



# Tone of Voice

Five lessons on everything that carries a conversation before anyone speaks.

## EVERYTHING IN THIS PACK

|   |                                                                                     |                     |    |
|---|-------------------------------------------------------------------------------------|---------------------|----|
| 1 | Lesson 8 Lesson Plan (PDF)<br>· The same lesson, ready to read on a phone or tablet | one copy            | 2p |
| 2 | The Three Dials<br>· Volume, speed and tone, plus the 0–4 volume scale              | one copy            | 1p |
| 3 | Tone Cards<br>· 12 cards — same words, different tone                               | one set per student | 2p |



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**Printing.** This is one file, so it prints in one go. The pages marked “one set per student” are the ones to run multiple copies of — either set the copies for those page numbers in the print box, or print this once and photocopy them. **The lesson plan is also available as a Word file** on the site if you want to change the wording before you teach it.

## Lesson 8 — Tone of Voice

Subject 4 — Non-Verbal Communication: Tone of Voice

**Objective:** Students will hear the feeling in a person's tone of voice, understand that the same words can mean different things, and control their own volume, speed, and tone to fit the situation.

**Duration:** 45 minutes

**Materials:**

- “Three Dials” wall poster (loud/quiet, fast/slow, friendly/sharp)
- Volume scale card, 0 to 4
- Tone cards (sentence plus assigned tone)
- Match the Tone worksheet
- Situation cards

### LESSON SEQUENCE

| Phase                                           | What Happens                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up / Hook</b><br>5 min                  | Say the words “Thanks a lot” four times — warm, sarcastic, angry, and flat.<br>Ask what you meant each time. The words never changed.<br>Explain that how you say it can matter more than what you say.                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Direct Instruction / Modelling</b><br>10 min | Teach the three dials from the poster:<br>Dial 1 — Volume. Loud or quiet. Match it to the place and to how far away the person is.<br>Dial 2 — Speed. Fast talking can sound excited or nervous. Slow talking can sound calm or bored.<br>Dial 3 — Tone. Friendly or sharp. This is the one that changes the meaning of the words.<br>Introduce the volume scale: 0 is silent, 1 is a whisper, 2 is a normal talking voice, 3 is a strong voice across a room, 4 is a shout for outside or emergencies.<br>Model a sentence at each volume level and have students name the right setting for each. |
| <b>Guided Practice</b><br>12 min                | Hand out tone cards. A student reads his sentence in the assigned tone and the group guesses the tone.<br>Then give a situation and ask which tone fits: “You are asking a teacher for help while others are working,” “Your friend is upset and telling you why.”<br>Practise the volume dial physically — hold up a number and a student speaks at that level.                                                                                                                                                                                                                                    |
| <b>Independent Practice</b><br>12 min           | Students complete the Match the Tone worksheet — read the situation, choose the volume, speed, and tone.<br>Second half: pairs practise saying the same sentence three different ways and                                                                                                                                                                                                                                                                                                                                                                                                           |



| Phase                                       | What Happens                                                                                                                                                                        |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                             | naming what each version means.                                                                                                                                                     |
| <b>Wrap-Up &amp; Review</b><br><i>6 min</i> | Review the three dials and the volume scale together.<br>Each student names one place he will need a level 1 or 2 voice today.<br>Set the goal: check your volume before you speak. |

## GAMES

### Same Words, New Tone

Everyone gets the same sentence. Each student says it in a tone drawn from a card — excited, annoyed, unsure, kind, bored. The group guesses the tone each time.

### Volume Dial

Hold up a number from 0 to 4. A student says his sentence at that level. Then call out a place — lunchroom, quiet room, outside — and students choose the number themselves.

### Tone Detective

Play or read a short exchange. Students identify the tone and predict what happens next in the conversation because of it.

## WHAT THE TEACHER CAN SAY

- “What number voice does this room need?”
- “Your words were fine, but your tone was sharp. Try it again.”
- “Listen to how he said it, not just what he said.”
- “Slow down a little so he can follow you.”
- “That was a friendly tone. That is what makes people want to answer you.”

## WHAT TO LOOK FOR

- Student adjusts volume to the setting without a reminder
- Student identifies a sharp or annoyed tone in someone else
- Student recognises when his own tone did not match what he meant
- Student can repair a message by changing the tone rather than the words
- Student slows down when the listener is not following

## SUPPORTS AND ADAPTATIONS

- Keep the 0 to 4 volume card visible in the room and point to a number instead of speaking a correction
- Record the student with permission so he can hear his own tone
- For flat or monotone speakers, work on one dial only — usually friendly versus sharp
- Pre-teach the tone needed before a known hard moment, such as asking for help
- Pair tone practice with the facial expression lesson so the face and the voice are learned together



# The Three Dials

*It is not only what you say — it is how you say it*

**1 VOLUME — loud or quiet**  
Match it to the place and how far away he is.

**2 SPEED — fast or slow**  
Fast can sound excited or nervous. Slow can sound calm or bored.

**3 TONE — friendly or sharp**  
This is the one that changes what the words mean.

## My volume dial

|          |                      |                               |
|----------|----------------------|-------------------------------|
| <b>0</b> | <b>Silent</b>        | No sound at all               |
| <b>1</b> | <b>Whisper</b>       | Close to one person           |
| <b>2</b> | <b>Talking voice</b> | Normal, one or two people     |
| <b>3</b> | <b>Strong voice</b>  | Across a room, or a group     |
| <b>4</b> | <b>Shout</b>         | Outside, or an emergency only |



# Tone Cards

*One student reads the card in the tone written. The group guesses the tone*

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**“Thanks a lot.”**

Say it: warm and friendly

**“Thanks a lot.”**

Say it: annoyed

**“I am fine.”**

Say it: really fine

**“I am fine.”**

Say it: not fine at all

**“Come here.”**

Say it: kind

**“Come here.”**

Say it: angry



# Tone Cards

*One student reads the card in the tone written. The group guesses the tone*

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**“That is yours.”**

Say it: as a fact

**“That is yours?”**

Say it: surprised

**“I am ready.”**

Say it: excited

**“I am ready.”**

Say it: bored

**“Sit down please.”**

Say it: level 1 whisper

**“Sit down please.”**

Say it: level 3 strong voice

