ROYAL CANADIAN AIR CADETS

PROFICIENCY LEVEL TWO

INSTRUCTIONAL GUIDE

SECTION 4

EO C240.01 – PARTICIPATE IN A NON-VERBAL COMMUNICATION ACTIVITY

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-802/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Prepare a slide or handouts for each cadet of Figure A-1.

Prepare cue cards located at Annex B to be used during the in-class activity in TP3.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 and TP2 to orient the cadets to the topic, generate interest and to give an overview of non-verbal communication.

An in-class activity was chosen for TP3 as it is an interactive way to provoke thought and stimulate an interest among cadets.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have participated in a non-verbal communication activity to gain a familiarization with an alternate method of communication.

IMPORTANCE

It is important for cadets to understand how to communicate using methods other than speech. If radio communication is lost in space, astronauts must still be able to communicate with one another. The cadets' participation in a non-verbal communication activity will help stimulate an interest in other methods of communication.

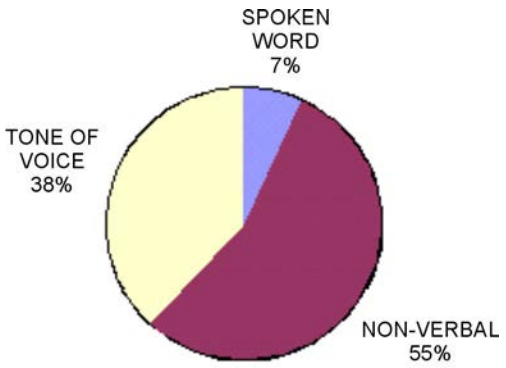
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Teaching point 1 **Explain the Use of Body Language as a Form of Non-verbal Communication**

Time: 5 min Method: Interactive Lecture

When people use spoken language to communicate, they do more than just listen to what is said in order to understand the message. They also look at the person who is speaking to see what their body is doing (body language), and listen to the way they are saying the words (tone) to understand their full message.

Studies have been done that show us the percentage of understanding that is gained from the spoken word. It is considerably less than the meaning that people gain from listening to a person's tone of voice and looking at their non-verbal communication.



"Department of Education Training and Youth Affairs", Non-verbal Communication. Retrieved 20 March 2007, from http://www.dest.gov.au/nwt/hospitality/comm_non.htm

Figure 1 Non-verbal Communication

Body Language. Includes the way people walk, talk, how they stand and their facial features (shown by a person's body attitude or movements).

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. When people use spoken language to communicate, what other things do people do besides listening, to understand what is being said?

Q2. What is the percentage of understanding gained through non-verbal communication?

Q3. Does this percentage surprise you? Why or why not?

ANTICIPATED ANSWERS

A1. They also look at the person who is speaking to see what their body is doing.

A2. 55% of understanding is gained through non-verbal communication.

A3. Answers will vary.

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Teaching point 2 **Explain the Use of Gestures as a Form of Non-verbal Communication**

Time: 5 min Method: Interactive Lecture

Gesture. A gesture is a form of non-verbal communication made with a part of the body, used instead of or in combination with verbal communication. Examples of non-verbal communication are facial expressions, hand signals, eye gazing and body postures (e.g. smile, handshake, wave, etc.).

Gestures that people use also convey meanings, such as:

- **Waving.** Saying hello or goodbye, or to get someone's attention.
- **Making a Fist.** You are angry.
- **Thumbs Up.** Okay.
- **Pointing.** Showing something.

Not all simple gestures are always understood and misunderstandings occur because of these gestures. It is important to understand that gestures mean different things in different cultures. Sometimes gestures can be rude in one culture, but okay in another. In North America spinning your finger around your ear is known as "You're crazy". In Argentina the same gesture means "You have a phone call".

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

Q1. What is a gesture?

Q2. What is the gesture for anger?

Q3. Can you think of another gesture that has not been mentioned, that people use and what does it mean?

ANTICIPATED ANSWERS

A1. A gesture is a form of non-verbal communication made with a part of the body, used instead of or in combination with verbal communication.

A2. Making a fist.

A3. Answers will vary but may include:

- finger to lips—shhh, be quiet,
- shaking head—no,
- nodding—yes or agreement to something,
- wagging finger at someone—scolding, or
- yawn and put flat hand to lips—I'm tired.

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Teaching point 3 **Conduct an Activity Where the Cadets Name an Emotion That They Have Shown in the Last Week**

Time: 15 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to develop the cadets' knowledge of non-verbal communication and understand the challenges in communicating without speech.

RESOURCES

Cue cards located at Annex B.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS



Prior to the start of the activity, ask the cadets to name an emotion that they have shown during the past week. Some of their responses may be anger, fear, happiness, satisfaction, sorrow or surprise.

1. Request a volunteer to stand in front of the class and select a cue card with an emotion.

2. Once the cadet has selected the cue card ask them to act out the emotion to the class using body language to communicate the emotion. The cadet cannot tell the emotion to the class using speech.

3. The class must determine the emotion.

4. Once the class determines the correct answer, have another volunteer come to the front of the class and select a cue card and repeat the activity.



This activity is not limited to the emotions on the cue cards. Allow the cadets to create additional cue cards and act out additional emotions.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the in-class activity will serve as the confirmation of this lesson.

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END OF LESSON CONFIRMATION

The cadets' participation in the non-verbal communication activity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Participating in the non-verbal communication activity helps the cadets understand the importance body language has on communication.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

C3-104 Australian Government, Department of Education, Science and Training. (2007). *Communication in the Workplace: Non-verbal Communication (Body Language).* Retrieved 22 February 2007, from http://www.dest.gov.au/nwt/hospitality/comm_non.htm.

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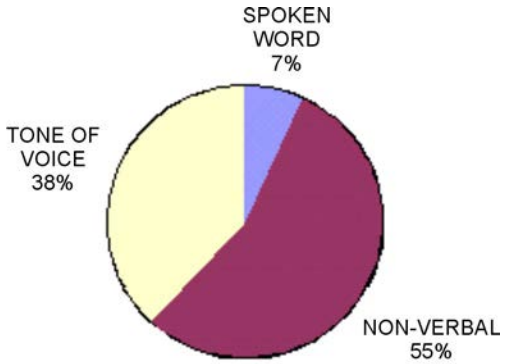
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NON-VERBAL COMMUNICATION

7% Spoken words

38% Tone of voice

55% Non verbal



"Department of Education Training and Youth Affairs", Non-verbal Communication. Retrieved 20 March 2007, from http://www.dest.gov.au/nwt/hospitality/comm_non.htm

Figure A-1 Non-verbal Communication

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CUE CARDS

SORROW

FEAR

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SATISFACTION

SURPRISE

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