

## Chapter 5 – Body Language

### Reading 1 – Gestural Communication

<b>Body Language &amp; Gestures from a Dancer's Perspective</b>	Type: Lecture	Full duration: 13:05
<a href="https://www.youtube.com/watch?v=ZBg5QvcZQP8">https://www.youtube.com/watch?v=ZBg5QvcZQP8</a>		
	Featured segment: 0:00-13:05 (13 min, 5 sec) Approximate lesson duration: (2 hours w/ vocabulary study)	
<b>Reading textbook tie-in:</b> This featured segment ties in with Reading #1 (Gestural Communication)		

#### PRE-VIEWING ACTIVITIES:

Homework: activity (or pre-discussion)

- *What do you think your typical body language communicates about you? Explain.*
- *How do male and female body language differ? (Consider how your family, friends, and you use body language in various settings .)*

Discussion questions

- o *What do you think are the differences between male and female body language?*
- o *In your opinion, why are there differences between male and female body language?*
- o *Have you noticed any differences between male and female body language in your country versus in the United States? If so, what have you specifically noticed, and why do you think there are differences?*



## Vocabulary (<-- possible link to a StudyStack/Quizlet?)

<i>a boundary</i>	<i>categorize</i>	<i>evolutionary</i>
<i>chromosome</i>	<i>portray</i>	<i>tilt s.t.</i>
<i>phenomenon</i>	<i>phenomena</i>	<i>spectrum</i>
<i>struggle</i>	<i>norms</i>	<i>esthetic</i>
<i>unlikely</i>	<i>socialized</i>	<i>hyper-aware</i>
<i>calculated</i>	<i>lean forward</i>	<i>lyrical</i>
<i>contemporary</i>	<i>coy</i>	<i>flirtatious</i>
<i>stereotype</i>	<i>default</i>	<i>compacting</i>
<i>contrast s.t.</i>	<i>colleague</i>	<i>consistent</i>
<i>assertiveness</i>	<i>recite</i>	<i>script</i>
<i>competent</i>	<i>incompetent</i>	<i>physiological</i>
<i>testosterone</i>	<i>communality</i>	<i>intonation</i>
<i>arrogant</i>	<i>modestly</i>	<i>innovation</i>
<i>construct (n.)</i>	<i>revolutionize</i>	<i>primatology</i>
<i>chimpanzee</i>	<i>assert oneself</i>	<i>ingrained</i>
<i>intervention</i>	<i>propose</i>	<i>subtle</i>
<i>perpetuate</i>	<i>harmful</i>	<i>entirety</i>
<i>disproportionately</i>	<i>scolded</i>	<i>whereas</i>
<i>insight</i>	<i>compliment</i>	<i>slightly</i>
<i>literally</i>	<i>shrink</i>	<i>hesitate</i>
<i>subconscious</i>	<i>pinpoint s.t.</i>	<i>reinforce</i>
<i>applicant</i>	<i>merit</i>	

## Other ideas/concepts/background?

- idioms, expressions, & phrasal verbs:
 

<i>dressed up</i>	<i>whip out s.t.</i>	<i>along the lines of s.t.</i>
<i>at the other end of the spectrum</i>		
<i>tip of the iceberg</i>	<i>take a stand</i>	<i>come to s.o. (get an idea)</i>
<i>get at s.t.</i>	<i>leave s.o. out</i>	<i>call on s.o.</i>
<i>blurt out s.t.</i>	<i>figure s.t. out</i>	<i>write s.o. off</i>
<i>take away from s.t.</i>	<i>ascribe to s.o.</i>	
- collocations:
 

<i>cultural construct</i>	<i>mock interview</i>	<i>pool of innovation</i>
<i>silver lining</i>	<i>hiring committee</i>	<i>get a grant</i>
- other:
 

<i>hip hop</i>	<i>Harvard Business Review</i>	<i>Jane Goodall</i>
<i>Alice Stewart</i>		



## VIEWING ACTIVITIES:

### Question & Answer

1. What differences between male and female body language during picture taking does the speaker mention?
2. According to the speaker, do these gender differences during picture taking benefit us?
3. Why does the speaker feel we have these gender behaviors?
4. What are the female cultural stereotypes she mentions?
5. What are the male cultural stereotypes she mentions?
6. What did the Harvard study in which participants were asked to recite a script reveal?
7. Describe the mock interview study by Dr. Moss-Racusin and her team?
8. What did this mock interview reveal?
9. According to the speaker, why do men and women act differently?
10. Why is gender bias a problem from the speaker's point of view?
11. Why was Jane Goodall almost not given a grant to study chimpanzees?

### \_\_\_\_\_ True or False Questions

1. \_\_\_\_\_ By the age of 3 ½ years old, children have strong beliefs about what men and women should or should not do. (TRUE)
2. \_\_\_\_\_ The speaker believes that only teachers should undergo early childhood education training to solve the issue of gender stereotyping. (FALSE)

### \_\_\_\_\_ Question & Answer

1. What did one study show about a kindergarten class?
2. What did that study find that happens when girls give answers to the teacher's questions without raising their hands?
3. What did the study find that happens when boys give answers to the teacher's questions without raising their hands?
4. What are girls usually praised for? What effect does this have according to the speaker?
5. According to the speaker, what negative effects does gender stereotyping have on boys?
6. What does the speaker propose that we do to reduce gender stereotyping in the classroom and in corporations?
7. What three points does the speaker want you to take away from the talk?



## POST-VIEWING ACTIVITIES:

### Discussion questions

- o What did you learn from the video that you can apply to your life?*
- o What changes will you make, if any, in your use of body language? Why?*
- o In your opinion, was the speaker's use of dance effective in explaining the issues surrounding gender body language and stereotypes? Why or why not?*

