



## Teaching Progression:

### **Step 2: Speak**

#### SUB SKILL(S):

- Explain why communicating clearly is important
- Use face and body to communicate
- Use voice to communicate
  - Speed
  - Volume
  - Tone
- Ask for help

#### GUIDING QUESTIONS:

How do I talk to others? How do I let others know how I feel?  
How do I ask for help?

#### NHES PERFORMANCE INDICATORS:

(4.2.1) Demonstrate healthy ways to express needs, wants, and feelings. (4.2.3) Demonstrate ways to respond in an unwanted, threatening, or dangerous situation. (4.2.4) Demonstrate ways to tell a trusted adult if threatened or harmed.

#### VALUABLE VOCABULARY:

*communicate, body language, voice, volume, feelings, telling v. asking*

### Step 2: Speak | Sub Skill: Explain Why Communicating Clearly Is Important



#### SUGGESTED LEARNING ACTIVITY 1:

Play a round of telephone with the class. Whisper a short phrase to a student. Then, have the student whisper the phrase to the next person. Continue this process until the last student receives the phrase and have them say the phrase out loud to the class, likely resulting in a very different phrase than what was originally said.

Ask students the following questions to debrief the activity:

- How did you let someone else know the phrase?
- What made it difficult to hear?
- What would have made it easier to hear?

#### TEACHING NOTES:

- See the *Resource Bank* below for suggested game rules.



## Teaching Progression: Step 2 | Speak (Cont.)



### SUGGESTED LEARNING ACTIVITY 2:

Define the word *communicate* for students. *Communicate* means *to give or get information*. Explain to students that we are constantly communicating with one another from the moment we wake up to the moment we go to sleep, and we communicate a variety of information, such as what we need, what we want, and how we feel. Tell students that if we are with people, we are communicating even without words.

Ask students how they communicated with others during the game of telephone. Ask students to name other ways they communicate with people. Create a bank of strategies from student responses, using images as necessary to support student comprehension.

### TEACHING NOTES:

- Utilize different definitions to support the students in your classroom

## Step 2: Speak | Sub Skill: Use Face And Body To Communicate



### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that we don't just communicate by speaking. People use their face and body to communicate with others. Have students turn to a partner. Ask students to communicate "happy" to their partner without speaking. Next, have students show various emotions to their partners without speaking (e.g. sad, scared, surprised). Ask students what they notice about the way they show these feelings compared to their partner. Prompt students to think about how different people communicate feelings in different ways.

### Language of Health Literacy:

*My face helps me communicate because \_\_\_\_\_.*

*My body helps me communicate because \_\_\_\_\_.*



### SUGGESTED LEARNING ACTIVITY 2:

Explain to students that when we use our bodies to communicate we are using body language. Just like spoken language, body language is used to let other people know how we feel. We can better know how our friends feel by noticing their body language, and we can also help our friends understand how we feel by using body language effectively. Ask students to shout out different emotions they feel and model expressing an emotion with your body. After each emotion, ask students to share what they notice about how you showed the emotion.



### SUGGESTED LEARNING ACTIVITY 3:

Model the game of charades. Pick random feelings out of a bag and communicate the emotion to the class without words. Have students guess the emotion you picked out of the bag. Next, allow students to work in small groups to play charades. Have students select pictures of emotions or words out of a bag and try to get their group to guess which emotion they are trying to express. Move around the room and monitor student interactions.



### SUGGESTED LEARNING ACTIVITY 4:

Create four corners with four major emotions, such as happy, sad, scared, excited. Read scenarios to the class that could cause students to have different emotions. For example, I just got a good report at school, and my family is going to celebrate. Have students move to the corner that they most associate with the scenario. When students get to the corner of their choice, ask them to act out that emotion with their entire body.

After the four corners activity, have students reflect with a partner by asking the following questions:

- How do you show when you are happy? Sad?
- How do you know when someone else is happy? Sad?
- What are the ways we communicate with our bodies?



## Teaching Progression: Step 2 | Speak (Cont.)

### Step 1: Speak | Sub Skill: Use Voice To Communicate



#### **SUGGESTED LEARNING ACTIVITY 1:**

Explain to students that our voice can tell people how we are feeling. Explain that speed, volume, and tone are ways we communicate how we feel. Watch a video showing the importance of voice. Have students watch the video twice, once to watch the video and describe the voice of the speaker. The second time, have students focus on body language and facial expressions.

After the video, use the following questions for small group discussions with students:

- How does the character feel?
- How do you know?
- What did you notice about their voice?

#### **TEACHING NOTES:**

- See the Resource Bank below for suggested video.



#### **SUGGESTED LEARNING ACTIVITY 2:**

Model for students how voice can impact interpretation of words. Say several statements at different speeds, volumes, and tones. After each statement, ask students to identify how they feel. Explain to students that we sometimes say one thing but are actually telling people something different with how our voice sounds.

Have students practice using their voice to express their emotions. Tell students to show different emotions using speed and tone. Give students a simple sentence to say and an emotion or speed to say the sentence. Provide multiple practice opportunities, switching statements, emotions, and partners.

Debrief the activity by asking the following questions:

- How can speed change what a person is saying?
- How can volume change what a person is saying?
- How can tone change what a person is saying?

#### **TEACHING NOTES:**

- Example phrases and prompts:
  - "I am going to the store," in a fast, loud, excited tone.
  - "I can't wait to go to school," in a slow, quiet, angry tone.
  - "I want you to play with us" in a sad voice.



#### **SUGGESTED LEARNING ACTIVITY 3:**

Have students practice using appropriate volume with a partner. Place students into two lines facing one another. Have them say a phrase, such as "You're Awesome," just loud enough for the person in front of them to hear. Have students take a step back and say a new phrase loud enough for the person to hear. Repeat 4 - 5 times. Ask students what they noticed. Talk about volume of voice and impact of volume, making sure students understand that different situations require different volumes.



## Teaching Progression: Step 2 | Speak (Cont.)



### SUGGESTED LEARNING ACTIVITY 4:

Explain to students that we use different volumes for different situations. Have students identify when they should use different volumes in different situations. Read a situation and instruct students to stand for a loud voice, sit in a chair for a medium voice, and sit on the ground or lay on their belly for a low voice. Then, ask students to talk to a partner using that volume of voice.

#### TEACHING NOTES:

- Example situations: you're at a basketball game; you're in a religious building; you're at the library.
- Use different forms of movement to support the needs of your classroom.
- Provide phrases or prompts to support students practice using a variety of volumes.

## Step 2: Speak | Sub Skill: Ask For Help



### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that we often need to ask people for help. Sometimes when we are in need of help it can be difficult to ask for help because we are upset. Tell students that we are going to practice ways to ask for help even if they are really upset.

Read students a story about a character who was in need of help.

Ask students during the book:

- What does the character need?
- How do they ask for what they need?
- What obstacles are in the way?

### SUGGESTED LEARNING ACTIVITY 2:

Explain to students that we ask different people for different things. In the classroom, we ask our friends to help us with work, and we ask the teacher to go to the bathroom. At home, we ask our family to help us get food or solve problems with our siblings. Today, they will practice how to ask people for things they want or need.

Introduce the *Language of Health Literacy* to support students in asking for help. Ask students what volume, speed, and tone they should use to get their point across effectively. Model using a variety of volumes, speeds, and tones to show students how these things change the message. Give students examples of sentences of someone asking for help and have them practice using different volumes, speeds, and tones.

### SUGGESTED LEARNING ACTIVITY 3:

Read students a scenario and have them practice asking their partners for help.

#### TEACHING NOTES:

- Example Scenario: You are playing at recess and you fall down and scrape your knee. To ask for help say, "I feel hurt, and I need a bandaid. Can you please help?"
- Model and provide the *Language of Health Literacy* to support students asking for help.

#### Language of Health Literacy:

*I feel \_\_\_\_\_, and I need  
\_\_\_\_\_. Can you  
please help?*



See *Access Valid & Reliable Resources* for guidance on supporting students on locating trusted adults.



See *Stage 1: Advocacy for Self of Advocacy for Self & Others* for further guidance on supporting students asking for help.