

Health Skill:

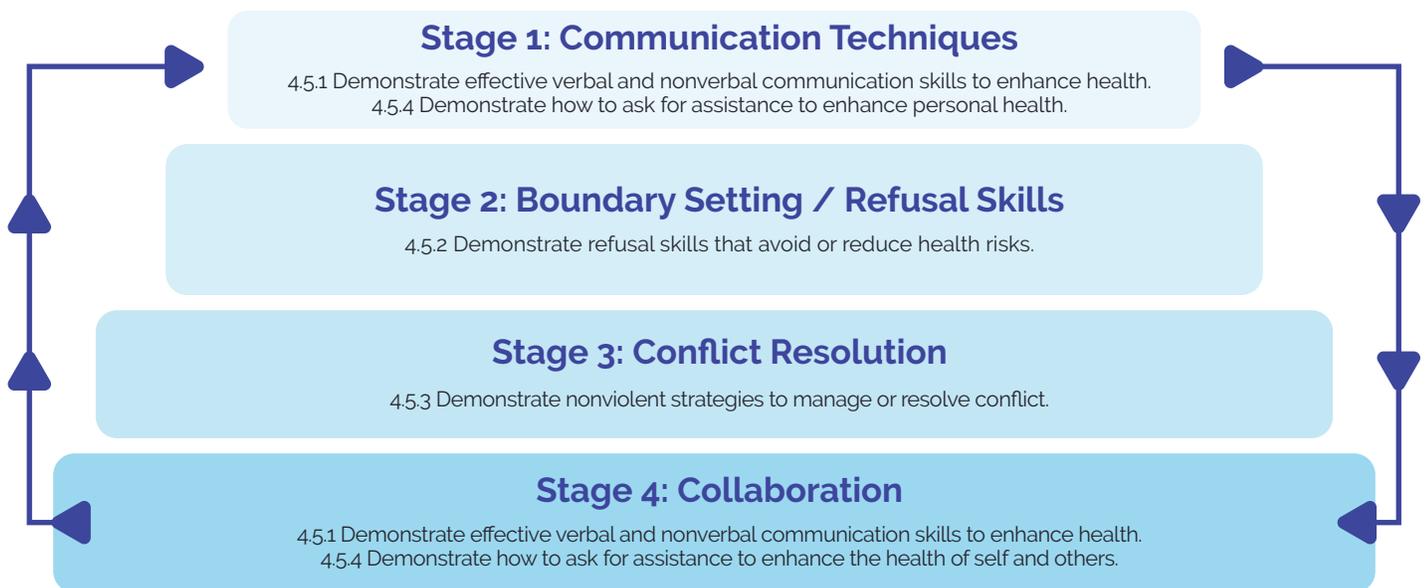
Interpersonal Communication



Background Information

The health skill, *Interpersonal Communication*, guides students to better understand, practice, and reflect on their interactions with others. By providing students with a safe space to practice strategies for healthy communication in school, students are more prepared to handle social situations throughout their life. The *Interpersonal Communication* health skill begins with practicing appropriate communication techniques, then explores healthy boundaries with strategies to uphold those boundaries, moving to examining the importance of productive conflict and conflict resolution, and ends with strategies to ensure effective collaboration. Each stage of *Interpersonal Communication* supports students to better understand themselves and their community, while working toward having more authentic, intentional communication with others.

The four stages of *Interpersonal Communication* are designed to support the growth of each student toward more complex levels of communication, beginning with the individual and ending with effective team work. The *Teaching Progression* for the four stages were developed in sequential order to ensure strategies build upon one another, leading to more inclusive, authentic, and collaborative teamwork. However, teachers can rearrange the stages as appropriate for their classroom.



NATIONAL HEALTH EDUCATION STANDARD (NHES) 4:

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

National Health Education Standard Rationale: Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.



Grades 3-5 Framework

In grades 3-5, students learn a variety of strategies to effectively communicate in a variety of modes. The graphic below outlines the strategies learned in each stage, beginning with *Stage 1: Communication Techniques* and ending with *Stage 4: Collaboration*. Teachers should use the strategies listed as a starting point and add strategies to meet the needs of their students.



Notes on Grade Level Progression

Activities, vocabulary, and language throughout the models are vertically aligned and build upon one another. If students require scaffolding refer to previous grade levels for additional ideas for activities and instruction that address gaps in student skills. For enrichment activities, look at higher grade levels in order to provide additional practice opportunities or for ideas on how to deepen understanding.



Stage 1: Communication Techniques

The *Interpersonal Communication* health skill model begins with *Stage 1: Communication Techniques* to teach students to engage in more meaningful conversations with others. The communication techniques used in *Stage 1: Communication Techniques* are designed to help students practice effective methods of listening and speaking. It is important to keep in mind that there is not one best way to communicate. Communicating with others is personal, cultural, and part of an individual's identity. The communication strategies suggested in this model help students explore more ways to communicate with others, but these strategies are not meant to discredit other communication styles. Since communication techniques are rooted in individual culture and social norms, these techniques are suggested tools for students to incorporate into their own personal communication style. Teachers should use their knowledge of students to tailor listening and speaking strategies to meet the needs of their students and honor students' cultural backgrounds. By the end of *Stage 1: Communication Techniques*, students in all grade-levels will have the foundational tools necessary for engaging in more complex interpersonal situations. Students who master these techniques will be better equipped to engage in setting boundaries, resolving conflict, building strong teams, and advocating for themselves and others.

The Steps:



Step 1
Listen to Others



Step 2
Speak

Grades 3-5 Framework

In grades 3-5, *Interpersonal Communication* begins with foundational communication techniques. For grades 3-5, students practice listening strategies and develop more advanced speaking techniques. Through the use of appropriate voice and body language, students become more effective listeners and speakers. Students learn specific strategies to become more active listeners by focusing on eye contact, body language, and facial expressions. To ensure they are understood, students also learn about appropriate use of voice to clearly communicate their needs, wants, and feelings. The use of effective communication techniques allows students to fully engage in the remaining stages of *Interpersonal Communication*.

Mastery of *Stage 1: Communication Techniques* in grades 3-5 means students are able to use active listening strategies to engage with peers and adults and use appropriate voice to communicate their needs, wants, and feelings.



Stage 1: Communication Techniques

The Steps:



Step 1: Listen to Others

Step Overview: Effective communication begins with listening. In this step, students learn how to be effective listeners. To begin, students identify the ways people use their bodies, voices and facial expressions to communicate with others. Throughout the instruction of this step, students learn to listen to both the words and body language of someone else to ensure they understand what a person is trying to communicate. In addition to body language, reflective listening strategies, such as summarizing, questioning, and connecting, allow students to show they are listening as well as check if they understand someone.

Sub Skill(s):

- Define communication
- Use appropriate body language while listening
- Notice the speaker's body language to better understand
- Summarize the speaker
- Ask the speaker questions



Step 2: Speak

Step Overview: After listening, a person must use speaking strategies to effectively communicate their needs, wants, and feelings. To begin, students practice using appropriate speed, volume, and tone when speaking in different settings and to different people. Continuing their understanding of body language from Step 1, students practice using their own body language and facial expressions to appropriately express themselves to those with whom they are trying to communicate. Understanding the impact of voice, body language, and facial expressions creates a foundation for the remaining stages of *Interpersonal Communication*.

Sub Skill(s):

- Use appropriate volume of voice
- Use appropriate speed of voice
- Show my emotions using body language
- Ask for help with a strong, clear voice



Teaching Tips

- Select listening and speaking strategies that are responsive to the needs of your classroom. Communicating with others is personal, cultural, and part of an individual's identity. The communication strategies suggested in this model help students explore more ways to communicate with others, but these strategies are not meant to discredit other communication styles.
- Since communication styles are so personal, avoid making judgements about the right and wrong ways to communicate. Instead, prompt students to think about context and whether or not a specific communication technique is appropriate or inappropriate for the context. Allow students to come to their own conclusions about appropriate and inappropriate ways to communicate.
- Provide opportunities for students to role play the different listening and speaking strategies in order for them to demonstrate the strategies in class.
- Remind students of speaking and listening strategies throughout their day by prompting students to use their listening and speaking strategies during work and play time throughout the school day.

See *Teaching Progression* for suggested learning activities.



Teaching Progression:



Step 1: Listen to Others

SUB SKILL(S):

- Define communication
- Use appropriate body language while listening
- Notice the speaker's body language to better understand
- Summarize the speaker
- Ask the speaker questions

GUIDING QUESTIONS:

How do I listen to others with intention? How do I show others I am listening?

NHES PERFORMANCE INDICATORS:

4.2.2 Demonstrate listening skills to enhance health.

VALUABLE VOCABULARY:

*communication,
body language,
active listening,
emotions,
summarizing,
connections*

Step 1: Listen to Others | Sub Skill: Define Communication



SUGGESTED LEARNING ACTIVITY 1:

Place students in pairs. Have students come up with three different ways to greet a friend (e.g. giving a high five, shaking hands, saying hello, smiling). Have three to four groups share their different greetings. Using these examples, ask students to list the ways we communicate with one another (e.g. voice, language, physical contact, gestures, facial expressions). Chart student responses and explain to students that throughout their learning of *Stage 1: Communication Techniques* they will be practicing different ways to communicate.

Language of Health Literacy:

Communication is _____.

Communication is important because _____.



SUGGESTED LEARNING ACTIVITY 2:

Define *communication* for students. *Communication is the process of sending and receiving information.* Explain to students that communication is complicated. We use our voice and our entire body to communicate with people. Tell students when they are learning *Stage 1: Communication Techniques*, they will learn strategies to be great at communicating with others, starting with active listening strategies.

TEACHING NOTES:

- Use additional definitions as needed to support student understanding.



Teaching Progression: Step 1 | Listen to Others (Cont.)

Step 1: Listen to Others

Sub Skill: Use Appropriate Body Language While Listening



SUGGESTED LEARNING ACTIVITY 1:

To help students understand the importance of active listening, have students answer some of the following questions:

- How do you feel when someone is really listening to you?
- How do you want others to feel when you are listening?
- How can you show someone that you are truly listening?
- How do you know when someone isn't listening?
- How do you feel when you can tell someone isn't listening?

Language of Health Literacy:

I need to _____ to help me listen.

Nodding helps _____.

Making eye contact helps _____.



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that using appropriate body language lets the other person know you are listening, and it actually helps you listen better. Show students a video scenario of two people engaged in a conversation. Have students in small groups list all the ways you can tell the people are listening. Then, show students another video of a person not listening. Have students in small groups create a T-chart of what it means to listen and not listen. Have groups share out answers and write a full class list T-chart.

TEACHING NOTES:

- Be sure to show a video that highlights body language, including nodding, eye contact, body position, and facial expressions.



SUGGESTED LEARNING ACTIVITY 3:

Model for students appropriate body language when they are actively listening (e.g. looking at the speaker, nodding, engaged facial expressions). After modeling, ask a student to tell a story or show a video that requires listening. As you listen to the story, model the good listening strategies and not so good listening strategies. When the class can see you are not listening, have them shout out, "Listen!" Pause the story and ask the class to show a listening strategy you could use. Make a list on the board of good and not so good listening strategies.

TEACHING NOTES:

- Use the suggested active listening strategies in the *Resource Bank* below or strategies that are responsive to the students in your classroom.



Teaching Progression: Step 1 | Listen to Others (Cont.)



SUGGESTED LEARNING ACTIVITY 4:

Place students with a partner. Tell students that they are going to practice showing their partner they are listening with their body language. Have students face one another. Read questions to start partner conversations. Give each partner the same amount of time to listen and share.

Reflect with students on using body language to show listening by having students answer the following questions:

- How does it feel to listen to someone?
- How does it feel to listen to your partner?
- What are other ways you can be a more active listener?

TEACHING NOTES:

- Ask questions that are easy for students to answer, such as, "What is your favorite holiday and why?"

Step 1: Listen to Others

Sub Skill: Notice The Speaker's Body Language To Better Understand



SUGGESTED LEARNING ACTIVITY 1:

Observing another person's body language also helps us to fully understand what a person is trying to communicate. Act out a few emotions for students to guess. After each emotion, ask students to explain how they knew how you were feeling based on your body language.

Language of Health Literacy:

_____ is feeling _____. I know this because _____.

I think you are feeling _____. Is that right?

Are you feeling _____?

You are feeling _____, right?

TEACHING NOTES:

- Remind students to keep in mind that different people show emotions in different ways. The way people express themselves can be based on their personality, culture, experiences, or the setting.



Teaching Progression: Step 1 | Listen to Others (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Have students stand in a circle. Call out an emotion (e.g. happy, sad, upset, excited, overwhelmed) and ask each student to act out that emotion using body language and facial expressions. Explain that our mind constantly interprets body language to better understand the words or actions of other people.



SUGGESTED LEARNING ACTIVITY 3:

Have students reflect on the importance of paying attention to another person's body language by answering the following questions in writing or in whole-class discussion:

- Why is body language an important part of communication?
- How can body language change the way people interpret what we are saying?



SUGGESTED LEARNING ACTIVITY 4:

Explain to students that since people show their emotions differently, we want to check to see if we are interpreting a person's body language and facial expressions correctly. Ask a student volunteer to act out an emotion. Model using *Language of Health Literacy* to help students check to make sure they are understanding how a person is feeling.

Put students into small groups to play another round of charades. Give students different emotions to act out. After each student acts out an emotion, someone in the group will practice using the *Language of Health Literacy* to make sure they understand the person's emotion. Have students switch roles several times, making sure every student gets an opportunity to act out an emotion and practice checking for understanding.



SUGGESTED LEARNING ACTIVITY 5:

Following the activity, have students debrief their experience with the following questions:

- Did you and your partner express emotions similarly?
- Why do people express emotions differently?
- How did you know when your partner was feeling a certain way?
- Why was it important to be aware of your partner's emotions?
- When do you use communication in your own life?
- Why do we need to think about how we communicate with others?



Teaching Progression: Step 1 | Listen to Others (Cont.)

Step 1: Listen to Others | Sub Skill: Summarize the Speaker



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that just like when we listen to someone's body language, when we are listening to another person's words, it is helpful to check to make sure you are hearing them correctly. Summarizing the speaker shows you are listening and trying to understand.

Model for the class how you summarize the speaker by using the *Language of Health Literacy*. Have a student tell you a story. As the student tells the story, use summarizing to show the student you are listening and understanding the story.

Language of Health Literacy:

What you are saying is _____.

I like when you talked about _____.

So I hear you saying _____.



SUGGESTED LEARNING ACTIVITY 2:

Place students into pairs. Provide prompts for students to tell a story. Have students practice summarizing the speaker.

TEACHING NOTES:

- Prompt examples: a trip they took with their family, a day that was really hard, an activity they like to do
- For longer and more thoughtful stories, have students write their stories before sharing.
- Model and provide the *Language of Health Literacy* to support students' ability to practice summarizing.

Step 1: Listen to Others | Sub Skill: Ask The Speaker Questions & Make Connections



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that along with summarizing, listeners can use questions and connections to enhance a conversation. Model for students using questioning and connections. Place students into pairs to practice using questions and connections by having each student tell a story about their own life (e.g. favorite holiday, best birthday, favorite TV show summary).

Language of Health Literacy:

I was wondering what you thought about _____?

When you said _____, it reminded me of _____.

Can you give me an example of _____?

Could you put that another way?

Could you explain further?

TEACHING NOTES:

- Model and provide students with the *Language of Health Literacy* to support students practicing questioning and connecting with the speaker.
- Remind students that they can also practice the other strategies they have learned so far: body language and summarizing.
- Walk around the room to encourage students to try various strategies during practice.



Teaching Progression:

Step 2: Speak

SUB SKILL(S):

- Use appropriate volume of voice
- Use appropriate speed of voice
- Show my emotions using body language
- Ask for help with a strong, clear voice.

GUIDING QUESTIONS:

How do I explain my feelings clearly to others? How do I use my voice to make sure I am understood?

NHES PERFORMANCE INDICATORS:

(4.5.1) Demonstrate effective verbal and nonverbal communication skills to enhance health. (4.5.4) Demonstrate how to ask for assistance to enhance personal health.

VALUABLE VOCABULARY:

non-verbal communication, voice, tone, volume, speed, emotion, appropriate

Step 2: Speak | Sub Skill: Use Appropriate Volume



SUGGESTED LEARNING ACTIVITY 1:

In order to activate student background knowledge about the use of voice, place students in pairs and have one student describe how to draw an object of their choice. To make students more reliant on their voice to communicate, have students face away from each other.

After 2-3 minutes, have students discuss this process by answering the following questions:

- How did it go?
- What issues occurred?
- What could you do next time to make the activity go better?

Write down the strategies students suggested from the last question on the board. Have the students switch roles. Encourage students to use strategies they discussed to make this round even better. Debrief the activity with the class and discuss any differences or confusions.

Following the activity, explain to students that their voices are a powerful tool that they are constantly using. Tell students that they are going to learn specific strategies to become powerful, clear speakers.

Language of Health Literacy:

Volume of voice helps _____.

Volume is important because _____.

When I am _____, my voice should be at a _____ volume.

I need you to say _____ louder.

TEACHING NOTES:

- Make sure students are describing what to draw, rather than telling their partner what to draw. For example, students should not say, "draw a cat." Instead, they should say, "Draw the head of an animal with pointy ears."
- Provide students with a picture to describe to help them provide descriptions to their partners.



Teaching Progression: Step 2 | Speak (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that sometimes when we communicate with others, they do not hear what we think they will hear. Tell students that it is important to have strategies to better explain yourself and avoid confusion. Tell students a story of a time that you had difficulty communicating your ideas to someone else. Explain that you had to work to use your voice to be better understood by others. Tell students that they will learn important strategies to help them communicate their needs, wants, and feelings.



SUGGESTED LEARNING ACTIVITY 3:

Explain to students that their voice is like an instrument that they can use to communicate. Read a short story with inappropriate volume. Ask students what they noticed.

At the end of the story, ask students:

- Was it easy to follow the story? Why or why not?
- How could using the right volume help tell the story better?
- What could the teacher do differently with voice to tell the story better?

Write down the students' tips on the board and reread the story, incorporating some of the suggested strategies. Have students critique your reading again, noticing the new speaking strategies.



SUGGESTED LEARNING ACTIVITY 4:

Explain to students that our volume changes depending on the context. Show students different photos of places they could go. Have students practice voice volume as a class. Show a picture of the playground and have students use loud voices. Then, show them a picture of students taking a test and have students use quiet voices or not speak. Practice volume with several examples. Next, have students read dialogue from a book or short story with a partner. Have students decide how the characters would use volume depending on the situation in the text. Students should read the dialogue with each other while the teacher monitors volume and interacts with students.

Step 2: Speak | Sub Skill: Use Appropriate Speed



SUGGESTED LEARNING ACTIVITY 1:

Show students a video where a character is speaking too slow or too fast. See the *Resource Bank* below for suggested videos. Ask students, "How could this character communicate better?"

Tell students that the speed at which we speak is also important when we try to get our ideas across. Explain to students that we do not want to speak too fast or too slow.

Language of Health Literacy:

Speed of voice means _____.

Speed of voice is important because _____.

When talking about _____, I should talk at a _____ speed.

When you said _____, you were speaking very fast. Can you try it again, but slower?

I couldn't understand what you just said. Can you please repeat it?



Teaching Progression: Step 2 | Speak (Cont.)



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that when we talk too fast it is difficult for someone to understand every word we are saying, and they need to make sure they are saying every word clearly. Show students a video of a cartoon character talking too fast and/or mumbling.

Then, have students recreate the scene in groups (2-3) demonstrating how the character could have clearly communicated with appropriate speed and volume.

TEACHING NOTES:

- See the *Resource Bank* below for suggested video.



SUGGESTED LEARNING ACTIVITY 3:

Place students in pairs. Have students practice the voice techniques of appropriate volume and speed with a short story provided by the teacher. Have checklists and the *Language of Health Literacy* to guide partner conversations and feedback. Encourage students to give each other feedback, celebrate their partner, and try again if they need more practice.

Step 2: Speak | Sub Skill: Show My Emotions Using Body Language



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that a majority of human communication is done through non-verbal communication. Ask students for examples of non-verbal communication (e.g. facial expression, hand gestures, stance). Chart student responses.



SUGGESTED LEARNING ACTIVITY 2:

Place students into small groups (2-4). Tell students that they are going to practice non-verbal communication through a game of charades. Give students a variety of emotions to act out to convey different emotions.

Ask students to reflect after the game:

- How did you know what the other person wanted to tell you?
- How is this form of communication different from telephone?



SUGGESTED LEARNING ACTIVITY 3:

Give students a sentence to say and emotion to convey with their bodies. Instruct students to practice saying the message and conveying the message with their bodies.



Teaching Progression: Step 2 | Speak (Cont.)

Step 1: Speak | Sub Skill: Ask for help



SUGGESTED LEARNING ACTIVITY 1:

Tell students that we need to have a clear, strong voice when we ask people for help. 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. Introduce students to the *Language of Health Literacy* that they will use to ask for help.

Language of Health Literacy:

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

Give students various scenarios to practice the *Language of Health Literacy* with a partner. These scenarios should be relevant to student experience and have a positive health skills focus.

TEACHING NOTES:

- Monitor students as they practice the sentence stems.
- Listen for specific language to ensure students are practicing appropriately.



SUGGESTED LEARNING ACTIVITY 2:

Tell students that they will practice asking for help from a peer in class. Give each student either a piece of paper or crayons. Instruct students that they need to draw the best animal in the world on their paper. Tell students that they need to ask each other for help to get the animal drawn. Give students 5 minutes to complete the task.

Debrief the activity by asking the following questions:

- How did you ask for help?
- What would have happened if you didn't ask for help?
- What would have happened if someone said they would not help you?



See *Access Valid & Reliable Resources* for supporting students on identifying trusted adults they can go for help.



See *Advocacy for Self & Others* for additional strategies on asking for help.



Assessing Stage 1: Communication Techniques

Students in grades 3-5 will have mastered *Stage 1: Communication Techniques* by demonstrating their ability to showcase the performance indicators identified in Standard 4. Use the student friendly language below to support rubric creation and feedback to students.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

- I can use appropriate volume and speed when speaking.
- I can convey my emotions using body language while speaking.

4.2.2 Demonstrate listening skills to enhance health.

- I can summarize the speaker while actively listening.
- I can use appropriate body language while actively listening.
- I can ask questions of the speaker while actively listening.
- I can make connections to the speaker's story while actively listening.

4.5.4 Demonstrate how to ask for assistance to enhance personal health.

- I can ask for help with a strong, clear voice.

ASSESSMENT TOOL #1 (4.5.1)

Have students show personal expression of different emotions through charades. As students act out emotions, prompt other students to guess the emotion. Throughout the assessment, discuss the differences between their emotional expressions and the use of their face and body to communicate emotion.

ASSESSMENT TOOL #2 (4.5.2)

Have students listen to a story told by a peer. While students listen to the story, observe students using effective active listening strategies while their partner tells a personal story. Students must use appropriate facial expressions, body language, summarize, ask questions, and make connections with the speaker. After listening, have students reflect on their active listening skills by completing a self-assessment and debriefing with their partner.

ASSESSMENT TOOL #3 (4.5.1)

Show students pictures of different environments. Have students demonstrate the ability to use appropriate volume as determined by the context. Students could name the volume of voice or use the level of voice aloud.



ASSESSMENT TOOL #4 (4.5.1, 4.5.2)

Give students a checklist of the active listening strategies (body language, summarizing, questioning, and connecting). Have students create a one-minute speech about a fun/interesting topic. Allow students to mix and mingle to find different partners to read their speech. Give students one minute to share and one minute to listen. Have students complete a self-evaluation based on how they listened during the one minute speech using an active listening checklist. After each one-minute speech, students fill out their active listening checklist with their partner's help. Then, have students move onto a new partner. Remind students to notice any strategies they need to work on and practice that strategy with their next partner. Monitor students and encourage the use of various strategies. Review student checklists as necessary and have students share out, answering the following questions:

- Which listening strategies were you best at using?
- Which listening strategies do you want to improve?

ASSESSMENT TOOL #5 (4.5.1, 4.5.2)

Give students a speaking and listening checklist. Include the strategies outlined in Step 1 and 2. Tell students that they are going to create a poem to express themselves to others. Have students create an 'I am' poem. Model the poem by creating one for yourself and perform it to the class. Have the students use the checklist to evaluate your speaking and their listening skills. Give students templates and supports to create their own poem. See the recommended "I am Poem" template in the *Resource Bank* below. Have students perform their poems to groups in the classroom. After students perform, have them create the listening and speaking checklist. Students can complete listening checklists when they are not performing.



Content Area Connections

Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.

The use of effective listening and speaking strategies helps to create a safe and welcoming classroom. When planning for partner or group work, use the strategies learned in *Stage 1: Communication Techniques* to reinforce healthy ways of communicating. Use the strategies when teaching other content areas or share with colleagues, so students use similar language across contents, reinforcing student understanding. For example, during Math instruction prompt students to use active listening strategies during direct instruction of concepts.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. *Stage 1: Communication Techniques* can be used across content areas when students are trying to communicate.

Reinforce the understanding that effective communication can help in all areas of life by exploring the following questions with students across contents. Add specific content information in place of the italicized words as necessary. These questions are meant to be used when students are interacting with others, during partner or group work. These questions are a guide for independent reflection when students are challenged to understand how best to communicate their needs, wants, and feelings, and how others may be communicating to them.

- What need, want, or feeling are you trying to communicate in *this moment*?
- How could you be a good listener in *this moment*?
- How could you use your voice to say your *needs, wants, or feelings*?
- How could you ask for help in *this moment*?

VOCABULARY REINFORCEMENT:

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

listen, speak, voice, body language, facial expressions, speed, communicate, tone, summarize, connect, emotions



Resource Bank

Active Listening Strategies

- <https://www.oxfordlearning.com/improve-active-listening-skills/>

Speaking Speed Video

- <https://www.youtube.com/watch?v=0SmyATAYsNs>

Speaking Clearly Video

- <https://www.youtube.com/watch?v=r-VBYitLlfQ>

Engaging Through Questions and Comments Video

- https://www.youtube.com/watch?v=3_dAkDsBQyk

I am Poem Template

- <https://www.greeleyschools.org/cms/lib2/CO01001723/Centricity/ModuleInstance/8575/Writing%20your%20I%20AM%20Poems.pdf>

Engaging Speaker Examples

- [Obama](#)
- [MLK Jr.](#)