



Grade 4 Sample Lesson Plan: 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

- To start the class, play several rounds of charades using the Body Language Charades List.
- Remind the students of the rules of charades:
 - No talking, including sounds
 - Can point at things, however cannot pick anything up or use props
- They can use fingers to show how many words they will be trying to guess

Step 2

- Ask students: Were you communicating during the charades game? If yes, how? If no, why not? What other ways can people communicate?

Step 3

- Give students Body Language Notes that coincides with the Body Language

Health Smart Virginia Sample Lesson Plan

Slides Presentation.

- Have students answer the blanks prior to revealing the answers on the slides
 - Slide 2 1. Communication, 2. Connection with another person, 3. Body language
 - 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?”
 - 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.
 - Also if the information does not come through a direct source (like the teacher in the telephone activity) then the information can get scrambled.
- Slide 4 4. Speak, 5. Listen, 6. I, 7. Questions, 9. Mirror, 10. Honest, 11. Body language, 13. Turn
- At this point in the presentation pass out the Body Language Charades Worksheet
- Slide 5 provides the first example of how to correctly complete the worksheet
- Next to each picture students should write down a word that describes what emotion the image is showing
- Slide 6 can be used to discuss possible answers once students have completed the assignment on their own

Step 4

- Before moving on to slide 7 ask students “how do we use a similar form 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!

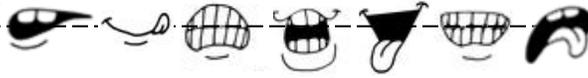
Assessment Idea

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

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

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.

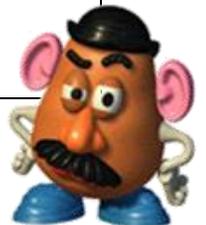
2. RELATIONSHIP is defined as

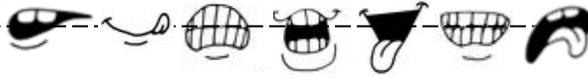
3. _____ refers to facial expressions, eye contact, gestures, and posture.



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 _____



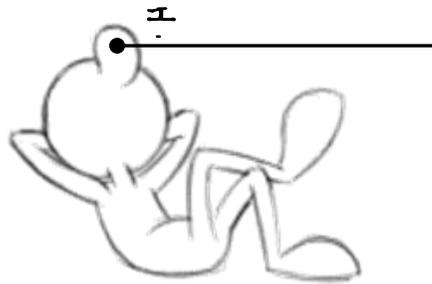


BODY LANGUAGE

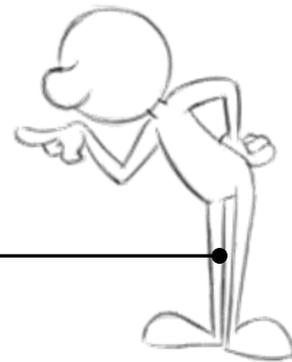
DIRECTIONS: Next to each picture, write 1-2 words ONLY describing what emotion they are showing with their body language.



EX: rejection



1.



2.



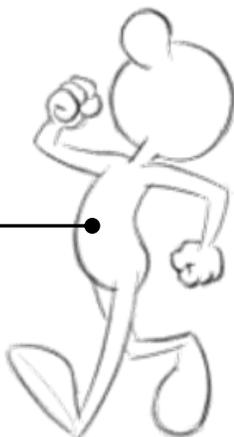
3.



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