

ACTIVITIES TO TEACH NONVERBAL CUES

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STONE OF VOICE

1. To regulate prosody use music and rhythm to modulate. Practice beating out sounds on a drum. Practice saying one word loud and soft and rate of speech
2. Saying phrases with different intonations. For example, using a tape recorder the adult says a sentence in a normal tone of voice. Next, the adult models various ways to use intonation (i.e., fast, slow, irregular, etc.). Have the child mimic your intonation. This awareness of various intonations can assist the child with using appropriate prosody.
3. Again using music, you can march out patterns and rhythm
4. When requesting items, have the child request in a variety of voices (high, low, angry, sad, etc.)
5. Talk about what different tones mean – what does it sound like to have an angry voice? Happy voice? When would you use these?
6. Have the adult tape record messages (as if leaving a message on an answering machine). Leave different types of messages such as urgent voice, don't worry about calling me back voice, etc. Have the child guess if this is an urgent message and / or how the person is feeling.
7. Record voices of people the student's doesn't know (find friend, coworkers, etc. and ask them to record)
8. Have the student play this game with the student's friends during the dyad group. Make cards with happy, angry, and sad faces on them (these can be simple line drawings). Shuffle the cards and have one person pick a card without showing it to the other people. Have this person make a noise that reflects the emotion. The other person can guess what the emotion is. This can also be done by acting out a scene, but not using words – just body language.
9. Now that the student recognizes various voices-emotions, take about what could you say?
 - a. 1st step is in a very broad way – if someone is sad, what could you say?
 - b. 2nd step is to act out various situations and emotions such as playing with a toy and two people want the toy – they're tugging at it. "What could you say?" (too many people around and I feel frustrated, etc.)
10. Matching voice control to situation: Draw a thermometer. Talk about how there are three voices: soft, medium, and loud. Talk about where it is appropriate to use these voices. Have the child practice using these voices appropriate (i.e., make a soft voice – where do we use a soft voice?, Medium voice? Loud voice?). Put mini thermometer around the room and building depicting which voice is appropriate to use at which time (i.e., play ground is a loud voice). After this activity is completed, if the child is using an inappropriate voice, point to the picture of the thermometer depicting the appropriate voice and have him/her try again.
11. Talk about tone of voice. Talk about what the tone sounds like for various emotions (angry, happy, sad, embarrassed, etc.). Make nonsense sounds mimicking the tones of voice (the reason the sounds are nonsense is we don't want the child to pick up on the context – just isolate the sound). When the child understands, reverse the activity and have him make nonsense sounds that mimic expressions (you might want to use visual aids such as pictures which mean various emotions or written words)

FACIAL EXPRESSIONS

1. Play Guess What Face?
 - a. Make a face (sad, mad, angry, happy, ecstatic, embarrassed).
 - b. Have the child guess what the name of the face you made was.
 - c. Talk about what the face looks like (i.e., when one is happy their smiling (lips are up and eyes get small)
 - d. Talk about what the situation was why someone would feel what his or her emotion was. Make sure that these are ALL situations that the child understands AND has gone through.
 - e. Same game as “a”, but have the child make the faces
2. Cut the heads out of pictures expressing various body postures. Talk about what the postures mean, give one plausible reason a person could be feeling that emotion, then talk about what another person might say. For example, showing a picture of anger – person’s body is tense and fists are clenched – what does this mean? What can you do/say? Is this the time you should approach another person?
3. Have the student out various body postures and you guess what the answer is.
4. Videotape activities where the child becomes overwhelmed. Watch the videotape with the child when she’s not overwhelmed and discuss the situation.

POSTURE

1. Make body postures/gestures expressing different emotions. Talk about what the posture means (i.e., shoulder shrug means, “I don’t know” – tense shoulders mean angry, etc.). When the child understands this, have the child act out the postures. Play a game where the adult calls out different postures and the child needs to make a posture with an emotion. Once the child masters this stage, hold a book over your face and make various body postures and ask the child what the postures mean.
2. Cut the heads out of pictures expressing various body postures (such as pictures from magazines). Talk about what the postures mean, give one plausible reason a person could be feeling that emotion, then talk about what another person might say. For example, showing a picture of anger – person’s body is tense and fists are clenched – what does this mean? What can you do/say? Is this the time you should approach another person?
3. Take the game one step further. Now that the child recognizes various voices-emotions, talk about what could you say? 1st step is in a very broad way – if someone is sad, what could you say? 2nd step is to act out various situations and emotions such as playing with a toy and two people want the toy – they’re tugging at it. “What could you say?” (Too many people around and I feel frustrated, etc.)