**INACT - Inclusive and Innovative Pedagogies for Educators**

**Curriculum:** “Differentiated Instruction for Inclusive Classrooms”

**Module Name:** TOP TEACHER SKILLS FOR DIFFERENTIATED INSTRUCTION

**Title of “In Action Part”:** Body Language Self Reflection Exercise

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| ***BODY LANGUAGE SELF REFLECTION EXERCISE***  |
| ***Did you know that language-specific words account for only 10% of communication?*** *The communication process is actually 90% made up of non-verbal information in the forms of tone and body language.****Body language: our mannerisms and demeanour**** *facial expressions*
* *gaze—looking at the other person or away from them; paying attention or not*
* *gestures—arm and hand movements*
* *posture—leaning forward or back; relaxed or stiff*
* *distance from the other person—too close or too far*

***Tone: the way we speak**** *fast or slow*
* *gentle or aggressive*
* *with or without pauses*
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| ***INSTRUCTIONS/QUESTIONS***  |
| Have a look at the body language of the educators in these pictures. Make some notes on their body language. Is it open, friendly, welcoming, negative?*Teacher and students in laboratory**Teacher pointing to whiteboard* |
| *Reflect on your own body language in the classroom, how open, welcoming, inclusive would you say it is.* *List the positive body language you currently use/deploy:**List the negative body language you will try to avoid in future:* |