

ESB Level 1 Award in Speech (Grade 2) – 2.3 – Teacher Guidance –
Body Language and Facial Expression Games

Learning Objective	<i>To use our body language and facial expressions in different ways to express mood, tone and atmosphere.</i>
Delivery	<p>Game 1: Partner Mirroring</p> <ol style="list-style-type: none"> Find a space: Learners find a clear space in the room where they can stand facing each other with enough room to move around comfortably. Decide Who Starts: In each pair, decide who will be the "Leader" and who will be the "Follower" for the first round. Learners can take turns being the Leader in subsequent rounds. Start Mirroring: The Leader will begin by making slow and deliberate movements, such as raising their arm, waving, or taking a step forward. The Follower's task is to mirror the Leader's movements as closely as possible. Switch Roles: After a minute or two of mirroring, switch roles. Now the Follower becomes the Leader, and vice versa. Try Different Speeds: As they get comfortable with mirroring, learners can experiment with different movement speeds. Try slow, flowing movements or quick, playful motions. Express Emotions: Add emotions to the mirroring. For example, mirror someone who looks happy, sad, surprised, or scared. Use Eye Contact: If you are comfortable to, maintain eye contact with your partner as you mirror each other. Eye contact enhances the connection and communication in the activity. Switch Partners: If time permits, mix up the pairs and repeat the activity with new partners. Each partner pairing offers a unique experience in mirroring and communication. <p>Game 2: Emotion Walk.</p> <ol style="list-style-type: none"> Find a space: Direct learners to find a space in the room (the more space you can get for this activity, the better). Start walking: Learners should start walking around the room; they should try to fill the space (rather than walking in a circle). Impress upon learners that they must not touch one another and will be made to sit out the activity if they do.

3. **Option 1 – call out:** Use the timed slides in the PowerPoint to direct the learners' emotions. You can call out each new emotion as it comes up on the slides. Learners should try to express the directed emotion through their body language and facial expressions.
4. **Option 2 – emotion cards:** Use the emotion cards (L1G2C – 2.3 – Emotion Walk Cards). Print and cut out the cards (you might want to print two sets for a class of approx. 30) and shuffle them. Give each learner a card (or have them pick them out of a hat). Use the timer slide in the PowerPoint and tell learners when to start walking, with their own emotion in mind. Learners should try to express their chosen emotion through the body language and facial expressions. When the time stops, they should swap cards with a nearby learner.
5. **Option 3 – paired walk:** Using either the call out or the emotion cards method, have learners work in pairs. One half of the pairs should do the walking activity, whilst the other half watch and take notes/try to guess each emotion. Learners can discuss after each emotion and try to replicate or improve one another's interpretation or can move on to a new emotion after each turn.

Game 3: Silent stories

1. **Image Selection:** Provide each learner or group with an image or illustration. You can choose images related to nature, animals, people, fantasy settings, or any other theme that sparks creativity. We have provided two sets of four images – Set A have a darker, more foreboding tone and Set B have a happier, more uplifting tone. The images are chosen purposefully to contrast one another to help learners use a range of body and facial movements.
2. **Observe and Analyse:** Allow time for learners to observe and analyse the image. Encourage them to pay attention to the details, colours, emotions, and overall mood portrayed in the image.
3. **Idea Generation:** Have learners propose ideas individually or in groups about the possible story or narrative behind the image. Encourage them to think about the characters, setting, emotions, and events that the image suggests.
4. **Character Development:** If the image includes characters, prompt learners to develop those characters further. Ask questions like: Who are they? What are their personalities? What emotions might they be experiencing?
5. **Exploring Emotions:** Discuss various emotions that can be expressed in the story. Provide a list of emotions, or use the emotion cards, to help learners identify the feelings conveyed by the image.
6. **Practice Nonverbal Communication:** Before proceeding to storytelling, conduct exercises in nonverbal communication. Have learners practice

	<p>using gestures, facial expressions, and body movements to convey different emotions and actions (see games 1 and 2).</p> <p>7. Create the Silent Story: Now, learners are ready to create their silent stories. They should use their nonverbal communication skills to act out and express the narrative suggested by the image.</p> <p>8. Performance and Feedback: Each learner or group takes turns performing their silent story for the rest of the class. After each performance, provide constructive feedback and positive reinforcement to encourage growth.</p>
Additional Resources	Images (in workbook and on PPT), emotion cards (page 4 of this document)
Notes	<p>We are aware that some learners, for a range of reasons, may find use of body language and eye contact a challenge. We aim to make our assessments accessible to all, so 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>

Emotion Cards

<i>Happy</i>	<i>Sad</i>	<i>Scared</i>	<i>Angry</i>
<i>Nervous</i>	<i>Disgusted</i>	<i>Confused</i>	<i>Frustrated</i>
<i>Curious</i>	<i>Calm</i>	<i>Proud</i>	<i>Bored</i>
<i>Embarrassed</i>	<i>Confident</i>	<i>Determined</i>	<i>Reluctant</i>