

# English 9

**Overarching Question:** What is my story?

**Overarching Challenge:** Use the format of your choice to effectively tell your story.

**Lesson Question:** How can you improve a spoken message?

**Lesson Challenge:** Rework and change spoken messages to suit different purposes and audiences.

**Lesson Summary:** Have you ever felt like you've said the wrong thing to the wrong person at the wrong time? Or maybe you've heard a friend say something that has hurt someone's feelings? How can you be sure that the way that you're speaking effectively communicates the message that you want to send? In this lesson, you'll rework and change spoken messages to suit different purposes and audiences.

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**Big Idea:** Knowing how to rework a spoken message to suit different purposes and audiences can help you more effectively tell your story.

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**Lesson Question:** How can you improve a spoken message?

**Lesson Challenge:** Rework and change spoken messages to suit different purposes and audiences.

## Start Your Thinking

Have you ever felt like you've said the wrong thing to the wrong person at the wrong time? Or maybe you've heard a friend say something that has hurt someone's feelings? How can you be sure that the way that you're speaking effectively communicates the message that you want to send?

Imagine that one of your best friends has come to you for advice. They borrowed a cellphone to make an important call, but accidentally dropped the phone and cracked the screen. Here's how your friend spoke to you when they described the situation:

So, you know how I was trying to get a ride, right, and I borrowed that phone to make a call? Well, as I was putting the phone away I dropped it and THE SCREEN CRACKED! WHAT AM I GOING TO DO?! My hands were cold and I didn't mean to—I CAN'T AFFORD THIS!—and, I mean, it was an accident, but my friend is going to be so mad even though I didn't mean to and I had to make the call and I just dropped the phone—\$%#@!!! WHAT AM I GOING TO DO?!

**What advice would you give your friend? How should your friend communicate the news about the broken phone? (check as many boxes as apply)**

- Speak really loudly when telling the message
- Speak thoughtfully and don't shout
- Don't look at the owner of the phone when speaking
- Before speaking, organize your thoughts into sentences
- Be careful not to repeat yourself
- Make a joke
- Don't tell the owner of the phone what happened!
- Other suggestions:

**Think About the Lesson Challenge**

In this lesson, you'll rework and change spoken messages to suit different purposes and audiences. Before moving on to the next part of the lesson, pause and think about all the people that you hear speak. Every day you probably listen to friends, parents, adults at school, and Elders. Now, think about how they may change how they communicate depending on the purpose and audience.



**What did you notice? How did the speaker change the way they communicated?**

## Grow Your Thinking

In this lesson, you'll use a thinking strategy to help you adjust spoken messages for different audiences and purposes.

What are the most important differences between these two situations?

Situation A	Situation B
Jason is upset that he didn't finish his project for school on time. With his arms crossed, his eyes narrowed, and leaning forward toward his teacher, Jason says loudly, "I will have it done in the morning!"	Jason is upset that he didn't finish his project for school on time. With arms confidently by his side, and directly facing his teacher, Jason says quietly, "I will have it done in the morning."
Important similarities	Important differences

Did you notice Jason's tone of voice and how he used his body? The ways that Jason moved his body and used his voice sent a message to his teacher—and probably not the message he wanted to send! Both situations have the same words, but in Situation A Jason seems to take out his frustration with himself on the teacher through his communication.

There are many ways that we can use our voices and bodies to communicate a message when speaking. Just like writers, great speakers think about who they are talking with (the audience) and their purpose for speaking. To effectively send their message to their audience, a speaker can use the following techniques:

- changing the main focus, goal, or emphasis of the message
- adjusting their words, statements, and/or questions
- changing their tone of voice
- using their hands, body, and eyes to support the message

For more ideas and thinking tools for speaking to effectively communicate your story, visit the lesson "Identify the Techniques Used by Effective Speakers".

### Practise the Tools

Remember how your friend told you about the broken phone? How could your friend rework and adjust their original message to tell the owner of the phone what happened?

Take a peek at the table below and the “Techniques” column. There you’ll find some questions that could be used to rework the original message and more effectively communicate the bad news about the broken phone. Write down what you notice about the original message, and ideas about how your friend might rework or change the original message. You can find more information about each of the communication techniques in the “Building my toolbox” section on page 6.

Techniques	The Original Message	The Reworked Message
<b>Audience</b>	A friend	The owner of the phone
<b>Purpose</b> What’s the purpose of my friend’s message?		
<b>Language</b> Should my friend’s words and sentences be formal or casual?		
<b>Main points</b> What ideas should my friend communicate?		
<b>Gestures</b> How could my friend use their eyes, face, and posture to send their message?		
<b>Volume</b> How loud or soft should their voice be?	<b>My friend shouted in the original message</b>	<b>My friend should use a quieter voice and not shout when telling the phone’s owner</b>
<b>Pace</b> How quickly or slowly should my friend speak?		
<b>Tone</b> What tone should they use for the message? (e.g., serious, humorous)		

### BUILDING MY TOOLBOX

Whenever you plan to speak, think carefully about your audience and purpose. You may need to adjust what you say and how you say it to match your audience and purpose. Try using these techniques to effectively send your message when speaking:

- ✓ **Content:** You can make sure that the details of your spoken message match your audience and purpose by adjusting the following:
  - Main points: What ideas will be meaningful or important to your audience?
  - Language: What words and sentences will match your audience and purpose? Will your words and sentences be formal or informal?
- ✓ **Body language:** How you position and move your eyes, hands, and body can help send your message. Body language includes:
  - Eye contact: Choosing to make or avoid eye contact is an important part of spoken communication.
  - Gestures: Facial expressions, body movements, and placement of hands and feet can be used to help draw attention to important ideas.
  - Posture: Your posture can also be used to help send your message when you're speaking. Slouching might be seen as a lack of confidence, and leaning forward with a rigid back may be viewed as a sign of defensiveness.
- ✓ **Physical voice:** You can match your to your audience and purpose by changing:
  - Volume: Lowering and raising your volume can be a really effective way of keeping your audience's attention, and interest or emphasizing an important point.
  - Pace: A "happy medium" is usually best when speaking: speak too slow and your audience may be bored, but speak too fast and they may miss your important points. Pausing between points can add strength and emphasis to what you have to say.
  - Tone: The tone of your spoken message, along with your body language, sets the mood for your listener. Your attitude as well as your feelings about the topic can set the tone. Will you be positive and energetic when you speak, or gentle and calm? Do you need to be funny or serious?

### Practise the Strategy

You may know that some northern communities and other Indigenous communities do not have safe drinking water. If you were able to meet with an important politician about the issue of access to safe drinking water, how would you speak to effectively communicate your message? What would you change if you were speaking to a small group of students from another school?

Use the thinking strategy on page 7 to practise thinking about how you might speak to each of these audiences about the issue of access to safe drinking water. Make notes about how you might change your spoken message to effectively communicate with each audience. You can find more information about each of the techniques in the "Building my toolbox" section on this page.

This thinking strategy can also be used to help you think through how you might speak to different audiences. For example, you might want to talk to a group of younger students about a fun community event, and also describe the same event to a much bigger audience on community radio. A blank version of the thinking strategy can be found on page 8 of this lesson.



### Rework a Spoken Message for an Intended Audience and Purpose

The situation: You've noticed that many people don't realize that many northern communities still do not have access to safe drinking water. You have a chance to discuss the situation with an important politician and also a small group of students from another school.

Techniques		Audience: Politician	Audience: Group of students
Content	<b>Purpose</b> What's the purpose of my message?	<input type="checkbox"/> inform <input type="checkbox"/> persuade <input type="checkbox"/> educate <input type="checkbox"/> entertain <input type="checkbox"/> inspire <input type="checkbox"/> other:	<input type="checkbox"/> inform <input type="checkbox"/> persuade <input type="checkbox"/> educate <input type="checkbox"/> entertain <input type="checkbox"/> inspire <input type="checkbox"/> other:
	<b>Language</b> Should my words and sentences be formal or casual?		
	<b>Main points</b> What ideas do I want to share?		
Body language	<b>Gestures</b> How can I use my eyes, face, and posture to send my message?		
Voice	<b>Volume</b> How loud or soft should my voice be?		
	<b>Pace</b> How quickly or slowly should I speak?		
	<b>Tone</b> What tone should I use for my message? (e.g., serious, humorous)		



Rework a Spoken Message for an Intended Audience and Purpose			
Techniques		Audience A:	Audience B:
Content	<b>Purpose</b> What's the purpose of my message?	<input type="checkbox"/> inform <input type="checkbox"/> persuade <input type="checkbox"/> educate <input type="checkbox"/> entertain <input type="checkbox"/> inspire <input type="checkbox"/> other:	<input type="checkbox"/> inform <input type="checkbox"/> persuade <input type="checkbox"/> educate <input type="checkbox"/> entertain <input type="checkbox"/> inspire <input type="checkbox"/> other:
	<b>Language</b> Should my words and sentences be formal or casual?		
	<b>Main points</b> What ideas do I want to share?		
Body language	<b>Gestures</b> How can I use my eyes, face, and posture to send my message?		
Voice	<b>Volume</b> How loud or soft should my voice be?		
	<b>Pace</b> How quickly or slowly should I speak?		
	<b>Tone</b> What tone should I use for my message? (e.g., serious, humorous)		



## Reflect on Your Thinking

### Think About the Lesson Challenge



Which two ideas from this lesson might be the most useful when reworking or changing a spoken message for a different audience or purpose?

1.

2.



Can you think of other two other situations where you could use the thinking strategy from this lesson to change how you speak to communicate a message?

1.

2.

### Think About the Overarching Challenge

Remember our overarching question: What is my story? After you've finished the English lessons, you'll select the format of your choice to tell your story.



How might the tools in this lesson help me with my challenge: Tell my story

