

Level 1



Nonverbal Communication

Student Worksheets





CONTENTS

Note to the teacher, Page 3

Programme overview, Page 4

Introduction, Page 5

Assessment brief 1: Using Nonverbal Communication, Page 7

- My day, Page 8
- Facial expressions, Page 9
- Eye contact, Page 18
- Gestures, Page 20
- Personal space, Page 25
- Touch, Page 27
- Posture, Page 29
- How you look, Page 32
- Tone of voice, Page 39
- Voice volume, Page 40
- Body language, Page 41

Assessment brief 2: Responding to Nonverbal Communication, Page 45

- Responding to nonverbal clues, Page 46
- Introductions, Page 50
- Signs, Page 53
- Symbols, Page 64

Assessment brief 3: Sequencing, Page 71

- Sequences, Page 72

Appendix 1: Extras, Page 98

Mapping of learning outcomes, Page 102

Copyright © 2023, Janna T Kearney, Educoot



Facial Expressions

Smile often!

1. Which of these people are smiling? Tick them. ✓





2. How do you think she is feeling? Choose the correct words.



angry

happy



bored

funny



sad

calm



surprised

playful



thoughtful

unhappy





1. In pairs, tell your partner everything you are planning to do this weekend. While you are talking, your partner should look at you some of the time and show interest.

How did you feel? _____

2. Tick the people who are making eye contact:



The teacher will check your eye contact!



SAMPLE



1. Listen to the teacher and talk about these:

- a) What are some gestures you know?
- b) What are some good gestures?
- c) What are some insulting gestures?
- d) What are some gestures you know that they use in sport?
- e) Do gestures help you to understand others?
- f) Do gestures help you to express yourself?
- g) Can you say anything in sign language?
- h) Can you think of someone who moves their hands when they talk?
- i) What gestures do you use when out with your friends?



6. Practise these:

- a) How do you signal a waiter?
- b) How do you signal that someone has a phone call?
- c) How do you signal that you're bored? tired? angry?
- d) How do you gesture "Go away!"?
- e) How do you beckon someone to come to you?
- f) What are some universal gestures, e.g. help, choking, etc.
- g) When is it appropriate to point?
- h) What are the gestures for "I don't know", "money" and "come here"?



SAMPLE



7. Do the gestures and complete the table:



GESTURES			
Do these gestures	Done ✓	Easy 😊	Hard ☹️
I don't know.			
It is over there.			
Peace.			
Go away.			
The show is great.			
I am tired!			
No.			
Yes.			
Good luck!			
It's nice to meet you.			
May I speak?			
Taxi!			
I feel ashamed.			
I am so excited!			
Come here quickly!			

The teacher will check your gestures!



SAMPLE



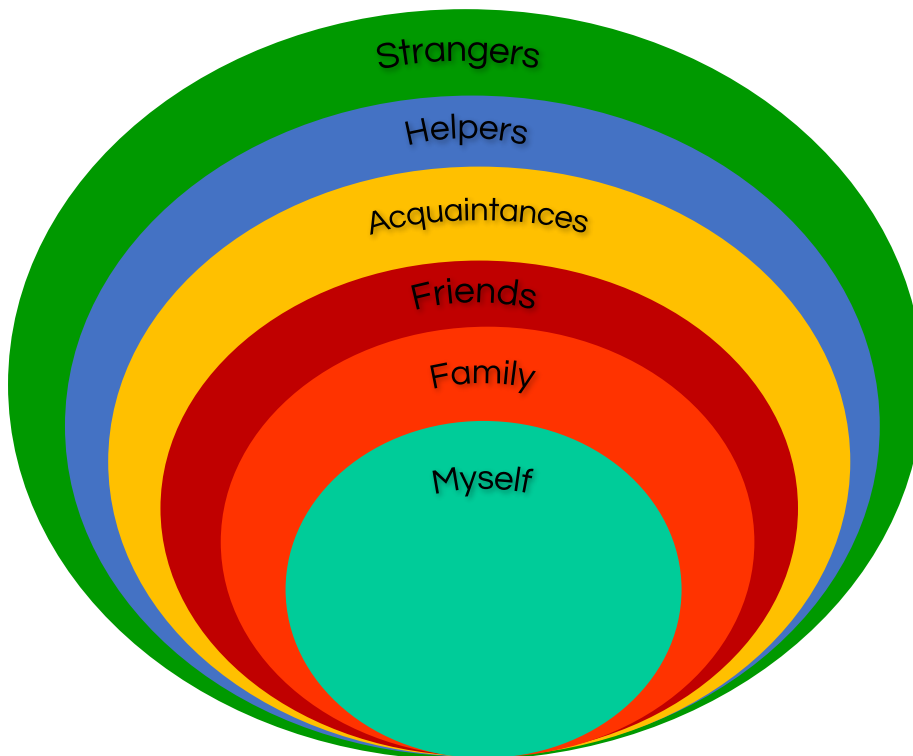
A. Personal Space

1. Listen to the teacher.

Your personal space is the space around your body that helps you feel comfortable near other people and helps them feel comfortable near you.

It's like an invisible bubble you carry around with you.

2. Talk about the diagram.



3. In your group, practise the different spaces between people.





B. Tone of Voice

1. Listen to the teacher:

The tone of your voice—how you are actually saying something—says what you feel.

Often, your tone of voice can give a stronger message than your words. Sometimes, how you say something can change the meaning of what you are saying.

2. Say this sentence in different ways.

Tonight, we are having soup.

- In a happy voice
- In a sad voice
- In an angry voice
- In a bored voice
- In a tired voice



The teacher will check your tones of voice!



SAMPLE



1. You asked a friend to lunch. Which photo show she wants to go? Tick it.





1. Match the business signs and words.



Sale



Buy now



Open



Shop



Irish pub



New



1. Look at the activities these people do:

Martin



Sinead



Jason



Answer Y for Yes and N for No.

- a) Jason plays football. _____
- b) Sinead plays chess. _____
- c) Sinead goes ice-skating. _____
- d) Martin goes to the gym. _____
- e) Sinead plays rugby. _____
- f) Jason goes running. _____
- g) Martin plays badminton. _____
- h) Jason plays tenpin bowling. _____





ASSESSMENT BRIEF 3



Course: Nonverbal Communication
Course Code: M1C04
Assessment: Collection of Work
Title: **Sequencing**
Weighting: Collection of Work 100%

Guidelines:

You will be expected to:

Sequence images/symbols associated with a familiar activity and or process,

Assessment criteria:

- Exercises must be complete.
- Exercises must be correct.
- Show an understanding of what a sequence is and put letters and numbers in sequence.
- Examples of processes to sequence could include: a hygiene routine, household routine, planting, daily routine, directions, puzzles, recipe instructions, etc.
- Sequence a short cartoon to put the story in the right order.

Submission date:

I confirm that this is my own work.

Signed:

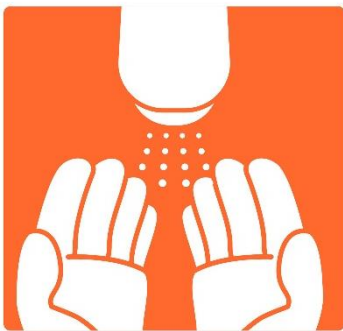
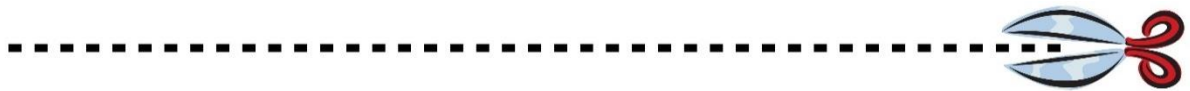
Date:



1. Listen to the instructions for washing your hands:
 - A. Wet your hands.
 - B. Add soap.
 - C. Wash well for 20 seconds.
 - D. Rinse.
 - E. Dry.
 - F. Turn off water with a paper towel.

a) Now practise the technique in the classroom.

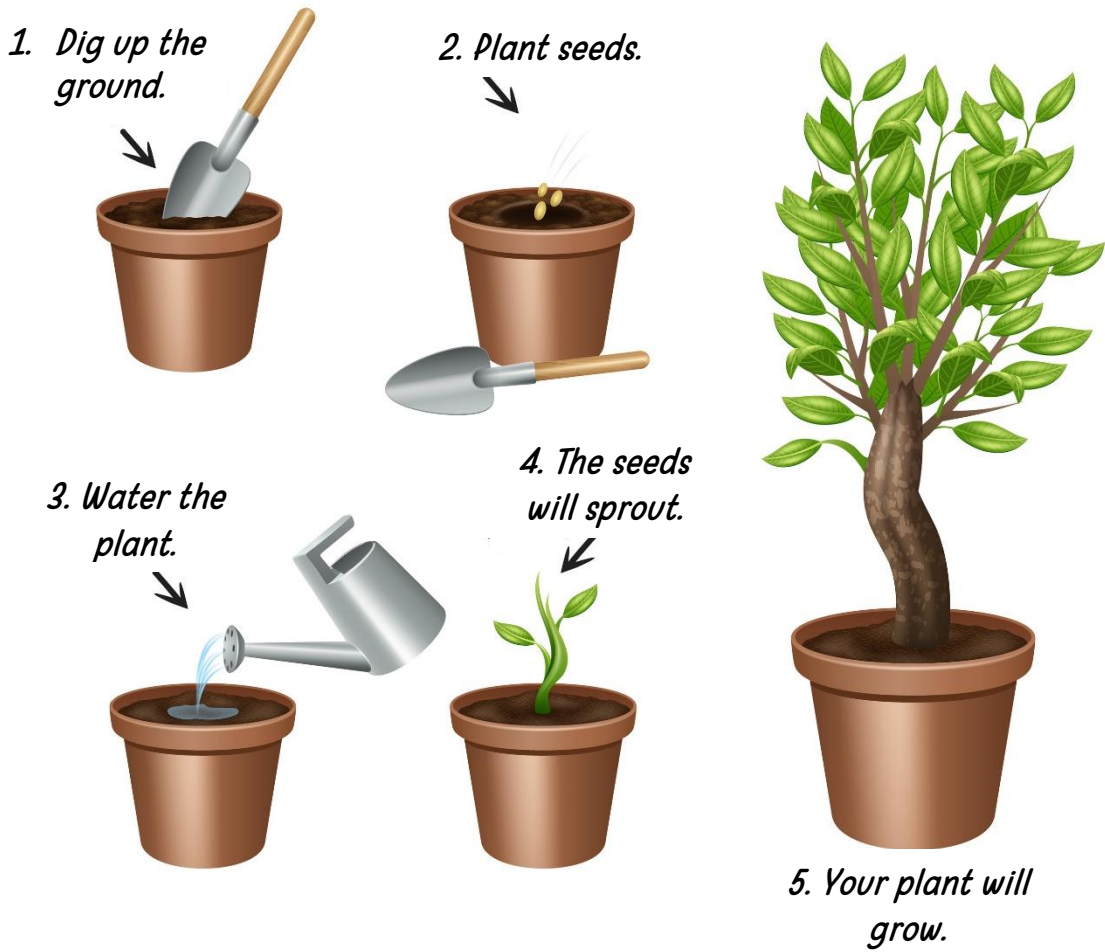
b) Cut out the pictures and stick them in the correct order.



c) Now practise washing your hands correctly! Remember the steps!



2. Look at the steps for planting:



3. Complete the sentences:

1. Dig _____ the ground.

2. _____ seeds.

3. _____ the plant.

4. The seeds _____ sprout.

5. _____ plant will grow.



4. You are doing the laundry. Match the sentences and pictures.



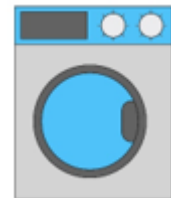
a) Put the clothes in the washing machine.



b) Turn the washing machine on.



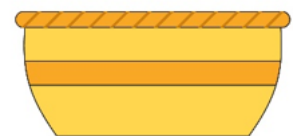
c) Put the clothes in the basket.



d) Hang the clothes out to dry.



e) Iron some clothes.





Mapping of Learning Outcomes

(NVC1) Use appropriate non-verbal behaviour to secure and maintain the attention of another Pages 9 to 17 (facial expressions, smiling, copying facial expressions, recognising facial expressions and their meanings), Pages 18 to 19 (eye contact exercises), Pages 20 to 24 (gestures, recognising gestures and their meanings, using gestures to communicate messages, discussing gestures, gesture checklist), Pages 25 and 26 (personal space, how to use personal space), Pages 27 and 28 (touch, carrying out appropriate touch activities, e.g. handshake), Pages 29 to 31 (becoming familiar with good posture, practising good posture, using different postures in different situations, using posture to portray confidence), Pages 32 to 38 (wearing different clothes to send different messages, e.g. at work, at the beach, etc., clothing suited to different activities, having personal hygiene to improve our image), Page 39 (using different tones of voice to portray feelings), Page 40 (voice volume), Page 41 to 43 (body language, what messages are we giving nonverbally, body language checklist)

(NVC2) Communicate an idea/request non-verbally Page 8 (my day, e.g. showing feelings), Pages 9 to 17 (facial expressions, emoticons), Pages 18 to 19 (eye contact exercises), Pages 20 to 24 (gestures, recognising gestures and their meanings, using gestures to communicate messages, discussing gestures, gesture checklist), Pages 25 and 26 (personal space, how to use personal space), Pages 27 and 28 (touch, carrying out appropriate touch activities, e.g. handshake), Pages 29 to 31 (becoming familiar with good posture, practising good posture, using different postures in different situations, using posture to portray confidence), Pages 32 to 38 (wearing different clothes to send different messages, e.g. at work, at the beach, etc., clothing suited to different activities, having personal hygiene to improve our image), Page 39 (using different tones of voice to portray feelings), Page 40 (voice volume), Page 41 to 43 (body language, what messages are we giving nonverbally, body language checklist)

(NVC3) Respond to body language, e.g. facial expression, gesture Pages 46 to 52 (responding to nonverbal communication, responding to others' facial expressions and gestures, responding in an introduction setting, handshaking)

(NVC4) Respond to common place signs and symbols, e.g. exit, no entry, hazard symbols Pages 53 to 63 (understanding common signs so that they can be responded to, e.g. social signs, safety signs, prohibitive



signs, road signs, hazard signs), Pages 64 to 60 (understanding common symbols so that they can be responded to, e.g. logos, icons, restaurant signs)

(NVC5) Sequence images/symbols associated with a familiar activity and or process, e.g. loading a washing machine, turning on a mobile phone/microwave, using a public pay phone, car parking station, vending machine, looking at a short cartoon strip, supermarket express checkouts, mixing a food product such as soup/babies bottle Pages 72 to 97 (sequencing tasks, e.g. letter/ number / picture sequences, personal hygiene activities, recipe instructions, planting instructions, work day sequence, cartoon, map directions, text message, using an ATM, own routine, life cycles, puzzles)

***Note to the teacher:**

I think that these two learning outcomes are very similar.

NVC1: Use appropriate non-verbal behaviour to secure and maintain the attention of another

NVC2: Communicate an idea/request non-verbally

Using nonverbal behaviour to get the attention of another and communicating an idea or request nonverbally could, in many cases, be the same thing, e.g. beckoning someone could be getting their attention and it could be communicating a request nonverbally.

For this reason, many of the page references are the same for NVC1 and NVC2.