



High School

National FFA Organization

Lesson HS.90

PRESENTATION TIPS— VOICE AND “NON-VERBALS”

Unit. Stage Three of Development—DO

Problem Area. How Do I Effectively Communicate with Others to Accomplish the Vision?

Precepts. **A5:** Communicate effectively with others. **M4:** Communicate appropriately with co-workers and supervisors.

National Standards. NL-ENG.K12-4 — Communication Skills — Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.

Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Identify and demonstrate the components of effective vocal delivery.
- 2 Identify and demonstrate the components of effective non-verbal delivery.





Time. Instruction time for this lesson: 100 minutes.



Resources

Any public speaking text would be beneficial to this lesson.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Overhead projector and transparencies
- ✓ Large sheets of paper
- ✓ Markers
- ✓ Candy
- ✓ Copies of HS.90.AS.A—one per eight students, cut into strips
- ✓ Copies of HS.90.AS.B—one per student
- ✓ Copies of HS.90.AS.C—one per group of three to five students, cut into strips
- ✓ Copies of HS.90.AS.D through HS.90.AS.H—one per class, on bright paper, posted around the room
- ✓ Copies of HS.90.AS.I—one per student
- ✓ Copies of HS.90.Assess—one per student
- ✓ HS.90.TM.A
- ✓ HS.90.TM.B
- ✓ HS.90.TM.C

Note: See Objective 2 for room setup prior to beginning class.



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ Enthusiasm
- ▶ Enunciation
- ▶ Pronunciation
- ▶ Variation
- ▶ Vocalized Pauses



Interest Approach

Students will work together to brainstorm and/or draw a design of a boring communicator. Encourage them to be creative and include everyone in their group.



You are no longer high school students. You are highly talented, highly paid biotechnicians with Boredom, Incorporated. Your company has asked your team to design the most boring human communicator ever. Your company has further instructed you to focus your design in two areas: the communicator's voice and their "non-verbals." Using the paper and markers, exercise your



creativity as you work together to prepare your design proposal. You may brainstorm a list of the features, or draw a diagram of your model. Again, your challenge is to create the most boring human communicator ever.

Split into teams of three to four students. Have one person from each team come forward to get paper and markers.

 When I say, “boring,” you will have five minutes to complete your design of the most boring communicator. Don’t forget that your design must address voice and “non-verbals.” Work together, be creative, have fun, and good luck. Boring!

Have the person in the team who has on the most red clothing serve as the team’s spokesperson and report back to the group. After each team shares, thank them for their creation with a “Power Yawn” where students yawn in unison.

 Let’s check out your designs for Boredom, Inc.

Create motivation for learning by asking students to quietly visualize the following scenario:

 Let’s close our eyes and quietly be transplanted to another place... Picture yourself standing in front of a crowd of 50 people, 5 rows of 10 people each. Got the picture locked into your mind’s eye?

 You’ve been asked to speak to them for 10 minutes. Look at the front row. You see a man and woman doing the infamous head-nod. That’s right; their heads are shifting up and down because you’ve almost put them to sleep.

 Look to your right, about half the way back in the seats. There’s a teenage boy, about your age, who has retrieved his sports magazine from his bookbag, and he’s reading it while you are talking to the group. Such nerve!

 Check out the two girls in the back row who obviously are engaged in a funny discussion because they keep giggling at each other. Look back to the two sleeping adults in the front row. You’ve done such a great job of maintaining their attention that they have fallen out of their chairs and are fast asleep on the floor. You look to your left and two children are playing tic-tac-toe on a piece of paper. You begin to hear a snore coming from the floor.

 Go ahead and open your eyes.

Use a Me-you-us Moment to process the following question.

 What are some things you can do with your voice and body to avoid having this happen to you the next time you are asked to speak in public?

 Jot some ideas down on a scratch piece of paper.

Possible responses include: don’t be monotone; move around; use hand motions; be enthusiastic; involve people; look at the people



Establish the big picture goal of today's lesson by using a *Voice Modulator Moment*. Assign each small group of three to four people a personality, and give them one minute to prepare their team chant. Personalities could include: heavy metal musician, country singer, opera singer, cheerleader, football player, robot, old person, baby, etc. Show HS.90.TM.A, so the teams know the chant.

-  Audience boredom is not a choice,
-  Use your body, face, eyes and voice.

Make the transition into the lesson's content.

-  Today, we will discover ways to use our voice and “non-verbals” to maintain our audience's attention. First, let's take a look at using our voice.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify and demonstrate the components of effective vocal delivery.

Note: While teaching content, refer back to the Boredom, Inc. designs from the interest approach. Some of them may relate directly to the content.

Ask the class:

-  What does the word “monotone” mean?
-  How can we keep from being monotone?

Instruct students to take notes. Use HS.90.TM.B.

-  Let's see how we can avoid being monotone by getting this in our notes.

I. Components of Effective Vocal Delivery

- A. **Variation**—changing one's volume, rate, and/or pitch to add impact and stress certain words or phrases
 1. Volume—the intensity of speech tones: loud, soft
 2. Rate—the speed at which one talks: fast, slow
 3. Pitch—the tone of vocal sounds: high, low

The following activity can be done two ways: each person participates, or bring eight volunteers to the front of the room. Decide what works best for the class size.



Use HS.90.AS.A, cut into strips, to facilitate the activity. Students will receive a unique combination of volume, rate, and pitch. For example, a student might receive loud volume, slow rate, and low pitch. Students will recite the first line of *Mary Had a Little Lamb* using their vocal combination, and other students will guess what the combination is. Write the following on the writing surface.

 Mary had a little lamb, little lamb, little lamb;

 Its fleece was white as snow.

 Please do not show anyone the strip of paper that you are receiving. Using the combination of volume, rate, and pitch that is on your slip of paper, you will have one minute to prepare your rendition of *Mary Had a Little Lamb* that is on the board. Your peers will try to guess what the combination is, so you will want to give an outstanding performance.

Celebrate each student's performance with a "Power Baaah." Students make a sheep sound in unison.

Have students capture the next set of notes. Use HS.90.TM.C.

B. **Enunciation**—the distinctness of sounds, speaking clearly.

C. **Pronunciation**—saying the word correctly as the dictionary would suggest.

Ask the class:

 What does poor enunciation and/or incorrect pronunciation say to an audience?

Provide each student with a copy of HS.90.AS.B. It is a paragraph devised by Dr. Charles Van Riper of Western Michigan University to contain all of the speech sounds in the English language. It was used to test astronauts in the Mercury program to see how clearly their voices would transmit from a space capsule.

Have the students work in pairs to read the paragraph to each other. Have the person listening circle any words that his or her partner may need to work on enunciating more clearly or pronouncing correctly. Be careful using this activity with any students in the class who may have speech impediments or disabilities.

 We're going to practice our enunciation and pronunciation. Each of you has been given a paragraph that contains every speech sound in the English language. In a moment, you will read this paragraph to a classmate. One person will listen and the other will read. The listener's job is to circle any words that the reader might want to enunciate more clearly or pronounce correctly. Pair up with someone sitting next to you. The person in your pair who is the oldest will read first and the youngest will listen. Go ahead and get started.

Optional activity: Have students read the paragraph with tootsie rolls or other soft candy between their front teeth. For students with braces, a hard candy such as Jolly Ranchers would work better. This forces them to concentrate on enunciating each sound and syllable carefully.

Have students capture the next set of notes. Use HS.90.TM.C.



- D. **Enthusiasm**—the strong, positive feeling shown for a topic
- E. Pauses—use to add emphasis or create suspense
 - 1. **Vocalized Pauses**—filler words such as “and, like, uh, uhm, well, you know”

Use HS.90.AS.B again. Have the students practice their enthusiasm and pauses. Instruct students to read the paragraph with excess enthusiasm and insert at least three pauses.

 We're going to practice our enthusiasm and pauses. Use the paragraph from the previous activity again. This time, speak with great enthusiasm, as if speaking about your 93-year-old grandfather is the most exciting thing in the world to do. Also, try to insert at least three pauses. Pair up with someone different this time. Ready, go!

Process the activity,

 Where did you find some effective places to insert a pause?

 What does it take to be enthusiastic about your topic?

Optional Activity: Have students get in small groups of two to three to tell about their favorite vacation, class, or sport. They are to talk for at least one minute. Any time they use a vocalized pause (such as “uhm, well, you know”), their group members are to raise their hands.

Have the groups do the team chant from the beginning of class.

 On the count of three, I want to hear your loudest and proudest chant from the beginning of class. Use the personalities you were given. As a reminder, here are the words.

Show HS.90.TM.A.

 Audience boredom is not a choice,

 Use your body, face, eyes and voice.

 Ready? 1, 2, 3.

Ask the class:

 So far we've talked about and practiced what part of the chant?

Response: Voice

Transition into the next objective with:

 So, it looks like we need to move on to body, face, and eyes.



Objective 2. Identify and demonstrate the components of effective non-verbal delivery.

The content for Objective 2 will be taught using a modified Go Get It Moment. Five stations should be set up around the room before class begins. It will take approximately 30 minutes to complete this station activity. Have one copy of HS.90.AS.D, HS.90.AS.E, HS.90.AS.F, HS.90.AS.G, and HS.90.AS.H at each station location. Also, HS.90.AS.H will require markers and one sheet of paper per group. Students will work in small groups of three to five students. Five is the magic number to shoot for in the groups.

Students will approach each station, read the activity card at that station, and select a person to complete the activity. Upon completing the activity, they will send that person to the teacher to get his or her group's reward, which is three words found on HS.90.AS.C they will need later to complete their notes.

Have one copy of HS.90.AS.C per team, which should be cut into strips. You could also give them a piece of candy with the slip of paper, so they aren't "disappointed" in their reward. Give each team two minutes at each station to complete the required activity and obtain their reward from you. Then have them move to a new station that is "open." Because some stations require more time to complete the challenge, allow groups to make their way around the room as they please. Stress to students that they must complete the station activity before "earning" the reward from the teacher.

 For this next activity, I will need your absolute attention, as there are multiple directions that you will need to understand in order to be successful. Around the room are five stations that correspond to the five components of non-verbal delivery. You will be making your way around the room in small groups. At each station is an activity sheet that asks your team to complete a challenge.

 Once the challenge is completed, you will send one person to see me to obtain your station reward. I will be keeping a close eye on you to make sure that your team does, in fact, complete the challenges. Read the directions for each station very carefully. You should select a different person in your team to complete each activity, so one person isn't doing all of the work.

Before beginning the activity, give a quick synopsis of each challenge. This will allow the teams an opportunity to decide who in their team would be best suited to complete each challenge.

Split into teams and assign each team a station. Remind teams to obtain their rewards from you. Proceed with the activity. Be available for questions and clarifications.

After each team has completed the five stations, have them take a seat together. Provide each student with a copy of HS.90.AS.I. This sheet contains the notes, but has some blanks with missing words. Below is the content that shows the missing words on the activity sheet in parentheses.

Students will use the strips of paper earned during the previous activity to fill in the blanks on the activity sheet. Have the teams race against each other to earn a prize or bonus points that can be used on the next quiz.





Please keep the sheet I have just handed out to you turned over until I tell you otherwise. This activity sheet has some blanks on it. These are your notes, and we don't want our notes to have holes in them. Your task is to work together to fill in the blanks with the words you earned by completing the station challenges. When you think your team is finished, let me know, and I'll check it to be sure you are correct. Every person must have all the blanks filled out for your team to be declared the winner.

II. Five Components of Effective Nonverbal Delivery

- A. Eye Contact—builds (connection)
 - 1. Direct, visual contact with every person or group of people for (three to five) seconds.
 - a. Audience can tell when you look “over” them or at their foreheads.
 - 2. Shift eye contact (randomly) around room; i.e., front right and then rear left.
- B. Gestures—add impact and (clarity)
 - 1. (Natural), like in ordinary conversation.
 - 2. The (larger) the room and/or audience, the larger the gestures.
- C. Movement/Posture—displays (confidence)
 - 1. Move with (purpose); i.e., when making transitions in speech.
 - 2. Begin and end the speech front and (center).
 - 3. Stand up straight, feet (shoulder) width apart.
 - 4. Be careful not to (shuffle) your feet.
- D. Facial Expressions—shows your (emotions)
 - 1. Match your (expression) to the emotion you are speaking about.
 - 2. (Change) your expression; don't have to smile the whole time.
- E. Appearance—creates (professional) image
 - 1. Dress at, or slightly (above), the level of dress of your audience.
 - 2. Clothing and grooming should not be (distracting).

Discuss as a class the five components. Clarify any comments or questions students might have. Use personal examples from your own experiences to highlight the five non-verbal areas.



Review/Summary

Have students work individually to complete a Graphic Artist Moment to review the vocal component terms: variation, volume, rate, pitch, enunciation, pronunciation, enthusiasm, pause, and vocalized pause. For example, variation might look like this: VarIAtiON. Another example, pause might look like this: pa u se.

Allowing students to work in small groups of two to four people, use a Marcel Marceau Moment to review the five components of non-verbal delivery. For example, a student might pretend to straighten their tie to symbolize “Appearance.”



Application

▶ Extended Classroom Activity:

Have the students create a self-assessment that could be used to evaluate a short speech. The assessment should address both voice and “non-verbals.” Assign the students a three to five minute speech that is videotaped and then evaluated using the student-created self-assessment.

▶ FFA Activity:

Have students compete in the local prepared, extemporaneous, or creed speaking career development event to further their vocal and non-verbal skills.

▶ SAE Activity:

Ask students to share with the class how they might use these skills in their SAE or a future career.

▶ Connections to Other Lessons:

HS.50.Lesson: *Communicating With Customers*

HS.52.Lesson: *Meeting New People*

HS.77.Lesson: *Communication Methods on Teams*

HS.86.Lesson: *Developing Speeches Using the Magic Formula*

HS.87.Lesson: *Developing Workshops Using the Magic Formula*

HS.89.Lesson: *Conducting a One-on-One Visit*

HS.91.Lesson: *Presentation Tips—Skills and Strategies*

HS.92.Lesson: *Presentation Tips—Visual Aids*

✓ Evaluation

Use HS.90.Assess to evaluate student mastery of content.

Answers to Assessment:

Part One: Fill-in-the-Blank

1. volume, rate, pitch
2. pauses



3. three, five
4. above

Part Two: Matching

5. D.
6. C.
7. B.
8. E.
9. A.

Part Three: Essay

10. Answers will vary; reserve points for proper grammar and spelling



PRESENTATION TIPS— VOICE AND “NON-VERBALS”

► Part One: Fill-in-the-Blank

Instructions: Write the correct word in each blank.

1. Variation refers to changing one’s _____, _____, and _____ so as to add impact and avoid sounding monotone.
2. To add emphasis or create suspense, you should use _____.
3. Effective speakers look at a person or group of people for _____ to _____ seconds before shifting to another person or group.
4. Dress at, or slightly _____, the level of dress of your audience

► Part Two: Matching

Instructions: Write the capital letter of the correct nonverbal in the blank.

- | | |
|-----------------------|---------------------|
| A. Appearance | E. Movement/Posture |
| B. Eye Contact | F. Pauses |
| C. Facial Expressions | G. Variation |
| D. Gestures | |

- _____ 5. Adds impact and clarity
- _____ 6. Shows your emotions
- _____ 7. Builds connection
- _____ 8. Displays confidence
- _____ 9. Creates professional image

► Part Three: Essay

Instructions: Write a paragraph that explains the importance of developing effective verbal and non-verbal speaking skills. You may use the back of this paper.

10.



**Audience boredom is not a choice,
Use your body, face, eyes and voice.**



COMPONENTS OF EFFECTIVE VOCAL DELIVERY

- ◆ **Variation**—changing one’s volume, rate, and/or pitch to add impact and stress certain words or phrases.
 - ➔ **Volume**—the intensity of speech tones: loud, soft
 - ➔ **Rate**—the speed at which one talks: fast, slow
 - ➔ **Pitch**—the tone of vocal sounds: high, low



COMPONENTS OF EFFECTIVE VOCAL DELIVERY (CONTINUED)

- ◆ **Enunciation**—the distinctness of sounds, speaking clearly.
- ◆ **Pronunciation**—saying the word correctly as the dictionary would suggest.
- ◆ **Enthusiasm**—the strong, positive feeling shown for a topic.
- ◆ **Pauses**—use to add emphasis or create suspense.
 - ➔ **Vocalized Pauses**—filler words such as “and, like, uh, uhm, well, you know”



HS.90.AS.A

► Directions:

Cut the eight vocal combinations into separate strips. Duplicate this sheet and give each student in the class a strip for smaller classes, or, for larger classes, have eight volunteers come to the front of the room and do the activity.

Loud Volume	Fast Rate	High Pitch
Loud Volume	Fast Rate	Low Pitch
Loud Volume	Slow Rate	High Pitch
Loud Volume	Slow Rate	Low Pitch
Low Volume	Slow Rate	High Pitch
Low Volume	Slow Rate	Low Pitch
Low Volume	Fast Rate	High Pitch
Low Volume	Slow Rate	High Pitch



Dr. Charles Van Riper of Western Michigan University devised this paragraph to contain every speech sound in the English language. It was used to test astronauts in the Mercury program to see how clearly their voices would transmit from a space capsule. Use it to develop your ability to enunciate clearly and pronounce words correctly.

"You wished to know all about my grandfather. Well, he is nearly 93 years old; he dresses himself in an ancient black frock coat—usually minus several buttons—yet, he still thinks as swiftly as ever. A long, flowing beard clings to his chin, giving those who observe him a pronounced feeling of the utmost respect. When he speaks, his voice is just a bit cracked and quivers a trifle. Twice each day he plays skillfully, and with zest, plays upon our small organ. Except in the winter, when the ooze or snow or ice prevents. He slowly takes a short walk in the open air each day. We have urged him to walk more and smoke less, but he always answers, "Banana Oil!" Grandfather likes to be modern in his language."



HS.90.AS.C

Directions to Teacher: Make one copy of the activity sheet per group of students, and cut into individual strips. When students complete each station activity, they should send one person from their group to you to get the strip of words that corresponds to their current station. The students are to use the strip of words to fill in the blanks on HS.90.AS.I. after completing all stations.

Station—Eye Contact

Randomly

Three to Five

Connection

Station—Gestures

Clarity

Natural

Larger

Station—Movement/Posture

Purpose

Confidence

Center

Station—Facial Expressions

Expression

Emotions

Change

Station—Appearance

Distracting

Above

Professional



STATION #1—EYE CONTACT

► “Eye Tag”

1. Select one person who is willing to speak for one minute about their favorite sport, hobby, vacation, or class.
2. The speaker is to maintain eye contact with each person in the group for at least three seconds before looking at another person.
3. Each person who is not speaking should raise one hand in the air.
4. When the speaker has maintained eye contact for at least three seconds with a person whose hand is in the air, they should lower their hand.
5. Continue until all hands in the group are down.
6. Retrieve your reward from the teacher.



STATION #2—GESTURES

► “Actions Without Action”

1. Select one person who is willing to speak for one minute about how to hammer a nail, shoot a free throw, swing a golf club, or play a musical instrument. Take your pick!
2. The speaker is to stand with his or her feet together.
3. Another member of the group should stand behind the speaker and hold the speaker’s arms down at his or her side so that the speaker cannot use them to talk.
4. The speaker is to begin talking, but will not be able to use gestures.
5. When finished talking, the speaker should tell the group how it felt to not be able to use their hands to talk.
6. When finished, retrieve the reward from the teacher.



STATION #3—MOVEMENT/POSTURE

► “Statuesque”

1. Select one person who is willing to become a statue that displays bad posture.
2. Have the person become a rigid, unmoving statue of bad posture. While standing, the person’s body should be contorted into an awkward position that would not be appropriate for speaking.
3. Each person in the group will make one improvement to the statue’s posture. For example, moving an arm or tilting the head would each be considered one improvement.
4. Team members are to physically move the statue into the proper positions. The statue should comply and allow them to do this.
5. Be careful with the statue—it is very old and you do not want it to break.
6. When every person has contributed to improving the statue’s posture, retrieve the reward from the teacher.



STATION #4—FACIAL EXPRESSIONS

► “Emotion Commotion”

1. Select one person who is willing to demonstrate his or her facial expressions.
2. The selected person will demonstrate the following emotions to the group by using only his or her facial expressions. The person should not tell the team what emotion he or she is displaying.

Happy
Sad
Excited
Confused
Angry
Nervous
Tired
Bored

3. Team members are to guess what emotion is being displayed.
4. When finished, retrieve the reward from the teacher.



STATION #5—APPEARANCE

► “Split Personality”

1. Select one person who will draw for the group.
2. As a team, give the artist ideas for drawing a person who, on the right side of his or her body, is dressed and groomed for success as a speaker. On the left side, he or she is dressed and groomed unprofessionally.
3. The person you draw will basically be split down the middle, with different looks on the left and right side.
4. When finished with your artwork, obtain the reward from the teacher.



► Directions:

Fill in the blanks using the words you obtained at each station. This activity sheet will become part of your notes when you are finished.

II. Five Components of Effective Non-verbal Delivery

- A. Eye Contact—builds _____
1. Direct, visual contact with every person or group of people for _____ seconds
 - a. Audience can tell when you look “over” them or at their foreheads
 2. Shift eye contact _____ around room; i.e., front right and then rear left
- B. Gestures—add impact and _____
1. _____, like in ordinary conversation
 2. The _____ the room and/or audience, the larger the gestures
- C. Movement/Posture—displays _____
1. Move with _____; i.e., when making transitions in speech
 2. Begin and end the speech front and _____.
 3. Stand up straight, feet _____ width apart
 4. Be careful not to _____ your feet
- D. Facial Expressions—shows your _____
1. Match your _____ to the emotion you are speaking about
 2. _____ your expression; don’t have to smile the whole time
- E. Appearance—creates _____ image
1. Dress at, or slightly _____, the level of dress of your audience
 2. Clothing and grooming should not be _____.

