

**ESB Level 1 Award in Speech (Grade 2) – 2.2 – Teacher Guidance –**  
**Vocal Warm-up Games**

<b>Learning Objective</b>	To use our voice in different ways to express emotions, tell stories, and convey mood.
<b>Delivery</b>	<p><b><i>Game 1: Animal sounds</i></b></p> <ol style="list-style-type: none"> <li>1. Ask learners why animals make different sounds; think about instinct, emotions, needs.</li> <li>2. Learners could guess what the different cat sounds will be before you play them.</li> <li>3. Using the reflection sheet (pages 8 and 10 in the workbook), discuss which vocal techniques are employed when imitating the sounds of the cat.</li> <li>4. Get learners to think about different animals now. In small groups or pairs, learners should try to produce the sounds they think different animals might make depending on their emotions or contexts e.g. What would an angry seagull sound like? How about a frightened lion? A hungry whale?</li> <li>5. The aim is not to be 'correct', but to use lots of different vocalisations (we have included some images for inspiration – learners should have fun with these).</li> <li>6. As a whole class, compare the different sounds and then discuss the reflection questions.</li> </ol> <p><b><i>Game 2: Say that shape.</i></b></p> <ol style="list-style-type: none"> <li>1. Display the circle on the board (slide 8 L1G2C: 2.2). Ask the learners to think about what kind of sound they could make to represent that shape. Allow a few volunteers to share their ideas, emphasising that there are no right or wrong answers.</li> <li>2. Display the next shapes (square, triangle, star). Give learners a moment to think about the sound they associate with that shape. Either allow learners to offer their ideas or have them all make their sound together in chorus.</li> <li>3. After each sound is made, have a brief discussion with the group about how the sound relates to the shape.</li> <li>4. Now arrange learners into small groups. Display the next three shapes. Assign each group a shape and ask them to work together to create a soundscape that represents their assigned shape. Give them a few minutes to practice and experiment with different sounds and vocal techniques. Each group then performs their soundscape for the rest of the class.</li> </ol>

5. Finally, display the last three shapes (slide 9). Ask learners to pick their own shape and either individually or as a group, come up with the sound to represent it. Learners can then perform their sound, with the rest of the class trying to guess what shape they were representing.
6. After this game, learners should engage in discussion where they reflect on their experience. They should consider the 10 questions in the workbook (page 12), but you should also encourage any other relevant discussions around voice and meaning.

### ***Game 3: Sound stories***

1. Begin by explaining the activity to the learners. Emphasise that they will be working in small groups to bring a fairy tale or nursery rhyme to life using only vocal sounds and vocalisations.
  - Highlight the importance of collaboration and creative thinking in this activity.
  - Provide an example of how a story can be told using vocal sounds. You can use a simple example like "The Three Little Pigs."
2. Divide the learners into small groups of 3-4 participants each. If possible, try to create diverse groups with a mix of personalities and strengths.
3. Instruct the groups to choose a fairy tale or nursery rhyme to work with (There are 4 examples in the workbook, but you can choose any you wish. This could be a wonderful opportunity to collect children's stories from different cultures). They should then storyboard the story by drawing simple illustrations or scenes that represent key moments in the narrative. Encourage them to be creative and capture important details.
  - Remind the groups that they will need to consider how to convey these scenes using vocal sounds and vocalisations alone.
4. Once the storyboards are complete, the groups should discuss and plan how they will tell their story using only vocal sounds and vocalisations. Encourage them to brainstorm various sounds and vocal techniques that can represent different characters, actions, and emotions.
  - Advise them to think about dynamics, tempo, pitch, and rhythm to enhance their storytelling.
5. Allow time for the groups to practise and refine their vocal storytelling performances.
  - Encourage them to experiment, make adjustments and provide feedback to one another. Remind them to pay attention to clarity, timing, and coordination within their group.
6. Gather the groups together and provide a performance space.
  - Each group will take turns presenting their vocal storytelling performances to the rest of the participants. Ensure everyone gets an opportunity to showcase their creativity and hard work.

	<ul style="list-style-type: none"> <li>• If desired, record the performances to allow for later reflection and feedback.</li> </ul> <p>7. After all the groups have performed, facilitate a group discussion to reflect on the activity:</p> <ul style="list-style-type: none"> <li>• Ask each group to share their experiences, challenges faced and what they learned during the activity.</li> <li>• Encourage participants to share their observations about the different vocal techniques used and the overall impact of vocal storytelling.</li> <li>• Discuss the importance of non-verbal communication and creative expression in storytelling.</li> </ul>
<b>Additional Resources</b>	PPT L1G2C – 2.2, children’s stories/nursery rhymes
<b>Notes</b>	<p>We are aware that some learners, for a range of reasons, may find vocal modulation a challenge. We aim to make our assessments accessible to all, so please be sure to look at our <a href="#">Equality, Diversity, Inclusion and Safeguarding</a> page to find out more about the <a href="#">Reasonable Adjustments</a> you can apply for and our <a href="#">Reasonable Adjustment Policy</a>.</p> <p>If you would like to discuss individual cases with us in more detail, please contact <a href="mailto:product@esbuk.org">product@esbuk.org</a>.</p>