



Body Language

Five lessons on everything that carries a conversation before anyone speaks.

EVERYTHING IN THIS PACK

1	Lesson 5 Lesson Plan (PDF) · The same lesson, ready to read on a phone or tablet	one copy	2p
2	Four Body Checks · Facing him, arms relaxed, an arm's length, body still	one copy	1p
3	Do / Not Yet Poster · Open and facing him beside arms folded and turned away — photo poster	one for the wall	1p
4	Body Language Checklist · One per student — tick boxes for the greeting relay	one set per student	1p



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Printing. This is one file, so it prints in one go. The pages marked “one set per student” are the ones to run multiple copies of — either set the copies for those page numbers in the print box, or print this once and photocopy them. **The lesson plan is also available as a Word file** on the site if you want to change the wording before you teach it.

Lesson 5 — Body Language

Subject 4 — Non-Verbal Communication: Body Language

Objective: Students will read what a person's body is saying and position their own body so it shows that they are listening and interested.

Duration: 45 minutes

Materials:

- “Four Body Checks” wall poster
- Listening / Not Listening photo sort cards
- Arm's-length measuring practice space
- Student sorting sheet
- Open space

LESSON SEQUENCE

Phase	What Happens
Warm-Up / Hook 5 min	Ask a student to tell you about his morning. While he talks, turn your body away, fold your arms, and look at the wall. Stop and ask him how that felt. Ask the group what your body was saying even though you never said a word. Repeat, this time facing him properly, and ask what changed.
Direct Instruction / Modelling 10 min	Teach the four body checks from the poster: Check 1 — Am I facing the person? Shoulders and feet pointed towards him. Check 2 — Are my arms relaxed? Folded arms and hands in pockets say “I am closed.” Check 3 — Am I about one arm's length away? Not on top of him, not across the room. Check 4 — Is my body still? Rocking, spinning, and turning away tell the person I am not with him. Demonstrate each one wrong, then right, with a volunteer. Have the group call out which check is broken. Teach the reading side too: when the other person turns away, backs up, or looks past you, his body is telling you the conversation is finished.
Guided Practice 12 min	Strike a pose — bored, interested, uncomfortable, in a rush — and have the group read your body and explain the clues. Then students pose for each other in pairs while the group reads them. Practise arm's-length distance physically: partners walk towards each other and stop at the right spot.
Independent Practice 12 min	Students sort photo cards into Listening and Not Listening and write which check is missing on each Not Listening card.



Phase	What Happens
	Then each student has a two-minute conversation with a partner while a third student scores the four checks.
Wrap-Up & Review <i>6 min</i>	Say the four checks together as a group. Each student does a self-check: which of the four is hardest for him? Set the goal: face the person you are talking to, all day.

GAMES

Statue Reading

One student freezes in a pose. The group reads the body and guesses the situation — waiting, bored, upset, ready to leave. The student says whether they got it.

Arm's Length Walk

Students walk slowly towards a partner and stop where the distance feels right. Measure with an actual arm. Do it again with a staff member — the distance is usually different.

Body Only

One student acts out a feeling with his body while his face stays neutral or covered. The group guesses from the body alone.

WHAT THE TEACHER CAN SAY

- “Point your shoulders at him.”
- “Check your four — which one is missing?”
- “Take one step back. That is closer than an arm's length.”
- “Look at his body — what is it telling you?”
- “Your body is showing him you are listening. Well done.”

WHAT TO LOOK FOR

- Student turns to face the speaker without being told
- Student keeps a comfortable distance
- Student keeps his body reasonably still during a conversation
- Student notices when the other person's body signals the conversation is over

SUPPORTS AND ADAPTATIONS

- Use a floor marker or tape line to make arm's length concrete
- For students who need movement, allow a fidget in the hand rather than requiring a fully still body
- Use a silent hand signal to remind a student to face the speaker instead of saying it out loud
- Video or photograph the student with permission so he can see his own body language
- Teach one check at a time for students who cannot manage all four



Four Body Checks

What my body is telling him

1

Am I facing him?

Shoulders and feet pointed towards the person.

2

Are my arms relaxed?

Folded arms and hands in pockets say “I am closed.”

3

Am I about one arm's length away?

Not on top of him. Not across the room.

4

Is my body still?

Rocking, spinning and turning away say “I am not with you.”

Reading HIS body

If he turns away, backs up, or looks past you —
his body is telling you the conversation is finished.



Friendly Body Language

Which one looks easy to talk to?

✓ **GOOD**



- ✓ Facing him squarely
- ✓ Shoulders open
- ✓ Arms relaxed
- ✓ Easy to talk to

✗ **NOT YET**



- ✗ Arms folded tight
- ✗ Shoulders hunched up
- ✗ Turned side-on
- ✗ Hard to talk to

Remember:

Friendly body language helps people feel comfortable.

Friendly Body Language

Five things we do when we greet someone we know

1

SMILE

Let your face show you are glad to see them

☐

2

FACE THE PERSON

Turn your body toward them, not away

☐

3

CALM BODY

Hands still, standing steady

☐

4

WAVE

A small wave is enough

☐

5

FRIENDLY VOICE

Warm and clear, not too loud

☐

Unfriendly body language looks like:

Looking away • Turning your back • Arms crossed tightly
Walking past without a word • Flat or sharp voice

Student name: _____ Date: _____

