

Procedures

Part One (90 minutes)

- 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 conversation situation.
- Brainstorm with students the various “voices” they use (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 might not be appropriate at work).
- Group students in pairs and give each team a conversation scenario card (see *Conversation Scenarios*). Review the scenarios with the students. Tell students they will role play the scenario. 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 students role play their communication scenarios.

Part Two—Career Development Connections (30 minutes plus home assignment)

- Have students discuss the conversation scenario role plays. 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--a critical employability skill.
- Have students write a three-paragraph composition about the importance of using appropriate “voice” in various settings—especially in school and work situations.
- Optional: the composition on “voice” might be used as a career portfolio artifact.

Crosswalks

SC Career Guidance Standard/Competency

Learning to Work Standard 4. Students will demonstrate a positive attitude toward work and the ability to work together. Competency 4.1. Demonstrate effective listening and communicating skills.

Key Employability Skills

Communication Skills—Speaking

Personal Qualities—Sociability

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

Conversation Scenario Role Play Cards

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	progress on a project	work
employee	employer	late to work	work
student	student	Saturday night's plans	school
employee	employee	new vacation policy	work