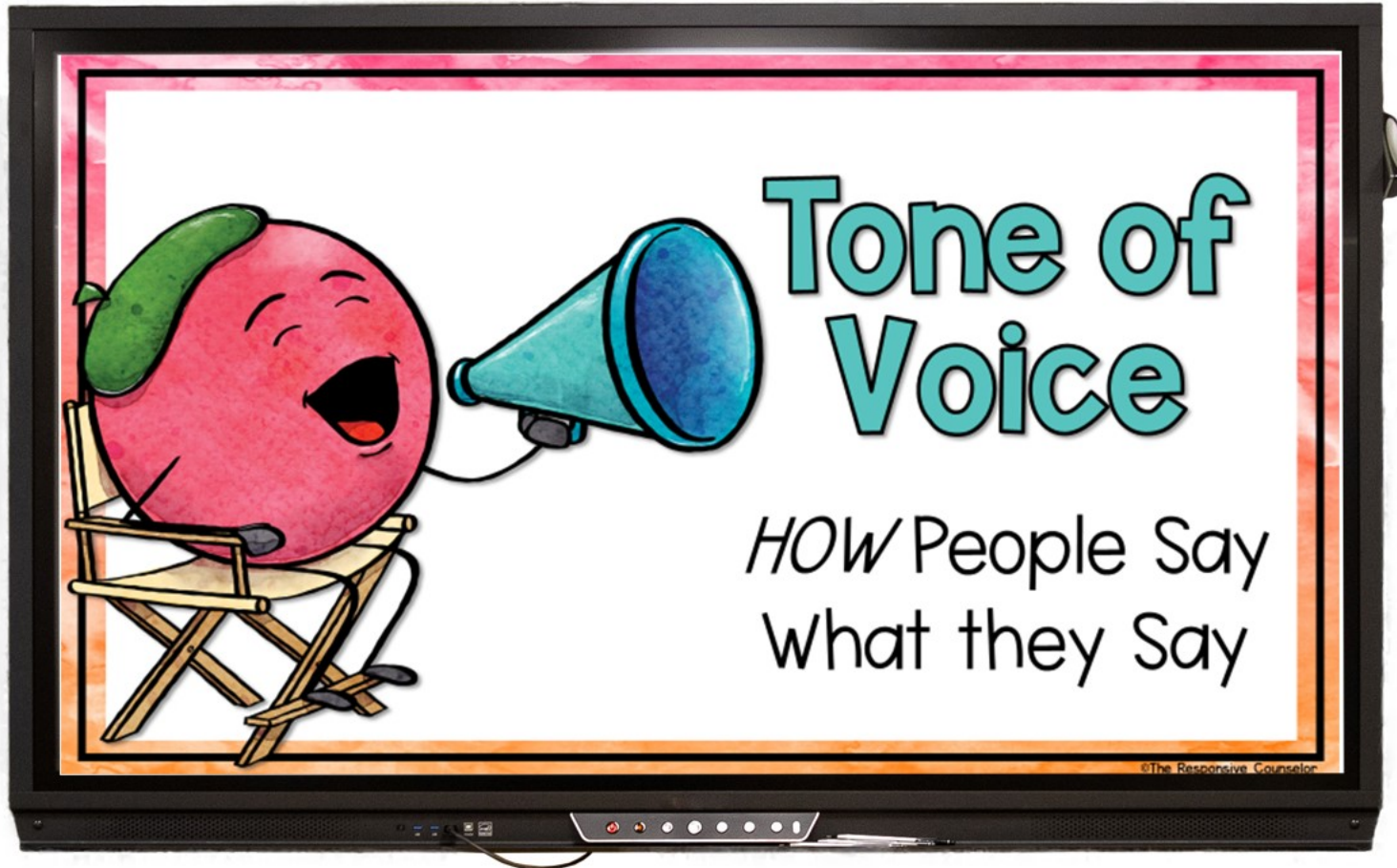


TONE OF VOICE



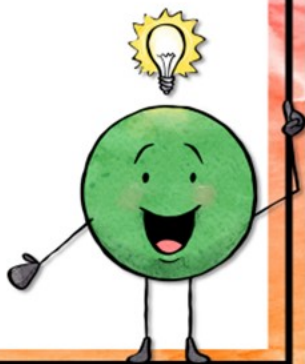
lesson and activities

- For grades 2nd–5th
- Use in individual counseling, in small groups, or class lessons

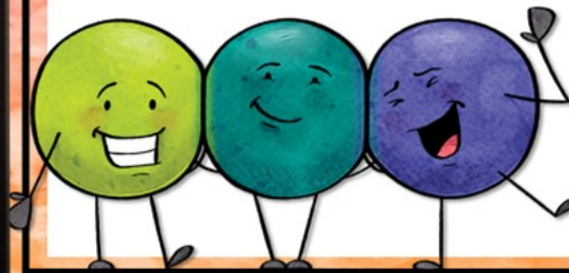
teaching about tone of voice

Tone of Voice

- It's HOW you say something – what your voice sounds like.
- How loud is it?
- Can you hear an emotion in it?
- Is it silly, serious, or sarcastic? Whiny?
- Does it sound like a statement, question, or exclamation?



- Do people in your family ever talk about tone of voice?
- Are their different tones of voice your family members use for different situations?



- Does your family believe there are right or wrong (or better or worse) tones of voice to use in different situations?

Introduce students to the idea and invite them to share about their own cultural or familial norms

teaching about tone of voice

Why does OUR tone of voice matter?



It impacts how other people hear what we're saying. Sometimes our tone might also impact how they feel.

Why do OTHER PEOPLES' tones of voice matter?



Their voice communicates their message to us more than just their words do. We can understand someone better if we pay attention to *how* they say something.

©The Responsive Counselor

SOMETIMES WE MIGHT ACCIDENTALLY USE A TONE OF VOICE THAT IS *NOT THE BEST*

- Like if a younger sibling is accidentally annoying us and we're sarcastic
- Or the grownup at home said "no" when we asked for something and we're whiny
- Or we're asking the teacher for help but it comes out as a whisper
- When we're frustrated about something and our words sound super angry



©The Responsive Counselor

Explain why it matters and give examples and non-examples of how we might want to use different tones of voice

practicing tone of voice

Students practice using the tone of voice they think is best given relevant situations




practicing tone of voice

Questions are also included in the practice activity for thinking more about tone of voice

What is a sarcastic tone of voice? What does it mean if someone is being sarcastic?

If someone's body, feelings, or belongings are hurt, is it okay for them to show sadness or anger in their tone of voice? Why or why not?

Talking about...
Tone of Voice



lesson plan

ASCA and CASEL aligned lesson plan

Outline breakdown with different activity options for each part

..... TONE OF VOICE

OBJECTIVE(S): Students will identify what tone of voice is as well as its importance. Students will practice using the tone of voice they believe is best in a variety of relevant situations/

CASEL DOMAINS: Relationship Skills, Social Awareness

OUTLINE:

- **Opener/hook (optional):** Play the State Farm 'Jacked Up' Commercial (<https://www.youtube.com/watch?v=3I7vQgEINRE>) with audio only (students close eyes, mute projector, etc.) Discuss what they noticed from the voices. Watch again with video. Discuss how the tone of voice indicated two very different scenarios, even though the words were the same. *NOTE: This video says "shut up."*
- **Teach:** Using the slideshow, teach what tone of voice is and share some examples of how and when it might be important. It is short and direct, though you may benefit from notes regarding two of the slides:
 - Slide 2: As an optional engagement activity for the start of the lesson, ask students to read the sentences in the speech bubbles to partners, using the tone of voice indicated below each one.
 - Slide 3: "Appropriate" tone of voice might differ culturally, by situation, by family, etc. Inviting students to reflect and share on their family's norms encourages a more culturally affirming way of discussing tone of voice.
- **Practice:** Students practice identifying and using what tone of voice they think would be best for different situations. It is best to set the expectation that only the *correct* tone of voice should be used – this way you don't accidentally get the wrong way stuck in your head!

ADDITIONAL MATERIALS: State Farm's "Tanked" YouTube clip (optional)

ASCA MINDSETS/BEHAVIORS: Use effective oral communication skills and listening skills, Create positive and supportive relationships with other students

- Blank cards are included to add your own prompts.
- **Option A:** - Pick a Card! Print and cut enough copies of the cards and job boards for each group to have a set. Students work in groups of 4. (If a group of 3 is needed, they will combine the "fan" and "respond" jobs.)
 - Students sit in a square with a job board placed between them. And complete their jobs in order:
 - Person A fans the cards out and directs "Pick a card, any card!"
 - Person B picks a card and reads the scenario aloud.
 - Person C answers by reading the statement in the tone of voice they believe is best.
 - Person D responds to Person C's answer with "I agree because..." or "I disagree because..." or they can add on to Person C's answer.
 - Put used question card in a discard pile.
 - Rotate the jobs board (so everyone has a new job) and continue.
- **Option – Ask and Switch Partners** each take a turn reading the situation aloud, showing their partner the sentence in the speech bubble, and listening to the partner read it in the tone of voice they think is best. Then they switch cards and go find new partners.
 - Twenty ready-made cards are included – you may need to use the blank cards or print two sets depending on how many students are in your class.
 - If this is the first time using this activity/structure, consider modeling the following skills: how to find a partner/hand up, pair up", voice volume, turn taking, etc. For classes that need more structure, use a chime or other signal to indicate when it's time to switch cards and find a new partner (this is also helpful when you have kiddos that are too verbose or that are rushing).
- **Closing Questions:** Students respond to one or more closing questions on the slideshow via exit ticket and/or whole group circle go around.

teachers, counselors, and therapists are saying...



"Love this! I actually played this first with my own kids at home. It went so well, and it ended up being fun for them, so I took it to school and did this with my class! LOVE THIS! I will use every year!"
—Jessica A.

"I really liked that this resource was applicable for all of the age groups I service. It was a great resource for working on ton of voice, which can be difficult for students. My students are engaged and enjoyed role playing. The various teaching methods were helpful for my instruction."
—Andreana C.



Hi, I'm Sara! I create resources for elementary students, counselors, and teachers that improve social emotional learning and help students be their best selves. My focus is creating resources that are *effective* (using research-based best practices) and *engaging* (through collaborative learning and relevant scenarios) for all types of learners and populations.

Education

B.A. from Michigan State University
Psychology and Anthropology

M.S. from Vanderbilt University
Community, Research, and Action

M.Ed. From Vanderbilt University
Human Development Counseling:
School Counseling & Mental Health

Experience

I'm a former school counselor from a large southeastern school district with a wonderfully diverse group of students. I created and implemented a data-based comprehensive school counseling program while helping classroom teachers and administrators implement schoolwide SEL and restorative practices. Now, I share my ideas and resources to reach students and help educators across the world!



the **RESPONSIVE**
counselor

Let's Connect:

