

# Nonverbal Communication Skills

**Unit:** Communication and Technology Communication Skills

**Problem Area:** Communication in the Workplace

**Lesson:** Nonverbal Communication Skills

- **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Identify types of nonverbal communication.**
- 2 Describe the importance of nonverbal communication.**

- **Resources.** The following resources may be useful in teaching this lesson:

E-unit(s) corresponding to this lesson plan. CAERT, Inc. <http://www.mycart.com>.

Doyle, Allison. "Nonverbal Communication Skills Lists and Examples," *Thebalancecareers.com*. Nov. 1, 2019. Accessed Nov. 18, 2019. <https://www.thebalancecareers.com/nonverbal-communication-skills-2059693>.

Fleming, Grace. "Nonverbal Communication Activities," *Thoughtco.com*. July 11, 2019. Accessed Nov. 21, 2019. <https://www.thoughtco.com/nonverbal-communication-activities-1857230>.

"Nonverbal Communication," *Dictionary.com*. Accessed Nov. 18, 2019. <https://www.dictionary.com/browse/nonverbal-communication>.

"Nonverbal Communication," *Helpguide.org*. Accessed Nov. 18, 2019. <https://www.helpguide.org/articles/relationships-communication/nonverbal-communication.htm>.

"Nonverbal Communication," *Skillsyouneed.com*. Accessed Nov. 18, 2019. <https://www.skillsyouneed.com/ips/nonverbal-communication.html>.



“Nonverbal Communication: Definition, Types, Importance (Explained),” *ledunote.com*. Accessed Nov. 19, 2019. “<https://iedunote.com/nonverbal-communication>.”

“What is Nonverbal Communication?” *Creducation.net*. Accessed Nov. 18, 2019. [https://creducation.net/resources/nonverbal\\_communication/what\\_is\\_nonverbal\\_communication.html](https://creducation.net/resources/nonverbal_communication/what_is_nonverbal_communication.html).

## ■ **Equipment, Tools, Supplies, and Facilities**

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with printers and Internet access
- ✓ Classroom resource and reference materials

## ■ **Key Terms.** The following terms are presented in this lesson (shown in bold italics):

- accenting
- body language
- complementing
- contradiction
- nonverbal communication
- repetition
- substitution

## ■ **Interest Approach.** Use an interest approach that will prepare students for the lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

*Find 10 pictures of celebrities expressing distinct emotions on their faces, or with their body language. Ask the students to number their papers 1–10. Tell them you are going to do a quick experiment with them involving nonverbal communication. Show the pictures one at a time. Have the students look at each picture and write down the feeling or emotion illustrated in each picture. After all of the photos have been displayed, discuss the students’ impressions as a group. Talk about the indicators that influenced their identifications. Remind them that nonverbal communication skills are a very common and effective way of expressing one’s thoughts and feelings.*

# CONTENT SUMMARY AND TEACHING STRATEGIES

**Objective 1:** Identify types of nonverbal communication.

**Anticipated Problem:** What are the various different forms of nonverbal communication?

- I. **Nonverbal communication** is communication that takes place without the use of any oral or written words. This can take place in various formats, including the use of **body language**, communicating nonverbally through conscious or unconscious gestures and movements. Nonverbal communication is actually used more frequently and effectively than verbal communication. Some of the ways one can communicate nonverbally are described in the chart below:

Types	Description
Body Language	The way a person sits, walks, holds his or her head, or makes movements can tell a lot. For example, biting one's nails or twirling hair could imply nervousness.
Eye Contact	Eye contact is another very important form of non-verbal communication. The way one looks at another person can signify interest, affection, anger, attraction, concern, etc.
Facial Expression	The human face is capable of showing many different emotions. Facial expressions representing happiness, sadness, anger, surprise, fear, etc. are universally understood by people — regardless of age, cultural background, sex, or religion.
Gestures	Gestures are often used to show expression by waving, pointing, beckoning, or using hands to indicate size or direction. Gestures are often used to emphasize a point. Gestures do not have the same meaning in all cultures, one must use them carefully.
Personal Appearance	Appearance includes dress, hair, make-up, accessories, etc. Dress and hair color or style can tell a lot about the person, his or her job, personality, interests, etc. For example, a person wearing a suit could be employed in a business or legal field. Someone wearing scrubs might work in the medical field. Athletic wear could indicate an interest in fitness or health.
Posture/Body Orientation	Holding one's body stiff and immobile could be a sign of tension or stress. Slouching might show apathy or boredom. The position of one's shoulders (raised or relaxed) indicates his or her level of anxiety or stress.
Space and Distance	Space and distance are important measures used to determine the relationship between two or more people. Typically, the less distance between individuals the more connected they are.
Touch	Touch is a widely used tool for communicating with others. However, there are very different levels of acceptable touching, depending on the age, gender, relationship, and culture involved. Like the use of gestures, it is important to know cultural values and standards of acceptance for these.

**Teaching Strategy:** Many techniques can be used to help students master this objective. Use VM-A to facilitate a discussion of Objective 1.

**Objective 2:** Describe the importance of nonverbal communication.

**Anticipated Problem:** How are nonverbal cues critical to the communication process?

- II. Nonverbal communication can be used to support and promote spoken messages, but can also indicate a lack of truthfulness or sincerity. When nonverbal signals and spoken words match, the result is an increase in trust and rapport. However, when the nonverbal behaviors do not match, distrust and confusion can result. Nonverbal communication can play some very significant roles, including the following:
- A. **ACCENTING:** **Accenting** consists of underlining the importance of a verbal message, using nonverbal communication signals or signs. Pounding the table to express anger, impatience, etc. would be an example of accenting.
  - B. **COMPLEMENTING:** **Complementing** involves using body language or signals to support and add to the spoken message. Examples might be patting someone on the back in addition to praising one's performance or actions.
  - C. **CONTRADICTION:** **Contradiction** exists when body language and nonverbal behaviors do not match with the spoken words. This indicates a lack of truthfulness.
  - D. **REPETITION:** **Repetition** occurs when nonverbal cues and signals support the words spoken. This helps reinforce and strengthen the message.
  - E. **SUBSTITUTION:** **Substitution** happens when a nonverbal message actually takes the place of a verbal one. For example, one's facial expression can convey sentiments of sympathy, anger, confusion, etc. very effectively.

**Teaching Strategy:** Many techniques can be used to help students master this objective. Use VM-B to review the information presented in Objective 2.

- **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. If a textbook is being used, questions at the ends of chapters may also be included in the Review/Summary.
- **Application.** Use the included visual master(s) and lab sheet(s) to apply the information presented in the lesson.
- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

## ■ Answers to Sample Test:

### Part One: Matching

1. f
2. d
3. c
4. a
5. e
6. b

### Part Two: True/False

1. F
2. F
3. T
4. T
5. T
6. F

### Part Three: Short Answer

1. Answers may vary slightly but should include the fact that verbal communication involves sending a message through written or spoken words. Nonverbal communication is communication that takes place without the use of any oral or written words. This can include the way a person listens, moves, looks etc.
2. Repetition happens when nonverbal cues or signs reinforce and/or strengthen a verbal message.

# Nonverbal Communication Skills

## ► Part One: Matching

**Instructions:** Match the term with the correct definition.

- |                  |                            |
|------------------|----------------------------|
| a. accenting     | d. contradiction           |
| b. body language | e. nonverbal communication |
| c. complementing | f. substituting            |

- \_\_\_\_\_ 1. When a nonverbal message actually takes the place of a verbal one
- \_\_\_\_\_ 2. Body language and nonverbal behaviors do not match with the spoken words
- \_\_\_\_\_ 3. Involves using body language or signals to support and add to the spoken message
- \_\_\_\_\_ 4. Underlining the importance of a verbal message, using nonverbal signals or signs
- \_\_\_\_\_ 5. Communication that takes place without the use of any oral or written words
- \_\_\_\_\_ 6. Communicating nonverbally through conscious or unconscious gestures and movements.

## ► Part Two: True/False

**Instructions:** Write *T* for true or *F* for false.

- \_\_\_\_\_ 1. Gestures mean the same thing in all cultures.
- \_\_\_\_\_ 2. The more space between two people, the more connected they are.
- \_\_\_\_\_ 3. Facial expressions are universally understood by people of all ages.
- \_\_\_\_\_ 4. When verbal and nonverbal messages match there is an increase in trust.
- \_\_\_\_\_ 5. The position of one's shoulders can indicate their level of anxiety.
- \_\_\_\_\_ 6. Eye contact is not an effective form of nonverbal communication.



### ► **Part Three: Short Answer**

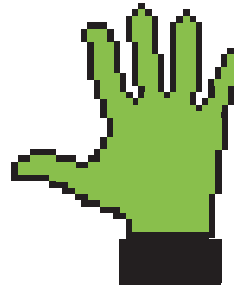
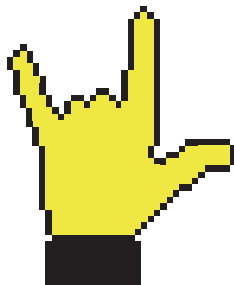
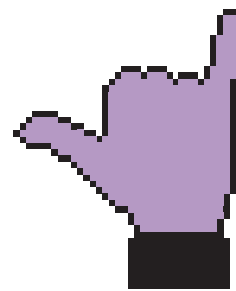
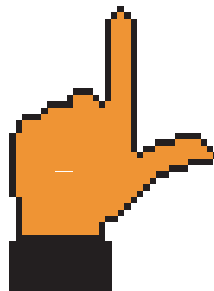
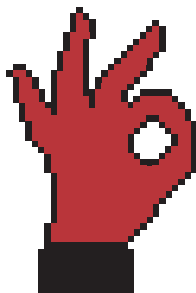
**Instructions:** Answer the following.

1. Describe the difference between verbal and non-verbal communication.
2. Explain the impact of using nonverbal cues to support a spoken message (repetition.)

# TYPES OF NONVERBAL COMMUNICATION

**Nonverbal communication is used more often than verbal communication.**

- ◆ Body Language
- ◆ Eye Contact
- ◆ Facial Expression
- ◆ Gestures
- ◆ Personal Appearance
- ◆ Posture/Body Orientation
- ◆ Space and Distance
- ◆ Touch





# NONVERBAL COMMUNICATION ROLES

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**Nonverbal communication cues may play a major role in how your messages are received.**

- ◆ Accenting
- ◆ Complementing
- ◆ Contradiction
- ◆ Repetition
- ◆ Substitution



# Investigate Nonverbal Communication Practices and Body Language

## Purpose

The purpose of this activity is to investigate nonverbal communication practices and body language.

## Objective(s)

1. Identify common examples of nonverbal communication.
2. Describe nonverbal practices that could help in a job interview.

## Materials

- ◆ computer
- ◆ Internet
- ◆ lab sheet
- ◆ writing utensil

## Procedure

1. View the YouTube presentation, “A Fun Guide to Nonverbal Communication and Body Language,” at <https://www.youtube.com/watch?v=Q0krS1v7Ywk&t=10s>. The video is approximately 5 minutes in length. It highlights the significance of using effective non-verbal communication practices in your daily life. Dr. York, a self-described “Dr. of Communications,” shares his insights and expertise in the presentation.
2. Take notes on the content of the video as you watch.



3. Complete the lab sheet.
4. Discuss the video in class and talk about the impact of nonverbal communication on your interactions with your peers, your teachers, parents, and supervisors.
5. Make a list on the board of tips presented in the video that would help you in a job interview.
6. Turn in the completed lab sheet to your instructor.

### A FUN GUIDE TO NONVERBAL COMMUNICATION AND BODY LANGUAGE

Name \_\_\_\_\_ Date \_\_\_\_\_

1. According to the video, what percentage of the time is spent using nonverbal communication vs. verbal communication?	
2. A handshake tells a lot about a person. List the key points made in the video about handshakes.	1. 2. 3.  Tips:
3. How you dress is important. What do you need to remember when dressing for an interview?	
4. Describe how eye contact changes — depending on if you are the listener or the speaker.	
5. How are college students and police officers similar in terms of lie detection?	
6. Micro expressions are facial expressions that occur within a fraction of a second. These are usually involuntary and show one's emotional response. List the 7 universal micro expressions demonstrated on the video.	1. 2. 3. 4. 5. 6. 7.

7. How could the lava game help you in a job interview?	
8. What activity does Dr. York recommend doing each day to increase your self-confidence?	
9. What tips or suggestions from the video could you use in preparing for a successful job interview?	