

# KAC CURRICULUM

## Program Overview

**Teach4Speech is an interactive , game-based communication curriculum designed to improve speech fluency, eye contact, social reciprocity, and expressive language in neurodivergent children. Through structured play and positive reinforcement, the program integrates evidence-based speech interventions with engaging classroom activities that promote confidence and social connection.**

## Curriculum Goals

- **Strengthen verbal communication and reduce reliance on filler words**
- **Foster eye contact, body language awareness, and expressive gestures**
- **Build social cognitions and turn-taking skills through collaborative games**
- **Increase public speaking confidence and narrative fluency**
- **Encourage peer interaction, empathy, and self-advocacy**

## Instructional Approach

**Each session combines structured mini-lessons with interactive games such as Charades, Taboo, SPAR (Spontaneous Argumentation), Speech Circle, and Storytelling Activities. These promote naturalistic social learning while reinforcing targeted communication behaviors.**

## Program Design

- **Duration: 10 Sessions (5 Weeks)**
- **Format: Small-group, game-based instruction**
- **Target Population: Neurodivergent children (ages 8-14)**
- **Setting: Koegel Autism Center, UCSB**
- **Created by: Catrina Coe, Teach4Speech Program**

# WEEK 1 - SESSION 1

## Lesson Objectives

- Introduce students to each other and get them comfortable in the learning environment.
- Engage students with the charades and taboo to get them familiar with the type of activities they will be participating in.

## Content

### Teach4Speech Introductions (10 minutes):

- Instructors explain that kids will be playing a series of really fun games involving speaking to the class and debating with peers.
- **Be sure to frame the activities as games rather than lessons as this encourages participation and improves morale.**
- Student Introductions
- Instructors have students come up to the front of the class and introduce themselves.
- Write on the whiteboard: Name, age, grade, school, and favorite activity so that the students know what to talk about and don't get overwhelmed.

### Mini Session: Explaining Eye Contact (5 minutes):

- What is Eye Contact?
  - Eye contact is when you look into someone's eyes while they are talking or listening. It helps people feel like you are paying attention and that you care about what they are saying
- Why is Eye Contact Important?
  - It shows you are listening, it makes people feel respected and heard, and it helps us understand each other's feelings
- Present a scenario:
  - "For example, if Mia was to tell Jake that she got a new puppy and Jake was looking at his video game and not Mia, how do you think Mia would feel?" (Student responds)
  - Continue with "Yes! When Jake wasn't looking at Mia, she felt like he wasn't listening and less prone to respond. But if he made eye contact, she may have felt heard and happy to keep talking"

### Snack Break (10 minutes)

2. Caviness, Hannah J. "Inclusivity in Action: Proposals for Shifting Views on Neurodiversities in Schools for Better Outcomes in Elementary Education and Beyond."

4. Shevidi, Shayda. "Embracing Neurodiversity: Exploring Inclusive Education Practices in Neurodiverse-Focused Schools."

**Charades (10 min)**

- Charades is used as a nice introductory activity before Taboo. Most students will know how to play this game.
- Whisper the name of a topic to a child (i.e. surfing). They must act out the topic for their peers to guess.
- After a few rounds of this, transition to Taboo (similar concept, except now they must give a speech without explicitly saying the word)

**Taboo (15 min)**

- The objective of this game is to inspire creativity in the students by making them come up with new ways to talk about their topic
- The words for this session are:
- Winter, Bike, Angry, Halloween, Mountain, Spider, Superman, Strawberry, Castle, Cheeseburger, Whale, Money, Ice cream
- Students may choose their own words as well!! (As long as they are approved by you)

**Discussion (5 minutes):**

- After Charades and Taboo:
- Ask “How did you figure out what your friends were acting out without any words?”
- Explain: “In Charades, we rely on body language to communicate. This shows that even without words, we can understand each other by paying attention to movements, expressions, and actions. Eye contact, hand gestures, and posture all help send a message - just like in real life when someone is happy, nervous, or excited.”
- Ask: “Was it hard to explain a word without using certain keywords?”
- Explain: In Taboo, you had to find creative ways to describe something. This shows that words matter- we can say things in different ways to help people understand better. Choosing the right words when we talk to others, whether we’re giving instructions, telling a story, or sharing our feelings.”
- Encourage students to try out these strategies next time they play the game.

**Checkout (15 minutes):**

- Take students aside individually to video record 2 speeches of 1 minute length each:
  - Speech 1- student should pick a topic of their choice and speak for a minute on it.
- Once speeches are recorded, children are dismissed.
- Mark Fidelity checklist to ensure all tasks were completed, noting any that were not or that had complications.



# WEEK 1 - SESSION 2

## Lesson Objectives

- Help students get to know each other and converse further.
- Introduce argumentative speeches to the students.
- Expand on individual student speaking skills in the filler word game.

## Content

### Ice Breaker (10 min)

- Speed Questions, objective of this game is to allow students to get comfortable speaking with each other.
- See detailed instructions in appendix, use the second question bank.

### Filler Word Game (20 min):

- The objective of this game is to see how long the speaker can talk about a given topic without pausing or saying filler words such as “uhhhh” or “likeeee”
- Since this is the first time playing, record all student’s initial runtimes using a stopwatch.
  - “I’m going to time each of you as you talk about a topic from our list. You can’t pause or say any filler words like ‘uhhh’ or ‘likeeee’. If you do, I’ll stop the clock, and we’ll see how long you could go!
  - Use a stopwatch to time each student. Encourage them and provide gentle reminders if they use filler words
- Frame this as a game/competition, creating a scoreboard on the whiteboard and announcing the highest speaker as the “winner.”
- After each demonstration, remind the students that filler words are common when we get nervous or unsure of what to say. The goal is to practice and improve, so they feel more confident speaking smoothly and without hesitation.
- See detailed instructions and word bank in appendix.

### Role Play Demonstration for Filler Word Game by RAs:

- RA 1: “I’m going to talk about my favorite animal, the panda, and I’m going to try not to say filler words as I speak. (RA2 time this) Pandas are, uh, really cool animals, like, they eat bamboo a lot, uh, and they, like, sleep a lot too. They’re, like, really shy.”
- RA 1 gets interrupted by the timer and stops speaking
- RA 2: “See, when RA1 said ‘uhh’ and ‘likeeee,’ the clock had to stop. We want to see if we can talk without those filler words!”
- RA 1: “Let me try again. Pandas are fascinating creatures. They live in bamboo forests in China, where they spend most of their time eating bamboo. In fact, pandas can eat up to 40 pounds of bamboo every day! They have a slow metabolism, which is why they need to eat so much to get enough energy. They are also very shy animals, which is one of the reasons why they are so hard to spot in the wild.”

### Snack Break (10 min)

### SPAR (Spontaneous Argumentation) (10 min)

- The objective of this activity is for each student to develop specific ideas about a topic and then to present their ideas to the class in a short speech.
- See detailed instructions and topic bank in appendix.

**Discussion (5 min)**

- After the Filler Word Game, discuss the strategies students used to get a longer time speaking including things like:
- Talking slowly
- Picking topics that genuinely interest the speaker
- Brainstorming/preparing what to say before speaking
- Encourage students to try out these strategies next time they play the game.

**Checkout (15 min)**

- Take students aside individually to record 2 speeches of 1 minute length each:
- Speech 1- student should pick a topic of their choice and speak for a minute on it.
- Once speeches are recorded, children are dismissed.
- Mark Fidelity checklist to ensure all tasks were completed, noting any that were not or that had complications.

# HOW TO PLAY: ICE-BREAKER GAME

## Instructions:

- Split the class up into pairs, arranging them in a row if possible.
- Give each student a set of questions from the banks below (either print questions or write on white board.)
- Start the round by saying “Go!” and have the pairs talk with each other using the questions for two minutes.
- End round with “Rotate!” swapping partners and beginning the next round.

## Question Bank 1:

- If you could only eat one food for the rest of your life, what would it be?
- What is your favorite fun fact?
- What do you like to do in your free time?
- If you could have ANY animal as a pet, what would you choose?
- If you could switch lives with a cartoon character, who would you choose?
- If you were invisible for a day, what would you do?
- If you won the lottery, what would you buy?

## Question Bank 2:

- If you could only eat one food for the rest of your life, what would it be?
- What is your favorite fun fact?
- What do you like to do in your free time?
- If you could have ANY animal as a pet, what would you choose?
- If you could switch lives with a cartoon character, who would you choose?
- If you were invisible for a day, what would you do?
- If you won the lottery, what would you buy?

# HOW TO PLAY: FILLER WORD GAME

## Instructions:

- Explain the game rules to the students:
- They must speak as long as possible on a given topic without using filler words or pausing.
- Audience must listen for the filler words and raise their hand if they hear one.
- With students sitting at their desks, pick one student to come to the front of the class and be the speaker.
- Have the other students shout out ideas for different topics (e.g. “cats”, “video games”, “pizza”) and let the speaker pick which one to talk about.
- If students are having trouble coming up with topics, you can inspire them by using topics from the bank below.
- Ask the speaker to try to talk for as long as they can about their subject without using a filler word or pausing for a long time. Some examples of filler words would be “uhhh”, “like”, “sooo”, “ummm”, or any word that allows them to continue talking but doesn’t add meaning.
- Write these examples on the whiteboard so the audience knows what to listen for.
- Start the timer when they begin speaking and stop it when they pause or use a filler word.
- Record their time on the board and then pick a new speaker.

## Suggestions:

- It may be helpful for the teacher to be the first speaker to demonstrate the game to students. Ask students to stop you from speaking (by yelling out stop) when they hear you use a filler word. Talk for ~10 seconds about the topic and then stop to say “umm” and let students point out the filler word.
- Framing the game as a competition, i.e., “who can get the longest speaking time”, will engage the class more.
- Students can discuss anything related to the topic (e.g. why they like/dislike it, how it connects to their life, what they know about it), as long as they are speaking continuously.

## Topic Bank:

### Sports & Games:

Soccer, football, basketball, baseball, volleyball, tennis, swimming, gymnastics, skateboarding, hockey, tag, hide-and-seek, board games, video games, Minecraft, Roblox, Mario, Pokémon, Legos, puzzles, jump rope, hopscotch.

Entertainment & Pop Culture:

Superheroes, Disney movies, Pixar movies, Marvel, DC, Star Wars, Harry Potter, Taylor Swift, Beyoncé, BTS, music, singing, dancing, cartoons, anime, TV shows, movies, comic books, fairy tales, YouTube, video game streamers.

Holidays & Celebrations:

Christmas, Halloween, Thanksgiving, Easter, Hanukkah, Diwali, Lunar New Year, New Year's Eve, Birthdays, Valentine's Day, Fourth of July, St. Patrick's Day, April Fool's Day.

Animals & Nature:

Dogs, cats, birds, turtles, fish, sharks, dolphins, horses, bunnies, foxes, tigers, lions, bears, elephants, penguins, snakes, frogs, insects, dinosaurs, zoo, jungle, forest, ocean, rivers, mountains, flowers, trees, weather, rainbows, tornadoes, volcanoes, earthquakes, the sun, the moon, stars, planets, outer space.

Food & Drinks:

Pancakes, ice cream, sushi, pizza, burgers, tacos, spaghetti, french fries, popcorn, cupcakes, chocolate, cookies, fruit, vegetables, candy, milkshakes, smoothies, lemonade, hot chocolate, tea, coffee.

School & Learning:

Math, science, reading, writing, spelling, history, geography, social studies, art, music, P.E., recess, homework, school, teachers, classmates, tests, library, experiments, field trips, school bus.

Fun & Random Topics:

Magic, superpowers, clowns, circuses, balloons, umbrellas, hats, sunglasses, roller coasters, amusement parks, water parks, treasure hunts, pirates, castles, dragons, knights, princesses, mermaids, astronauts, time travel, robots, computers, emojis, fashion, cooking, camping, sleepovers, jokes, dreams, wishes.

Family & Friends:

Siblings, parents, grandparents, cousins, aunts, uncles, best friends, pets, neighbors, family traditions, sleepovers, playing outside, making new friends, sharing, teamwork.

# HOW TO PLAY: SPAR

## Instructions:

- Explain the game rules to students and introduce what topic the class will be “debating” (e.g., dogs vs. cats).
- Split the class into two even groups and assign each group a topic to argue for. For example, half of the class will be team dogs and the other half will be team cats.
- Have each group gather on different sides of the room. Give them several minutes to discuss together and prepare 3 arguments for why their topic is good, and 3 arguments for why the other team’s topic is bad.
- Have each group elect two spokespeople - one will present the first 3 arguments to the class and the other will present the second 3 arguments.
- Once the groups are finished preparing (around 5 minutes), ask the spokespeople from each group to come up to the front of the room and present their arguments.
- After both groups have presented, allow the groups to get back together and come up with 2-3 rebuttals to the other team’s points.
- Each group should choose a new spokesperson to present these rebuttals to the class.
- After this, the debate is over and you can choose a “winner” and discuss what the team did well.

## Suggestions:

- Help the students along if they need it by giving examples of good arguments.
- Make note as the students present of what they did well and what could be improved so that you can give them feedback after the debate.
- Emphasize that in order to win the debate, students must convince you that their topic is better - this prompts them to come up with solid arguments.

## Topic Bank:

### Technology & Entertainment:

- Computers vs. Phones
- Tablets vs. Laptops
- Video Games vs. Board Games
- Console Gaming vs. PC Gaming
- Watching TV vs. Watching YouTube
- Streaming Movies vs. Going to the Theater
- Cartoon vs. Live Action
- Aliens vs Robots

- Superheroes vs. Villains
- Harry Potter vs. Star Wars
- Marvel vs. DC
- Pokémon vs. Digimon
- Disney vs. Pixar
- Legos vs. Puzzles
- Virtual Reality vs. Augmented Reality

#### Food & Drinks:

- Sweet vs. Spicy
- Pie vs. Pizza
- Pancakes vs. Waffles
- Burgers vs. Hot Dogs
- French Fries vs. Onion Rings
- Chocolate vs. Vanilla
- Ice Cream vs. Cake
- Soda vs. Juice
- Coffee vs. Tea
- Sushi vs. Tacos
- Apples vs. Oranges
- Milkshakes vs. Smoothies

#### Sports and Activities:

- Snowboarding vs. Skiing
- Running vs. Biking
- Basketball vs. Soccer
- Swimming vs. Surfing
- Jump Rope vs. Hula Hoop
- Dodgeball vs. Tag
- Bowling vs. Mini Golf
- Skateboarding vs. Rollerblading
- Hiking vs. Camping
- Dance vs. Gymnastics

#### Seasons and Travel:

- Beach vs. Mountains
- Cities vs. Countryside
- Ocean vs. Land
- Planes vs. Trains
- Theme Park vs. Water Park
- Road Trip vs. Airplane Trip
- Jungle vs. Desert
- Snow Day vs. Rainy Day

## Instructions

- ## Session 2 Items:

- ## Notes

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# WEEK 2 - SESSION 3

## Lesson Objectives

- Teach students the importance of directed gaze in speeches
- Expand on student's argumentation and rebuttal skills
- Continue to engage students with the filler word game

## Content

### Mini Role Play Demonstration:

- Two research assistants (RAs) will demonstrate appropriate and inappropriate uses of eye contact through these activities. This demonstration should be used to show how students can engage in these games while practicing directed gaze.
- RA 1: "I'm going to show you how the Look Up, Look Down game works. When the leader says 'Look up,' you should look up and make eye contact with someone else. If you make eye contact, you both step out of the circle."
- (RAs demonstrate)
- RA1 (appropriate example): "Look up!"
- (RA1 looks around, makes eye contact with another RA, and both step out of the circle.) "We're stepping out because we made eye contact."
- RA2: "I will try to keep my eyes moving but not make eye contact with anyone yet. I'm trying not to be obvious and avoid looking directly at others."
- RA1 (inappropriate example): "Look up! (RA1 stares at the floor or looks around without engaging anyone.) "If I don't try to make eye contact with anyone, I'll just stay in the game, but that's not really engaging. Eye contact is important when we speak or play, so we need to try to look at others, not just avoid them."

### Warm-Up: Eye Contact Games (20 min)-

#### Look Up, Look Down:

- Students sit in a circle and everyone looks down. When the leader says "Look up" everyone must look up and immediately look at someone else in the circle. If two people are looking at each other, they must both step out of the circle. Those that did not make eye contact with anyone continue to stare until the leader says "Look down". The game continues until there is only 1 or 2 people left in the circle.

#### Poison Dart Frog:

- All sit in circle and choose one person to sit in the middle whose goal is to "catch" the dart frog. Everyone closes eyes and leader picks one dart frog. Everyone opens eyes and looks around making eye contact with each other. When the dart frog makes eye contact with someone, they can stick out their tongue and that person is poisoned (pretend to fall dead). The person in the middle must try to catch the dart frog, but they only have one guess, and if they guess wrong, the dart frog wins. The dart frog also wins if they poison everyone in the circle.

**SPAR (Spontaneous Argumentation) (15 min)**

- The objective of this activity is for each student to develop specific ideas about a topic and then to present their ideas to the class in a short speech.
- See detailed instructions and topic bank in appendix.
- Encourage students to use what they've learned about eye contact during their speech

**Snack Break (10 min)****Filler Word Game (10 min)**

- It is not necessary to note the student's times, however do keep track of the class's top scores as it keeps students engaged.

**Checkout (15 min)**

- Take students aside individually to record 2 speeches of 1 minute length each:
- Speech 1- student should pick a topic of their choice and speak for a minute on it.
- Once speeches are recorded, children are dismissed.
- Mark Fidelity checklist to ensure all tasks were completed, noting any that were not or that had complications.

# HOW TO PLAY: SPAR

## Instructions:

- Explain the game rules to students and introduce what topic the class will be “debating” (e.g., dogs vs. cats).
- Split the class into two even groups and assign each group a topic to argue for. For example, half of the class will be team dogs and the other half will be team cats.
- Have each group gather on different sides of the room. Give them several minutes to discuss together and prepare 3 arguments for why their topic is good, and 3 arguments for why the other team’s topic is bad.
- Have each group elect two spokespeople - one will present the first 3 arguments to the class and the other will present the second 3 arguments.
- Once the groups are finished preparing (around 5 minutes), ask the spokespeople from each group to come up to the front of the room and present their arguments.
- After both groups have presented, allow the groups to get back together and come up with 2-3 rebuttals to the other team’s points.
- Each group should choose a new spokesperson to present these rebuttals to the class.
- After this, the debate is over and you can choose a “winner” and discuss what the team did well.

## Suggestions:

- Help the students along if they need it by giving examples of good arguments.
- Make note as the students present of what they did well and what could be improved so that you can give them feedback after the debate.
- Emphasize that in order to win the debate, students must convince you that their topic is better - this prompts them to come up with solid arguments.

## Topic Bank:

### Technology & Entertainment:

- Computers vs. Phones
- Tablets vs. Laptops
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- Legos vs. Puzzles
- Virtual Reality vs. Augmented Reality

#### Food & Drinks:

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- Pie vs. Pizza
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- Ice Cream vs. Cake
- Soda vs. Juice
- Coffee vs. Tea
- Sushi vs. Tacos
- Apples vs. Oranges
- Milkshakes vs. Smoothies

#### Sports and Activities:

- Snowboarding vs. Skiing
- Running vs. Biking
- Basketball vs. Soccer
- Swimming vs. Surfing
- Jump Rope vs. Hula Hoop
- Dodgeball vs. Tag
- Bowling vs. Mini Golf
- Skateboarding vs. Rollerblading
- Hiking vs. Camping
- Dance vs. Gymnastics

#### Seasons and Travel:

- Beach vs. Mountains
- Cities vs. Countryside
- Ocean vs. Land
- Planes vs. Trains
- Theme Park vs. Water Park
- Road Trip vs. Airplane Trip
- Jungle vs. Desert
- Snow Day vs. Rainy Day

# HOW TO PLAY: FILLER WORD GAME

## Instructions:

- Explain the game rules to the students:
- They must speak as long as possible on a given topic without using filler words or pausing.
- Audience must listen for the filler words and raise their hand if they hear one.
- With students sitting at their desks, pick one student to come to the front of the class and be the speaker.
- Have the other students shout out ideas for different topics (e.g. “cats”, “video games”, “pizza”) and let the speaker pick which one to talk about.
- If students are having trouble coming up with topics, you can inspire them by using topics from the bank below.
- Ask the speaker to try to talk for as long as they can about their subject without using a filler word or pausing for a long time. Some examples of filler words would be “uhhh”, “like”, “sooo”, “ummm”, or any word that allows them to continue talking but doesn’t add meaning.
- Write these examples on the whiteboard so the audience knows what to listen for.
- Start the timer when they begin speaking and stop it when they pause or use a filler word.
- Record their time on the board and then pick a new speaker.

## Suggestions:

- It may be helpful for the teacher to be the first speaker to demonstrate the game to students. Ask students to stop you from speaking (by yelling out stop) when they hear you use a filler word. Talk for ~10 seconds about the topic and then stop to say “umm” and let students point out the filler word.
- Framing the game as a competition, i.e., “who can get the longest speaking time”, will engage the class more.
- Students can discuss anything related to the topic (e.g. why they like/dislike it, how it connects to their life, what they know about it), as long as they are speaking continuously.

## Topic Bank:

### Sports & Games:

Soccer, football, basketball, baseball, volleyball, tennis, swimming, gymnastics, skateboarding, hockey, tag, hide-and-seek, board games, video games, Minecraft, Roblox, Mario, Pokémon, Legos, puzzles, jump rope, hopscotch.

Entertainment & Pop Culture:

Superheroes, Disney movies, Pixar movies, Marvel, DC, Star Wars, Harry Potter, Taylor Swift, Beyoncé, BTS, music, singing, dancing, cartoons, anime, TV shows, movies, comic books, fairy tales, YouTube, video game streamers.

Holidays & Celebrations:

Christmas, Halloween, Thanksgiving, Easter, Hanukkah, Diwali, Lunar New Year, New Year's Eve, Birthdays, Valentine's Day, Fourth of July, St. Patrick's Day, April Fool's Day.

Animals & Nature:

Dogs, cats, birds, turtles, fish, sharks, dolphins, horses, bunnies, foxes, tigers, lions, bears, elephants, penguins, snakes, frogs, insects, dinosaurs, zoo, jungle, forest, ocean, rivers, mountains, flowers, trees, weather, rainbows, tornadoes, volcanoes, earthquakes, the sun, the moon, stars, planets, outer space.

Food & Drinks:

Pancakes, ice cream, sushi, pizza, burgers, tacos, spaghetti, french fries, popcorn, cupcakes, chocolate, cookies, fruit, vegetables, candy, milkshakes, smoothies, lemonade, hot chocolate, tea, coffee.

School & Learning:

Math, science, reading, writing, spelling, history, geography, social studies, art, music, P.E., recess, homework, school, teachers, classmates, tests, library, experiments, field trips, school bus.

Fun & Random Topics:

Magic, superpowers, clowns, circuses, balloons, umbrellas, hats, sunglasses, roller coasters, amusement parks, water parks, treasure hunts, pirates, castles, dragons, knights, princesses, mermaids, astronauts, time travel, robots, computers, emojis, fashion, cooking, camping, sleepovers, jokes, dreams, wishes.

Family & Friends:

Siblings, parents, grandparents, cousins, aunts, uncles, best friends, pets, neighbors, family traditions, sleepovers, playing outside, making new friends, sharing, teamwork.

## Instructions

- ## Session 2 Items:

- ## Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is a margin at the top, followed by several lines of writing space. The bottom of the page has a few more lines before ending. The paper appears to be from a notebook or a standard sheet of stationery.

# WEEK 2 - SESSION 4

## Lesson Objectives

- Teach the importance of body language/expression in speeches
- Support students in practicing their delivery skills in Speech Circle
- Allow students to further practice their delivery and argumentation

## Content

### Warm-Up: Emotion Charades (10 min)

- Split class into two groups. One person from each group comes to the front each round and the instructor gives them an emotion. They then must act out this emotion so their group can guess. Goal is to get your group to guess as many emotions as possible in 30 seconds. Group with the most points at the end wins.
- Emotion list: Happy, excited, loved, proud, brave, joyful, hopeful, thankful, calm, silly, curious, surprised, confused, worried, thoughtful, sad, mad, frustrated, lonely, scared, nervous, shy, sorry, disappointed, tired, left out, jealous, embarrassed, bored, unsure.

### Mini Role Play Demonstration:

- RA1: "Now we are going to practice a Silent Line-Up. I will demonstrate with RA2 how to line up according to a given trait, without speaking or touching."
- (RAs demonstrate.)
- RA1 (appropriate example): (RA1 and RA2 line up according to height. RA1 uses gestures like pointing at their height, then pointing to RA2, and then makes a 'thumbs up' gesture to show confirmation.) "I am using body language to indicate our height and help us get in the right order. Notice how my gestures are clear and easy to understand. I am also showing awareness of the other person's position."
- RA1 (inappropriate example): (RA1 and RA2 try to line up but RA1 doesn't use any hand gestures or body movements to help communicate and just stands still.) "If I don't use body language, it's unclear how I want to line up or how I want to help RA2. This doesn't communicate what I'm trying to express."

### Game: Silent Line-Up (10 min)

- Students must line up according to a trait given by the instructor (age, height, etc.) without speaking or touching - only using body language/hands to communicate

### Speech Circle (15 min)

- The goal of this game is to have students practice coming up with things to say about a given topic on the spot
- See detailed instructions and story-starters in the appendix

**Snack Break (10 min)****SPAR (Spontaneous Argumentation) (15 min)**

- Use the same groups that were being used for the previous activity
- The objective of this activity is for each student to develop specific ideas about a topic and then to present their ideas to the class in a short speech.
- See detailed instructions and topic bank in appendix.

**Checkout (15 min)**

- Take students aside individually to record 2 speeches of 1 minute length each:
  - Speech 1- student should pick a topic of their choice and speak for a minute on it.
- Once speeches are recorded, children are dismissed.
- Mark Fidelity checklist to ensure all tasks were completed, noting any that were not or that had complications.

# HOW TO PLAY: SPAR

## Instructions:

- Explain the game rules to students and introduce what topic the class will be “debating” (e.g., dogs vs. cats).
- Split the class into two even groups and assign each group a topic to argue for. For example, half of the class will be team dogs and the other half will be team cats.
- Have each group gather on different sides of the room. Give them several minutes to discuss together and prepare 3 arguments for why their topic is good, and 3 arguments for why the other team’s topic is bad.
- Have each group elect two spokespeople - one will present the first 3 arguments to the class and the other will present the second 3 arguments.
- Once the groups are finished preparing (around 5 minutes), ask the spokespeople from each group to come up to the front of the room and present their arguments.
- After both groups have presented, allow the groups to get back together and come up with 2-3 rebuttals to the other team’s points.
- Each group should choose a new spokesperson to present these rebuttals to the class.
- After this, the debate is over and you can choose a “winner” and discuss what the team did well.

## Suggestions:

- Help the students along if they need it by giving examples of good arguments.
- Make note as the students present of what they did well and what could be improved so that you can give them feedback after the debate.
- Emphasize that in order to win the debate, students must convince you that their topic is better - this prompts them to come up with solid arguments.

## Topic Bank:

### Technology & Entertainment:

- Computers vs. Phones
- Tablets vs. Laptops
- Video Games vs. Board Games
- Console Gaming vs. PC Gaming
- Watching TV vs. Watching YouTube
- Streaming Movies vs. Going to the Theater
- Cartoon vs. Live Action
- Aliens vs Robots

- Superheroes vs. Villains
- Harry Potter vs. Star Wars
- Marvel vs. DC
- Pokémon vs. Digimon
- Disney vs. Pixar
- Legos vs. Puzzles
- Virtual Reality vs. Augmented Reality

#### Food & Drinks:

- Sweet vs. Spicy
- Pie vs. Pizza
- Pancakes vs. Waffles
- Burgers vs. Hot Dogs
- French Fries vs. Onion Rings
- Chocolate vs. Vanilla
- Ice Cream vs. Cake
- Soda vs. Juice
- Coffee vs. Tea
- Sushi vs. Tacos
- Apples vs. Oranges
- Milkshakes vs. Smoothies

#### Sports and Activities:

- Snowboarding vs. Skiing
- Running vs. Biking
- Basketball vs. Soccer
- Swimming vs. Surfing
- Jump Rope vs. Hula Hoop
- Dodgeball vs. Tag
- Bowling vs. Mini Golf
- Skateboarding vs. Rollerblading
- Hiking vs. Camping
- Dance vs. Gymnastics

#### Seasons and Travel:

- Beach vs. Mountains
- Cities vs. Countryside
- Ocean vs. Land
- Planes vs. Trains
- Theme Park vs. Water Park
- Road Trip vs. Airplane Trip
- Jungle vs. Desert
- Snow Day vs. Rainy Day

## Instructions

- ## Session 2 Items:

- ## Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. A solid red vertical line runs down the right side of the page, creating a margin. The paper is otherwise blank, with no handwriting or other markings.

# WEEK 3 - SESSION 5

## Lesson Objectives

- Get students engaged with movement-based warm-up
- Expand on student delivery skills in Speech Circle
- Allow Students to improve their speaking skills with Double Trouble

## Content

### Mini Role Play Demonstration:

- two research assistants (RAs) will demonstrate how to say a word and then act it out effectively.
- RA1 (explaining): "In this relay, one of us will say a word, and the other will act it out. After that, we'll switch. We'll show you how it's done."
- (RAs begin demonstrating.)
- RA1 (saying the word 'jump'): (RA1 says "jump" and then demonstrates by jumping up and down energetically, showing a lot of enthusiasm.) "When I say 'jump,' notice how my body moves to show that I'm excited. I'm using my full body to demonstrate the action."
- RA2 (acting it out): (RA2 says "run" and quickly runs across the room.) "Now I'm going to act out 'run.' Look at how my body is moving fast and how I'm using my arms and legs to show the speed of running."
- RA1 (inappropriate example): (RA1 says "jump" but stands still and doesn't use their body.) "If I just say the word without showing any movement or energy, it's harder for someone to understand the action."

### Warm-Up: Say & Act Relay (10 min)

- Divide the class into 2 groups.
- Each group stands in a line. The first student in the line says a word from the list below (e.g., "jump"). The next student in line acts out the word. Continue down the line, with each student saying a new word and the next student acting it out. First group to get to the end of their line wins.
- Rotate the roles so that every student gets a chance to say a word and act one out.
  - Jump, run, hop, clap, spin, dance, swim, fly, crawl, wave, laugh, cry, yawn, stretch, shake hands, stomp, point, sneak, sleep, shake, hug yourself, march, push, pull, write, paint, throw, catch, blow a kiss, roar

### Speech Circle (10 min)

- The goal of this game is to have students practice coming up with things to say about a given topic on the spot

**Snack Break (10 min)****Double Trouble Filler Word Game (20 min)**

- Play with a new rule: players must incorporate TWO topics provide by the class rather than just one (i.e. give a speech incorporating the topics “turtle” and “cupcake.”)
- Discuss how having two topics to talk about leads to longer speech times and how this relates to speech giving.

**Checkout (15 min)**

- Take students aside individually to record 2 speeches of 1 minute length each:
  - Speech 1- student should pick a topic of their choice and speak for a minute on it.
- Once speeches are recorded, children are dismissed.
- Mark Fidelity checklist to ensure all tasks were completed, noting any that were not or that had complications

## Instructions

- ## Session 2 Items:

- ## Notes

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# WEEK 3 - SESSION 6

## Lesson Objectives

- Revisit old games to reinforce previous lessons
- Improve their improvisation speaking skills

## Content

### SPAR (Spontaneous Argumentation) (20 min)

- The objective of this activity is for each student to develop specific ideas about a topic and then to present their ideas to the class in a short speech.
- See detailed instructions and topic bank in appendix.

### Mini Role Play Demonstration (for SPAR):

- two research assistants (RAs) will demonstrate how to approach a spontaneous argumentation speech. One will model how to deliver a strong argument with good eye contact, body language, and flow.
- RA1 (explaining): “For SPAR, you’ll each be given a topic, and you need to present your ideas on the spot. I’m going to show you how to do it confidently, using all the skills we’ve learned so far.”
- (RA1 picks the topic: “Should animals be kept in zoos?”)
- RA1 (delivering the speech): “I believe animals should not be kept in zoos. Zoos take animals out of their natural habitats, which can make them stressed and unhappy. For example, wild animals like elephants or tigers roam hundreds of miles in the wild, but in a zoo, they’re confined to a small space.”
- (RA1 makes eye contact with the audience and uses hand gestures to emphasize points.) “Not only do animals miss out on living in their natural environment, but visitors to the zoo are also learning from them in a way that’s unnatural. There are better ways to learn about animals, such as through wildlife documentaries or wildlife reserves.”
- (RA1 finishes confidently.)
- RA2 (inappropriate example): (RA2 starts speaking hesitantly, with no eye contact or movement.) “I don’t think animals should be kept in zoos. It’s... bad... they’re in cages. And they can’t... like, move around. Yeah.”
- “Notice how my speech is less convincing without strong points, eye contact, and body language. This is how the same topic can be delivered poorly.”

### Filler Word Game (15 min)

- It is not necessary to note the student’s times, however do keep track of the class’s top scores as it keeps students engaged.

**Snack Break (10 min)****Charades or Taboo (20 min)**

- Ask students if they would rather play charades or taboo
- If they would like to play both, play 10 mins of charades then 10 mins of taboo
- Reinforce the lessons learned from Session 1
  - Explain: “In Charades, we rely on body language to communicate. This shows that even without words, we can understand each other by paying attention to movements, expressions, and actions. Eye contact, hand gestures, and posture all help send a message - just like in real life when someone is happy, nervous, or excited.”
  - Explain: In Taboo, you had to find creative ways to describe something. This shows that words matter- we can say things in different ways to help people understand better. Choosing the right words when we talk to others, whether we’re giving instructions, telling a story, or sharing our feelings.”
- Encourage students to try out these strategies next time they play the game.

**Checkout (15 min)**

- Take students aside individually to record 2 speeches of 1 minute length each:
  - Speech 1- student should pick a topic of their choice and speak for a minute on it.
- Once speeches are recorded, children are dismissed.
- Mark Fidelity checklist to ensure all tasks were completed, noting any that were not or that had complications.

# HOW TO PLAY: FILLER WORD GAME

## Instructions:

- Explain the game rules to the students:
- They must speak as long as possible on a given topic without using filler words or pausing.
- Audience must listen for the filler words and raise their hand if they hear one.
- With students sitting at their desks, pick one student to come to the front of the class and be the speaker.
- Have the other students shout out ideas for different topics (e.g. “cats”, “video games”, “pizza”) and let the speaker pick which one to talk about.
- If students are having trouble coming up with topics, you can inspire them by using topics from the bank below.
- Ask the speaker to try to talk for as long as they can about their subject without using a filler word or pausing for a long time. Some examples of filler words would be “uhhh”, “like”, “sooo”, “ummm”, or any word that allows them to continue talking but doesn’t add meaning.
- Write these examples on the whiteboard so the audience knows what to listen for.
- Start the timer when they begin speaking and stop it when they pause or use a filler word.
- Record their time on the board and then pick a new speaker.

## Suggestions:

- It may be helpful for the teacher to be the first speaker to demonstrate the game to students. Ask students to stop you from speaking (by yelling out stop) when they hear you use a filler word. Talk for ~10 seconds about the topic and then stop to say “umm” and let students point out the filler word.
- Framing the game as a competition, i.e., “who can get the longest speaking time”, will engage the class more.
- Students can discuss anything related to the topic (e.g. why they like/dislike it, how it connects to their life, what they know about it), as long as they are speaking continuously.

## Topic Bank:

### Sports & Games:

Soccer, football, basketball, baseball, volleyball, tennis, swimming, gymnastics, skateboarding, hockey, tag, hide-and-seek, board games, video games, Minecraft, Roblox, Mario, Pokémon, Legos, puzzles, jump rope, hopscotch.

Entertainment & Pop Culture:

Superheroes, Disney movies, Pixar movies, Marvel, DC, Star Wars, Harry Potter, Taylor Swift, Beyoncé, BTS, music, singing, dancing, cartoons, anime, TV shows, movies, comic books, fairy tales, YouTube, video game streamers.

Holidays & Celebrations:

Christmas, Halloween, Thanksgiving, Easter, Hanukkah, Diwali, Lunar New Year, New Year's Eve, Birthdays, Valentine's Day, Fourth of July, St. Patrick's Day, April Fool's Day.

Animals & Nature:

Dogs, cats, birds, turtles, fish, sharks, dolphins, horses, bunnies, foxes, tigers, lions, bears, elephants, penguins, snakes, frogs, insects, dinosaurs, zoo, jungle, forest, ocean, rivers, mountains, flowers, trees, weather, rainbows, tornadoes, volcanoes, earthquakes, the sun, the moon, stars, planets, outer space.

Food & Drinks:

Pancakes, ice cream, sushi, pizza, burgers, tacos, spaghetti, french fries, popcorn, cupcakes, chocolate, cookies, fruit, vegetables, candy, milkshakes, smoothies, lemonade, hot chocolate, tea, coffee.

School & Learning:

Math, science, reading, writing, spelling, history, geography, social studies, art, music, P.E., recess, homework, school, teachers, classmates, tests, library, experiments, field trips, school bus.

Fun & Random Topics:

Magic, superpowers, clowns, circuses, balloons, umbrellas, hats, sunglasses, roller coasters, amusement parks, water parks, treasure hunts, pirates, castles, dragons, knights, princesses, mermaids, astronauts, time travel, robots, computers, emojis, fashion, cooking, camping, sleepovers, jokes, dreams, wishes.

Family & Friends:

Siblings, parents, grandparents, cousins, aunts, uncles, best friends, pets, neighbors, family traditions, sleepovers, playing outside, making new friends, sharing, teamwork.

# HOW TO PLAY: SPAR

## Instructions:

- Explain the game rules to students and introduce what topic the class will be “debating” (e.g., dogs vs. cats).
- Split the class into two even groups and assign each group a topic to argue for. For example, half of the class will be team dogs and the other half will be team cats.
- Have each group gather on different sides of the room. Give them several minutes to discuss together and prepare 3 arguments for why their topic is good, and 3 arguments for why the other team’s topic is bad.
- Have each group elect two spokespeople - one will present the first 3 arguments to the class and the other will present the second 3 arguments.
- Once the groups are finished preparing (around 5 minutes), ask the spokespeople from each group to come up to the front of the room and present their arguments.
- After both groups have presented, allow the groups to get back together and come up with 2-3 rebuttals to the other team’s points.
- Each group should choose a new spokesperson to present these rebuttals to the class.
- After this, the debate is over and you can choose a “winner” and discuss what the team did well.

## Suggestions:

- Help the students along if they need it by giving examples of good arguments.
- Make note as the students present of what they did well and what could be improved so that you can give them feedback after the debate.
- Emphasize that in order to win the debate, students must convince you that their topic is better - this prompts them to come up with solid arguments.

## Topic Bank:

### Technology & Entertainment:

- Computers vs. Phones
- Tablets vs. Laptops
- Video Games vs. Board Games
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## Instructions

- ## Session 2 Items:

- ## Notes

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# WEEK 4 - SESSION 7

## Lesson Objectives

- Support students in practicing their delivery skills through introducing something they love such as a pet, toy, or object.
- Allow students to further develop their descriptive and conversational skills

## Content

### Warm-Up: Pet Introduction Circle (15 min)

- The goal of this activity is to have students practice introducing and describing a pet/toy/object they have or a pet/toy/object they would like to
- Each student takes turns sharing:
  - The pet/toy/object's name (or what they would name it)
  - What kind of animal/toy/object it is.
  - One fun fact about the pet/toy/object (e.g. favorite food, funny habit, or a unique feature)
- Use visual aids such as printed pet pictures, stuffed animals, or drawings for students who might benefit from additional support
- Encourage active listening by having students ask each other simple follow-up questions (e.g. "What does your pet like to eat?" or "What games do you play with your pet?")

### Snack Break (10 min)

#### Mini Role Play Demonstration:

- RA1 (explaining): "Now we're going to take the next step. Each of you will share a story about your pet or toy. I'm going to show you how to do it with my pet, Flopsy. I'll use all the questions you'll be answering."
- RA1 (brainstorming): "So, Flopsy's name is Flopsy. He's a white stuffed bunny with long floppy ears. He's small, about the size of a grapefruit. Flopsy loves to sit on my bed, and his favorite activity is to cuddle up when I'm watching movies. Sometimes, he gets so cozy he falls asleep with me, which makes him even more special."
- "See how I included details about what he looks like, his favorite activity, and a funny habit? This is how you should be descriptive when you share your story."
- RA2 (inappropriate example): "Flopsy is a bunny. He's white, and he's soft. Uh, he likes to sit on the bed." "I didn't give much detail, and my voice was flat, which makes it harder for people to be interested. I should try to add more information about Flopsy, like what makes him special to me."

**Main Activity: Pet Storytelling (20 min)**

- The objective of this activity is for each student to develop specific details about their pet/toy/object and share them with the class in a short show and tell.
- Step 1: Brainstorming
  - Provide students with structured prompts to help them think about what to say.
  - Questions to guide their storytelling:
    - What is your pet's name?
    - What does your pet look like? (Color, size, fur, scales, feathers, etc.)
    - What is your pet's favorite activity?
    - What is something special or funny your pet does?
    - If you don't have a pet, what kind of pet would you want and why?
- Step 2: Drawing or Visual Representation
  - Give students the option to draw their pet, bring a picture, or use a stuffed animal to represent it.
  - This provides additional engagement for neurodivergent students who may benefit from a more hands-on or visual approach.
- Step 3: Presenting
  - Each student takes turns sharing their pet/toy/object story with the class using their drawing, stuffed animal, or picture as a visual aid.
  - Encourage students to maintain eye contact, speak clearly, and describe their pet/toy/object with enthusiasm.
  - Teacher should provide supportive prompts if a student needs help (e.g. "Can you tell us more about what your pet likes to do for fun?")

**Conclusion and Feedback (5 min)**

- Provide positive feedback to each student, acknowledging their efforts and strengths (e.g., "You described your pet's fur so well!" or "I loved how you used hand gestures while talking about your pet's favorite game!")
- Encourage students to continue practicing their descriptive and conversational skills at home by talking about their pet/toy/object with their family members, stuffed animals, or in front of a mirror.
- Remind them that storytelling and speaking skills improve with practice and that it's okay to make mistakes.
- RA1 (giving feedback): "Let's take a moment to look at some of the great stories we heard today. I loved how Sam described his dog's favorite game with such excitement! And Anna, I noticed you used your hand gestures when you were talking about your toy car. That made your story even more interesting!"
- RA2 (giving feedback): "If you notice that a classmate struggled with eye contact or seemed shy, encourage them! You might say, 'You did a great job describing your pet, and I could tell you really care about them. Next time, try looking at the class a little more to help them connect with your story.'"

**Checkout (15 min)**

- Take students aside individually to record 2 speeches of 1 minute length each:
  - Speech 1- student should pick a topic of their choice and speak for a minute on it.
- Once speeches are recorded, children are dismissed.
- Mark Fidelity checklist to ensure all tasks were completed, noting any that were not or that had complications.

# HOW TO PLAY: PET INTRO AND STORYTELLING

## Instructions:

- Step 1: Pet Introduction
  - Have students sit in a circle.
  - Ask each student to introduce their pet, or if they don't have one, describe a pet they would like to have.
  - Encourage students to share the pet's name, type of animal, favorite activities, and a fun fact.
  - Use a visual aid such as a printed pet picture, stuffed animals, or drawings to support students who may need additional guidance.
- Step 2: Pet Storytelling
  - Students prepare a short story about their pet.
  - Provide prompts such as:
    - "Tell us about a funny or interesting experience with you pet."
    - "What does your pet do that makes you laugh?"
    - "What adventure would your pet go on if they could talk?"
  - Encourage students to use descriptive language and complete sentences.
  - Students take turns telling their stories to the group.
  - Provide positive reinforcement and encourage listening skills.

## Suggestions:

- Offer sentence starters for students who need support (e.g. "One time, my pet...")
- Encourage students to use gestures and facial expressions to enhance storytelling
- Allow students to bring in pictures or objects related to their pet.

## Instructions

- ## Session 2 Items:

- ## Notes

[illegible]

# WEEK 4 - SESSION 8

## Lesson Objectives

- Introduce narrating and fun debates to students.
- Build confidence in public speaking in a supportive environment.

## Content

### Mini Role Play Demonstration:

- RA1 (explaining the activity): “For this activity, you’re going to choose an object from your backpack or the classroom and tell a story or share a fun fact about it. The goal is to practice speaking in front of the class and have fun!”
- RA1 (demonstrating with an object): “I have my pencil here. This pencil was given to me by my best friend last year. It’s special because it’s the first pencil I ever used in art class, and it’s still my favorite one! Whenever I need to focus, I grab this pencil and start drawing. One time, I dropped it, and it rolled into a fish tank! It was funny because I had to fish it out with a spoon!”
- “You see, I’m describing my pencil, telling a funny story about it, and sharing why it’s special to me. This is what you’ll be doing when it’s your turn.”
- RA2 (inappropriate example): “This is a pencil. I got it from a store. I like to use it.”
- “I didn’t tell a fun story or explain why the pencil is important to me. It’s important to be creative and enthusiastic when you’re sharing something with others!”

### Object Debate and Narrating Introduction (15 min)

- Explain the activity: students will choose an object from their backpack or classroom and either tell a funny story or share an interesting fact about it.
- Emphasize that the goal is to have fun and practice speaking in front of the group.
- Use an example to demonstrate how to present an object, encouraging creativity and enthusiasm.

### Object Selection and Preparation (10 min)

- Allow students to select an object from their backpack or the classroom.
- Give them a few minutes to think about what they will say.
- Provide guiding questions to help them organize their thoughts:
  - What is the object?
  - Where did you get it?
  - Why is it special or interesting?
  - What is a funny or unique story about it?

**Snack Break (10 min)**

- You may introduce snacks while they are preparing their object to present
- Let me eat while prepare

**Storytelling and Fun Debate: (15 min)**

- Step 1: Storytelling Round
  - Divide students into small groups.
  - Each student takes turns presenting their object and sharing their story or fact.
  - Encourage students to use gestures and expressions while speaking.
  - Other group members listen and engage by asking follow-up questions.
- Step 2: Fun Debate Round
  - Each student picks one object from their group and “defends” why it is the best object.
  - RA’s provide structured prompts such as:
    - “Why is this object useful?”
    - “If this object had superpowers, what would they be?”
    - “Why is this object the most fun or interesting?”

**Discussion and Feedback (5 min)**

- Ask students to share what they enjoyed about the activity and any challenges they faced.
- Summarize the activity and highlight key improvements in storytelling and speaking skills.
- Encourage students to try storytelling and fun debates at home with family members or friends.

**Checkout (15 min)**

- Take students aside individually to record 2 speeches of 1 minute length each:
  - Speech 1- student should pick a topic of their choice and speak for a minute on it.
- Once speeches are recorded, children are dismissed.
- Mark Fidelity checklist to ensure all tasks were completed, noting any that were not or that had complications.

# HOW TO PLAY: OBJECT DEBATE AND NARRATING

## Instructions:

- Step 1: Object Selection and Preparation
  - Students choose an object from their backpack or the classroom.
  - Give students time to think about their object and prepare a description.
  - Prompt students with questions:
    - “What is the object called?”
    - “Where did you get it?”
    - “Why is it special to you?”
    - “What makes it unique?”
- Step 2: Storytelling and Fun Debate
  - Divide students into small groups.
  - Each student presents their object and shares a short story or interesting fact about it.
  - Rotate groups to allow interaction with different peers.

## Suggestions:

- Encourage students to use expressive language and humor
- Model storytelling with an object of your own
- Use guiding questions to help students expand their arguments

## Instructions

- ## Session 2 Items:

- ## Notes

[illegible]

# WEEK 5 - SESSION 9

## Lesson Objectives

- Foster creativity and imagination through storytelling.
- Encourage the use of complete sentences and minimize filler words.
- Improve confidence in speaking in front of peers.

## Content

### Intake Survey (10 min):

- Have each student fill out a short survey to gauge how comfortable they feel with storytelling and speaking in front of others.
- Questions should include:
  - How do you feel about telling stories in front of others?
  - What do you enjoy about storytelling?
  - What challenges do you face when speaking to a group?

### Mini Role Play Demonstration:

- Introduce the concept of picture storytelling and the importance of complete sentences and minimizing filler words.
- RA1 (introducing picture storytelling): "In this activity, you'll create a story from a picture. I'll show you some example images, and then I'll make up a story about them. Here's an image of a cat on a skateboard. I might say: 'This is a picture of a cat having fun riding a skateboard. The cat's name is Whiskers, and he loves skating in the park every weekend. One day, Whiskers tried a new trick, but he fell off! Thankfully, his friends were there to help him up, and he tried again until he got it perfect!'"
- RA1 (demonstrating complete sentences and avoiding filler words): "Notice how I used full sentences and didn't say things like 'uh,' 'like,' or 'so.' When you tell a story, using complete sentences and clear words makes it easier for people to understand and stay engaged."
- RA2 (incorrect example): "Okay, so here's a picture of a cat. Uh, I think it's skateboarding, right? So, it's on a skateboard, and I guess it fell."
- "I wasn't very clear, and I said 'uh' and 'so' too much. Remember, using complete thoughts and not filler words helps make your story stronger."

### Introduction to Picture Storytelling (10 min):

- Explain the concept of picture storytelling to the students.
- Show a few example pictures and demonstrate how to create a story around the images.
- Discuss the importance of using complete sentences and avoiding filler words like "uh", "like", and "so".

**Snack Break (10 min)****Picture Storytelling Game (10 min):**

- Provide each student with a set of pictures that depict various scenes.
- Allow students a few minutes to study their pictures and think about a story they can tell. Remind them there are no “right or wrong” answers as creativity is more important.
- Each student takes turns presenting their picture to the class and telling a story about it.
- Encourage students to speak clearly and confidently.

**Discussion (5 min):**

- Discuss the strategies students used to create their stories.
- Encourage students to share their experiences and any challenges they faced.
- Highlight the importance of storytelling in enhancing communication skills.

**Checkout (15 min)**

- Take students aside individually to record 2 speeches of 1 minute length each:
  - Speech 1- student should pick a topic of their choice and speak for a minute on it.
- Once speeches are recorded, children are dismissed.
- Mark Fidelity checklist to ensure all tasks were completed, noting any that were not or that had complications.

## Intake Survey: Storytelling &amp; Public Speaking Comfort

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. How do you feel about telling stories in front of others?

(Please circle one)

- ☐ Very comfortable
- ☐ Somewhat comfortable
- ☐ Neutral
- ☐ Somewhat uncomfortable
- ☐ Very uncomfortable

2. What do you enjoy most about storytelling?

(You can circle more than one option if you'd like!)

- ☐ Sharing ideas with others
- ☐ Being creative
- ☐ Making people laugh
- ☐ Creating exciting stories
- ☐ Other (please specify): \_\_\_\_\_

3. What challenges do you face when speaking to a group?

(You can circle more than one option if you'd like!)

- ☐ Speaking clearly
- ☐ Remembering what to say
- ☐ Feeling nervous or shy
- ☐ Using complete sentences
- ☐ Using too many filler words (like "uh", "um", "so")
- ☐ Other (please specify): \_\_\_\_\_

4. What would help you feel more comfortable telling stories or speaking in front of others?

(Please check all that apply)

- ☐ Practice with smaller groups
- ☐ Clear instructions or steps to follow
- ☐ Visual aids or pictures
- ☐ Positive feedback and encouragement
- ☐ Other (please specify): \_\_\_\_\_

5. Is there anything else you'd like to share about your experience with storytelling or speaking in front of others?

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Thank you for completing the survey!

# HOW TO PLAY: PICTURE STORYTELLING GAME

## Instructions:

- Step 1: Preparation
  - Provide each student with a set of pictures depicting various scenes (daily life, fantasy, etc)
  - Explain that they will create a story based on their pictures
  - Emphasize using complete sentences and avoiding filler words
- Step 2: Storytelling
  - Students study their pictures and plan their stories
  - Each student presents their picture and tells a story inspired by it
  - Encourage creativity, clear speech, and expressive storytelling
  - Teachers and peers can ask follow-up questions

## Suggestions:

- Encourage students to use expressive language and humor
- Model storytelling with an object of your own
- Use guiding questions to help students expand their arguments

## Instructions

- ## Session 2 Items:

- ## Notes

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# WEEK 5 - SESSION 10

## Lesson Objectives

- Reinforce storytelling skills through group-based activities.
- Encourage teamwork and collaboration in storytelling.
- Develop quick thinking and improvisational speaking skills.

## Content

### Mini Role Play Demonstration:

- RA1 (explaining the activity): “Now, we’re going to work in small groups. I’ll give each group a set of pictures. You’ll work together to create a story. Everyone will take a turn adding a part of the story. For example, if your picture is of a dragon, you might start by saying, ‘Once upon a time, there was a dragon who lived in a cave.’ Then, the next person adds to the story.”
- RA1 (demonstrating the story creation): “Here’s a set of pictures I’ll use for the demonstration: One picture has a dragon, the second has a castle, and the third has a princess. I’ll start the story: ‘Once upon a time, there was a dragon who lived in a dark cave. The dragon was lonely and longed for a friend.’ Now, it’s time for the next person to add to the story.”
- RA2 (adding to the story): “The dragon decided to fly to the nearest village, and that’s when he saw a beautiful castle. Inside the castle lived a princess who loved to explore the forest.”
- RA1 (concluding the example): “Each group member should keep the story going by contributing their own ideas. The goal is to work together and use creative, descriptive language.”

### Group Story Creation (20 min):

- Split students into small groups and provide each group with a series of pictures.
- Each group works together to create a story, with each student contributing a part of the narrative.
- Groups then present their stories to the class.
- Encourage descriptive language and active participation.

### Snack Break (10 min)

### Interactive Storytelling (20 min)

- Use a digital platform or interactive whiteboard to display pictures.
- Students take turns adding to a collaborative story based on the pictures shown.
- This activity encourages quick thinking and helps students practice speaking without preparation.

**Sensory Integration (15 min)**

- Incorporate sensory elements such as tactile storyboards where students can place pictures and feel different textures related to their stories.
- Can use props and costumes to make the storytelling experience more engaging and interactive.

**Conclusion and Feedback (5 min)**

- Summarize the day's activities and highlight key improvements in speech and storytelling skills.
- Provide positive feedback and encourage students to continue practicing their storytelling at home.
- Ask students to share what they enjoyed most and any areas where they would like more practice.

**Checkout (15 min)**

- Take students aside individually to record 2 speeches of 1 minute length each:
  - Speech 1- student should pick a topic of their choice and speak for a minute on it.
- Once speeches are recorded, children are dismissed.
- Mark Fidelity checklist to ensure all tasks were completed, noting any that were not or that had complications.

# HOW TO PLAY: INTERACTIVE STORYTELLING

## Instructions:

- Step 1: Group Story Creation
  - Divide students into small groups
  - Provide a sequence of pictures to each group
  - Students work together to build a story, with each student adding a new part
  - Groups present their stories to the class
- Step 2: Collaborative Storytelling
  - Use a digital whiteboard or interactive platform to display images
  - Students take turns adding to a shared story based on the displayed images
  - The story progresses as new pictures appear.

## Suggestions:

- Rotate the storytelling order to ensure all students contribute
- Offer prompts such as “What happens next?” to encourage creativity
- Use sensory elements (props, tactile visuals) for increased engagement

## Instructions

- ## Session 2 Items:

- ## Notes

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