**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:* |