

DOCUMENT RESUME

ED 399 604

CS 509 354

AUTHOR Overmier, Mary; And Others  
TITLE Nonverbal Communication. [Sending and Receiving Messages without Words.]  
INSTITUTION Illinois Univ., Urbana. Cooperative Extension Service.  
SPONS AGENCY Extension Service (DOA), Washington, D.C.  
PUB DATE 95  
NOTE 33p.; For related documents, see CS 509 353-356.  
PUB TYPE Guides - Classroom Use - Instructional Materials (For Learner) (051)

EDRS PRICE MF01/PC02 Plus Postage.  
DESCRIPTORS \*Class Activities; Clothing; \*Communication Skills; Elementary Secondary Education; \*Nonverbal Communication; \*Personal Space  
IDENTIFIERS \*Communication Behavior; \*Message Transmission; Signals

ABSTRACT

This booklet presents nine class activities dealing with nonverbal communication. Activities in the booklet deal with facial expressions, mimes, body language, "clothes talk," personal space, and mixed messages. Many of the activities in the booklet involve coloring or drawing on illustrations provided. (RS)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made \*  
\* from the original document. \*  
\*\*\*\*\*

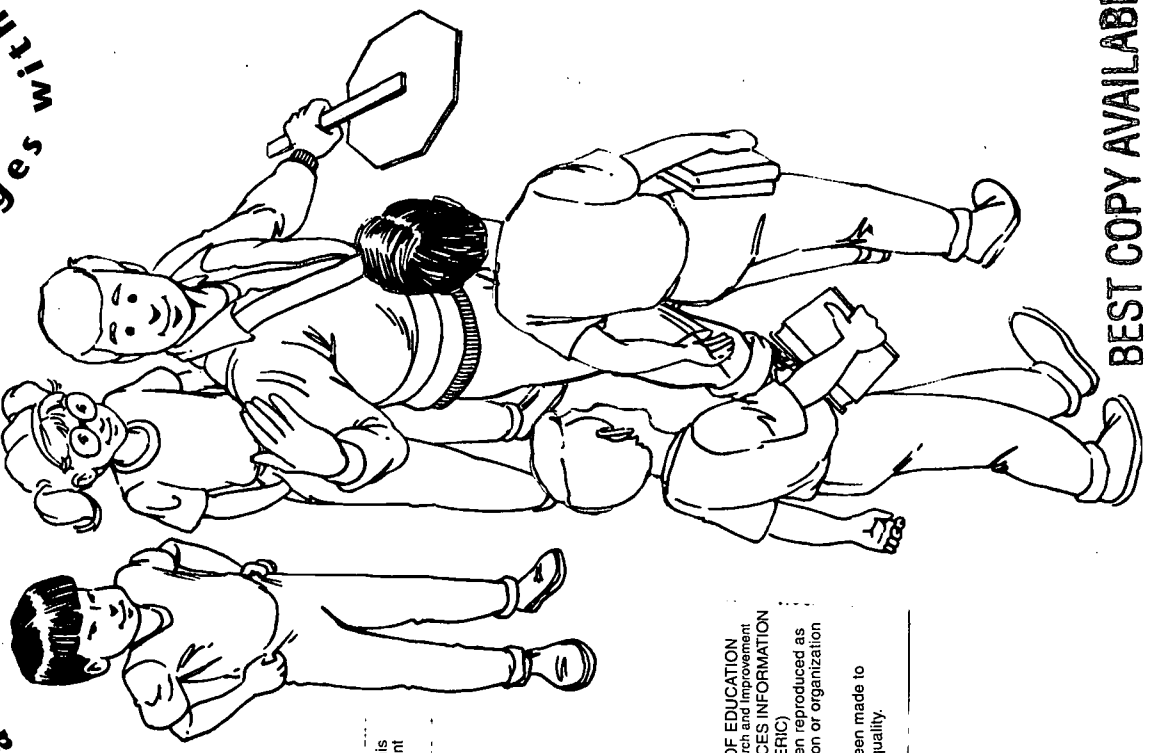
# Nonverbal Communication

**KEY TERM**  
nonverbal communication:

sending and receiving messages without words

If you were in a country where no one understood a word you said, what would you do? Could you share your ideas and feelings?

Don't worry if that sounds hard. You already send and receive messages every day without using words. The lessons in this section will help you be even better at nonverbal communication.



Can you imagine going all day without using any words at all?

**No "good morning, breakfast is ready." No radio announcer saying that school is cancelled.**

**No street signs or library books to read. No spelling tests! Just imagine.**

\* Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)  
 This document has been reproduced as received from the person or organization originating it.  
 Minor changes have been made to improve reproduction quality.

7586055D

# Funny Faces

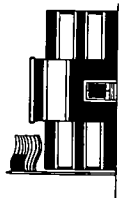


One important way we send messages without words is with our faces.

Can you tell how these children felt when they had their school pictures taken?

Label each photo with a feeling like happy, angry, surprised, shy, nervous, bored, or sad.


Lincoln Grade School  
Grade 4



Extra Challenge:

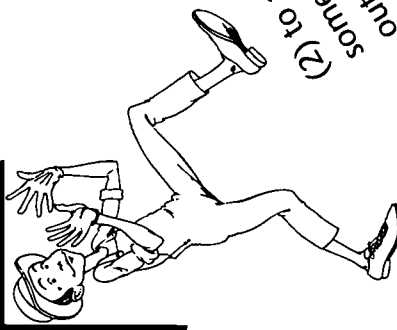
In the blank boxes, draw and label how your school principal and your teacher might look in their school pictures.

# Mime Time

**Mimes** are actors that talk to us without using words. They are very good at showing us what they think or feel or do.

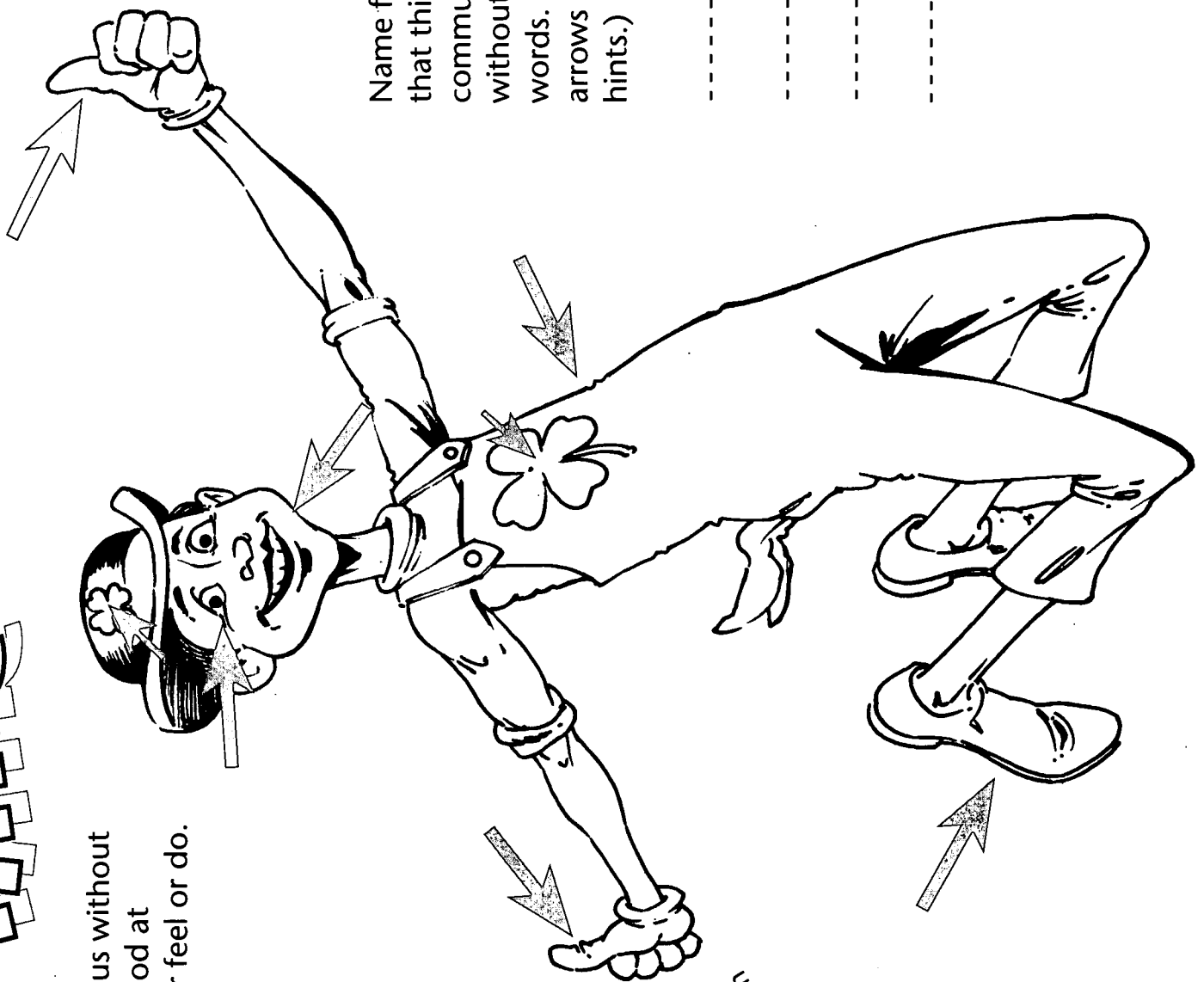


**KEY TERM:**  
mime:



(2) to act something out and communicate without using spoken words.

(1) an actor who uses nonverbal signals to communicate (short form of the word "pantomime");



Name four ways that this mime is communicating without using words. (The arrows give you hints.)

- 
- 
- 
-

# Body Talk

gest

Whenever people work or play together, they send and receive nonverbal messages.

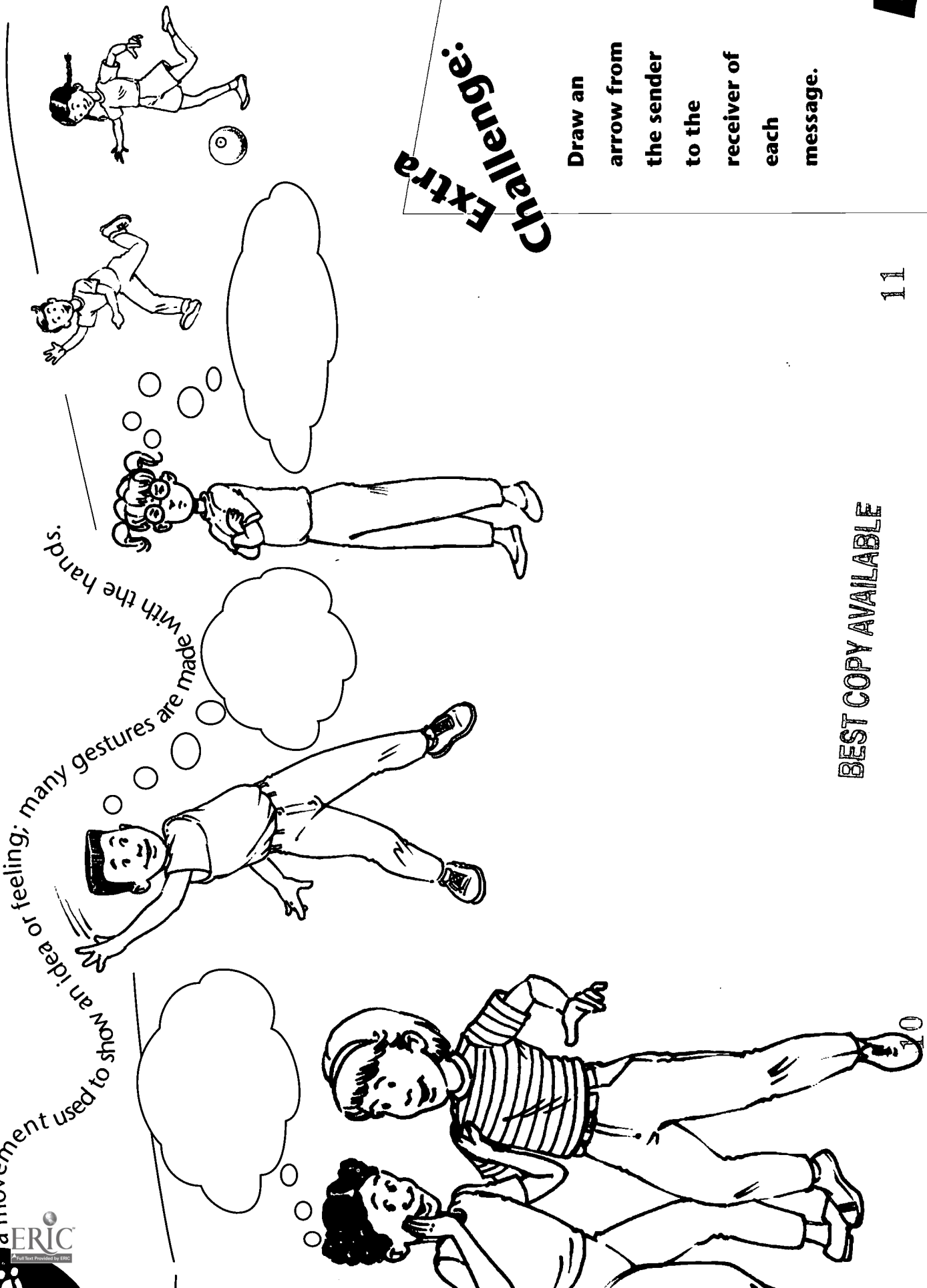
These children are using their bodies to send messages by the way they stand or move. They also use their hands to make **gestures** or signals to each other.

**Write the following messages inside the balloon of the child who is sending the message:**

- Come on!**
- Did you hear about this?**
- I don't want to play that again.**
- Look over there.**
- I don't know.**
- What did you say?**



a movement used to show an idea or feeling; many gestures are made with the hands.



### Challenge: Extra

Draw an arrow from the sender to the receiver of each message.

BEST COPY AVAILABLE



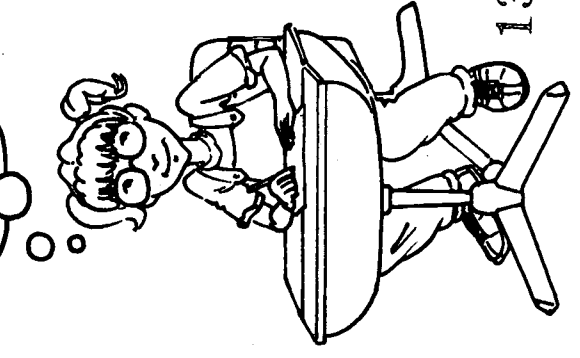
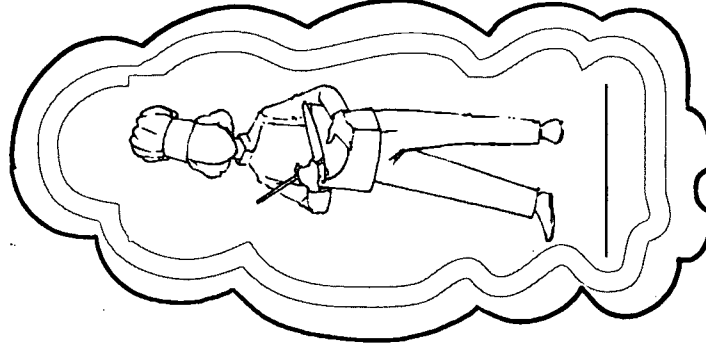
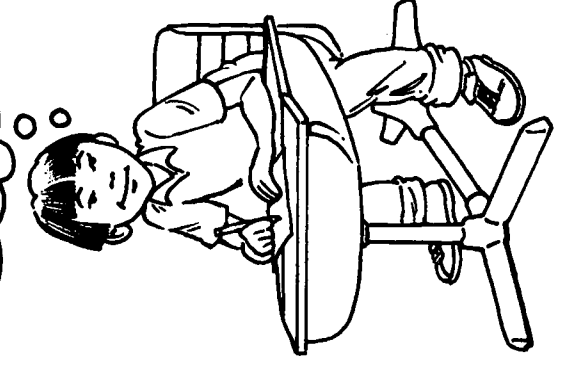
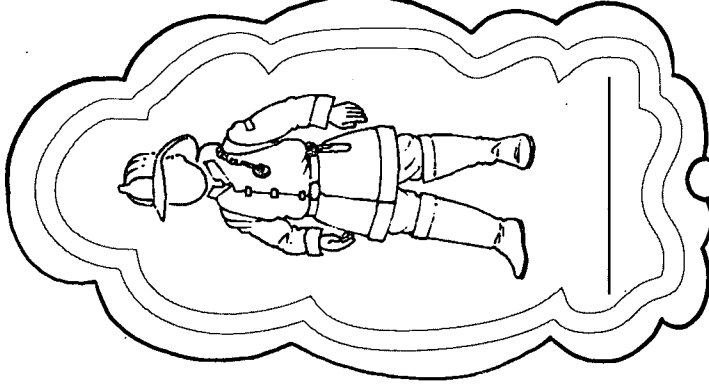
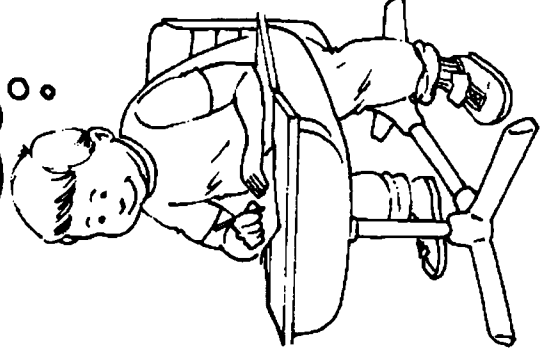
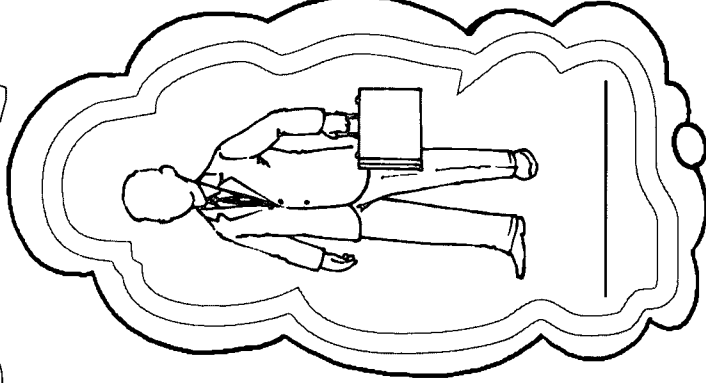


# Clothes Talk

People you meet "read" your nonverbal messages. They may guess what you're like. For example, they may decide if you're a lot like them or if you look friendly.

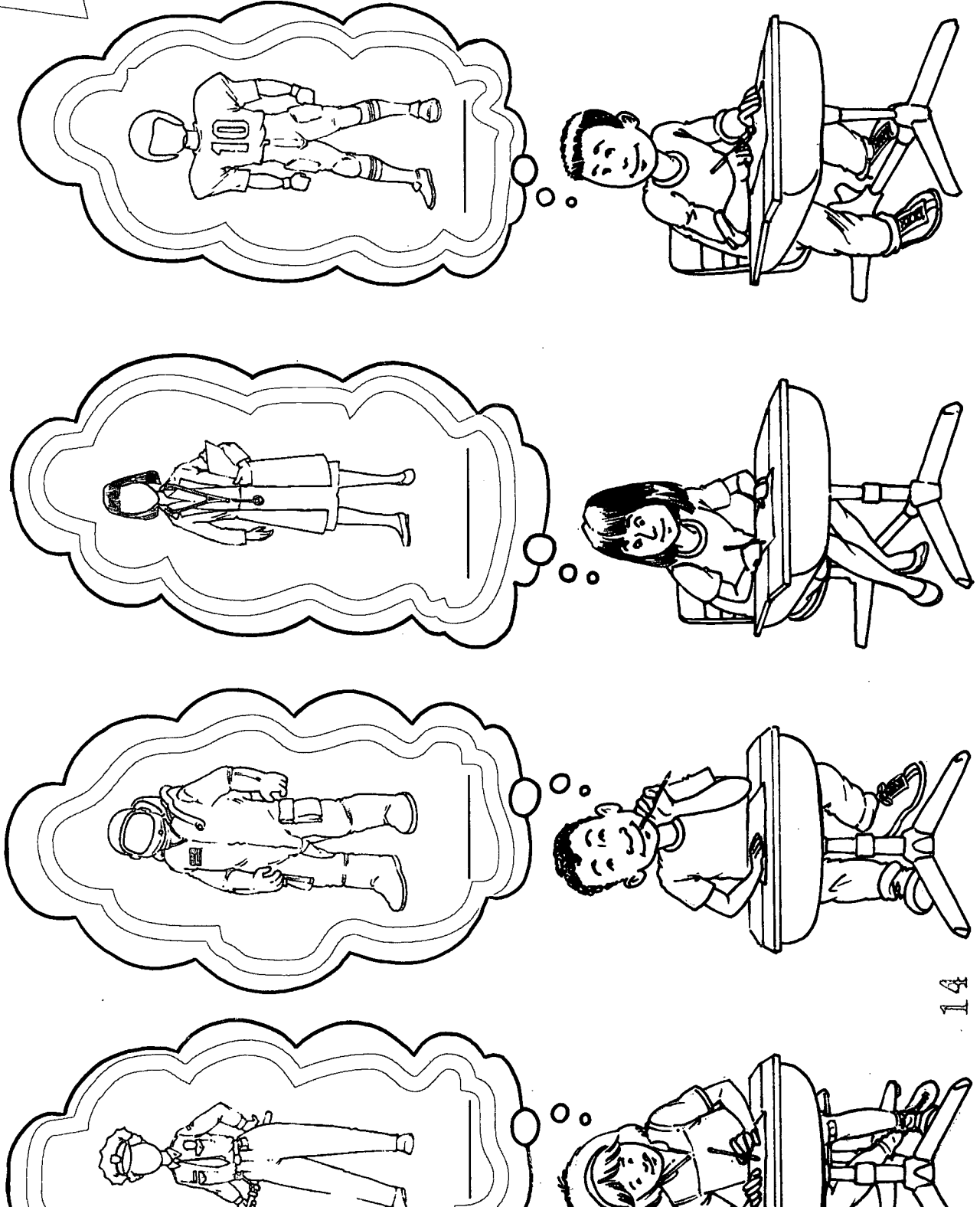
Your clothes may say that you're neat or messy. Your clothes can also give clues about what you like to do, how old you are, and where you live.

For adults, clothes can sometimes show what kind of work they do. The children here are writing about what they want to do when they grow up. Which careers are they writing about?



# Extra Challenge:

Find or draw a picture of an adult doing the kind of work you'd like to do. Label the picture "When I Grow Up." Draw arrows pointing to clothing or other items that give hints about the kind of work you're thinking about. See if your friends can tell from the picture what you want to do.





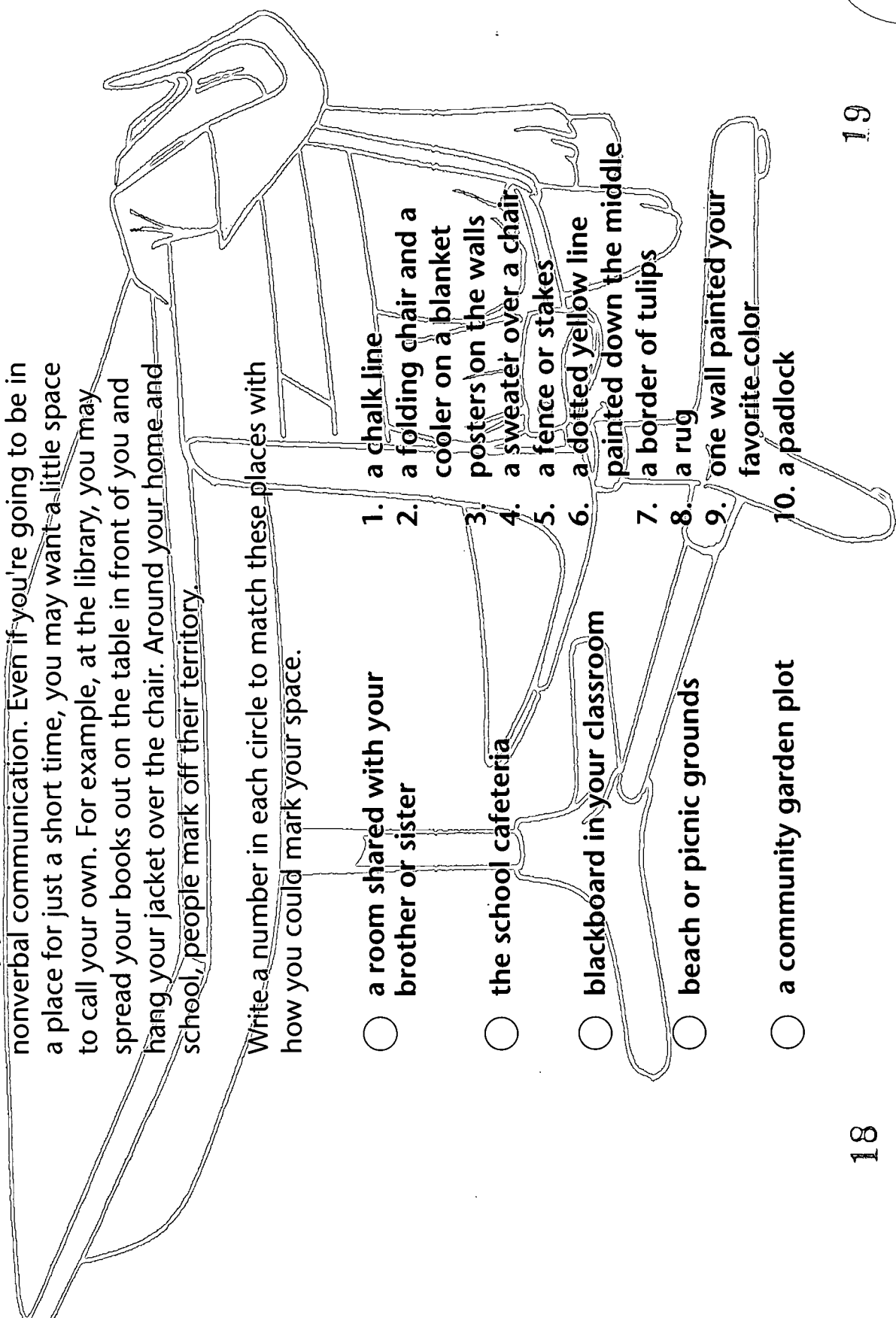


# Stalking a Claim

The way you use the space around you is one kind of nonverbal communication. Even if you're going to be in a place for just a short time, you may want a little space to call your own. For example, at the library, you may spread your books out on the table in front of you and hang your jacket over the chair. Around your home and school, people mark off their territory.

Write a number in each circle to match these places with how you could mark your space.

- a room shared with your brother or sister
  - the school cafeteria
  - blackboard in your classroom
  - beach or picnic grounds
  - a community garden plot
1. a chalk line
  2. a folding chair and a cooler on a blanket
  3. posters on the walls
  4. a sweater over a chair
  5. a fence or stakes
  6. a dotted yellow line painted down the middle
  7. a border of tulips
  8. a rug
  9. one wall painted your favorite color
  10. a padlock

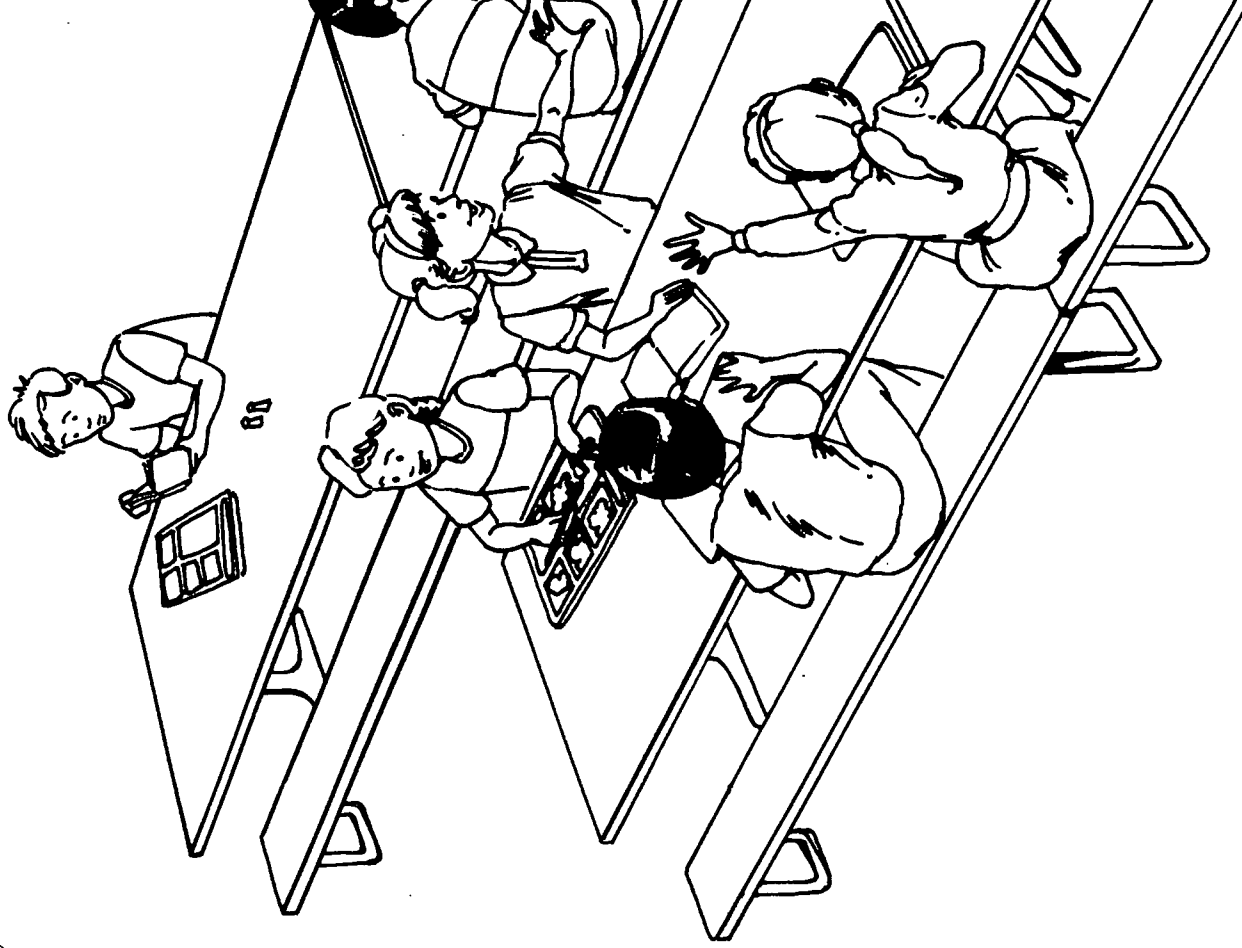


# Space Talks

Our nonverbal messages can invite people to get close to us or back off. If you're talking with good friends, you sit or stand close together. You look at each other and smile. You laugh or whisper. You may do a "high five" or poke each other in the arm. Your body talk and your space talk work well together.

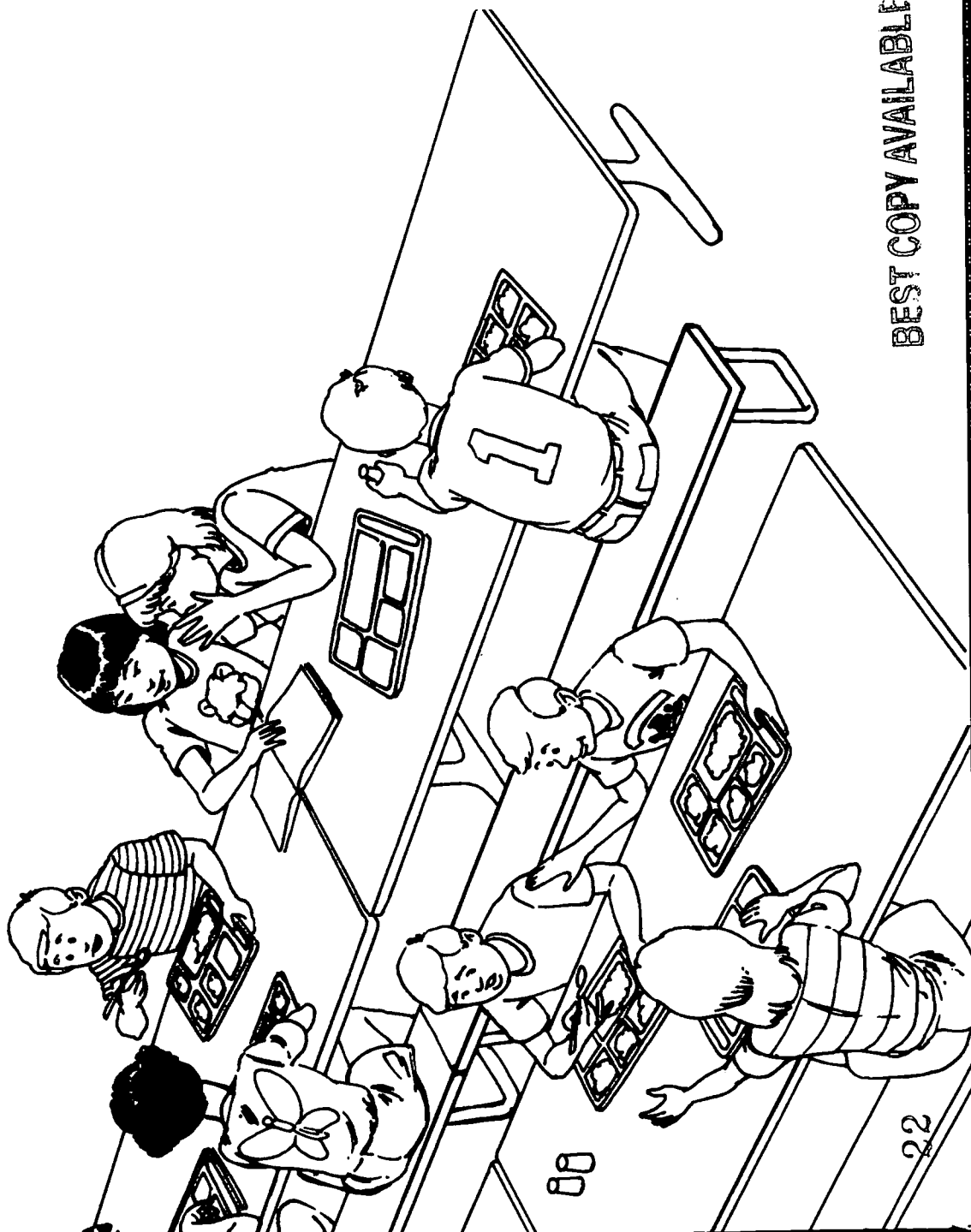
At other times, you may be surprised and uncomfortable when someone else gets too close. You may back away to keep more space between you. (That may make you seem unfriendly!) Or you may stand your ground and hope the other person backs off.

- In this cafeteria scene, draw a box around two people who seem to say "I want to be alone. Don't bother me."
- Circle two who seem to be close friends.
- Put an X to mark the spot where you would sit.



# Extra Challenge

**Compare your answers with another student's. Did you make the same choices? Tell each other why you answered the way you did.**



BEST COPY AVAILABLE

# Locker Lineup

At Lincoln School, the children decorate the inside of their lockers. List or draw items that can help each child mark the locker as his or her own space.

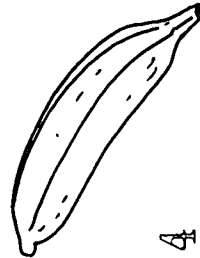
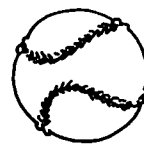
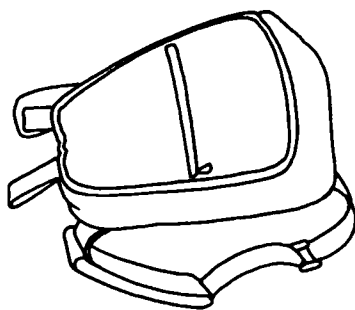
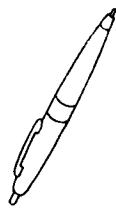
**Susie** likes sports and is a little messy.

**Sean** always brings his lunch and has music lessons after school.

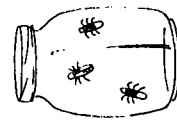
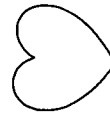
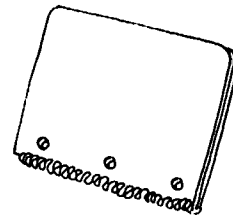
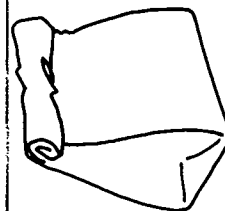
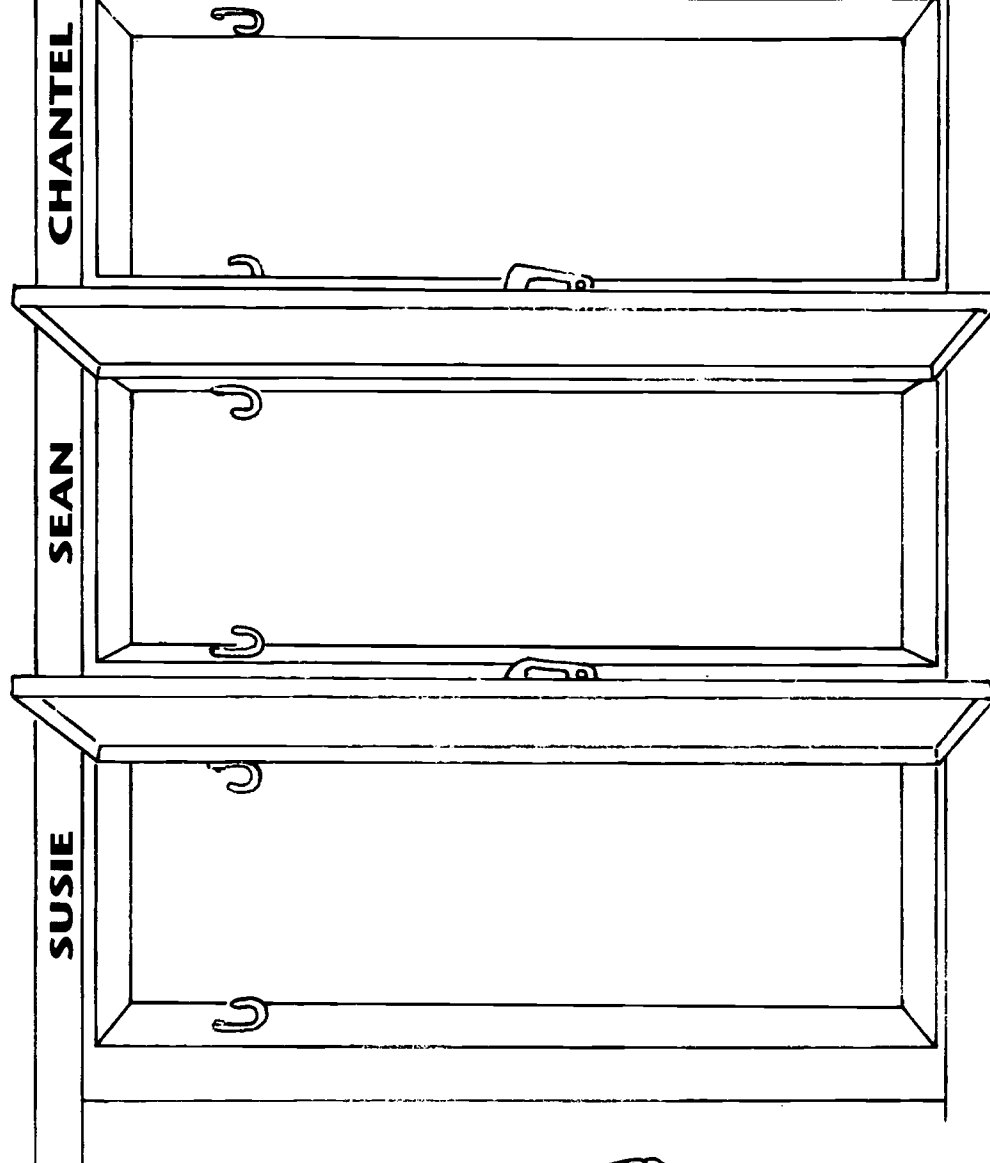
**Chantel** likes frilly clothes and science projects.

**BJ's** motto is be prepared. He never throws anything away.

**Amy** has a long walk to school and always bundles up. Her favorite class is art.



24

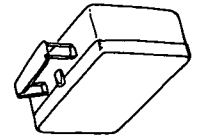
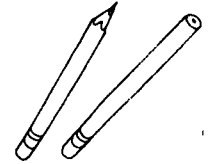
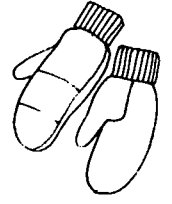
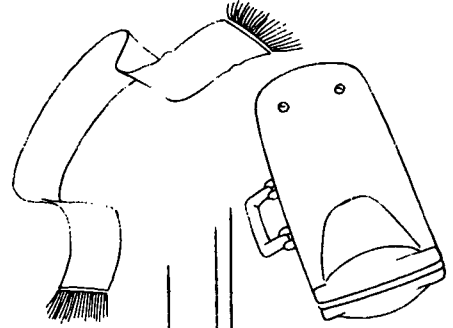
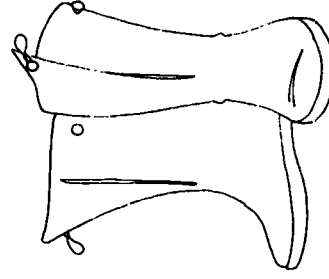
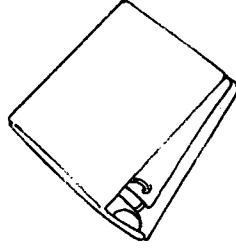
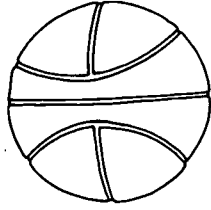
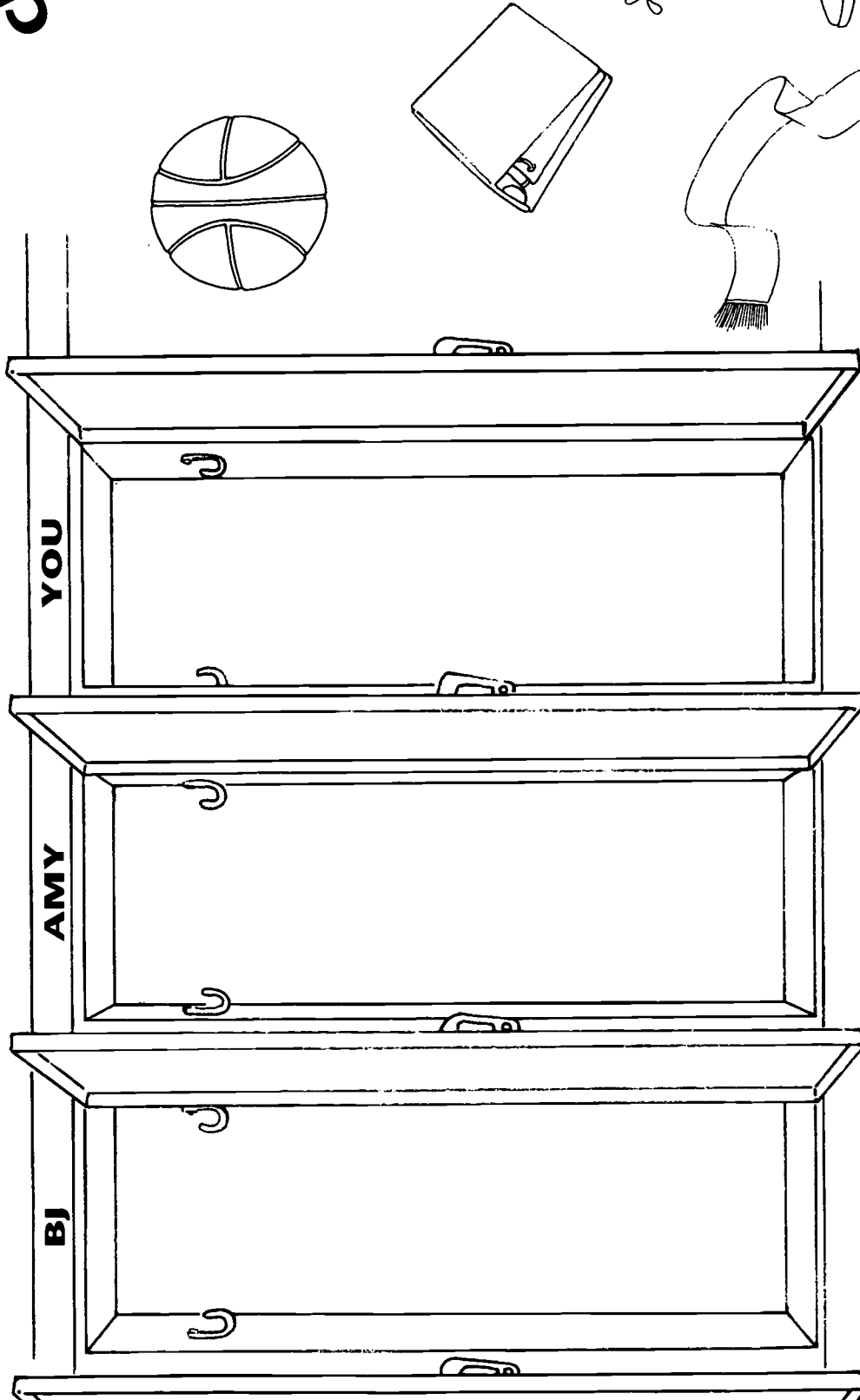


25



# Extra Challenge:

What would your locker look like? Decorate one of the lockers to make it your own.



26

27

3

# Mixed Messages

K E Y T E R M

## mixed message:

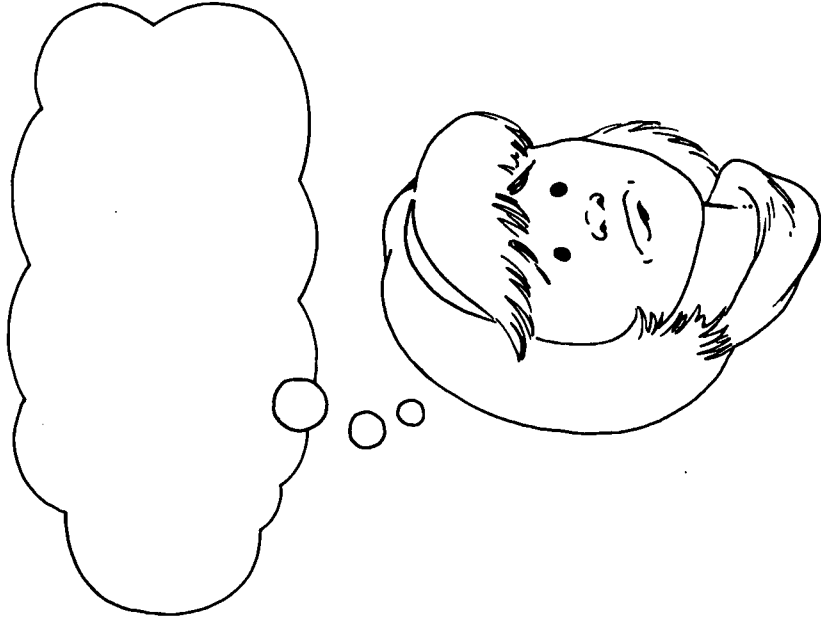
**what happens when you**

**send two or more messages that say different things.**

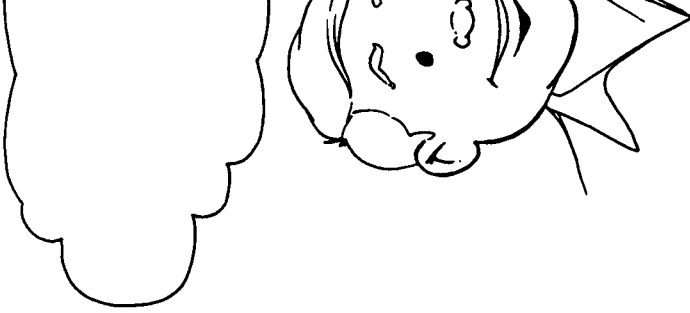
Sometimes it can be funny when things don't go together. A fake nose and mustache on your little sister probably would make you laugh. Wearing your fuzzy bunny slippers to class might make everyone laugh (except maybe your teacher.) Sometimes mixed messages aren't so funny. If your words and your actions send different messages, you may confuse people. Some may listen to your words, but most will believe your actions or tone of voice.

Look at these children and notice what they are saying. Then look at their faces. Read their body talk and see if it goes with their words. In the balloons, write what their faces and bodies tell you.

28



**"It'll be easy to get all my homework done tonight."**



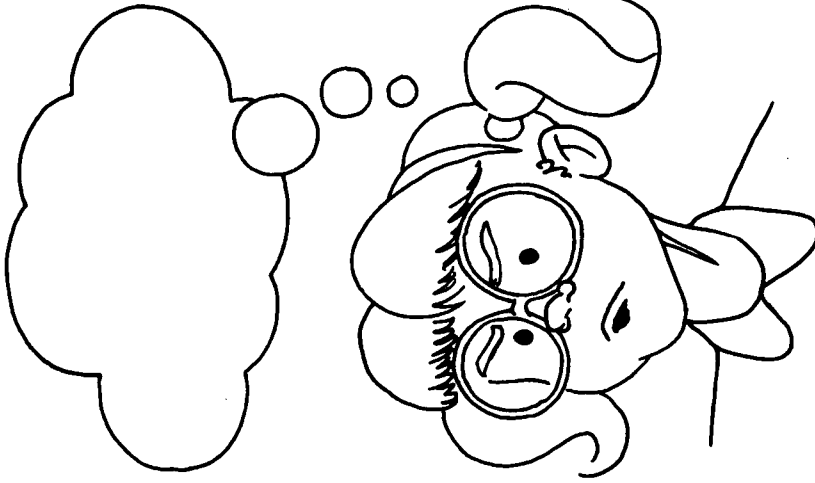
**"I hate home r..."**

**For example, your spoken words and your body language**

29



**"Sure Mom, I'd love to have liver for dinner."**



**"You're welcome to share my french fries."**

**don't match.**

Co-produced by 4-H and Information Services, College of Agricultural, Consumer and Environmental Sciences, University of Illinois at Urbana-Champaign

Graphic Design: Marisa Meador, with Michele Plante

Illustration: Tim Stiles

Writing: Mary Overmier, with Lisa Sheppard and Cheryl Frank



Cooperative Extension Service  
College of Agricultural, Consumer, and Environmental Sciences  
University of Illinois at Urbana-Champaign

Issued in furtherance of Cooperative Extension Work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Donald L. Uchtman, Director, Cooperative Extension Service, University of Illinois at Urbana-Champaign. The Cooperative Extension Service provides equal opportunities in programs and employment.

Copyright 1995 by University of Illinois Board of Trustees

# More Extra Challenges

**You Don't Say:** Play "silent tv." With one or two friends, practice reading people's faces and actions. See if you all get the same messages when there are no words.

Turn the sound down on the tv. Can you guess what the people are saying? Or how they feel? Did you and your friends have different ideas? Why do you think your guesses were different?

To do with help from someone older: If you have a vcr, ask if you may record a short program to watch twice. The first time, keep the sound turned down. The second time, turn it up so you can hear. Did you understand much the first time? Which was harder without words—understanding feelings or ideas?

**Fanciful Feet:** With family members or friends, take turns standing behind a large sheet (or wear a large garbage bag), then act out these emotions using only your feet and legs: happy, angry, shy, scared, bored.



**Just Gestures:** Most gestures (like the scout salute) are learned. Learned gestures may have different meanings for different groups of people. Like some other kinds of nonverbal communication, we learn gestures from seeing other people use them.

Check the learned gestures that you use. Write who you could learn them from.

- \_\_\_\_\_ sign language \_\_\_\_\_
- \_\_\_\_\_ high five \_\_\_\_\_
- \_\_\_\_\_ "V" for victory \_\_\_\_\_
- \_\_\_\_\_ OK \_\_\_\_\_
- \_\_\_\_\_ thumbs up \_\_\_\_\_
- \_\_\_\_\_ shaking hands \_\_\_\_\_



**U.S. DEPARTMENT OF EDUCATION**  
*Office of Educational Research and Improvement (OERI)*  
*Educational Resources Information Center (ERIC)*



## NOTICE

### REPRODUCTION BASIS

This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").