

## Entry Level – 2.5 – Lesson Plan – Facial Expression

<b>Lesson Objective and Assessment Criteria covered</b>	<p><b>Lesson Objective: To experiment with facial expression and body language to impart a message to the audience.</b></p> <ul style="list-style-type: none"> <li>Respond vocally and facially to the words.</li> </ul>
<b>Delivery</b>	<p><b><i>This lesson aims to help learners to evaluate and practise their body language and facial expressions. They should be able to understand how and why non-verbal communication can enhance their performance. This is also a good time to reinforce memorisation as a way to ensure their hands and eyes are free to engage with the audience.</i></b></p> <p><b><i>Non-verbal expression</i></b></p> <ol style="list-style-type: none"> <li>As a group, discuss the ways in which meaning or emotion is transferred from one person to another. Think about non-verbal language in particular, such as:             <ol style="list-style-type: none"> <li>eye contact</li> <li>eye expression</li> <li>body language</li> <li>hand movements.</li> </ol> </li> <li>Ask for a volunteer, or you could demonstrate yourself, to express feelings to the rest of the group without using words or speech, for example:             <ol style="list-style-type: none"> <li>happiness</li> <li>sadness</li> <li>excitement</li> <li>disappointment</li> <li>fear</li> <li>bravery.</li> </ol> </li> <li>Learners discuss and break down the ways that the person demonstrating achieved the emotions with non-verbal clues. Discuss which of these are appropriate when communicating the poems or drama pieces and think about where they might use them in their own performances.</li> </ol> <p><b><i>Verbal and non-verbal expression</i></b></p> <ol style="list-style-type: none"> <li>Sit learners in a semi-circle with one chair in the middle, facing away from the group. This activity can also work in pairs or small groups. Learners choose one piece to read. This could be the selected poem or drama piece that they are learning.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Learners take it in turns each to read their piece twice. Once whilst facing away from their group/partner, then once again facing towards their peers.</li> <li>3. Facing away, focus on using vocal expression to convey the mood and tone.</li> <li>4. When facing their group/partners, learners focus on how to additionally use gesture, body language and facial play to convey mood and tone. Learners should keep in mind that the writer had a message and a meaning to share. It is up to the learner to get that meaning across with all the tools available to them.</li> </ol> <p><b>Further Support:</b> Some learners might need further support with recognising and communicating emotions. They might benefit from our 'Say it how you feel' resource, which can be found with on our Building Confidence in Communication resources page.</p> <p><b>Extension Task:</b> Learners can use <b>EL – 2.5 – Activity – Peer Assessment Sheets</b> to give supportive feedback to their peers.</p>
<b>Additional Resources</b>	Copy of own selected poems/play scripts <b>EL – 2.5 – Activity – Peer Assessment Sheets</b>