

ESB Level 1 Award in Speech (Grade 2) – 1.6 – Teacher Guidance –
Body Language Games

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| Learning Objective | To practise using different types of body language, gesture, and expression to engage your audience. |
| Delivery | <p><i>Game 1: Roll the dice.</i></p> <ol style="list-style-type: none"> 1. Gather learners into a circle (either as a whole class or in small groups). Explain that the goal of the game is to practise using body language to convey different emotions. 2. Give each learner a turn to roll the dice. The first roll will determine the body part that they need to use to convey the emotion, and the second roll will determine the emotion. 3. As an add-on activity, players can keep adding more combinations to the same turn (e.g., after using their eyes and arms to convey surprise, they can roll the dice again to add a third body part). This can add an extra challenge and help players become more creative with their body language. 4. Once the player has chosen their body part(s) and emotion(s), they should take a few seconds to prepare their body language. 5. When ready, the player should stand up and convey the chosen emotion(s) using only the selected body part(s). The other players should try to guess what emotion(s) the player is trying to convey. 6. After the emotion(s) have been guessed or a set amount of time has passed, the player can sit down, and it becomes the next player's turn. 7. Play continues in this way, with each player taking turns rolling the dice and practising their body language skills and adding more combinations or body parts as desired. <p><i>Game 2: Park Bench.</i></p> <ol style="list-style-type: none"> 1. Gather a group of learners and ask one of them to sit on an imaginary park bench. Explain that the goal of the game is to use body language to convey an emotion in response to a given scenario. 2. Choose a learner to start. This player should act out a given scenario using only body language. The scenario can be chosen from a list, such as the following: <ul style="list-style-type: none"> • Waiting for a bus that is running late. • Eating a sandwich that is too spicy. • Reading an exciting book |

- Trying to catch a butterfly
3. The other players on the bench should then take turns guessing the emotion that the first player is trying to convey. The emotions can also be chosen from a list, such as the following:
 - Happy
 - Sad
 - Angry
 - Excited
 - Confused
 - Surprised
 - Frustrated
 4. Once the emotion has been guessed or a set amount of time has passed, the turn ends. It becomes the next player's turn, and they choose/are given a scenario and an emotion to act out.
 5. Play continues in this way, with each player taking turns and trying to convey emotions in response to different scenarios. To make the game more challenging, you can add a list of example characters to choose from, such as the following:
 - A grumpy old man
 - A young child
 - A busy executive
 - A shy teenager
 - A superhero
 6. You can also keep adding more combinations to the same turn, such as asking the player to act out a scenario, an emotion, and a character all at once.

Game 3: Reach every corner.

1. Choose one learner to be the speaker and the rest of the players will be the audience. This works well in small groups (as in the assessment) or larger class groups for more confident speakers.
2. Explain that the speaker's task is to practise delivering their talk on a topic of their choice while engaging with every member of the audience.
3. Instruct the speaker to begin their speech and use a method of engagement with one member of the audience for a few seconds, then move on to another member, and so on until they have made 'contact' with every member of the audience.
4. Encourage the speaker to use eye contact, gestures, movements, and facial expressions to engage with the audience and keep their attention.

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| | <p>5. After the speech, ask the audience to share their impressions of the speaker's delivery and what they noticed about the speaker's engagement with the audience.</p> <p>6. Repeat with a different speaker and a new topic.</p> |
| Additional Resources | <p>Dice</p> <p>Topics/prepared talks</p> |
| Notes | <p>We are aware that some learners, for a range of reasons, may find use of body language and eye contact a challenge. If this is the case, please be sure to look at our Equality, Diversity, Inclusion and Safeguarding page to find out more about the Reasonable Adjustments you can apply for and our Reasonable Adjustment Policy.</p> <p>If you would like to discuss individual cases with us in more detail, please contact product@esbuk.org.</p> |