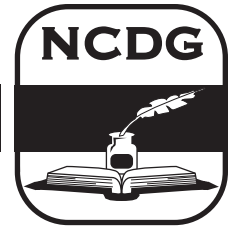


TITLE: Variety of Voices

SUBJECT: English/Language Arts

GRADE LEVEL: 10



Content Standard	English Standard: Students use speaking strategies effectively. <ul style="list-style-type: none">• Students use volume, stress, pacing, eye contact and gestures that meet the needs of the audience and topic.
Career Development Domain	Personal Social Development
Career Development Goal	PS2 Develop positive interpersonal skills including respect for diversity.
Career Development Indicator	CM2.A1 Demonstrate effective communication skills.

Lesson Objectives

- Students demonstrate appropriate volume, stress, pacing, eye contact and gestures in selected communication scenarios.
- Students demonstrate an understanding of using appropriate “voice” in school and work situations.

Assessment

1. Students participate in a role-play to demonstrate their use of appropriate volume, stress, pacing, eye contact and gestures in a communication scenario.
2. Students write a three-paragraph paper about the importance of using appropriate “voice” in various settings—especially in school and work situations.

CAREER DEVELOPMENT/ACADEMIC LESSON*

*Adapted from: M-DCPS, Career Development Tool Kit—Grade 10. Used with permission.

LESSON ACTIVITIES

Preparation

- Prior Learning—Unit on effective speaking strategies
- Handouts/Worksheets—*Role Playing Scenarios*, *Evaluation of Role Playing* and a card for each team listing the role play characters, topic and setting for that team’s scenario
- Resources—N/A
- Time Required—one block (2 hours)

Procedures

- Review with students effective speaking strategies (i.e., volume, stress, pacing, eye contact and gestures). Taken together, they represent the “voice” the speaker uses.
- Explain to students that we use different “voices” depending on the situation.
- Brainstorm with students the various “voices” they use in different situations (e.g., in school, with friends, or shopping at the mall).
- Next, discuss pairs of “voices” as follows: student-teacher, mother-daughter and employer-employee. Model pairs with the students demonstrating different “voices.”
- Have the students discuss where certain voices should or should not be used (e.g., “voice” they use with friends may not be appropriate at work).
- Place students in pairs and give each team a role-playing scenario card (see *Role Playing Scenarios*). Review the scenarios with the students. Explain that Character A in the role-play always goes first.
- Tell the students they have 10 minutes to develop a short skit about the situation they have been assigned to role-play. They are to demonstrate appropriate “voice” for their character by using the speaking strategies of volume, stress, pacing, eye contact and gestures.
- Have the students role play their scenarios. Use the *Evaluation of Role Playing* rubric to grade the students (optional).

Career Development Connections

- Have students discuss the role-play scenarios. What worked? How did the “voices” change with the situation? What might happen if the wrong “voice” is used?
- Further engage students in a discussion of the importance of good communication skills in the workplace. Explain that using the appropriate “voice” will help students get along with people in many work situations and that it is a critical employability skill.
- Have students write a three-paragraph paper about the importance of using appropriate “voice” in various settings—especially in school and work situations.
- Optional: the paper on “voice” might be used as a career portfolio artifact.

CAREER DEVELOPMENT/ACADEMIC LESSON*

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Role Playing Scenarios



Instructions: Assign students to role-play teams of two. Give each of team a card listing the role play characters (A and B), topic and setting for that team’s scenario (see below for scenario ideas). Explain that Character A in the role-play always goes first. Students are to demonstrate appropriate “voice” for their characters.

A	B	Topic	Setting
student	student	dress code	school
student	teacher	grade on a test	school
sibling	sibling	household chore	home
parent	child	report card	home
teenager	parent	negotiating curfew	home
teacher	student	late to class	school
employer	employee	interview	work
employee	employer	late to work	work
student	student	Saturday night’s plans	school

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Evaluation of Role Playing



EVALUATION OF ROLE PLAYING NAME _____

	SUPERIOR	GOOD	AVERAGE	FAIR	POOR
Volume					
Stress					
Pacing					
Eye contact					
Gestures					

EVALUATION OF ROLE PLAYING NAME _____

	SUPERIOR	GOOD	AVERAGE	FAIR	POOR
Volume					
Stress					
Pacing					
Eye contact					
Gestures					

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