

Lesson Plan – How can I read the room?

Purpose : Let's learn to pick up on clues that aren't words to better understand where a conversation might be heading. We'll practice paying attention to body language and small changes in chats to get better at understanding how conversations evolve.

Equipment needed: Pencil, paper, computer, projector.

Lesson timings (50 minutes): The timings are just a guide. The lesson can be delivered as a whole, in sections, or if there is a rich discussion in one section, take the time and allow that to develop.

Pre-Work: Teachers Students		
Lesson structure	Lesson Content	Resources / Comments
Class Environment 5C Slide	Share the 5C's of the CfL classroom to create a respectful, safe atmosphere and to build trust with each other. Together we are growing a creative, critical, caring, collaborative environment where positive, supportive communication is developed through listening, sharing and building on ideas.	Remind learners how a classroom that explores CfL topics needs to look, feel and sound.
Check-In Individually (5 mins) Rose - Bud - Thorn	This activity helps students bring awareness to how they are feeling. <ul style="list-style-type: none"> ● Define what a rose, thorn and bud represents. ● Give students a minute to reflect on each. ● Provide 5 minutes for students to jot down their thoughts. 	Debrief -Students reflect on how they feel before and after the activity. Extension - How can we turn Thorns into Buds or Roses?
Warm-Up Pairs (10 mins) Reading faces	Students will bring their attention to observing others, their body language, facial expressions and gestures. <ul style="list-style-type: none"> ● Watching the video, students observe non-verbal cues. ● In Pairs they discuss the non-verbal cues they observed and how they observed them ● Explore through discussion what these cues can tell us about others' feelings 	This activity can be done at break time, during class time, over lunch. Encourage Students to practice observing others and predicting how conversations are going based on the body language people use.
Main Activity Groups of 3 (20 mins) Reading body language	Assign roles: 2 students will have a conversation, 1 student will observe. <ul style="list-style-type: none"> ● Students select their topic of conversation ● The observer will bring their attention to observing facial expressions, tone of voice and body language ● Observer shares feedback ● Switch roles so everyone can be an observer. 	Encourage students to look for patterns in body language.

<p>Reflection Paires/Whole group (10 mins)</p> <p>Debrief</p>	<p>Encourage students to identify patterns in body language when there is agreement and disagreement.</p> <p>Explain that reading body language and facial expressions are part of reading the room - they help us interpret the direction of conversations based on feelings expressed.</p> <p>Using the dialogue guide on the slide students are invited to explore their experiences of reading room.</p>	<p>Perhaps introduce the idea of mirroring, when we are agreeing or drawing in agreement, we may mirror body language. When we disagree our body language may seem defensive, such as arm folding and leaning away.</p>
<p>Check Out</p>	<p>Students are encouraged to reflect on their learning cycle and what they may take away and practice based on their experiences in this lesson.</p>	

*Most CfL activities work best when the teachers join the students and do the activity with them.