



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.