

## LESSON GUIDE

# 2012 SOCIAL SKILLS CINEMA CONTEST: LESSONS FOR THE REAL WORLD

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**Title:** Feeling Confused

**School:** Borger Independent School District (Texas)

**Year:** 2012

**Length:** 3.00 minutes

**Grade Level:** 6<sup>th</sup>—8<sup>th</sup>

**Creative Developer:**

**Jill Babcock, Certified Teacher of Students with Visual Impairments (CTVI)**

### **Abstract and Specific Purpose of the Lesson:**

Students need many opportunities to learn how to read nonverbal gestures and tone of voice of peers and adults. Emphasizing different sensory-learning channels, students will have a new understanding about the use of role-play and verbal descriptions while learning about interpreting nonverbal gestures and tones of voice.

### **Meet the Actors:**

Hannah A., age 13

D' Arae M., age 13

Robert M., age 13

### **Lesson Topic:**

Reading Emotions Through Nonverbal Cues

### **Instructional Goal:**

In 36 instructional weeks, when provided teacher-initiated communication situations, the student will read nonverbal cues of peers using sensory-awareness clues with less than three redirections (verbal or physical) with 85% accuracy.

**Objectives:** Student will...

### **Objective 1:**

Select a social-skills scenario from a list and act out the situation while using nonverbal gestures appropriate for the scenario and teammates guessing what the gestures mean.

### **Criterion:**

Score a three or better when graded according to a five-trait quality rubric.

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### **Objective 2:**

Work in a team of sighted peers, and pick from a list of nonverbal gestures in social situations to describe what the gestures would look like and interpret the meaning.

### **Criterion:**

Achieve 80% accuracy in four out of five trials.

### **Steps to Use in Teaching the Lesson:**

1. Discuss various ways to read nonverbal communication without relying totally on visual clues.
2. Introduce the student to nonverbal gestures that are age appropriate, such as arms crossed, hands thrown up, shoulder shrugged and discuss what the gestures mean.
3. Bring together other students and have them work in groups/teams. With the students, develop a list of nonverbal gestures, expressions, and scenarios and their associated meanings.
4. Ask the students to take turns in mimicking nonverbal gestures or expressions and determine what gesture is being used by using sensory clues, especially auditory clues.
5. Have students select a role-play scenario from several given by the teacher and act it out.
6. Discuss the role-play scenarios the teams used, what nonverbal gestures they encountered, what each gesture and expression meant, and how to improve upon the next social experience while practicing using and understanding gestures.

### **Materials Needed:**

Resource books that give information on nonverbal communication for role-play opportunities.

### **Progress Notes/Comments/Modifications:**

Observing and questioning will give the CTVI understanding of how the student is meeting the IEP goal.

### **Data Collection:**

One way to collect data is using a quality rubric for each student with the skills to be mastered in a four-to-one rubric guide, with four being preferred behavior to master the objective and one being unable to master the objective.

### **Next Steps:**

1. Determine other environments in which the student may be observed interacting in social situations. Keep a matrix of how the student responds and interprets nonverbal gestures in the real world.

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2. Support the student to use these skills he/she learned in unfamiliar environments and with new people. Ongoing opportunities will help him/her understand nonverbal gestures and how to use them during typical communication scenarios.