



# Believing In Horses

## Lesson Pony

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	<p><b>Lesson Topic:</b> <i>Paralanguage</i></p>
<p><b>Learner Outcome(s):</b></p>	<p>The learner will demonstrate effective speaking skills. The learner will adjust style through clarity, emphasis, pitch, rate and volume when speaking to reflect emotions and paralanguage.</p>
<p><b>Anticipatory Set: (Motivation)</b></p>	<ol style="list-style-type: none"> <li>1. Tell the learners that today they will be playing a game to help their speaking skills.</li> <li>2. Read the following statements using the given emotion: <ul style="list-style-type: none"> <li>• “I just won a Blue Ribbon.” (sad)</li> <li>• “My favorite pet is lost in the woods.” (happy)</li> <li>• I love to watch T.V.” (angry)</li> </ul> </li> <li>3. Ask the learners what emotion was expressed after each statement, and did the emotion match the statement? Why or why not? (Leading up to paralanguage or how the voice was used.)</li> <li>4. State outcome.</li> </ol>
<p><b>Procedure:</b></p>	<ol style="list-style-type: none"> <li>1. Introduce paralanguage and definitions. (Provided)</li> <li>2. Cut up the “Paralanguage – Voice” sheet into separate cards. Have volunteers pick a card and read the motivational quote in the given paralanguage style. Then have the audience try to guess the paralanguage style.</li> <li>3. Discuss how students could combine styles to show emotion. <p style="text-align: center;">Example: nervous: rate – fast    pitch – high (Sample Quote to model) <i>“A good rider can hear his horse speak to him. A great rider can hear his horse whisper.”</i></p> </li> <li>4. Cut up the “Paralanguage – Emotions” sheet into separate cards. Ask volunteers to read the horse quotations expressing the given emotion. Have the audience guess the emotions AND which paralanguage styles were combined to express the emotions.</li> <li>5. Let the learners practice paralanguage on their future presentations.</li> </ol>
<p><b>Assessment/ Evaluation:</b></p>	<p>Teacher observation.</p>
<p><b>Closure:</b></p>	<p>Review today’s outcome. Link to tomorrow’s learning.</p>
<p><b>Independent Practice:</b></p>	<p>Rehearse speeches.</p>

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## ∞ PARALANGUAGE ∞

### (SOUND OF VOICE)

**PITCH:** highness or lowness of sound

**CLARITY:** pureness of sound – precise and clear

**RATE:** speed of sound – fast/slow

**VOLUME:** the degree of loudness or intensity of a sound

**EMPHASIS:** stress on words or syllables

**NOTE:** *Emotions may be expressed by using one or more of the above techniques  
i.e.: sadness = rate, volume, clarity*

## PARALANGUAGE – Voice

DIRECTIONS: Copy once and cut into cards.

<p>stress <u>underlined</u> word (emphasis)</p> <p><b>“I am a part of <u>all</u> those I have met.”</b>  <i>(-Lord Alfred Tennyson)</i></p>	<p>stress <u>underlined</u> words (emphasis)</p> <p><b>“Learning is <u>never</u> done <u>without</u> errors and defeat.”</b>  <i>(-Vladimir Lenin)</i></p>
<p>loudly (volume)</p> <p><b>The important thing is not to stop questioning.</b>  <i>(-Albert Einstein)</i></p>	<p>softly (volume)</p> <p><b>Imagination is more important than knowledge.</b>  <i>(-Albert Einstein)</i></p>
<p>in a high voice (pitch)</p> <p><b>“Friendship with oneself is all-important, because without it one cannot be friends with anyone else.”</b>  <i>(-Eleanor Roosevelt)</i></p>	<p>in a low voice (pitch)</p> <p><b>“Nothing gives one man so much advantage over another as to remain cool and unruffled under all circumstances.”</b>  <i>(-Thomas Jefferson)</i></p>
<p>precise and clear (clarity)</p> <p><b>Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young.</b>  <i>(-Henry Ford)</i></p>	<p>mumbled (clarity)</p> <p><b>“Never give in--never, never, never, never, in nothing great or small, large or petty, never give in except to convictions of honour and good sense.”</b>  <i>(-Winston Churchill)</i></p>
<p>quickly (rate)</p> <p><b>Knowledge rests on knowledge; what is new is meaningful because it departs slightly from what was known before.</b>  <i>(-Robert Oppenheimer)</i></p>	<p>slowly (rate)</p> <p><b>“I never lose sight of the fact that just being is fun.”</b>  <i>(-Katharine Hepburn)</i></p>

## PARALANGUAGE – Emotions

DIRECTIONS: Copy once and cut onto cards.

<p>excited</p> <p><b>"A man on a horse is spiritually, as well as physically, bigger than a man on foot."</b></p> <p><i>(-John Steinbeck)</i></p>	<p>sad</p> <p><b>"If you have seen nothing but the beauty of their markings and limbs, their true beauty is hidden from you."</b></p> <p><i>(-Author Unknown)</i></p>
<p>frightened</p> <p><b>"To me, horses and freedom are synonymous."</b></p> <p><i>(-Veryl Goodnight)</i></p>	<p>nervous</p> <p><b>"Show me your horse, and I will tell you who you are."</b></p> <p><i>(-English Proverb)</i></p>
<p>angry</p> <p><b>All horses deserve, at least once in their lives, to be loved by a little girl.</b></p> <p><i>(-Author Unknown)</i></p>	<p>serious</p> <p><b>"When I bestride him, I soar, I am a hawk. He trots the air, the earth sings when he touches it."</b></p> <p><i>(-William Shakespeare)</i></p>
<p>silly</p> <p><b>"There are only two emotions that belong in the saddle; one is a sense of humor and the other is patience."</b></p> <p><i>(-John Lyons)</i></p>	<p>disappointed</p> <p><b>"I can make a General in five minutes but a good horse is hard to replace."</b></p> <p><i>(-Abraham Lincoln)</i></p>
<p>hopefully</p> <p><b>"Horses change lives. They give our young people confidence and self esteem. They provide peace and tranquility to troubled souls- they give us hope!"</b></p> <p><i>(-Toni Robinson)</i></p>	<p>suspicious/secretively</p> <p><b>"There is no secret so close as that between a rider and his horse."</b></p> <p><i>(-Robert Smith Surtees)</i></p>