



Arkansas State Communication Association

Oral Communication Units and Activities

Voice and Diction

Students will be able to

- identify components of speech process.
- demonstrate audible speech/voice flexibility.
- strive for enhanced articulation.
- develop pleasant voice quality.

Strand

1. Speech process component
 - Diaphragm
 - Lungs
 - Trachea
 - Larynx
 - Pharynx
 - Resonators (back of throat-nasal cavities)
 - Articulators (tongue-teeth-jaw-cheeks-lips-hard and soft palate)
2. Controlled Breathing
 - Diaphragmatic breathing to increase volume and resonance
3. Flexibility
 - Pitch
 - Inflection (talking and circumflex)
 - Stress
 - Rate
4. Articulation
 - Enunciation
 - Pronunciation
 - Dialect - regional limitations
5. Quality
 - Warmth
 - Sincerity
 - Extended use of resonators

Activities

1. Place a tic tac candy in mouth and without swallowing or spitting tic tac out, recite nursery rhyme.
2. Recite nursery rhyme two times on one exhalation - to use controlled diaphragmatic breathing (will take practice!)
3. Say tongue twister until you can repeat it three times with moderate speed.
4. Tape record poetic recitation and listen critically for: articulation, flexibility, audibility and overall voice quality.

Framework

- 3.1.25 Speak formally to a variety of audiences for a variety of purposes.
- 3.1.27 Learn through oral activities such as reader's theatre and role-playing.
- 3.1.28 Evaluate and respond to oral presentations.
- 3.2.7 Use clear, concise language which is organized according to purpose, audience and situation.
- 3.2.8 Exhibit confidence as a speaker through effective use of language, body and voice.
- 3.2.9 Explore the conventions of English (grammar, usage, mechanics, etc.) as they affect oral expression.
- 4.1.14 Listen effectively in formal and informal situations.
- 4.1.19 Analyze and evaluate what is heard.

Class Activities

Breathe!
Voice Warmups Or Percolate Those Articulations
Rate Control
Let Me Hear It!
To Project Or Not To Project!
"I Got It"