

Nonverbal Communication II

Course

Health Science

Unit II

Communication

Essential Question

How does communication affect healthcare delivery?

TEKS

130.204 (c)
2 A, 2B

Prior Student Learning

Foundations of Communication
Verbal Communication

Estimated time

1 ½ to 3 hours

Rationale

Research indicates that more time is spent communicating nonverbally than verbally and nonverbal messages carry more meaning than verbal messages. It is important to be aware of how nonverbal messages are perceived by others.

Objectives

Upon completion of this lesson, the student will be able to:

- Examine nonverbal forms of communication, functions, characteristics, and interpretation
- Improve nonverbal communication skills
- Adapt appropriate communications to the needs of the individual
- Explain the importance of nonverbal behavior in the communication process
- Act out a dialogue using gesture and expression only

Engage

Charades

Divide the class into either 2 or 4 groups. Give each group 2 pieces of paper. Have them go to different areas of the room and come up with 2 song titles or movies and write them down on their slips of paper. Give them no more than 5 minutes to come up with the titles. Have a container for each team to put their slips of paper in. Then the first team picks a person from their group to go first. This person draws a slip from another group and has 3 minutes to act out the song or movie title. Remind students that they cannot speak or write any clues down. If the team members guess the correct title, write the time down. If the team members do not guess the correct title within the 3 minutes then write down 3 minutes for a score. Continue with each group picking a slip from another group and acting it out. The group with the shortest time wins. (You may want to give prizes to the winning team.) Discuss what types of communication they saw. Include facial expressions, eyes, and hands.

Key Points

- I. Nonverbal communication: Sending and receiving wordless messages
 - A. Expresses more of the meaning of a message than verbal communication
 - B. Understanding the message
 1. 7% by spoken word
 2. 38% by the tone of the voice
 3. 55% by body language
- II. Types of nonverbal communication

A. Gestures

1. Express variety of feelings
 - a. contempt
 - b. hostility
 - c. approval
 - d. affection
2. Can be used in addition to words
3. Differ by culture

B. Body Language and Posture

1. unconscious barrier between you and the receiver - crossing arms
2. sign of disbelief - scratching the chin
3. good health and positive attitude – shown by erect posture
4. fatigue -slumped posture
5. angry - clenched fist
6. anxiety - clearing the throat
7. assertiveness - pointing finger
8. boredom - leaning on one's elbow with the chin in the hand
9. boredom - wiggling a foot
10. concealing something - no eye contact
11. defiant - hands on hips
12. dominance - sitting backwards on a chair
13. doubtful - touching ear
14. everything under control - thumbs in belt or pants
15. expectation - rubbing palms
16. feeling superior - hands behind one's back
17. guilt - lowering the eyes
18. honesty - open palms occasionally touching the chest
19. impatience - tapping or drumming fingers
20. insecurity - biting fingernails
21. interest in someone or something - tilted head
22. lack of confidence - failing to look someone in the eyes
23. lying - touches face
24. making a decision - stroking chin
25. needing reassurance - hand to throat
26. nervous - fiddling with items
27. readiness - standing with hands on hips
28. rejecting what is being said - rubbing nose
29. unconcerned - leg swung over chair
30. unwilling - arms crossed tightly across chest

C. Facial Expressions

1. Most expressive part of the body
2. 7 universally accepted emotions shown
 - a. fear
 - b. anger
 - c. surprise

- d. contempt
- e. disgust
- f. happiness
- g. sadness

D. Eye Contact

1. Often initiates communication
2. Good contact means respect, a willingness to listen, and to keep communication open
3. Looking away means anxiety, defenselessness, or avoidance of communication
4. Cultural Differences
 - a. view eye contact as an invasion of privacy
 - b. eye contact considered disrespectful

E. Object communication such as clothing and hairstyles

1. Healthy people with good self-esteem pay attention to dress and grooming
2. People feeling ill show much less interest in appearance and dress
3. Health Care Workers
 - a. Uniforms clean, neat and well fitting
 - b. If uniforms not required, clothing should be clean, neat and appropriate to the area, e.g. jeans may be allowed in recreation therapy but not in a nursing area or an office

F. Touch

1. Multiple meanings
 - a. positive message: provide affirmation, provide reassurance, share warmth, approval and emotional support
 - b. negative message: anger, frustration, punishment, invasion of personal space
2. Health care worker needs to weigh the benefits against the negatives when using touch

Activity

- I. Complete the Nonverbal Communication Activity.
- II. Complete the Survey of Nonverbal Impressions.

Assessment

Successful completion of activity.

Writing Rubric

Materials

Charades: Pieces of paper or 3 x 5 cards for each group to write their song titles or movie titles; 2-4 containers to hold the finished title slips; and a timer or watch to time the groups.

Survey of Nonverbal Impressions Photographs

Accommodations for Learning Differences

For reinforcement, students will role play emotions that express nonverbal communication (fear, anger, pain).

For enrichment, student will develop a video of nonverbal communication scenarios to be evaluated by class.

National and State Education Standards

National Health Science Standards

HLCO2.01 Communications

Health Care Workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing. Adjust communication to other's ability to understand. Apply the elements of communication using the sender-receiver model. Apply active listening skills using reflection, restatement and clarification techniques. Demonstrate courtesy to others including self-introduction. Interpret verbal and nonverbal behaviors to augment communication within the scope of practice.

TEKS

130.204(c)(2)A demonstrate therapeutic communication appropriate to the situation; and

130.204(c)(2)B execute verbal and nonverbal skills when communicating with persons with sensory and language barriers.

Texas College and Career Readiness Standards

English Language Arts

II B Understand new vocabulary and concepts and use them accurately in reading, speaking and writing

III A Understand elements of communication both in informal group discussions and formal presentations

B Develop effective speaking styles for both group and one-on-one situations

IV A Apply listening skills as an individual and as a member of a group in a variety of settings

B Listen effectively in informal and formal situations

Cross Disciplinary Standards

I Key Cognitive Skills

B Writing across the curriculum

C Problem Solving

1. Analyze a situation to identify a problem to be solved

2. Develop and apply multiple strategies to solve a problem

3. Collect evidence and data systematically, directly related to solving a

problem

E. Work habits

1. Work Independently
2. Work Collaboratively

Nonverbal Communication Activity

Divide the class into pairs. Ask the groups to create a role play that involves ONLY body language and NO talking. The group can pick any scene and characters it wants. Encourage the group NOT to over-plan the role play. Each pair presents its scene in front of the class. The pair may explain the scene to the class or the group can provide NO introduction to the role play. The class can then guess what is happening in the scene.

Alternatively, students may work in pairs on a scripted dialogue. First, student B replies silently to half of the dialogue read by student A, then A replies to the other half of the dialogue. Both students become familiar with the dialogue then act out the whole dialogue using expressions, gestures and posture. Give plenty of time for thought and rehearsal. Have the students to stand up in order to practice posture and whole body language.

Dialogue:

A: Excuse me. Can you help me?

B: Yes, sure.

A: I can't get out of bed and I would like a drink of water.

B: Sure. Do you have a glass?

A: It is there on the table.

B: OK, just one minute.

A: Thanks.

B: No problem.

Write a paragraph about what this exercise taught you about the importance of nonverbal communication.

Write a paragraph about how this might influence your practice in a health care field.

Survey of Nonverbal Impressions

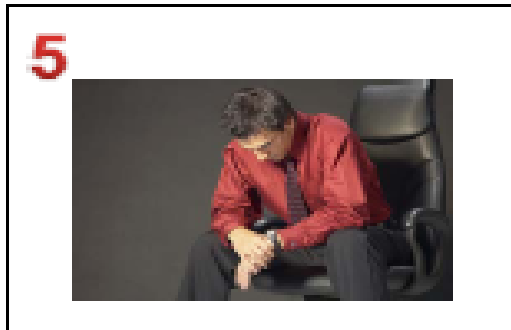
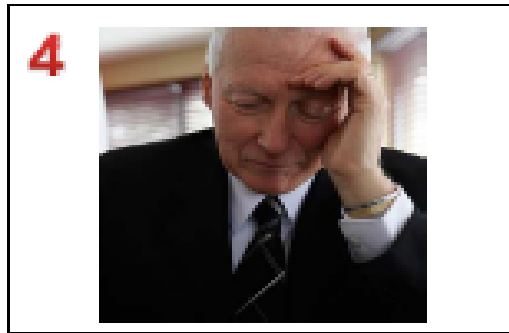
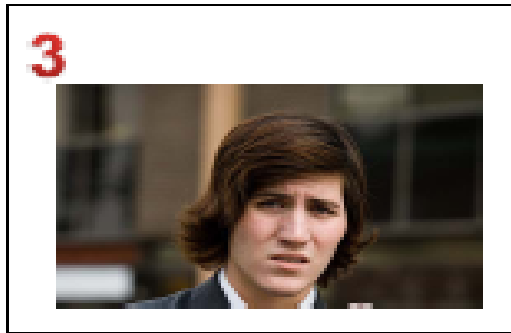
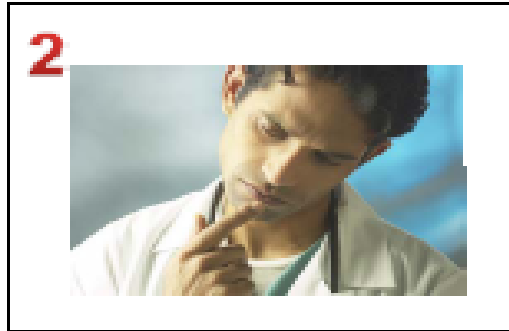
Study the photographs of people for the nonverbal cues. Complete the following and be ready to discuss your decisions.

- | | | | | | |
|--|---|---|---|---|---|
| 1. The most kind person is | 1 | 2 | 3 | 4 | 5 |
| The least kind person is | 1 | 2 | 3 | 4 | 5 |
| 2. The most intelligent person is | 1 | 2 | 3 | 4 | 5 |
| The least intelligent person is | 1 | 2 | 3 | 4 | 5 |
| 3. The most satisfied (happy, content) person is | 1 | 2 | 3 | 4 | 5 |
| The least satisfied person is | 1 | 2 | 3 | 4 | 5 |
| 4. The most assertive person is | 1 | 2 | 3 | 4 | 5 |
| The least assertive person is | 1 | 2 | 3 | 4 | 5 |
| 5. The wealthiest person is | 1 | 2 | 3 | 4 | 5 |
| The poorest person is | 1 | 2 | 3 | 4 | 5 |
| 6. The most trustworthy person is | 1 | 2 | 3 | 4 | 5 |
| The least trustworthy person is | 1 | 2 | 3 | 4 | 5 |
| 7. The person most likely to hold a leadership position is | 1 | 2 | 3 | 4 | 5 |
| The person least likely to hold a leadership position is | 1 | 2 | 3 | 4 | 5 |

1. For each person you rated, which nonverbal cues were the most apparent?
2. Was it relatively easy or relatively difficult to assign these ratings based solely on nonverbal cues?
3. Why do you think we should suspend making judgments of others based solely on nonverbal cues?
4. Why is it important to be aware of nonverbal communication?

Adapted from: Comex—The Communication Experience in Human Relations, Sussman and Deep, South-Western Publishing Company, 1984.

Survey of Nonverbal Impressions Photographs



Writing Rubric

Student: _____ Date: _____

Scoring criteria	4. Excellent	3. Good	2. Needs Some Improvement	1. Needs Much Improvement	N/A
The writing has all required parts from introduction to conclusion in smooth transition.					
The writing is interesting, supportive, and complete.					
The writing demonstrates that the writer comprehends the writing process.					
Accurate spelling, grammar, punctuation.					
Content of paragraphs emphasizes appropriate points.					
The writer shows an understanding of sentence structure, paragraphing, and punctuation.					
All sources and references are clearly and accurately documented.					

NOTE: N/A represents a response to the performance which is "not appropriate."