

UNIT 4: BODY DICTION

Explore the subtleties of spoken and unspoken bias.

Lesson 4: Subtext: Body Language – Microaggressions



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POETRY DEVICE FOCUS: Allusion, Alliteration, Metaphor, Symbolism	

BIG QUESTIONS

How do we code and decode bias in body language?

What is the impact of being in an environment with hostile vs. supportive body language?

SETTING THE MOOD: PLAY THE GAME OF SIMON SAYS PHASE 1 AND 2

Play the game SIMON SAYS to help students to get in tune with verbal commands and body responses.

Phase One - PHYSICAL EXPRESSION: The game begins with basic physical commands such as: stand up – sit down – raise your right hand- turn around, randomly stating Simon Says. Students who follow the command without the preface “Simon Says” are ejected from the game. Determine the length of time you play the game, how many people can win and if there are rewards for the winners, i.e. extra points, assignment pass...

Phase Two – EMOTIONAL EXPRESSION: Explain that the game will now move from physical commands to physical expressions of emotions. Place students in groups of 2-3 people before beginning to issue commands. Some suggested commands: *Simon Says look angry - happy- bored – lonely – rejected – impatient – proud – humble – ashamed condescending, end this phase by commanding students to laugh with joy.* Allow them to laugh for a little while before commanding them to stop.

Note: If the class is reluctant to play the game, perhaps there are a few outgoing students who would volunteer to participate in playing the game in front of the class.

DISCUSSION: REFLECTION TO PLAYING SIMON SAYS

1. What did you learn about your listening skills from playing the game in phase one? Consider if you won and if you did not win what prevented you from winning?

2. How did it feel to playing the game in phase two? What did you learn about emotional expressions? Example: Did everyone have the same facial expression for a certain emotion? Why / why not?
3. Discuss which phase was easier, more fun and why.

WRITING REFLECTION: BODY LANGUAGE - DISCUSS REFLECTION RESPONSES AFTERWARDS.

How important is body language in understanding a person's mood and intentions?

Do you think you are good at reading body language? Give examples.

How well do you think you communicate nonverbally with body language?

Do you have a good poker face? How important is it to cultivate a poker face and when might it be important to use it?

As you consider these questions consider situations where you wanted to express how you felt about a person, assignment, event without saying, writing or texting something. How important was it for you to let others know how you feel and how effective were you at expressing yourself.

READ: UNDERSTANDING BODY LANGUAGE

Read the article from Psychology Today [BODY LANGUAGE VS. MICRO EXPRESSIONS](#)

Respond to the following questions from the article: What is a micro-expression?

What is the error in the way the term and its attempted practice have been used?

Most people think that reading micro-expressions can help with a certain type of behavior? What behavior? Why isn't it true? What does reading micro-expressions help identify?

EMOTIONAL INTELLIGENCE: WHAT IS IT?

The aspect that we are focusing on in this unit is the ability to identify emotions through body language. Emotional intelligence can be defined as the ability to identify and manage your own emotions and the emotions of others. It is generally said to include three skills:

1. Emotional awareness, including the ability to identify your own emotions and those of others;
2. The ability to harness emotions and apply them to tasks like thinking and problemsolving;
3. The ability to manage emotions, including the ability to regulate your own emotions, and the ability to cheer up or calm down another person. ([EMOTIONAL INTELLIGENCE](#)).

EMOTIONAL INTELLIGENCE – BODY LANGUAGE QUIZ

This assignment requires a computer.

The website PT - Psych Tests has a brief visual quiz for reading body language. You do not need to sign up, you only need to check the box at the bottom agreeing to sue the information for personal use and then you can begin the [BODY LANGUAGE QUIZ](#).

Either have students at individual computers take the quiz, or it can be shown on an overhead and students can write the response that they think is being expressed in the quiz. If they take it on a computer it will figure out the percentage of correct answers, otherwise students can number the questions and compute their own score.

Take the quiz. Pay attention to which expressions you were able to identify correctly and which ones you had difficulty identifying.

DISCUSS your results and what you learned about yourself.

Either talk about the results in small groups or write a paragraph reflection.

***ONE MORE NOTCH* NON-VERBAL AND VERBAL COMMUNICATION**

1. **Discuss the body language and clothing** being described. What does the student want to convey?
2. Notice which comes first in the poem, the verbal or non-verbal communication. How does the non-verbal communication inform the verbal communication?
3. **What ethnicity** is the student and why did you choose that particular ethnicity?
4. **What ethnicity** is the teacher and why did you choose that particular ethnicity?
Students should cite examples from the poem to support their answers.
5. **After analyzing the poem for devices. Have students act out the roles of the teacher and student.**
6. Now **watch the video on teachers and bias and discuss personal experiences** you may have had. [ARE TEACHERS UNINTENTIONALLY RACIST?](#)

EMOTIONAL INTELLIGENCE: FACIAL EXPRESSION QUIZ

This assignment requires a computer

The website [Greater Good Berkeley] has a quiz consisting of 20 facial expressions in which you are expected to identify the emotion.

[EMOTIONAL INTELLIGENCE FACIAL EXPRESSIONS](#)

Either have students at individual computers take the quiz, or it can be shown on an overhead and students can write the response that they think is being expressed in the quiz. If they take it on a computer it will figure out the percentage of correct answers, otherwise students can number the questions and compute their own score.

Take the quiz. Pay attention to which expressions you were able to identify correctly and which ones you had difficulty identifying.

DISCUSS your results and what you learned about yourself.

Either talk about the results in small groups or write a paragraph reflection.

FACIAL EXPRESSION CHARADES

1. This charade game is based solely on facial expressions.
Write 10 different emotions on slips of paper. (Choose from the following – more can be added): [ANGRY](#) - [HAPPY](#) - [SILLY](#) – [DISGUSTED](#) – [FEAR FUL](#) - [SURPRISD](#) – [SHAMED](#) - [EMBARASSED](#) - [SADNESS](#) – [HATEFUL](#) - [JEALOUS](#) – [PROUD](#) – [CONFUSED](#) – [DISAPPOINTED](#) - [WORRIED](#)
2. The chosen student – “it” person, will randomly choose a slip of paper. Based on the emotion the student will use *only a facial expression* to convey the emotion written on the paper. **Note:** Cues are based on facial expression – not on body language.
3. The rest of the students guess what emotion is being displayed.
4. The student with the right answer explains how they figured out the answer.
5. The student that was the ‘it’ person either confirms what the winner discerned or explains what he/she decided to display to project the chosen emotion.
6. Students discuss what they learned from playing the game.

VIDEO DISCUSSION:

KEVIN SPACEY STARRED IN AMERICAN BEAUTY - [JOHN CUSAK INTERVIEW](#)

CHANGE FOR THE BUS - [BODY LANGUAGE & BIAS](#)

BIAS ANALYSIS

The website [Project Implicit – Harvard] has a quiz with specific instructions. [IMPLICIT BIAS](#)

This quiz requires that each student take the test individually on a computer. Follow the instructions. Take the quiz for each of the following categories: Race, Skin-tone, Asian, Native. The results of the test will indicate your preferences (biases). **DISCUSS** your results and what you learned about yourself.

MICRO-AGGRESSIONS: DISCUSSIONS (TAKE NOTES FROM THE DISCUSSION & IDEAS PRESENTED)

1. Read the article on some of the ways bias presents itself through micro-aggressions. [WHAT ARE MICRO-AGGRESSIONS?](#) Annotate the article as you read, making notes on main points and whether you agree or disagree. Talk about the main points of the article and your perceptions. Consider your prior life experiences and observations as well as prior studies and reading.
2. Consider our preconceived ideas about race. Watch the following video, [THE SCIENCE OF RACISM](#), and discuss whether you agree or disagree. Consider your prior life experiences and observations as well as prior studies and reading.
3. Read the following article [NONVERBAL COMMUNICATION OF RACE BIAS ON TV](#). Do you think media (movies, tv, radio, social media) influences our perceptions and bias? Consider your prior life experiences and observations as well as prior studies and reading.
4. Now read the following article, [ENDING RACISM STARTS WITH ACCEPTING BIAS](#), and discuss whether you agree or disagree. Consider your prior life experiences and observations as well as prior studies and reading.

OBJECT LESSON #1 & DOMINANT TRAIT - ANALYSIS: NONVERBAL COMMUNICATION BIAS

The two poems explore two different situations where body language and bias spoke louder than verbal communication. Discuss the events and details in the poem.

DISCUSSION QUESTIONS TO CONSIDER:

1. Was the body language experienced based on stereotypes or the immediate situation?
2. What could the speaker in the poem do to try to address the nonverbal communication bias?
3. Should the speaker try to address the nonverbal communication bias?
4. Do you think the speaker would have success? Why/why not?

STRESS & BIAS STUDIES

The following resources explore the psychological and physiological effects of stress due to institutional bias.

[HOW RACISM LEADS TO HEALTH ISSUES](#)

[HEALTH DISPARITIES & STRESS CDC](#)

[DISCRIMINATION & PSYCHOLOGICAL DISTRESS](#)

WRITING PROMPT: FIRST EXPERIENCE OF PREJUDICE

Write about the first time you became aware that prejudice exists. Be as detailed as possible: How old were you? Who was involved? What was the situation and who was involved? How old were they? Was the offense addressed or corrected? Did it change the way you felt about the people involved? Focus on the verbal and nonverbal communications and how this experience impacted your (worldview – the way you believe the world functions) and your understanding of fairness.

MICRO-AGGRESSIONS: DISCUSSION AND BRAINSTORM

1. This site has a list of possible microaggressions [EXAMPLES OF RACIAL MICROAGGRESSIONS](#). **Discuss** the list and whether you have encountered any of these situations.
2. See the following video on how to talk about racism [HOW TO TELL SOMEONE THEY MIGHT BE RACIST](#).
3. Brainstorm on ways to Identify, inform and diffuse situations where a person has displayed a microaggression.

THE DISCUSSION IS A PREPARATION FOR THE ROLE PLAYING PROJECT IN THE PRESENTATION TAB