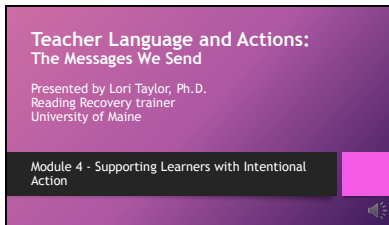


Teacher Language and Actions: The Messages We Send

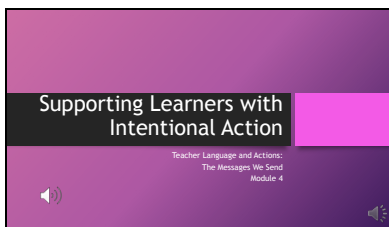
Module 4: Supporting Learners with Intentional Action

— Facilitator Script and Notes —

Slide 1



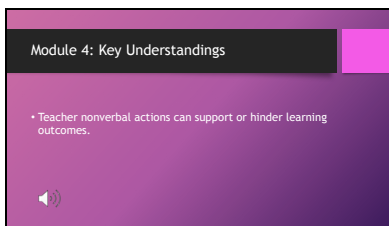
Slide 2



Facilitator Script:

Teacher Language and Actions: The Messages We Send
The emphasis of this professional development series is on the power of teacher language and actions, and the messages we provide for our students in what we say and do. There are four modules in the series. Module 4 provides a focus on Supporting Learners with Intentional Action.

Slide 3

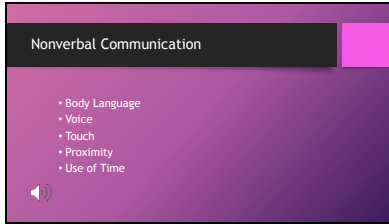


Nonverbal communication may be defined as sending cues and messages in ways other than the use of words. Defining nonverbal action becomes complex, however, since it is very much linked to verbal communication. For example, while words may carry meaning in and of themselves, the way in which we use words verbally, such as volume, pitch, stress, rate and intonation (all which are nonverbal actions) can impact how a message is received.

Nonverbal actions are also intertwined in other ways with verbal communication. For example, we know from research that 90% of what is understood in communication comes from nonverbal moves. Think of the impact when a verbal message and nonverbal actions conflict.

We know that clear and explicit language is important in teaching and learning interactions. In this module, participants will have an opportunity to consider the impact of intentional nonverbal actions on student learning, and how what we do (or don't do) can support or hinder learning outcomes.

Slide 4



In thinking about nonverbal communication, most of us think of body language, gestures, and smiles. If we think of nonverbal communication as any way we communicate other than with words, however, we expand our definition to other nonverbal devices.

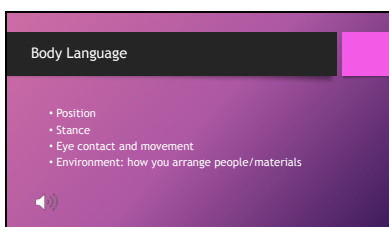
In teaching and learning settings, we might consider

- *BODY LANGUAGE as position, stance, relationship to others, eye contact and eye movement, and environment*
- *VOICE as ways of USING words, such as quality of voice, rate, pitch, volume, stress, speaking style, rhythm, intonation — not the words, but how you USE the words*
- *TOUCH might be hand on hand or how and when we touch the materials*
- *PROXIMITY — distance, or placement*
- *USE OF TIME — pace, org of materials for transitions, etc.*

When intentional in the use of both, we can choose the impact we have — to be more supportive, or less so; to raise the level of concern or independence, or lessen it.

What we do (and don't do) depends on the intended outcome and what we know about our student.

Slide 5



Body language, or messages we send by use of our body, may include many aspects.

We might consider the position in which we sit or stand...what are the various parts of our bodies indicating to receivers of our communication? Where are our feet, knees, arms, hands. These are typical aspects we might consider in thinking about our body language.

Think about other aspects that may carry meaning....what is our stance? Are we above, below, beside, in front of or behind the learner or learners? Where are we in relationship to others or to materials?

We might consider eye contact...or lack thereof. Or eye movement. The length of a gaze can take on meaning. Looking away can mean something else.

Another aspect of body language is the environment we arrange. How do you organize patterns of movement or materials....and for what purpose?

Of course in all communication there is the encoder (one sending message) and a decoder (receiving and interpreting the message). Therefore, in making intentional decisions about nonverbal moves, it is imperative to know your learners and make those decisions contingent upon their understanding and needs. Any one action, in one situation may be supportive for learning, while the same action in another situation may hinder learning.

What we do know from the research and from our own experience, is that our choice of moves matters, and has power in affecting our students.

Slide 6



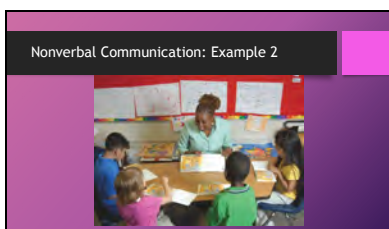
Facilitator Notes – Study and Discuss

Provide a few moments to study the photo. Then discuss the nonverbal messages considering:

- Position (including proximity)
- Stance
- Eye contact and movement
- Environment: how you arrange people/materials

How might the teacher's nonverbal moves support student learning? How might they hinder it?

Slide 7



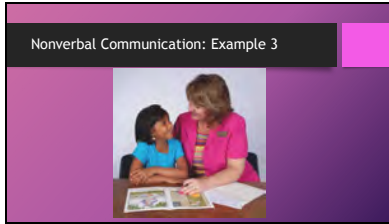
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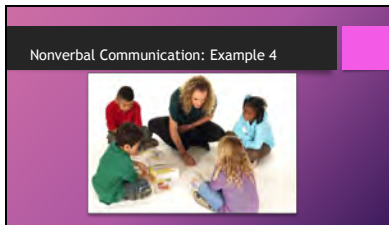
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Slide 9



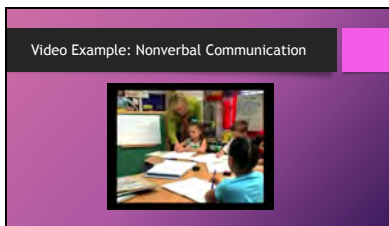
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Slide 10



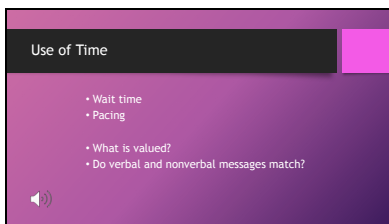
Facilitator's Notes – Observe and Discuss

Observe this silent video clip to study the teacher's nonverbal communication. Then discuss, considering:

- Position (including proximity)
- Stance
- Eye contact and movement
- Environment: how you arrange people/materials

How might the teacher's nonverbal moves support student learning? How might they hinder it?

Slide 11



Facilitator Script:

Nonverbal teacher actions have the potential to either strengthen or complicate verbal instruction. When there is a contradiction research indicates that people will always believe NONVERBAL over verbal. It has been proven that naturally, very young children can accurately read nonverbal messages, even before they can comprehend verbally communicated messages.

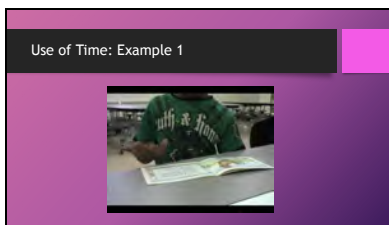
The old cliché, "Actions speak louder than words," has been proven by various researchers. In considering the use of

time in teaching and learning interactions, we might think about ways we can intentionally balance nonverbal actions with our intended verbal, or unstated messages.

Imagine, for example, in a one-on-one lesson with an individual child, that the teacher has taught a young writer to self-monitor his letter formation for a particularly tricky letter, and expects the child to check on himself as he produces it in his written story. As the child begins to form the letter and begins write it, however, the teacher silently reaches for the white correction tape on the table. Without saying a word, the teacher has already done the monitoring and denied the child an opportunity to initiate checking of his own work.

Or think about working with a small group in reading. What if the teacher says to the group, “I want you to really think deeply about this paragraph as you read it”, but then provides only a minute before asking them to discuss the reading. The pacing of the lesson does not match the verbal instruction.

Slide 12



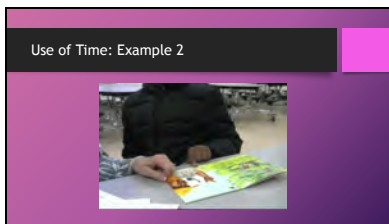
Facilitator Notes – Observe and Discuss

Lead a discussion after observing the video.

- How did the teacher use wait time and pacing in this portion of the lesson?
- What seems valued?
- How did the teacher's nonverbal actions support or hinder student learning?
- How might different actions support or hinder?

Discuss match or mismatch of verbal and nonverbal messages.

Slide 13



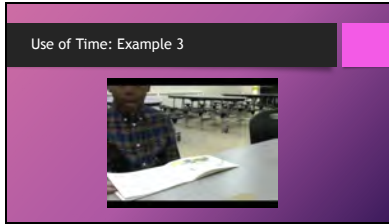
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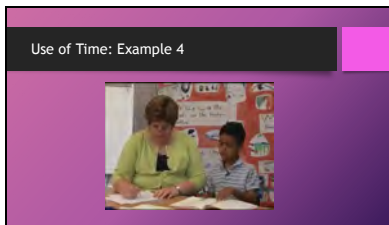
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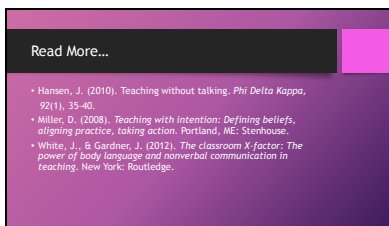
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Slide 16



Slide 17

