

Segment: Verbal & Non-Verbal Communication

Lesson Title: Lesson 1: Emotions Charades

Grade Band: 6-12

Approximate Time to Complete: 30 minutes

Objectives: Students will be able to explain how emotions can be communicated verbally and non-verbally.

Materials/Set up:

- 10 Emotion Notecards per group of 4-5 students. Cards are included in the resources below for printing. Additional cards may be needed depending on the number of groups.

Resource:

- Online Video Clip: [James Baker: The Man Who Made Washington Work: The Diplomat](#) (Watch 3:27-6:41)

Overview

Communication involves a combination of both verbal and non-verbal methods. The actual words used convey less than the tone and inflection with which those words are spoken. Verbal and non-verbal communication may differ among cultures. In this lesson students will learn to understand the forms of verbal and non-verbal communication. The exercise includes group discussion, small group activities and creative expression.

Instructional Plan

1. Divide the class into groups of 4-5 people.
 - a) Tell the students that the class is going to play “Emotions Charades.” To play:
 - b) Pick one student from each group to act out the first emotion.
 - c) That student will choose a card from the teacher and must act out the emotion without using any words. Students cannot write down anything or mouth the word. They can show the number of syllables, sounds like, etc.
 - d) The remaining students in the group must guess the emotion.

- e) If the team guesses the emotion, it keeps the card.
 - f) The team then requests a new card from the teacher. Play continues until all cards are distributed or the designated time is up. The same rules as charades apply with a few adjustments:
 - g) The team can share acting responsibilities as it determines. In other words, the same person does not have to act out each card.
 - h) If the team is stuck on a card they can exchange it (“pass”) and receive a new card.
 - i) The teacher maintains the stack of cards and distributes a new one to a team when the team guesses its current card or exchanges a card for a new card.
 - j) The team retains the card once the emotion is guessed.
 - k) All passed cards are exchanged with the teacher for a new card.
 - l) The team with the most number of cards after 5-8 minutes wins.
2. At the conclusion of the exercise discuss some of the following questions:
 - a) What clues did you use to identify the emotion?
 - b) What was it like to be the actor?
 - c) What was it like to be the person guessing?
 3. Transition the discussion into the importance of emotions in communicating. Explain that words, combined with the tone and inflection used when communicating the words that give the full meaning.
 4. Ask the class, “Have you ever asked someone if they were okay with something and they replied, fine, and you knew that they weren’t? What made you think that they weren’t fine even though the person said that they were?” Answer: it is the tone and inflection of the word combined with the body language of the speaker.
 5. Ask the class, “What does this say about effective verbal and non-verbal communication?”
 6. Show Online Video Clip - [James Baker: The Man Who Made Washington Work: The Diplomat](#) (Watch 3:27-6:41). The segment highlights the broadcast by Tom Brokaw on the fall of the Berlin Wall in 1989 and the subsequent communication of President Bush. Instruct the students to watch the video to identify strategic use of verbal and non-verbal communication by President Bush. Bush says that he is very happy about the fall of the Berlin Wall, but looks and sounds very serious.

7. Following the video, ask the class “What communication strategy did President Bush take? What was the outcome? What correct or incorrect ways could others have interpreted the disconnect between his words, his tone and his body language?”. The teacher highlights that meaning is attributed to words not just based upon what is said, but also how it is said. The example with President Bush demonstrates how people can misinterpret information when the words spoken do not match the body language. This misinterpretation can often lead to miscommunication.

ANNOYED

CONCERNED

DISAPPOINTED

HAPPY

Emotion Notecards

SAD

SCARED

EAGER

IRRITATED

Emotion Notecards

JOYFUL

UNCERTAIN

CONFIDENT

COURAGEOUS

COURAGEOUS

THRILLED

WORRIED

UNCOMFORTABLE

STARTLED

NERVOUS

IGNORED

PLEASED

DEPRESSED

HUNGRY

PATIENT

IMPATIENT

EMBARRASSED