

**ESB Level 2 Certificate in Speech (Grade 4) Speech for Employability – 2.4 –**  
**Teacher Guidance – Non-Verbal Communication**

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| <b>Learning Objective</b> | To practise using non-verbal communication and evaluate its impact.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Delivery</b>           | <p><b>Activity 1: Facial Expressions</b></p> <ol style="list-style-type: none"> <li><b>1. Pair up:</b> learners should work in pairs for this activity where possible.</li> <li><b>2. Question one another:</b> learners should ask one another interview-style questions (there are examples in the workbook).</li> <li><b>3. Pick a card:</b> Before they answer each question, learners should choose an 'emotion card'. Whilst giving their answer, they should try to facially express the emotion on the card.</li> <li><b>4. Impact:</b> both learners should assess the impact of facial expression on the answer given.</li> </ol> <p><b>Activity 2: Partner Mirroring</b></p> <ol style="list-style-type: none"> <li><b>1. Find a space:</b> Learners find a clear space in the room where they can stand facing each other with enough room to move around comfortably.</li> <li><b>2. Decide Who Starts:</b> 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.</li> <li><b>3. Start Mirroring:</b> 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.</li> <li><b>4. Switch Roles:</b> After a minute or two of mirroring, switch roles. Now the Follower becomes the Leader, and vice versa.</li> <li><b>5. Try Different Speeds:</b> As they get comfortable with mirroring, learners can experiment with different movement speeds. Try slow, flowing movements or quick, playful motions.</li> <li><b>6. Express Emotions:</b> Add emotions to the mirroring. For example, mirror someone who looks happy, sad, surprised, or scared.</li> <li><b>7. Use Eye Contact:</b> 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.</li> </ol> |

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|                             | <p><b>8. Switch Partners:</b> 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> <p><b>Activity 3: Positive and Negative</b></p> <ol style="list-style-type: none"> <li><b>1. Get into groups:</b> Learners arrange themselves into groups of at least three. They will be taking it in turns to be the speaker.</li> <li><b>2. Roles:</b> Give each learner a card with their role on it. There are two roles: engaged and disinterested. Learners should keep their role secret.</li> <li><b>3. Storytelling:</b> Learners should tell a story to the others in their group. This could be a personal memory, recent experience, something dramatic, or the plot of a game, book or film they enjoy.</li> <li><b>4. Responding in role:</b> the other two (or more) learners should respond to the storyteller as per their role-card. They don't have to use all of the techniques at once, they could use one per listener, or swap roles after each turn.</li> <li><b>5. Reflect:</b> once all learners have had a turn being the storyteller, the group should discuss and reflect on their experience using the prompts in the workbook.</li> </ol> |
| <b>Additional Resources</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Notes</b>                | <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 <a href="#">Equality, Diversity, Inclusion and Safeguarding</a> page to find out more about the <a href="#">Reasonable Adjustments</a> you can apply for and our <a href="#">Reasonable Adjustment Policy</a>.</p> <p>If you would like to discuss individual cases with us in more detail, please contact <a href="mailto:product@esbuk.org">product@esbuk.org</a>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

**Activity 1: Emotion Cards**

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

### Activity 3: Role Cards

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| <p><b>Engaged:</b></p> <ul style="list-style-type: none"><li>• Give thumbs up or show enthusiasm with hand movements.</li><li>• Look directly at the storyteller while nodding and smiling.</li><li>• Express joy, surprise, or empathy through facial expressions.</li></ul> | <p><b>Engaged:</b></p> <ul style="list-style-type: none"><li>• Sit or stand with a slight forward lean to show active interest.</li><li>• Show appreciation with light applause or clapping.</li><li>• Subtly mimic the storyteller's gestures and expressions to show empathy.</li></ul>               |
| <p><b>Disinterested:</b></p> <ul style="list-style-type: none"><li>• Look around the room or at your nails instead of at the storyteller.</li><li>• Exaggerate a yawn to show boredom.</li><li>• Play with pens, paper, or any nearby objects to appear distracted.</li></ul> | <p><b>Disinterested:</b></p> <ul style="list-style-type: none"><li>• Give a heavy sigh or tap fingers impatiently on a surface.</li><li>• Pretend to check your watch or phone during the story.</li><li>• Appear disengaged by slouching in your chair or leaning away from the storyteller.</li></ul> |