Teaching Progression:

Step 3: Use Effective Speaking Strategies

SUB SKILL(S):

- Use non-verbal communication effectively
- Use voice effectively
  - Tone
  - Inflection
  - Speed
  - Volume
- Use effective written communication
  - Use concise and clear language
  - Create an appropriate tone with punctuation and grammar
  - Reread and edit your writing
  - Consider the ways your words could be interpreted and change to be more easily interpreted
  - Suggest a time to talk in person or over the phone if the message is too complex

VALUABLE VOCABULARY:

communication, expression, professional, verbal, nonverbal, coping strategies, public speaking

GUIDING QUESTIONS:

How do I use communication strategies to express myself? How do I use digital communication to express my needs? How do I use communication strategies to become a better public speaker?

NHES PERFORMANCE INDICATORS:

(4.12.1) Use skills for communicating effectively with family, peers, and others to enhance health.

Step 3: Use Effective Speaking Strategies |
Sub Skill: Use Non-Verbal Communication Strategies

SUGGESTED LEARNING ACTIVITY 1:

Place students into small groups (3-4). Have students brainstorm a list of different ways people express themselves to others. Encourage students to be specific and give examples. Call on several students to share the different ways people are able to express themselves to others. Make a list of the ways people communicate on the board (e.g. hands, face, body, tone, technology).

Explain to students that communication takes place with the entire body, not just our voice. Also, tell students that an important way we communicate in modern society is through technology. Explain to students that in this step they will explore the ways in which people express themselves to others and introduce effective communication techniques.

Teaching Progression: Step 3 | Use Effective Speaking Strategies (Cont.)

SUGGESTED LEARNING ACTIVITY 2:

Have students watch 3 minutes of a TV show without sound. Instruct students to write down what they think the characters are saying to each other. After the video, have students turn to a partner to discuss what they thought the people on the show were saying.

Then, debrief the video with the following questions:

- What were the nonverbal cues you observed?
- How did these cues give you context for the conversation?

TEACHING NOTES:

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

SUGGESTED LEARNING ACTIVITY 3:

Next, have students watch a different 3-5 minutes of the same video with sound. While students watch, have them write down examples of effective speaking strategies they observe.

After 3-5 minutes of observing, ask students to turn to a partner and discuss the following questions:

- How did the characters feel?
- What were the main ways the characters communicated with one another?
- What elements of communication did you observe? Give an example from the video.

Have students rewatch the section they observed first without sound, but this time with the sound on. While students watch, have students write down any misunderstandings they had from watching the video without sound.

When the video is over, have students turn to their partner to discuss the following questions:

- What were the main elements of communication you observed in the show?
- What elements of communication were missing from this example?
- How does nonverbal and verbal communication contribute to your understanding of a situation?

SUGGESTED LEARNING ACTIVITY 4:

Place students in small groups (3-4). Provide each group with different emotions (e.g. frustrated, disappointed, excited, stressed, calm, happy). Instruct students to act out the emotion with their body using different nonverbal communication strategies while the other members of the group try to guess which emotion the student is acting out. Then, have all the students act out the same emotion at the same time in their groups.

At the end of the activity, debrief with students by asking the following questions:

- How did you know how to act out each emotion?
- How did you know what emotion someone was portraying?
- How did each person portray their emotions differently? Why is this important when understanding others and showing how you feel?

Teaching Progression: Step 3 | Use Effective Speaking Strategies (Cont.)

Step 3: Use Effective Speaking Strategies | Sub Skill: Use Voice Effectively

SUGGESTED LEARNING ACTIVITY 1:

Tell students that one of the most powerful aspects of communication is our voice. Explain to students that our voice is much more than just what we are saying. Tell students that our tone, inflection, speed and volume gives the audience insight into our meaning. Have students watch a video of a famous speech. While students watch the video, tell them to make a list of the strategies they observe.

After the video, have students share their list with their partner. Then, make a class list from student examples. The class list should include the following elements:

- Eye contact
- Hand gestures
- Facial expressions
- Volume of voice
- Tone
- Inflection
- Speed
- Pausing

TEACHING NOTES:

- See the *Resource Bank* below for example videos.

SUGGESTED LEARNING ACTIVITY 2:

After the class has created a list, have students watch another famous speech. Tell students to raise their hand every time they hear or see a speaking strategy they listed from the previous example.

At the end of the speech, ask students the following questions to debrief the observations:

- What nonverbal strategies did you observe?
- What verbal strategies did you observe?
- How can these strategies influence the audience?
- Which strategy did you think had the greatest impact on the audience?

SUGGESTED LEARNING ACTIVITY 3:

Have students practice speaking strategies for speeches by preparing for a brief, low-stakes public speaking activity. Have each student answer the following questions or a question specific to the content you are teaching:

- One word to describe you.
- One object that relates to you.
- One person who influences you.
- Your stance on a topic that impacts the health of young people.

Have students practice making eye contact, using appropriate volume, using appropriate tone, and using appropriate hand gestures with a partner. Next, have students present their mini-speeches to the class. After each speech, solicit 1-2 positive comments from peers, citing a speaking strategy they used well.

Teaching Progression: Step 3 | Use Effective Speaking Strategies (Cont.)

Step 3: Use Effective Speaking Strategies | Sub Skill: Use Effective Written Communication

SUGGESTED LEARNING ACTIVITY 1:

Share with students that they express themselves through written communication, such as emails, text messages, and posts online. Tell students that they are going to examine the impact of their words in digital communication by first examining casual conversations with friends.

Place students in pairs or small groups (3-4). Give students a series of text message conversations for them to analyze.

Ask students to explain the following for each conversation:

- How do the people feel?
- What are they really asking for from the other person?
- What is the relationship between the two people?

Reveal the "true" meaning behind each text and debrief with students using the following questions:

- Did you get the actual meaning of the texts?
- Why was it difficult to understand the author's intended purpose?
- What would help you better know how the author actually felt?

Language of Health Literacy:

I would appreciate the opportunity to _____.

I was hoping to discuss the following issue/idea with you. Would you be willing to meet to discuss this further?

Thank you for your time.

TEACHING NOTES:

- Make the text conversation have unclear intentions. For example, some text messages can be interpretted as mad or worried as seen in this text: "Where are you?! I've been waiting for 20 minutes. Are you even okay???" Reveal the intended meaning, so students can compare to their own interpretation.
- Provide multiple examples to allow students ample practice in identifying and analyzing the intended message of the text exchange.

SUGGESTED LEARNING ACTIVITY 2:

Explain to students that they need to be aware of how their words can be interpreted when there is an absence of vocal tone, inflection, and nonverbal cues for the reader. Explain to students that they need to evaluate context and intent when crafting digital communications, and to be aware that their words may be misinterpreted.

Tell students that the following strategies can be used when communicating digitally to avoid misunderstanding:

- Use concise and clear language
- Create an appropriate tone with punctuation and grammar
- Reread and edit your writing
- Consider the ways your words could be interpreted and change to be more easily interpreted
- Suggest a time to talk in person or over the phone if the message is too complex

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Teaching Progression: **Step 3 | Use Effective Speaking Strategies (Cont.)**

SUGGESTED LEARNING ACTIVITY 3:

To practice using these strategies, give students examples of online communication that contains common mistakes that students can address. Have students read the examples and revise each example applying the strategies provided.

After students complete the edits, have students reflect on the strategies by writing answers to the following questions:

- How can clear and concise language help to avoid misunderstanding?
- What punctuation should you use to provide a professional tone?
- What strategies do you think you should use more in digital communication and why?

TEACHING NOTES:

- Examples of online communication: emails, texts, and social media posts.

- To incorporate movement, place the communication examples on the walls around the room and have students write on the examples or use post-its.

SUGGESTED LEARNING ACTIVITY 4:

Tell students that it is especially important for them to practice using a professional tone when writing an email to a teacher, employer, or authority figure. Provide students with a sample email template to practice writing a professional email. Have students send you a professional email to practice professional digital communication.

TEACHING NOTES:

- Model and provide the *Language of Mastery* below to support students creating an appropriate tone in digital communications.