

MODULE

VOCAL IMAGE BASICS

PILLAR

Communication

SKILL

Verbal & Non-Verbal Communication

TARGET AGE GROUP

14-18 year olds

LEARNER OUTCOME

By the end of the module, learners will be able to:

- Understand the benefits of practising timing, pace, and volume before communicating with others
- Know how to use timing, pace, and volume to have a positive impact on their communication delivery
- Be more confident communicating in different contexts and settings

LEARNER JOURNEY

What do they know and can do before and after the module?

Learners are likely to have an understanding of timing, pace, and volume. They may not know about the full impact that timing, pace, and volume can have on their communications nor how to develop their skills in these areas.

By the end of the module, learners will be able to:

- Define timing, pace, and volume in the context of verbal and non-verbal communication
- Explain the impact that timing, pace, and volume have on verbal and non-verbal communication
- Confidently consider timing, pace, and volume in communication, drawing on strategies, learning theory, and real-life examples

LEARNER MOTIVATION

Why are they here? What would stop them from engaging?

The current module builds on the previous modules and expands the learners' abilities to refine and/or take their communication skills to the next level. They are here because the previous modules got them interested and excited about communication and they would like to learn more. Learners will remain engaged if the content is relevant.

MATERIALS

What you will need for this module

- Pre and Post Module Survey
- Video introduction on Vocal Images Basics
- Multiple Choice Quiz
- List of Journal Prompts
- Situational MCQ Assessment
- In-class group activities (3)
- In-class individual activity (1)

VIDEO

INTRODUCTION

PARTICULATES

Video Length: ± 7 minutes

Video Style: Hybrid: Live Host + Animation + Infographics

Host Ethnicity: Caucasian



CONTENT SUMMARY

What

Defining the main concept of the module

Visual image has to do with someone's hairstyle, how they walk, how they dress and how they're groomed. Vocal image is how someone sounds when they speak.

Why

Why is this concept worth learning about?

So much of how we are perceived comes from what we say and how we say it. Communication has the ability to amplify all the things we want to showcase. If you can direct your listener's attention, you become memorable. Intentionally or not, your voice makes an impression. So, is the way you're speaking really drawing an audience?

How

What is the gameplan? How can I apply this to my life?

Here are the five key foundations of your vocal image.

Rate of speech

Variation in speed keeps a listener engaged.

- When talking about something super important, SLOW DOWN. It's like a vocal highlighter (use it sparingly, though).
- Identify your normal talking rate. Try speeding it up or slowing it down to better command your audience's attention.

Volume

Volume is key. Having command over when to lower or raise your volume helps keep your audience's attention and change the mood of the room.

- When you talk at a low volume of two out of ten, people might not feel confident in what you're saying. Though, lowering your volume also works in bringing the audience's attention back to you.
- To command attention your base volume should be at least a five or a seven. As it increases your body opens up and your facial expressions add another sense of engagement and variability.

Pitch and Melody

We generally remember songs better than pages of a book because of the melody. These convey happiness or sadness. In the same way, our pitch and melody can affect how people interact with us.

- *Siren Technique.* Grab a piece of paper with some words on it, a book, or an article.
 - Start at the lowest pitch your voice can go, then keep going all the way to the top of your range, don't be afraid to hit the falsetto, then bring it all the way back down as low as you can possibly go.
 - Doing this for five minutes a day for two weeks radically changes your vocal melody. Eventually, you'll become comfortable with all the varying pitches in your voice.

Tone

There are 6 universally recognized human emotions--happiness, sadness, anger, surprise, disgust, and fear. Your tone indicates some combination of these core emotions.

- Tonality is *feeling* your words. All you have to do is elongate the vowel and inject some emotion into it.
- Tonality helps us emphasize the true feeling behind our words to make an impact while saying them.

CONTINUED...

VIDEO

INTRODUCTION (CONTINUED)

CONTENT SUMMARY

How

What is the gameplan? How can I apply this to my life?

Pausing

When you pause strategically in a presentation, it can positively impact your effectiveness. Here are some cases when you can use a pause to improve a presentation:

1. When you want the listener to absorb an important point and think about it
2. When you ask a question that you want them to consider, and answer in their heads.
3. When you want to give the audience a chance to predict what you will say, or do next
4. When you want to change the direction of a presentation
5. When you need to collect your thoughts or take a breath.

Pausing gives the audience time to think about what you're saying and ramps up the probability that you're going to leave an impact on them. You can vary the length of your breaks, depending on the reaction you want from your audience.

- A short pause is good for the audience to catch up and process what you say.
- A longer break gives them time to think through it, answer a question, or wonder where you'll go next.

DIG DEEPER

VOCAL DYNAMICS

Let's delve into the "Dig Deeper" section, where we'll unveil a few secret facets and powerful real-world examples that can radically enhance your understanding of vocal image.

FRAMEWORK | THE VOICES

The framework to master such a skill? Let's introduce the 'VOICES' framework: Variety, Observation, Intentionality, Control, Expression, and Silence.

Variety. Ensure variations in your rate, pitch, and volume.

Observation. Pay attention to audience responses and adapt.

Intentionality. Make sure every vocal change has a purpose.

Control. Govern your speed and volume to manage attention.

Expression. Allow your emotional tone to color your words.

Silence. Employ strategic pausing to emphasize and allow reflection.



Variety

Observation

Intentionality

Control

Expression

Silence

REAL-WORLD CASE STUDY | HARRY POTTER

Take the "Harry Potter" series, for instance. The use of pitch and melody in the background score dictated the audience's feelings. When Harry discovered he was a wizard, the music was uplifting and light, while during battles, it shifted to strong, dark tunes, reflecting tension and urgency.

Imagine translating that into your vocal image – your ability to convey stories, influence emotions, and captivate your audience similarly!



REAL-LIFE SCENARIOS | CLARA

A 16-year-old named Clara found herself quivering at the thought of addressing her peers. A prominent yet shy figure in her school's student council, she realized the immense power that mastering her vocal image could unleash.

It all started when she stumbled upon a TEDx Youth talk by a teenager, Solli Raphael, who became the youngest winner of the Australian Poetry Slam at just 12! Solli's voice had this mesmerizing effect, enchanting listeners with variations in speed, pitch, and pauses that practically made his words dance. His vocal melody had the charm to make serious topics like environmental conservation resonate with all age groups.



CONTINUED...

DIG DEEPER

DATA SPEAKS | PARALANGUAGE

A study by Quantified Impressions, an analytics firm, revealed that the sound of a speaker's voice matters twice as much as the content of the message. Specifically, various elements of paralanguage (like tone, speed, and volume) accounted for 23% of our perception of a speaker, whereas the actual words only made up 11%. This underscores how influential our vocal prowess can be, even when we're not uttering a single word!

YOUR VOCAL IMAGE IS YOUR SECRET WEAPON

Indeed, your vocal image can be your secret weapon in effecting change, influencing opinions, and carving your niche in any domain. But beware, with great power comes great responsibility!

Your words, infused with the potency of your vocal image, carry the potential to inspire and empower, but equally, if used inappropriately, to demean and dishearten.

TIPS AND TRICKS | GUIDING YOUR PATH FORWARD

As a practical tip, recording yourself can be a phenomenal tool for mastering your vocal image. Listen for elements that work well and those that need fine-tuning. Pay special attention to the intentional use of pauses and variations in your rate of speech.

Most importantly, practice the **Siren Technique** mentioned in the module, gradually, your comfort with varying pitch and melody will grow, and just like a well-practiced melody, your words will find a rhythm that resonates with your listeners.

IN CONCLUSION

In a nutshell, understanding and mastering your vocal image, using frameworks like 'VOICES', can shape how you're perceived and how effectively you communicate. Whether you're addressing a small group project or presenting in a school assembly, your refined vocal image, grounded in practice and mindful application, will stand you in good stead, ensuring your messages are not just heard, but truly listened to, felt, and remembered.

REFLECTION

JOURNAL PROMPTS

OBJECTIVE

Encourage self-reflection and deeper understanding of the impact of vocal image on communication.



VIBRATIONS OF VALIDATION

Reflect on a situation where you adjusted your vocal image to gain validation or acceptance in a group. How did it feel to alter your vocal self, and moving forward, how can you ensure your vocal image stays true to who you are?

Hint: Peer pressure can sometimes sway us to echo the prevailing vocal style of a group. Moving forward, consider how you might strike a balance between fitting in and retaining your unique vocal signature.



MELODIES OF INFLUENCE

Identify a person who has a vocal image that you admire (this could be a speaker, singer, or a fictional character). What specific qualities of their vocal image stand out to you and how can you incorporate those traits into your own vocal expressions?

Hint: This doesn't necessarily have to be a famous person - sometimes the most impactful vocal images can come from our everyday interactions. Think about the warmth, confidence, or sincerity that you might perceive in their vocal image.



RESONANCE IN DIFFERENT CHAMBERS

How does your vocal image shift between different social settings (like friend groups, family gatherings, or classroom presentations)? Identify and reflect on any patterns or inconsistencies in your vocal image across various contexts.

Hint: Compare your vocal style when chatting with friends versus presenting in class. Are there noticeable changes in your pitch, volume, or speed? Contemplate on the 'why' behind those alterations.



EMOTIONAL ECHOES

Explore a recent time when your voice conveyed an emotion you didn't intend to show. How did that impact the interaction, and what might you do differently next time to align your vocal image with your intended message?

Hint: Remember that your emotions might echo through your vocal image unconsciously. Reflect on whether this "unintentional transparency" can sometimes be a strength, and other times a vulnerability.



BUILDING BRIDGES WITH MY VOICE

Contemplate how your vocal image can serve as a bridge in connecting with people who have different perspectives or come from varied backgrounds. How can you utilize your voice to foster understanding and create common ground?

Hint: Remember instances where your voice could either create a divide or a connection. How might adjusting aspects of your vocal image, like tone or pace, facilitate more inclusive and empathetic conversations?

GROUP ACTIVITIES

VOICE OVER CHALLENGE

14-18 YEARS OLD

PILLAR

SECTION

MODULE

Communication

Verbal & Non-Verbal Communication

Vocal Image Basics

BEFORE YOU START

Students should have watched the video and read the Dig Deeper section of this module before starting the group or individual activities. If this is not the case, make sure to play it in class before you start.



PREP

TIME

60
Minutes

GROUP SIZE

3-4
Students

MATERIALS CHECK

- Muted scenes from various animated movies or cartoons
- Recording device (can use a smartphone or computer)
- Projector and speakers
- Handouts
- Note-taking materials for students

PRINT OUT HANDOUTS

Print out the "Vocal Image Parameters" handouts

BEFORE THE LESSON

Familiarize yourself with the module content on vocal image.

LEARNING OBJECTIVES

By the end of the module, learners will be able to:

- Students will analyze the impact of vocal image on character perception and narrative tone.
- Students will explore their vocal range and understand the varied effects different vocal images can have.

THE LESSON WHY

- Explore and understand how vocal image influences perception and character interpretation.

GROUP ACTIVITIES

VOICE OVER CHALLENGE

STEP 1 | INTRODUCTION

5 MINUTES

- TALKING POINTS**
- Highlight the power and influence of vocal image on our perceptions, especially in media and character interpretation.
 - Ask them to provide examples of a well-known character with a distinctive voice and how it's central to our understanding and perception of that character.

STEP 2 | EXPLANATION AND DEMONSTRATION

10 MINUTES

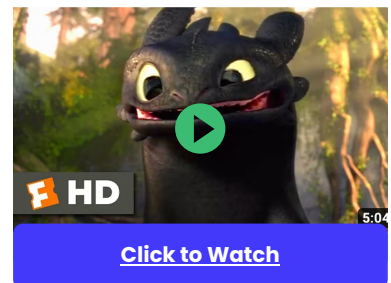
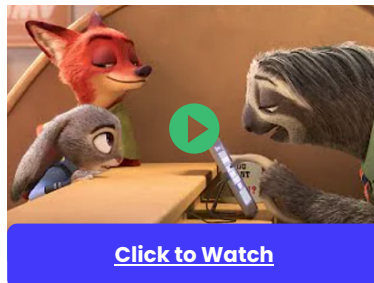
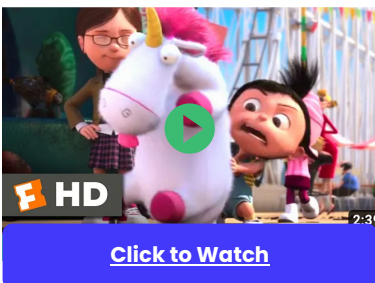
- TALKING POINTS**
- Explain the significance of voice in character portrayal and narrative storytelling.

- DIRECTIONS**
- Play a short muted scene and provide an alternative voiceover live or pre-recorded. Discuss how this new vocal image alters the perception of the character and scene.

STEP 3 | GROUP WORK

25 MINUTES

- DIRECTIONS**
- Divide students into small groups (3-4 members).
 - Assign each group a different muted cartoon/animated scene (ensure content is age-appropriate).
 - Ask groups to create alternative voiceovers for the characters, encouraging them to explore different vocal images that contrast with the original.
 - Remind them to be mindful of tone, pitch, pace, and emotion to create a new vocal image for the character.



GROUP ACTIVITIES

VOICE OVER CHALLENGE

STEP 4 | PRESENTATIONS AND PEER FEEDBACK

15 MINUTES

DIRECTIONS

- Each group will present their voiceover live or as a recording played over the projected muted scene.
- After each presentation, allow peer feedback focusing on how the new vocal image impacted their perception of the character and scene.

EDUCATOR TIP!

Ensure feedback is constructive and guided back to the exploration of vocal image.

STEP 5 | REFLECTION & WRAP UP

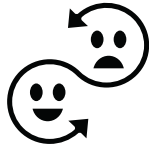
5 MINUTES

TALKING POINTS

- Reinforce the concept of how vocal image can shape perceptions and alter narrative interpretations in real-world applications like interviews, presentations, and social interactions.

HANDOUT

VOCAL IMAGE PARAMETERS



— TONE

The emotional quality or mood conveyed by your voice. Reflects emotions like happiness, sadness, anger, and surprise. Match the tone to the intended message for clarity.



— RATE

The speed at which you speak. A fast pace can convey excitement or urgency. A slow pace emphasizes importance or thoughtfulness. Adjust the pace according to the content's nature and the audience's response.



— PITCH

The highness or lowness of your voice. High pitch can express excitement or surprise. Low pitch often conveys seriousness or authority. Use a range of pitches to express different emotions.



— VOLUME

The loudness or softness of your voice. A louder volume can express confidence and assertiveness. A softer volume can draw in the audience and create intimacy. Adjust volume to suit the setting, content, and desired impact.



— PAUSING

Utilize pauses in speech to emphasize key points, create suspense, and allow listeners time to digest information, enhancing overall communication and engagement.

GROUP ACTIVITIES

SOUND WAVES

14-18 YEARS OLD

PILLAR

Communication

SECTION

Verbal & Non-Verbal Communication

MODULE

Vocal Image Basics

BEFORE YOU START

Students should have watched the video and read the Dig Deeper section of this module before starting the group or individual activities. If this is not the case, make sure to play it in class before you start.



PREP

TIME

55
Minutes

GROUP SIZE

3-4
Students

MATERIALS CHECK

- Scripts (you can use the ones provided or created by students)
- Recording devices (smartphones or computers will work)
- Note-taking materials for students
- Space for group work and presentations

PRINT OUT HANDOUTS

Print out the "Scripts" handouts

BEFORE THE LESSON

Familiarize yourself with the module content on vocal image.

LEARNING OBJECTIVES

By the end of the module, learners will be able to:

- Students will comprehend the emotional and interpretive impact of vocal image on communication.
- Students will practically apply vocal image techniques to alter the interpretation of a scripted scene.

THE LESSON WHY

- Understanding vocal image and intonation is crucial in communication, as it profoundly impacts the emotional and interpretive perception of spoken words.

GROUP ACTIVITIES

SOUND WAVES

STEP 1 | INTRODUCTION

5 MINUTES

- TALKING POINTS**
- Discuss the emotional depth and variability provided by vocal images in communication and performance.
 - Provide a brief example of how a single sentence can convey different emotions when spoken with varied vocal images.

STEP 2 | CREATING & UNDERSTANDING THE SCRIPT

10 MINUTES

- DIRECTIONS**
- Divide students into small groups (3-4 members).
 - Each group creates or selects a short script (1-2 minutes when read).
 - Ensure the script is emotionally neutral to allow for diverse vocal interpretations.

EDUCATOR TIP!

Provide examples or templates of short scripts if students struggle with creating one.

STEP 3 | ALTERING VOCAL IMAGE

15 MINUTES

- DIRECTIONS**
- Groups should decide on two different emotions or themes they wish to convey using the same script.
 - They should practice altering their vocal images (considering pace, pitch, tone, etc.) to align with each chosen emotion/theme.

STEP 4 | PRESENTATION AND ANALYSIS

15 MINUTES

- DIRECTIONS**
- Groups will present their scene twice, each time with a different vocal image, reflecting the two chosen emotions/themes.
 - After each presentation, have a brief open discussion where students guess the intended emotion/theme and discuss what vocal aspects led them to that interpretation.

EDUCATOR TIP!

Ensure a supportive environment where constructive feedback is given and received gracefully.

CONTINUED...

GROUP ACTIVITIES

SOUND WAVES

STEP 5 | PRESENTATIONS AND PEER FEEDBACK

10 MINUTES

**DISCUSSION
QUESTIONS**

- How did altering your vocal image influence the perception of the scene?
- Were there any particular vocal modulations that significantly altered the emotional impact?

TALKING POINTS

- Summarize key takeaways about the influence of vocal image on emotional communication and interpretation.

HANDOUT

SCRIPTS

SCENE 1. "THE ULTIMATE SCHOOL HACK"

Setting

High school classroom

Characters

Alex (a tech-savvy student)

Jordan (Alex's best friend)

Mrs. Parker (teacher)

[Scene opens with Alex whispering to Jordan]

Alex

"Hey, Jordan, check this out. I've coded a program that makes our homework look like video games!"

Jordan

"No way! Does it work?"

Alex

"Watch this. *[types on laptop]* See? My math problems are now a space adventure game."

[Mrs. Parker walks over]

Mrs. Parker

"What's this? Are you gaming in my class?"

Alex

"Actually, Mrs. Parker, it's my homework. Just in a more... interactive format."

Mrs. Parker

[impressed] "Well, that's one way to solve equations! Can you make it available for the whole class?"

[Jordan and Alex exchange excited looks]

[Scene ends with the whole class engaged in their 'game']

HANDOUT

SCRIPTS

SCENE 2. "THE TIME CAPSULE"

Setting

Backyard

Characters

Mia (a creative teen)

Leo (Mia's enthusiastic friend)

[Scene opens with Mia holding a decorated box]

Mia

"I got an idea! Let's create a time capsule with things we love right now."

Leo

"Sounds cool! What should we put in it?"

Mia

"How about this comic book, your skateboard stickers, and oh, the playlist of our favorite songs!"

[They start filling the box]

Leo

"Let's add a selfie with a note to our future selves!"

Mia

"Perfect! *[takes a selfie]* In 10 years, we'll open it and see how much we've changed."

[They bury the box in the ground]

Leo

"Can't wait to see what future us will think!"

[Scene ends with them high-fiving and laughing]

HANDOUT

SCRIPTS

SCENE 3. "THE GREAT SNACK HEIST"

Setting

High School Hallway
& Cafeteria

Characters

Ellie (a quick-witted student)
Chris (Ellie's mischievous best friend)
Various Students

[Scene opens with Ellie opening her locker to find her snack missing]

Ellie

"Not again! My snacks have been disappearing all week!"

Chris

[laughing] "Looks like we have a snack thief in our midst."

[Ellie and Chris start their investigation, asking other students in the hallway]

Student 1

"Yeah, my cookies disappeared during gym."

Student 2

"My chips vanished from my backpack!"

[Ellie and Chris start staking out in the cafeteria]

Ellie

[whispering] "There! Did you see that? Someone just swiped a granola bar from Jason's bag."

Chris

"It's time for a snack sting operation!"

[They set up a fake snack bag and hide behind a table. A shadowy figure approaches the bait.]

Ellie

[jumping out] "Gotcha!"

[The 'thief' is revealed to be a mischievous squirrel that has been entering through an open window]

Chris

"Our snack thief is a squirrel!"

[Scene ends with Ellie and Chris laughing as they watch the squirrel scamper away with the fake snack bag, while the students start securing their food better]