



LESSON EIGHT

SPEAKING LOUD AND CLEAR!

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*"If I only listen to the voices in my head,
I won't hear the words spoken from your heart."*

LESSON EIGHT SPEAKING LOUD AND CLEAR!

- GOAL:**
- 1) To improve the knowledge for and ability to self-monitor one's own body language (i.e. eye contact, facial expressions, body gestures) and tone of voice in structured game activities within the lesson setting with peers and/or the Conversation Coach.
 - 2) To improve the ability to observe and read the body language (i.e. eye contact, facial expressions, body gestures) and tone of voice of peers and/or the Conversation Coach in structured game activities within the lesson setting.
 - 3) To improve social awareness in relation to social media and its affect on us as individuals and as a society.

MATERIALS:

Materials will be provided under each of the five sections in this lesson. The Conversation Coach may choose to use a white board and marker for the Introduction section.

DISCUSSION:

1. What key words might sum up Lesson Eight? They would be MATCH or MANAGE.

This is a large lesson, and it could have a variety of goals depending on the vocabulary, age level and social emotional awareness of the individual child. In Lesson Eight, you may consider doing the exercises provided or creating some of your own. You will select the activities to accommodate the level of ability that you feel best represents where the child is currently functioning. This lesson will focus on three main areas:

a. Nonverbal Communication

In the beginning exercises, a number of fun and engaging activities are introduced to help the children develop awareness for nonverbal communication skills (i.e. eye contact, facial expressions, body gestures, tone of voice). In the activities, the children will learn about the importance of reading another person's nonverbal communication. With increased awareness, the children can then learn about their roles in either MATCHING others and/or MANAGING themselves in social interactions.

NOTE:

For the purposes of the Color My Conversation program, nonverbal communication will include both body language and tone of voice. Percentages for nonverbal communication skills will be rounded as follows: Body Language 60%, Tone of Voice 30% and Words 10%.

b. Emotional Awareness

In later exercises, activities will focus on building emotional awareness (i.e. emotions exist, we all have them, we can be influenced by them, we can use strategies to manage them). The Emotion Elevators is a craft activity that the Conversation Coach might consider to help the children develop a visual framework for the concepts being presented.

The craft project specifically targets the following areas:

- Build emotion-based vocabulary.
- Build an organizational framework to classify emotions.
- Build understanding of how our nonverbal communication interacts with our emotions.
- Build strategies to learn how to read our conversation person's emotions and nonverbal communication.
- Build strategies to learn how to self-manage by either matching our conversation partners or managing ourselves.

c. **Technology and Face-to-Face Conversations**

The final exercise is intended for older students. It encourages thought and discussion about the relationship between technology and Face-to-Face conversations.

2. What key areas might be focused on in Lesson Eight? The Conversation Coach may choose to focus on many areas including the following:

- a. Improving the ability to use natural eye contact.
- b. Improving the ability to match or manage facial expressions.
- c. Improving the ability to match or manage body gestures.
- d. Improving the ability to match or manage tone of voice.
- e. Increasing awareness for concepts surrounding the topic of emotions. This will be accomplished through group discussions (i.e. What are emotions? Why do we have them? How do they affect our conversations?)
- f. Increasing vocabulary for emotion-based words. In part, this can be accomplished through the Emotion Elevators craft activity.
- g. Increasing the ability to appropriately match or manage emotions in social situations. In part, this can be accomplished through the Emotion Elevators craft activity.
- h. Increasing awareness for the benefits and limitations of social media.

3. What building blocks are incorporated into the social/emotional awareness activities?

The following provides a brief summary of the progression that the Conversation Coach might consider when incorporating these exercises.

a. **EMOTIONS - BUILD AWARENESS**

We all have emotions, and they serve an important function within our social interactions with others. Some children may lack awareness for the fact that emotions exist, that they affect how we feel, and that they affect how others feel. Sometimes emotions feel good, and sometimes they don't. When we experience them, it can affect how we react with ourselves. It can also affect how others react towards us. Thus, learning about emotions and how to manage them is an important skill for everyone to acquire!

b. **EMOTIONS - BUILD VOCABULARY**

Having the words to understand our emotions can be powerful. The words anchor our feelings to a concept that we can then use as a reference point for future moments when we experience those same emotions. Not only does this allow us to perceive our own emotions, it allows us to better interpret the emotions of others as we read their social cues! The more we can expand our repertoire of emotion-based vocabulary, the better we can "finely tune" our understanding of the emotions that are being experienced.

One of the primary goals in Lesson Eight is to consider the level of emotional vocabulary that the child currently possesses and the level of emotional vocabulary that would be expected for their age level or cognitive ability. One would then discern if there is a discrepancy between these two levels.

If there is, then the Conversation Coach will be intentional in writing goals to increase the child's repertoire of emotion-based vocabulary. These words and their definitions can be taught directly or incidentally (through teachable moments) during the lesson activities.

NOTE:

Our emotions are real to us. It is important that the children feel that they can be authentic about the emotions that they experience. Whether they are positive or negative, they are what they are. For example, if a child were to become frustrated with another child during a lesson activity, the child's feelings and emotions should be validated. However, the Conversation Coach's role, in this situation, might be to talk about strategies for solving the problem. This may involve learning how to use our words and our nonverbal communication skills to effectively and positively resolve the conflict. How to handle conversations around these situations will also be addressed.

c. EMOTIONS - DEVELOP A SYSTEM

Having words to describe our feelings is important. Of equal importance is the ability to understand that we have a range of emotions. For example, when we are just a little bit happy, we might say that we feel content. Such might be the case if we have just enjoyed a delicious Thanksgiving dinner. On the opposite end of the happy spectrum, we might feel overjoyed. Such might be the case if we have just learned that someone we love is expecting their first child.

One of the primary goals in Lesson Eight is to help the children see that we all have a range of emotions that can fluctuate in intensity. Helping our children learn to recognize and read what our body looks like, sounds like, and feels like as emotions grow or subside can help them learn to how to MANAGE their own emotions. It can also help them be intentional about either matching or managing their reactions to others.

d. EMOTIONS - MATCH AND MANAGE

As skilled conversationalists, many of us will have the ability to read social situations well. If the interactions are moving in a positive direction, we will MATCH our conversation partner. For example, if someone is feeling happy about getting a job promotion, we will share in their joy through the comments we make, the questions we ask and through our nonverbal communication. Likewise, if someone has just lost a loved one, we will MATCH our conversation partner. We will express compassion for their loss through the comments we make, the questions we ask and through our nonverbal communication. We will be able to do this, because we are capable of reading the social situation appropriately. Because we can read it appropriately, we can then provide the feedback that would be expected by our conversation partner.

The preceding examples reflect different emotions. One scenario is happy, and the other one is sad. However, they both are considered to be positive, because they are moving in a positive direction towards a positive outcome. They would lead to the development of healthy relationships. On the other hand, there are times when a skilled conversationalist will recognize a situation to be less positive. For example, if a conversation partner were to become aggressive or angry, a skilled conversationalist would choose NOT to MATCH the individual. Instead, they would use strategies to MANAGE themselves. They would attempt to choose their words wisely and would be actively attempting to regulate their emotions and their nonverbal communication.

NOTE:

While the Color My Conversation program touches on the topics of emotional awareness and management, it is not intended to take the place of support systems for those children who display significant difficulties with emotional regulation.

INTRODUCTION

Signs to consider in this lesson: Gestures or signs may be used as you are demonstrating the various emotions and nonverbal communication that is being trained (i.e. look/see, you, me, happy, sad, mad, grumpy, excited...etc.).

In the Introduction, the children will be seated around the table.

Who likes board games? Most of us do, right? In a board game, we have players. These are the PEOPLE who play the game. We have rules. They tell us HOW to play the game. We have goals. For some of us, our goal might be to win the game, and, for others, it might be to just have fun with our friends and family. Well, conversations are kind of like board games. We have players or, what you and I might call, the conversation partners. We have goals. What are some goals that we might have in having a conversation? (Children respond, and you can write their ideas up on the white board.)

All great ideas! Now, no matter what the reason or GOAL is for having the conversation, there are going to be RULES that we have to follow in order to have a successful conversation - just like in a board game.

Here's the TRICKY thing. In board games, we usually know what the rules are! In conversations, it's NOT that easy. Nobody TELLS us what the rules are. We are just supposed to be able to figure them out for ourselves! For some of us, that's hard! So, what we are going to do is learn about some of those rules that nobody talks about!

Let's review some of the rules that we have already learned about conversations so far. In the Yellow Conversation... (Do a brief summary of Lesson One's Yellow Conversation. For example, it is our greeting conversation that can be done with/without words. We can have it any time and any place. We should consider it a priority, because people will make decisions about who we are as a person depending on if/how we use it.)

In the Short Conversation... (Do a brief summary of Lesson Two's Short Conversation. For example, we can have them many places, but, unlike the Yellow Conversation, we have to use words so they are more limited in their use. They are great to have when we want to have a chat with someone we've just met or if we haven't got much time and we see someone we know. In Short Conversations, we keep the topics light, general and quite predictable. Examples for people we don't know may focus on the weather or how their day is going. Examples for people we do know may focus on their current activities or their family.)

In the Long Conversation... (Do a brief summary of Lesson Three's Long Conversation. For example, as long as we have the time, the place and the things to talk about we can have a Long Conversation. In all of these three Basic Conversations, we have learned that turn taking is very important.)

We have learned about the importance of Comments, Questions and Topic Changers in our conversations. These are all our Conversation Movers. They move the conversation forward! Have there been any rules on how we use them? (Discuss the following: Our Comments/Questions have to be on topic. We should try to use Topic Changers when we decide to shift the Topic of Conversation.)

Okay, so now let's talk about our nonverbal communication. Can everybody say that? Nonverbal communication. This is what we do with our BODIES and not with our WORDS. This is what we do with our _____ and NOT with our _____. GOOD Listening!

EYE CONTACT

SPEAK LOUD AND CLEAR ACTIVITIES



ROLE-PLAYS: I SEE YOU – YOU SEE ME!

MATERIALS:

- Whiteboard
- Dry-erase marker
- Small round stickers
- Piece of paper
- Frame (i.e. use an empty window frame, a large picture frame or make your own with poster board)
- The Use Your Eyes - song
- The Eye Contact Ditty - song

In this first activity, the children may be seated around the white board.

The first type of Body Language that we are going to talk about is our Eye Contact. Do you know that we talk with our eyes? I'm not kidding! Watch me. (Look at the children, and make Meaningful Eye Contact with them; not by staring but by attaining their attention with your joint engagement of eye contact. When you attain MEC with a child, smile and nod in acknowledgement, and then look to another child and do the same thing.)

Can you feel my eye contact? I'm not just LOOKING at you. I am CONNECTING with you and showing you that I NOTICE you! We're going to do some role-plays and talk about the rules that go along with Eye Contact.

Select a child to do three different role-plays. Choose a child who will feel very comfortable with Eye Contact as this exercise may be TOO intense for some of your children. In these role-plays, you will NOT be using the Conversation Path but will simply be seated in chairs that face each other. In your first role-play, have a Short Conversation with the child. Stare at him/her throughout the conversation in a “natural but obviously annoying manner.” When you are done, stop and ask the group what was wrong with that role-play. Now ask your conversation partner how it made him/her feel when you stared. Next, role-play again, a similar Short Conversation with the same child, but this time demonstrate very little Eye Contact. Again, debrief with the group and your conversation partner about how it looked and felt. In your third role-play, demonstrate natural use of Eye Contact, and debrief one last time with the group and your conversation partner.

Now, put the children into pairs, and give them 2-5 minutes to practice some Short Conversations as they take turns playing the role of the conversation initiator or the conversation partner. In each role, let them experience what it feels like to have someone stare at you, ignore you, or use appropriate eye contact with you. Debrief after each exercise to talk about the thoughts and feelings experienced with each role-play.

Eye contact tells us a lot about what people are thinking and feeling. It is a very powerful thing to look into someone else's eyes. So powerful in fact that it may be a difficult thing to do! For some of us, it can be VERY uncomfortable to make Eye Contact with others. How many of you find making Eye Contact with other people uncomfortable? (Children respond.)

For those of you who struggle with making Eye Contact, I have a special trick that you can use. It's called "Face Glancing!" (If you have a child in your group who struggles with Eye Contact, invite him/her up to the front to do this short exercise. Take some small round stickers, and place them on your forehead, your ears, your eyebrows, your chin, and the bridge of your nose. Now direct the child to look at these various stickers that are located on your face. For example, ask him/her to look at the sticker on your nose, then the one on your right ear, then the one on your left ear, then the one on your chin, etc. After you have given the child 4-5 directions in this regard, have him/her do the same with you.)

Face Glancing is something that we do when we talk with other people. It is normal to glance at other parts of a person's face when talking with them. What does the word GLANCE mean to you? (Children respond.) To me, it means to look at something VERY briefly.

Normal or NATURAL Eye Contact includes looking directly into someone's eyes and then looking away. This might include Face Glancing or glancing briefly at what our conversation partner is wearing. We might also Place Glance. That means that we may look away from our conversation partner and glance at other things around them. (To emphasize this concept, select one child to do the following activity: Take a piece of paper, and roll it up into the shape of a telescope with one end larger than the other. Have the child put the small end up to their eye and look at you through it as they tell you what they see. As they do this, take small stickers and place them on the various locations. For example, you might add them to your shoulder or your neck. You might add them to the light switch behind you or the picture on the wall. When you have done this, tell the child to put the piece of paper down. Now explain to the child that you are going to have a Short Conversation together. As you do this, the child can look directly at you or away at the stickers. When this activity is done, remind the children that natural eye contact is a combination of looking directly at our conversation partner and then looking away. You might then choose to have the children practice this exercise in pairs or in small groups.

Stay in the Frame Exercise

After you have used the initial paper roll example, consider the Stay in the Frame exercise to help the children learn about Natural Eye Contact. Here is how it is done:

- Select a child to do the initial demonstration.
- Get your frame, and put it up in front of you.
- Have the child tell you what he sees inside of it.
- Tell the child that you are going to practice a Short Conversation with him. His job is to "Stay in the Frame." That means that he needs to practice making direct eye contact with you but can then glance at other things within the frame.

This is a great strategy for a couple of reasons. Firstly, it allows the children permission to look away. This can be comforting for those children who struggle with direct eye contact. Secondly, it gives them permission to look away at other things; HOWEVER, it sets a soft boundary around how far to do so!

So now, let's talk about the rules for normal or Natural Eye Contact.

Write the words NATURAL EYE CONTACT on your white board. Under this, put some numbers, and then write out the rules that you and the children feel are appropriate in relation to Natural Eye Contact. They may include the following:

1. In conversations, we need to make direct Eye Contact. We do this, because it is one way that we show our conversation partner that we are listening to them. We also do this, because we can make observations about how they might be feeling or what they might be thinking.

2. We need to make the right amount of Eye Contact. Too much and our partner will feel uncomfortable. Not enough and they won't feel like we are listening or care about them. Not enough and we might misread them as well!
3. When we feel uncomfortable using direct Eye Contact, we can look away. We might glance at our conversation partner or at other things around them. We might even hold our gaze on something else for a short time. However, we will always come back to looking at our conversation partner.
4. Natural Eye Contact is a combination of "looking at" and "looking away". If we can "Stay in the Frame" of our conversation partner, it will remind us to not look away too far!

NOTE:

You can use the analogy of reading a book to emphasize the power of eye contact. For example, a book can only be considered good once it has been read; otherwise, it's just hearsay. In relation to conversations, our ability to "read our conversation partner" will only be as good as our observations. In other words, if we "Stay in the Frame" by watching others, we will have a better chance of reading them. The better we can read them, the better we can MATCH them or MANAGE ourselves. The Eye Contact Ditty may be a helpful song to emphasize this concept.

FACIAL EXPRESSION

SPEAK LOUD AND CLEAR ACTIVITIES

GAME: FOLLOW THE LEADER

MATERIALS:

- One hand-held mirror per child
- Facial Expression Cards – photocopy one set
- The Use Your Eyes - song

In the second activity, the children will be seated around the table with a mirror placed in front of each one.



We are going to play a game of Follow the Leader. As you can see, we each have a mirror, and we are going to use it to practice our facial expressions. People can tell a lot about what we are thinking just by looking at our faces. For example, how am I feeling right now? (Show some basic emotions like happy, sad, mad, tired, and excited. Have the children name the emotions.)

In the middle of the table, you will have a deck of 10 Facial Expression cards. Spread them out face down.

Select one child to be the Leader. His/her job is to select a card and name the emotion behind the facial expression. Then all of the children will pick up their mirrors and practice their facial expressions for the targeted emotion.

This is a simple activity that the Conversation Coach is going to do as much as needed and as little as required. For example, if the children are very good at managing their facial expressions, the coach may decide to only do this activity one time. However, if there are some children who have difficulty recognizing or using facial expressions, the Conversation Coach may choose to spend more time on this section of the program. The Conversation Coach should attempt to use specific language when describing facial features. For example, when a person is surprised, the eyebrows may go up, the eyes may get wide and the mouth may drop open. Being specific with the description may give the child more information to use when trying to interpret or demonstrate an expression.

There are no “rules” to be taught around facial expression. However, the Conversation Coach should emphasize the importance of reading other people’s facial expressions, because we will be able to look for clues as to how they are thinking and what they are feeling. We should attempt to self-monitor our own facial expressions for the same reasons.

NOTE:

In earlier lessons, the Conversation Coach may have been more animated for some of the children who were not socially motivated. By Lesson Eight, it would be hoped that many of these children would have found a reason to want to connect with others through the various conversational activities. As such, moving forward, the Conversation Coach will want to interact with the children in a natural manner in relation to their nonverbal communication.

BODY GESTURES

SPEAK LOUD AND CLEAR ACTIVITIES

GAME: CHARADES

MATERIALS:

- Body Gestures Emotion Cards.
- The Use Your Eyes - song

In this third activity, the children will be seated in a semi circle with a large enough space for playing charades.



In the last few activities, we have been learning about how our body talks. We've practiced using our eyes and our faces to send messages to our conversation partners. Today, we are going to learn about how the rest of our body can talk as well.

The way we move or DON'T move our body can send messages to our conversation partner. It is important that we learn how to MANAGE our bodies so that we can send the right messages. It is also important that we learn how to READ our conversation partner's body language as well.

It's just like reading a book! If you want to learn about something, you will often read a book about it. In the same way, when you are having a conversation with someone, you can learn a lot about them just by watching or READING their facial expressions and their body gestures.

In our next activity, we are going to play a game of charades. Charades is a great way to work on Body Language. I have a deck of cards. On these cards, there are words which describe emotions. What does the word EMOTIONS mean to you? (Children respond.) To me, it means the way we feel. We are going to practice using our facial expressions and our body gestures to show these emotions as we play the game together!

In the middle of the table you will have your deck of emotions cards placed upside down. Turn over the top card, read it silently, and then demonstrate the emotion. Have the children guess what emotion you are displaying. Then let the children take turns by doing the same thing.

This is a simple activity that the Conversation Coach is going to do as much as needed and as little as required. For example, if the children are very good at interpreting and/or self-monitoring body language, the coach may decide to only do this activity one time. However, if there are some children who have difficulty in this area, the Conversation Coach may choose to spend more time on this section of the program.

Once you have played Charades as a group, you can test how the children are interpreting body language by doing a short activity. Give each of them a piece of paper with numbers 1-10. Act out 10 emotions, and have the children independently write down their observations.

There are no "rules" to be taught around body gestures. However, the Conversation Coach should emphasize the importance of actively reading the messages people send with their bodies, because it may tell us a lot about what they are thinking or feeling. We should attempt to self-monitor our own body language for the same reasons.

TONE OF VOICE

SPEAK LOUD AND CLEAR ACTIVITIES

GAME: NAME THE TONE

MATERIALS:

- Body Gestures Emotion Cards.
- Tone of Voice Sentence Cards.

In this fourth activity, the children will be seated at the table.



WARM UP FOR “NAME THE TONE ACTIVITY”

We have been learning about eye contact, facial expressions and body gestures. These are all ways that we send messages without using our words. Our tone of voice can also tell others a lot about what we are thinking. By making our voices louder or quieter or higher or lower, we can send different messages to our conversation partner. I call this “Tone of Voice.” Tone of Voice can say a lot about what we are feeling or thinking. For example, listen to my sentence. I am going to say it three different ways, and each one is going to send a slightly different message. The sentence I am going to say is this “I don’t want to!” (Say the sentence in a neutral tone. Now re-state it with three different underlying messages. For example, one might be a pouty voice. The second might be in a questioning voice. The third might be in a scared voice. Discuss with the children how each tone sends a different message.)

Now, we are going to do a little practice on our tone of voice as a group. I am going to read some sentences one at a time, and we are going to practice using different tones with them.

One deck will be your Body Gestures Emotions cards, and the other one will be your Tone of Voice Sentence cards. Turn a card from each deck over, and then, as a group, try matching the tone to the targeted sentence as you say it. Will practicing this activity, discuss what the tone of voice is doing to match the emotion. For example, if you were to draw the sentence “I like it” with the emotion word “unsure”, your tone of voice would raise at the end of the sentence.

NAME THE TONE

Now, we are going to play a little game called “Name The Tone.” I am going to say 10 different sentences. I want you to listen to each sentence, and then pick which emotion is being expressed. Here are five answers for you to pick from. Put the Body Gesture Emotion cards on the table in front of the children. Now, make up a sentence using a tone of voice that reflects one of the emotions. Have the children guess the emotion being demonstrated.

There are no “rules” to be taught around Tone of Voice. However, the Conversation Coach should emphasize the importance of actively reading other people’s Tone of Voice, because it may tell us a lot about what they are thinking or feeling. We should attempt to self-monitor our own tone of voice for the same reasons.

NOTE:

The Conversation Coach may choose to either demonstrate live examples for this “Name The Tone” activity or prerecord samples onto a recording system.

EMOTIONAL AWARENESS

MATCH AND MANAGE

ACTIVITY: EMOTION ELEVATORS

MATERIALS:

- Paper
- Felt pens

In this fifth activity, the children will be seated around the table.



You will have completed the other lessons which focused on eye contact, facial expressions, body gestures and tone of voice. Review concepts that you have learned from these activities. For example, ask the children questions such as, “Why is eye contact so important when we have a conversation?” or “What does Natural Eye Contact look like?” or “What does it mean to ‘Stay in the Frame’?”

Review the analogy of reading a book to reading our conversation partners. For example, if we want to learn about how to connect with our conversation partners, we will read them. We will observe their facial expressions and body gestures. We will listen to their tone of voice. We will be able to do all of these things, because we are watching and listening to them. Once you have had this discussion, move on to the lesson introduction.

Over the next few sessions, we are going to be learning about emotions. When I say the word emotions, what does it mean to you? (Children respond.) To me, emotions are the way we feel about something. Sometimes our emotions make us feel happy. For example, when I get to visit with one of my friends, I will feel happy. Sometimes our emotions make us feel sad. For example, when I have no friends to visit, I might feel sad or even lonely. How about you? Do you have these kinds of emotions, too? (Children respond.)

If I were to ask you to tell me four BASIC emotion words, what would they be? For example, glad or happy would be one. Tell me three more. (As you are saying this, draw a circle with four quadrants on a large sheet of paper. Write the word glad into one of them. Encourage the children to brainstorm three more. For example, mad, sad and scared would be basic emotions that we can all exhibit. Write these additional words onto the Emotion Wheel.)

Explain that each of these words have a range of emotions within them which can take our feelings up and down in intensity. Make an association of this concept with that of a physical structure like an elevator. It takes you up and down in a building. It has buttons on the side that you will push to go to a specific floor. An elevator has a shaft. This is where the actual elevator is housed. It has cables that make it move up and down.

Show the children different images of elevators so that they can see various examples of what a physical elevator might look like. Then start to draw a rough draft of four emotion elevators. The following provides a description for how this can be done:

STEP ONE: DRAW THE ELEVATORS

1. Draw FOUR long rectangular shapes that look like elevators. Label one of them “GLAD” and the other ones “SAD,” “MAD,” and “SCARED.”

2. Start with GLAD: Ask the children to tell you some words that would mean the same thing as “glad.” Encourage them to think of words that would represent a wide range of this emotion. As you are brainstorming together, write the words down on a separate sheet of paper. Use the phrase, “I feel ____.” Sometimes this phrase can help the children think of the words to say. Once the children have thought of 5-10 examples, draw buttons on the outside of the elevator. Beside each button draw a line big enough to write a word.
3. Ask the children to look at the words that they have brainstormed and think of a word that means just a little bit happy. For example, “content” is a word that might be considered. Write this word on the bottom line beside the first button on the elevator. Then have the children look at the other options in their “word pool” as they consider where they would go on the other lines. The words should be placed on the elevator to match the degree of emotion that each one might evoke. For example, for GLAD, the Conversation Coach might write “happy” on one of the middle lines and “overjoyed” closer to one of the top lines.
4. Do the same for the other elevators. For example, on the SAD elevator, the children might select “sad” at the bottom and “heartbroken” at the top. On the MAD elevator, they might select “bothered” at the bottom and “enraged” at the top. On the SCARED elevator, they might select “worried” at the bottom and “petrified” at the top.
5. Once the lines have been filled with the emotion-based vocabulary, give some general observations about how our body reacts to the various emotions. These general observations can be written or drawn beside each elevator. For example:
 - a. Glad: As we become more full of this emotion, our muscles will likely remain loose as our body moves upwards and our arms open. Our facial expression may change as well. Our grin may broaden, and our eyes may crinkle in the corners. We may add audible sounds such as a pleasant gasp or sigh.
 - b. Sad: As we become more full of this emotion, our muscles will likely remain loose as our body moves downward and closes in. We may become limp, and we may add audible sounds such as sorrowful sighs. Our facial expression may change as well. We may furrow our brow and draw the mouth downwards.
 - c. Mad: As we become more full of this emotion, our body may open up or close in. The muscles in our face and body may become tight, and we may breath harder. At this point, explain to the children that there is an emotion that we have that is quite close to mad, but it is slightly different. That emotion is called disgusted. This emotion often looks like mad when it starts, but we end up doing different things with our words and our nonverbal communication as this emotion grows. We might curl up one side of our mouth and crinkle our nose. We might squint our eyes and pull our body away as we make comments such as, “Oooh, that’s gross!”

NOTE:

Depending on the age of the child, and their “need to know,” the Conversation Coach may include another small elevator entitled Disgusted.

- d. Scared: As we become more full of this emotion, our body may open up or close in, and our eyebrows might furrow and go up. Our muscles may become tight, and we might move away. At this point, explain to the children that there is an emotion that we have that is quite close to scared, but it is different. That emotion is called surprised. This emotion often looks like scared when it starts, but we end up doing different things with our words and our nonverbal communication as this emotion grows. Our eyes might open up, but our eyebrows won’t furrow. Our body movements might move up and out and our jaw might drop open.

NOTE:

Depending on the age of the child, and their “need to know,” the Conversation Coach may include another small elevator entitled Surprised.

6. With the word descriptions completed, now let the children create their own Emotion Elevators with all of the elements that have been provided thus far. Explain to the children that they can create a collage in the shaft. The collage may have words, photographs, magazine cutouts, or line drawings that represent what our body looks like and feels like as the emotions in our elevators increase.
7. This personalized poster will become a working document for the children. As new emotion-based vocabulary is learned, the children may add them to their elevators. As they observe new physiological effects from the emotions, they may provide new pictures or words to describe what they look like or feel like inside of the shaft.

STEP TWO: PRACTICE MATCH AND MANAGE

1. With the poster completed, explain to the children that a skilled conversationalist knows how to match or manage their emotions, their words and their nonverbal communication with their conversation partner. To emphasize this concept, you can do the following demonstration:
2. **EXAMPLES:**

Select a child to help you with this exercise. Put both of your hands up in front of the child, and say, ***“If I told you that I am getting a new pup, you’d want to (pause).”*** Move your hands slightly closer to the child, and wait for them to give you the double high five. When they do, smile, nod and say, ***“Match me!”*** Now, explain what you mean. To match someone in this example means that you would show happiness for someone through your nonverbal communication, and you would likely make a Comment Connection such as “That’s awesome!”
3. Now, put both of your hands up again in front of the child, and say, ***“If I told you that I was sad, because I lost my bike, you’d want to (pause).”*** Move your hands slightly closer to the child, and wait for them to give you the double high five. When they do, nod and say, ***“Match me!”*** Now explain what you mean. To match someone in this example, means that you would show empathy for the person through your nonverbal communication, and you would likely make a Comment Connection such as “Oh, I’m sorry to hear that!”
4. Put both of your hands up in front of the child, and say, ***“If I told you that I was mad at you and wanted to have a fight, you’d want to (pause).”*** Wait for the child to clap your hands. However, when they put their hands up to do so, move yours away, cross them over your heart, and say, ***“Manage yourself!”*** Now, explain what you mean. You would not want to show aggression in your tone of voice, body language, facial expressions or comments. Instead, you would want to manage your nonverbal communication and your use of words in this example.

Please note: Color My Conversation does not attempt to go into depth in relation to self-management strategies; however, this visual demonstration is easy to do and makes an impact on the children. They remember these words, and the Conversation Coach can then choose to incorporate them into the strategies that they determine will best suit the child’s needs.

Remind the children that, like reading a book, we can learn to read our conversation partner through our use of Natural Eye Contact. We can make assumptions about how they might be feeling or what they might be thinking from our observations. In most social situations, we will attempt to match our conversation partners (clap the child's hands). However, if a situation is of a destructive nature, we will attempt to manage ourselves (cross your hands over your heart).

MATERIALS:

- Tone of Voice Sentence Cards
- Body Gestures Emotions Cards (2 sheets)

ADDITIONAL ACTIVITY: EMOTION CONNECTIONS

Emotion Connections is an activity that you can do after you have developed the Emotion Elevators. The purpose of this activity is to match our nonverbal communication to messages spoken to us.

Cut the Tone of Voice Sentence Cards and one copy of the Body Gestures Emotions Cards into two separate decks. Leave the second sheet on the table so that all of the children can see it.

Have one of the children pick a card from each pile. The goal is for that child to say the sentence using the nonverbal communication that would match the emotions word. For example, if the sentence is "I did it," and the emotions word is "excited," the child will say the sentence excitedly. The other children can look at the master sheet to help them guess which emotion is being expressed.

MATERIALS:

1. Tone of Voice Sentence Cards
2. Body Gestures Emotions Cards

ADDITIONAL ACTIVITY: MATCH AND MANAGE EMOTIONS

In this activity, one person will pick up a statement card and emotions card. The person will say the sentence to another child using the selected emotion. The other child will then decide whether to match them or manage themselves through their words and actions.

As an alternative to this structured activity, the Conversation Coach can create role-plays that can take advantage of teachable moments which occur within the natural setting. The intent of the role-plays will be to teach the children how to apply the concepts of matching others or managing self.

KEEP IT FUN

Role-Plays:

- **Pre-select the Demonstration Role-Play**

Choose role-plays that are appropriate to the age of the children and their level of “need to know.”

- **Implement the Demonstration Role-Play**

- The role-play should be done by the adults and should demonstrate what “not to do” in a conversation.
- Try to practice the role-play before doing it in front of the children so that it can be executed smoothly.
- When you introduce it to the children say, “*Watch this conversation, and tell me what is wrong with it when we’re done.*”

- **Discuss the Demonstration Role-Play**

Once the role-play is finished, ask follow-up questions, and then redo the role-play to see how it could look:

- *What did Person A do wrong in that conversation?*
- *What would Person B think about Person A?*
- *How would you feel if that happened to you?*
- *What could Person A have done differently?*
- *How would that have made Person B feel?*

- **Consider a Raise of Wisdom Motto**

Think of a motto that might match what the children have learned throughout the lesson activities and/or through the individual role-plays. For example, “Good conversationalists try to Stay in the Frame.”

Role-Play (Examples)

The following is a list of some role-plays that could be considered for the Speaking Loud and Clear Lesson.

These are only examples. They can be modified as best seen fit for the child’s age and/or the learning environment:

- a) For all children: CHILD is having a conversation with another student. The other student keeps looking past the CHILD at something else in the room. CHILD looks confused and turns to see what is there.
- b) For all children: CHILD is having a conversation with another student. The other student is staring at CHILD and speaking in a very loud voice. CHILD looks awkwardly at the other person and leans away from him.
- c) For all children: TEACHER is working at her desk. A child comes up and asks for help in a very whiny voice. TEACHER looks perturbed.
- d) For all children: PARENT tells child about a nice day that she is planning on the weekend for the family. The child demonstrates comments that sound interested in the events; however, facial expressions, his body gestures and tone of voice do not match. PARENT looks indignant.
- e) For older children: Two students are talking about their weekends. One student is standing too close to STUDENT. STUDENT looks awkwardly at him and takes a step back. The other student steps forward. STUDENT continues to look awkwardly at the other student and leans away from him.

The following role-plays are some examples that focus on the concept of how to Match Others or Manage Ourselves. Once they have been done for the children, the Conversation Coach can lead them through a discussion about how the situations were done well or how they could have been handled differently. For the later examples, the role-plays would then be redone using these suggested strategies.

- f) For all children: CHILD is telling a friend about his day. He didn’t do well on a test, his teacher got upset with him for forgetting his homework and he found out that he was the only one not invited to a mutual friends birthday party. The friend show genuine empathy through his use of verbal and nonverbal communication.

- g) For all children: CHILD gives a friend a gift and tells him that it is being given simply because he is appreciated. The friend takes the gift but offers no signs of appreciation through his verbal or nonverbal communication.
- h) For all children: CHILD is playing a card game with a friend. The friend accuses him of cheating. CHILD has not cheated however, he becomes indignant at the accusation and then verbally insults the friend.
- i) For all children: CHILD is chatting with a friend about what a great spring break he had. The friend is asking questions and showing genuine interest in the story.
- j) For all children: A friend is telling CHILD about a scary movie that he saw. CHILD is listening and becoming fearful. He then stops himself and tells his friend that he would rather talk about something else.

NONVERBAL COMMUNICATION AND SOCIAL MEDIA

SPEAK LOUD AND CLEAR ACTIVITIES

DISCUSSION: FACE-TO-FACE

MATERIALS:

- White Board
- Colored dry erase markers
- Nonverbal Communication worksheet



In this final activity, the children will be seated around the white board.

How many of you love pizza? (Children respond.) **Me, too! What are your favorite types of pizza?** (Children respond.) **My favorite is _____!** (While you are talking, draw a large circle on the white board, and divide it into ten pieces.) **Wouldn't it be cool if your Mom brought home an extra large pizza for dinner tonight?** (Children respond.)

So, let's say that your Mom DID do that, and you were SO HUNGRY that you ate six pieces. Would you feel pretty full? (Children respond.) **Boy, I know that I would!** (As you are talking, shade in six pieces of the circle.)

You know, when I think about NONVERBAL COMMUNICATION skills - Body Language and Tone of Voice, it makes me think about pizza! (Motion your hand around the pizza pie circle as you say this.) **Did you know that when we communicate with other people, SIX PIECES of our talking comes from our BODY Language?!?!** (You can either stick up 6 fingers or refer to the pizza pie diagram as you are saying this.) **That's crazy! SIX pieces! That's a lot of our pizza pie!** (You may want to provide 2-3 examples of Body Language for a review of this concept.)

If Body Language gets six pieces of the pizza pie, how much do you think Tone of Voice gets? (Children respond.) **Three pieces.** (As you are saying this, shade in three more sections of the diagram with a different pattern from the other section to differentiate it from the Body Language section. You may also want to role play some different examples of Tone of Voice for a review of this concept.)

So, SIX pieces of our talking goes to Body Language. THREE pieces of our talking goes to Tone of Voice. That only leaves ONE piece to go to our words! Just ONE little piece of our pizza pie goes to the WORDS we say, and NINE pieces go to our NONVERBAL COMMUNICATION. (Sweep the pizza pie diagram with your hand as you describe this.) **Wow! That's powerful, isn't it?**

Now, I want to talk with you about something that is EQUALLY POWERFUL! We have talked about Body Language. We have talked about Tone of Voice. We have talked about the words that we say. And now I want to talk with you about one more thing. It's called "Social Media." (Write Social Media on the white board, and then brainstorm some different examples that would be most relevant to the children.)

Social media is great when we want to CONNECT with other people. For example, we can get in touch with our friends and family instantly just by sending them a text. Technology is great when we want to find out some INFORMATION. For example, we can learn about almost anything just by researching it on our phones or our home computers. Social media and technology are good for MANY things, but they are NOT so great for our conversation skills!

Here's why! We only get to use ONE LITTLE PIECE of pizza pie for social media. Think about it! We don't get to use our Body Language or our Tone of Voice with social media, so our WHOLE message to our conversation partner has to rely on the words that we say. (As you are saying this, write some examples of social media onto the last piece of pizza pie.) **It doesn't matter how cute our little icons are, they can't make up for the nine pieces of Body Language and Tone of Voice that we lose when we use our electronic devices.** (Reference the pizza slices on your diagram while you are describing this section.)

Even making phone calls is not as good as talking with someone in a Face-to-Face conversation. Think about it. Phone calls allow you to use three pieces of your pizza pie for Tone of Voice and one piece for your words. That gives you four pieces of communication which is better than one but is still not as good as ten, right? (Children respond.)

Face-to-Face conversations are very important for many reasons. Let's talk about them just for a minute. (On the white board, write the phrase Face-to-Face Conversations, and then list their benefits. You will want to gauge the depth of discussion that you have in this section. For example, go with the "needs to know" principle based on the age levels and life experiences of the children you are teaching.)

DISCUSSION: FACE-TO-FACE

NOTE:

The following examples have been taken from the author's perspective in relation to Face-to-Face conversations. As they are stated as opinions, the Conversation Coach may/may not chose to reference them.

- 1. Impatience:** Social media happens so quickly that we, as a society, are becoming more impatient as we come to expect instant gratification for our needs. Real life doesn't happen that way. Many things take time, and patience is a part of that process. The only way to get patience is to practice it.
- 2. Lack of empathy:** Through our eye contact, we reference another person's Body Language. Through our listening skills, we reference another person's Tone of Voice. These two systems help us to understand what another person is thinking or how they are feeling. This process allows us to develop empathy for others.
- 3. Social Relationships:** Through Face-to-Face conversations, we can more easily interpret another person's intent. Being able to read nonverbal social cues allows us to more accurately separate our perceptions from what may/may not be. Without this ability to cross reference, we can become egocentric and rely solely on our own interpretations of situations. This miscommunication can lead to complications such as broken relationships.
- 4. Lack of accountability:** A further complication in the area of social relationships is that electronic devices may protect us from having to face the consequences for our actions. For example, bullying is far easier to do when one does not have to face the victim.
- 5. Limited ability to self reflect:** As we learn to reflect about others feelings, we also learn to reflect about our own feelings. To think about who we are and what we feel is a very important feature in finding our self identity (i.e. what makes us unique and special). This knowledge can allow us to not only feel comfortable in our own skin – it can also help us to think critically about our role within society.
- 6. Aloneness:** It is not uncommon to see people mesmerized with their electronic devices. The need to be connected can lead to a silent and lonely addiction. There is something to be said for being able to enjoy the company of "one." When we can achieve this level of aloneness, it often indicates that we are at peace with ourselves.
- 7. Real friendship:** It might be said that "True friends love you for a life time and have learned to do so in spite of...." (Rosslyn J. Delmonico, author). Relationships are often built one experience at a time. Even the best words of encouragement and/or goodwill online are of no substitute for the one-on-one interactions that Face-to-Face relationships can offer.

NONVERBAL COMMUNICATION

ANSWER KEY

A) WHAT DO THESE WORDS MEAN TO YOU?

Natural Eye Contact: It's when we look into someone's eyes, glance at their face and body, or glance at other things around our conversation partner

Emotion: It's how we feel.

Nonverbal communication EXAMPLES (Key Concepts): It's how our eyes, our face and our body talk when we aren't saying words.

B) WHY IS IT IMPORTANT TO “STAY IN THE FRAME” WITH OUR CONVERSATION PARTNER?

When we Stay in the Frame, it's kind of like reading a book. We won't know what's inside of the book unless we look. So when we are talking with other people, it's important to look at them. We can look into their eyes, and we can look away, too! We can glance at other parts of their face or body, and we can look at other things around the place. If we Stay in the Frame, then we will find it easier to read what someone might be feeling or thinking. If we Stay in the Frame, we are also showing that we are being a good listener.

C) WHAT DOES IT MEAN TO “MATCH” AND “MANAGE”?

When someone is feeling happy about something, I will try to show that I am happy for them too. I can do this through my tone of voice, my facial expressions, my body gestures and through the comments that I make to them. That's called matching. Managing is what I can do when a conversation I'm having with someone isn't going very well. I can choose to stay calm. I can choose to self-manage my words and my actions too.

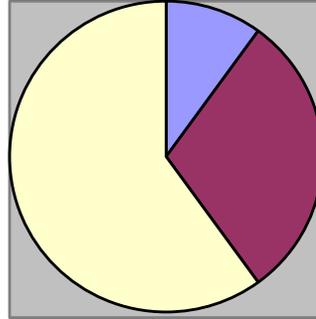
D) GIVE AN EXAMPLE OF WHEN IT WOULD BE IMPORTANT TO “MANAGE” AND NOT “MATCH” OUR CONVERSATION PARTNER.

When somebody says that they are mad at me, I am not going to try to match them. I am going to manage myself. That means, I will stay calm, choose words that are not mean and will try to use strategies that other people have taught me to self manage. That's called matching. Managing is what I can do when a conversation I'm having with someone isn't going very well. I can choose to stay calm. I can choose to self-manage my words and my actions too.

E) FILL IN YOUR COMMUNICATION CIRCLE

Color the circle to the right to show how much of our communication comes from our:

- a. Body Language. Color this section yellow.
- b. Tone of Voice. Color this section red.
- c. Words. Color this section blue.



F) WHAT IS THE MOST IMPORTANT KIND OF COMMUNICATION THAT WE CAN HAVE WITH OUR CONVERSATION PARTNER?

Circle one of the choices below, and then write down why you feel this way.

- a. Communication from electronics (i.e. texting, emailing, etc.)
- b. Face-to-Face Conversations

I feel ... _____