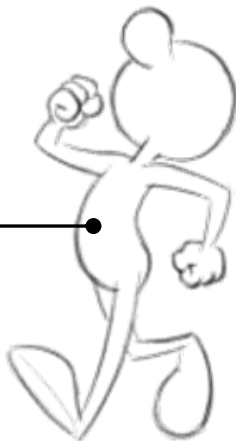
3.



4.



5.



6.

Draw your own example  
of HAPPY!

Losing a baseball game

Eating cold broccoli

Squishing a spider

Your phone is missing

Watching a scary movie

Scoring a slam dunk

Riding a rollercoaster

Dropping your ice-cream

Petting your dog