

<b>Module 03: The Auditory</b>	<b>Description</b>	<b>Time of Activity</b>	<b>Time Elapsed</b>
Initial Activity	Watch Margaret Thatcher "Voice before/after video	10 minutes	00:10:00
Debrief	<p>(Entire Group) During the debriefing:</p> <ol style="list-style-type: none"> <li>1. Have them share their assumptions about the difference in how her voice sounded</li> <li>2. Facilitate discussion without interfering.</li> </ol> <p>Just note their responses without offering feedback. The point of this exercise is to reveal areas that require further understanding and orient the coaches to later activities.</p>	10 minutes	00:20:00
Review of Previous Modules		10 minutes	00:30:00
Objectives for the Module		2 minutes	00:32:00
Coaching Toolkit Review	(Entire group)Review the sections of the coaching kit that correspond to this module.	2 minutes	00:34:00
Content Delivery (Lecture with participation)	<p>Short Lecture:</p> <ol style="list-style-type: none"> <li>1. As human beings, voice a fundamental part of</li> </ol>	30 minutes	00:64:00

	<p>communication. Our bodies act as a biological instrument to share information.</p> <ol style="list-style-type: none"><li>2. Our body uses aid to vibrate along cords called we call vocal cords in our throat.</li><li>3. The relationship between our breath and our vocal cords in central to key factors in a presenter's ability to communicate to an audience effectively.</li><li>4. Breath; the speed and volume of a presenter's breath will determine the warmth, strength and color of a presenter's voice. Which ultimately determines how that presenter is perceived.</li><li>5. First, let's define warmth, strength and color when it comes to voice.</li><li>6. The warmth of a presenter's voice I'd characterized</li></ol>		
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by its lower sound pitches. With a richness to it and a caring.

a. Example  
: "Voice Acting Class: Warmth with Smiling" video

7. Back to breath -  
\*Show the "Anatomy of a Voice" Diagram

8. The human body, as stated before, is a biological instrument. Like a trumpet or a flute, you need to manipulate the flow of air through your instrument to cause the appropriate sounds necessary to accurately present your message.

9. With this being so, any tightening of muscles and the volume of air flow throughout the body will determine your vocal warmth, strength and color.

	<p>10. Studies show that speakers that speak from their diaphragm are trusted and heard better than mouth speakers (people who focus on their mouths when they speak), nasal speakers (people who focus on their noses when they speak).</p> <p>11. In order to do this, speakers must be relaxed and confident as not to place stress on their bodies and contract muscles unnecessarily - ex. Steve Urkel become Stefan Urquelle</p> <p>12. The higher and lighter voice is a colder, more bright and friendly characterization - ex. "Hilary Clinton's shifting tone of voice" video from 00:15 - 00:25</p> <p>13. The strength of a presenter's voice is characterized by the intensity</p>		
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	<p>in their voice and the extent to which they are breathing and thus speaking from their diaphragm.  - ex. "Margaret Thatcher' voice before/after" video</p> <p>14. The timbre or color of a voice is illustrated by the type of voice signature the speaker has depending on what they are doing. Ex. Morgan Freeman has a certain color to his voice that harmonizes with narration; Kevin Hart uses a voice the fits comedy.</p> <p>15. When evaluating presenters, it is extremely important to pay close attention to these areas and keep in mind the areas that come impact</p>		
Application	<p>Critique me on the appropriateness of warmth, timbre and strength - Roleplay</p> <p>In this roleplaying</p>	15 minutes	00:79:00

	<p>activity, three volunteers will act out excerpts of three famous speeches and their course mates will critique them on warmth, timbre and strength.</p> <p>Speech 1: I have a dream - with a bright (high) voice, softness, and up talk</p> <p>Speech 2: Obama Sustainability speech - with a strong Hitler like voice</p> <p>Speech 3: Nelson Mandela's speech after he was elected President of South Africa - with a soft, low, nervous voice</p>		
Takeaway	<p>Question: How did you critique the scenarios and why?</p> <p>Instructor: Give feedback on the accuracy of the critique</p>	10	00:89:00
Test	<p>One phrase, 4 ways</p> <p>The instructor will say 1 phrase, 4 different ways and the students will critique each for warmth, strength and timbre.</p> <p>Phrase: This is cutting edge research that will change the world.</p>	15 minutes	01:04:00

	<p>Ways:</p> <ol style="list-style-type: none"> <li>1. Upbeat, speak from diaphragm, lower tone, passion</li> <li>2. Slow pace, nasally, higher tone</li> <li>3. Upbeat. lower tone, nasally</li> <li>4. Slow paced, Speak from diaphragm, lower tone, passionate</li> </ol>		
Further Materials	Refer to the Coaches Toolkit		