



Teaching Progression:



Step 3: Use Effective Speaking Strategies

SUB SKILL(S):

- Use non-verbal communication effectively
 - Eye contact with the listener(s)
 - Appropriate posture
 - Appropriate hand gestures
- Use voice effectively
 - Tone
 - Inflection
 - Speed
 - Volume

VALUABLE VOCABULARY:

intent, voice, tone, inflection, speed, engage, body language, posture

GUIDING QUESTIONS:

How does my body and voice impact the way others understand me?
How can I engage in a conversation?

NHES PERFORMANCE INDICATORS:

(4.8.1) Apply effective verbal and nonverbal communication skills to enhance health.

Step 3: Use Effective Speaking Strategies

Sub Skill: Use Non-Verbal Communication Effectively



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. Explain to students that in this step they will explore the ways in which people express themselves to others and introduce effective communication techniques.



SUGGESTED LEARNING ACTIVITY 2:

Tell students that the first strategies they will learn to become a more effective speaker focus on non-verbal communication. Have students think about how they express themselves through non-verbal communication by participating in a game of charades.

Place students into small groups, explain the rules of charades to students, and give groups cards to act out. The cards should have familiar activities, sports, and animals for students.

Following the game, ask students to discuss the following questions:

- How did you get others to understand you without words?
- How can non-verbal cues impact communication?



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



SUGGESTED LEARNING ACTIVITY 3:

Explain to students that they will focus on appropriate body language when speaking in front of a small group in a professional setting, like the school. Tell students that they need to focus on the following elements to ensure they have appropriate body language while speaking:

- Eye contact with the listener(s)
- Appropriate posture
- Appropriate hand gestures

Show students a speech given by a famous person like the president. While students watch the speech, have them imitate the body language of the speaker. Stop throughout the speech to ask students what they are noticing about the speaker.

Ask the students to debrief the video with the following questions:

- How does non-verbal communication impact the message of the speaker?
- Why is non-verbal communication an important aspect of communication?



SUGGESTED LEARNING ACTIVITY 4:

Place students into small groups (3-4) and give them images of people who are speaking and listening. Ask students to critique the images and give constructive feedback on how these individuals could improve their body language.

TEACHING NOTES:

- Make sure the images have clear context to let the students know how the speaker or listener should present themselves.
- Monitor student discussions and encourage students to think about the context and the way the person is using body language.



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 make a circle. Tell students that the way we show emotion in our voice is through tone, volume, and speed.

Give the class an easy phrase to read, like "Let's go to the movies today." Give students different tones, volumes, or speeds to read the same phrase. Go around the circle, allowing students to practice these different voice techniques.

Debrief the activity with the following question:

- How can your voice change the meaning of words?
- Which aspect of voice do you think makes the most impact?
- When do you think it can be challenging to control the different aspects of your voice?

Language of Health Literacy:

Using voice effectively is important when communicating an idea because _____.

_____ is the most important aspect of voice because _____.

(Tone/Inflection/Speed) of voice impacts a speaker's message by _____.

In order to effectively convey _____, I must _____ (strategy for voice) because _____.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support debrief and student discussion.
- Use a variety of discussion strategies to ensure all students are able to participate and share ideas.



SUGGESTED LEARNING ACTIVITY 2:

Have students watch a famous speech. While they watch the speech, have students write down the voice strategies they witness being used by the speaker.

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

- What did you notice about the tone and inflection the speaker was using?
- What did you notice about the speed the speaker was using?
- What did you notice about the volume the speaker was using?
- Which voice did you think had the greatest impact on the audience?



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

SUGGESTED LEARNING ACTIVITY 3:

Have students write a speech about a topic they are passionate about. Then, have students annotate the speech to identify which voice strategies they will want to use and why. Finally, have students present their speech to a small group. Have the students hearing the speech follow along with the annotations and provide feedback on whether or not the student was using the effective voice strategy correctly and as they intended.



See *Advocacy for Self & Others* for guidance on creating an effective health message for a variety of audiences.