

STANDING TALL

MULTIMODAL MODULE FOR TEACHING SELF-PRESENTATION, CONVERSATION SKILLS AND PUBLIC SPEAKING.

Elisabeth Axel, Nina Levent, Marie Clapot, and Clara Ines Rojas Sebesta
Original Songs: Brian Muni



"They cannot take away our self-respect if we do not give it to them"

Mahatma Gandhi

"Conversation is an exercise of the mind; gossip is merely an exercise of the tongue."

Unknown

"There are only two types of speakers in the world. 1. The nervous and 2. Liars."

Mark Twain

This module was developed by Art Beyond Sight for middle school and high school students. It addresses such concepts as self-acceptance, self-efficacy and self-worth, which are crucial for adolescents as they form their sense of identity and look for ways to “fit in.” These skills are challenging for all teens, but can be especially difficult for young people who are blind or have low vision and are trying to find their place in a world that is overwhelmingly visual, and where relationships and conversations are often based on visual cues.

The lesson plans in the Standing Tall module deal in depth with the development and practice of good communication and self-presentation skills and the art of conversation. Such skills include greetings, ice-breakers, small talk, formal and casual forms of conversation, interview skills, as well as public presentations.



LESSON 1:

Great Relationships Start With Hello

Grade Level: 6th - 8th grade

Duration: 45 minutes

Objectives and Outcomes:

- Students will understand 'what making a good impression' means.
- Students will develop a vocabulary for body language
- Students will understand what the components of self-presentation are, and how to use them to create an impression of themselves to others.
- Students will practice ways of greeting and welcoming a newcomer.
- Students will understand that greetings may vary across social situations and cultures, and give examples of some of these variants

Key Vocabulary: Standing tall, posture, body language.

Materials: Props for role-play situation; mp3 player/speakers and program songs mp3 files (available on iTunes)

Procedure:

Warm Up: Sitting in a circle, open the class with greetings and play song and sing along with "Standing Tall" (to learning the concepts for self-presentation). To help with posture, introduce the string image: Imagine a string that goes up your back and through the top of your head and your chin up and shoulders back. Someone is pulling the string towards the ceiling and making you "stand tall."

Introduction

- How do you feel when you stand up straight, shoulders back, arms relaxed at your side and chin up? Compare this to how you feel in an opposite stance: shoulders hunched, face down, arms crossed. Define body language with students
- The name of the program is "Standing Tall." What do you think is meant by the expression to "stand tall?" Chart students' responses.
- What does the phrase "to make a good impression" mean? Why is it important to make a good impression at a first meeting?

- What is self-presentation? What are the different aspects of self-presentation? (clothing, facial expression, body language and posture, grooming, and manners)
- What do you think are some Do's and Don'ts during a first meeting?
- To review the "Standing Tall Glossary and proper greetings in different situations, divide students into dyads or triads. Ask students to review the glossary and identify relevant themes—What's the same across the different terminology? What's different? How do you define "standing tall?" Why is "standing tall" important in our daily lives? Discuss any cultural variations the students may be aware of, either from family or travel experiences.

Activity: Role Play

Role-Play #1: Guided Practice with the Instructors. First, instructors will demonstrate role-play, and Do's and Don'ts: Teacher greets students and introduce themselves (could be done twice, first with faux pas, with student feedback on the errors, and then repeated with correct usage).

Role-Play #2: Student Improvisations.

- Student pretends to be greeting the President of USA, or other prominent person.
- Students' improvisation: A new student is introducing her/himself to a classmate as s/he walks into the classroom

Closure: Summarize with students the most important points: Shaking hands, eye contact/follow voice and look up in that direction, smile; Review Posture: sit straight and stand tall (using string metaphor from warm-up).

Assessment:

Child's participation and application of presented skills, improved use of adaptive strategies and equipment, general learning attitude and participation, including responsiveness to interventions (tactile cuing, music).

Were students able to:

- Grasp the concept and importance of "standing tall?"
- Could students articulate the role that conversation plays in initiating, nurturing, and sustaining relationships?

STANDING TALL GLOSSARY

This glossary includes some basic concepts and expressions related to self-presentation. These were referred to repeatedly throughout the program. Feel free to add and use additional phrases that your students may relate to. These can be provided as a vocabulary handout at the beginning of the program.

- **MAKING A GOOD IMPRESSION** – When meeting someone new for the first time, a person wants to make an impression, meaning that they want to leave the new person with a positive picture of who they are. It is best to make a good impression, which is a picture showing off one's best qualities, such as kindness, friendliness, and attentiveness. To make a good impression is to put one's best foot forward.
- **HAVING A STRONG PRESENCE** – To have a strong presence means that you act in a respectable, polite manner that is hard to ignore. When someone has a strong presence, it is easy to get an idea of who they are. It has nothing to do with the physical body, but how someone carries himself or herself.
- **BREAKING THE ICE** – Often when two people begin talking to one another, there is a shyness or embarrassment, usually over not knowing what to say or worrying they will not get along. Breaking the ice is the point when this shyness or embarrassment goes away by the start of a great discussion or a found comfort in one another.

- **SMALL TALK** – When meeting someone new, or when conversing with someone you know very little about, it is best to make small talk. Small talk is light, polite conversation about easy, uncontroversial subjects. This kind of conversation is very informal and just for the sake of speaking with the other person.
- **BEING A TEAM PLAYER** – When part of a group, it is important to always do your work, encourage your partners, share your ideas. This is being a team player. A team player is concerned with the success of the team instead of focusing on his or her individual success.
- **SOCIAL SKILLS** – Social skills are any abilities that a person has to interact with and relate to others. These skills are both verbal and nonverbal. They include knowing the right thing to say and how to behave in different situations.
- **COMMUNICATION SKILLS** – Communication skills are any abilities a person has to share information so that is well received and understood by others.
- **STANDING TALL** – It is important to stand tall when speaking with someone. Standing tall means that you show that you are proud of and believe in what you are talking about through your body language. This may include facing the person, keeping your shoulders back, and arms uncrossed. By Standing Tall you want the person you are speaking with to believe what you have to say about a topic. Even if others have a different opinion, it is important to stick by your belief.
- **HAVING GOOD CARRIAGE** – This means holding your body in a way that shows you respect yourself. It includes standing up tall, keeping your shoulders back, and your chin up. Be like a marionette and let the string hold you.
- **EYE CONTACT** – Eye contact is a way to communicate and connect with someone without using words. To make eye contact, it is necessary to look someone in the eyes, or to direct your face to someone's voice. This shows that you are listening to them or that what you are saying is important.
- **BODY LANGUAGE** – Body language is a way to communicate with someone without using words, but instead by using your body. Our bodies can show what we are feeling by gestures, posture, facial expressions, and movements. For example, a frown can mean sadness, and clenched fists can mean anger.
- **VOICE PROJECTION** – Voice projection is the ability to make your voice loud and clear enough for others to easily hear and understand. When speaking, it is important to monitor the volume of your voice. It should not be so soft that it is unheard or so loud that it is overwhelming to the listener.
- **SPEAKING WITH YOUR HANDS** – To speak with your hands means to use hand movements and gestures to accompany what you are verbally saying. This shows that you are involved in the conversation and excited about what you are saying.
- **ARTICULATE** – To articulate is the ability to put a thought or feeling into words in a way that the listener can easily understand what you mean.
- **CRITIQUE/TO CRITIQUE** – A critique is a review of something, such as a book, presentation, or piece of art. To critique something, it is necessary to tell what was done well, what needs to be fixed, what you liked, and what you did not like. A critique is meant to be helpful.



LESSON 2:

Ice Breakers and Small Talk

Grade Levels: 6th - 8th

Duration: 45 minutes

Objectives and Outcomes:

- Students will discuss the variety and purposes of conversation (casual, networking, dinner, debate, interviews etc./with strangers, acquaintances, friends-family)
- Students will learn the role of small talk: connecting, first step to get to know someone, how to keep the conversation going, and
- Students will understand the essential skills basis to the art of conversation: listening and follow up questions, as well as a few basic "faux pas" to avoid.
- Students will practice ice breaking techniques and conversation starters.

Key Vocabulary: Icebreakers; small talk.

Materials: Worksheet 'getting to know each other'; Props for Activity and Songs CD.

Procedure:

Warm Up: Sit in circle; open class with greetings and songs, Standing Tall, posture review (using string metaphor from previous lesson) and stretches, vocal exercises, review closure concept from previous lesson.

Introduction:

- What happens at a first meeting: how do you feel? What do you say? From "hello/goodbye" to "small talk?"
- What is an "icebreaker?" What comes after "hello" and "my name is...?" Why is it important to listen attentively when someone is talking to you? What is conversation? What do you get from conversing with other people?

Activity:

Instructors will demonstrate a basic interaction first; students can then improvise and practice the interaction. Here are some suggested scenarios.

- A new student is looking for the cafeteria and asked an older student for direction.
- A student is interested in playing basketball with other students during recess.
- A student is interested in taking guitar lessons and knows that one of his classmates is already taking lessons.
- A new student is introducing her/himself to a classmate as s/he walks into the classroom and asks about the teacher.
- Students may want to suggest their own scenarios, as well.

Closure: Summarize for students most important points: eye contact/follow voice and look up in that direction, smile; Use good posture: sit straight, stand tall (using string metaphor from Lesson 1.1)

Assessment:

Child's participation and application of presented skills, improved use of adaptive strategies and equipment, general learning attitude and participation, including responsiveness to interventions (tactile cuing, music).
Were students able to:

- Apply and enact small talk with icebreakers?
- Articulate what we gain from conversing with others?

LESSON 3:



Conversations: A Two -Way Street (Part One—The Role of Entering a Conversation and Making a Connection)

Grade Level: 6th - 8th grade

Duration: 45 minutes

Objectives and Outcomes:

- Students will understand the role of small talk in a group setting: connecting, first step to get to know someone, how to keep the conversation going, and
- Students will understand the essential skills basis to the art of conversation: asking good questions (open-ended vs. closed).
- Students will practice ice breaking techniques and conversation starters. Students will explore ways to build a conversation.
- Students will explore ways of entering into a group conversation.
- Students will discuss the value of humor.

Materials: None.

Procedure:

Warm up: Sit in circle; open class with greetings and songs

Songs: Small Talk, Grand slam (You Can Do It!), 2-Way Street

Sitting Tall, stretches, vocal exercises

Review previous lesson, introduce new lesson

Introduction:

- Define two types of questions: open-ended questions vs. closed questions. Give some examples and in what situations you might want to use each.
- Are there questions that are not appropriate to ask? What does this depend on?
- How do you enter a conversation or intervene during a group interaction? Wait for a pause, "If I may...", "If I may respond to what you are saying..." "Excuse me"
- Discuss accommodations for visual impairments, as necessary for your students: Etiquette of entering

and leaving a conversation. Introduce yourself and state that you are leaving. Don't leave a person talking alone.

Activity:

Instructors will demonstrate a basic interaction first—emphasizing how to enter a conversation; students can then improvise and practice the interaction. Here are some suggested scenarios.

- Talking about their hobbies and points of interests (books, movies, sports, latest fashion etc.).
- Two students converse (re: Thanksgiving, Christmas, latest fashion at school, their week-end, etc.), a third one tries to enter the conversation (and a fourth one etc.).
- Students can discuss situations where entering a conversation might be challenging and brainstorm strategies to make it easier or share experiences about how they were able to negotiate an awkward situation.

Closure: Summarize for students most important points: Conversing is a two way street: listen, ask follow up questions, share your thoughts; Make eye contact/follow voice and look up in that direction, smile. Posture: sit straight, stand tall (using string metaphor from Lesson 1.1).

Assessment:

Child's participation and application of presented skills, improved use of adaptive strategies and equipment, general learning attitude and participation, including responsiveness to interventions (tactile cuing, music).

Were students able to:

- Demonstrate their ability to enter into a conversation;
- Ask good questions; and
- Practice ice-breaking techniques?



LESSON 4:

Conversations: A Two -Way Street (Part Two—The Role of Listening and Building on a Conversation)

Grade Level: 6th - 8th grade

Duration: 45 minutes

Objectives and Outcomes:

- Students will understand the role of small talk in a group setting: connecting, first step to get to know someone, how to keep the conversation going, and
- Students will reinforce their understanding of the essential skills that serve as the basis to the art of conversation: asking good questions (open-ended vs. closed), listening and follow up questions, as well as a few basic “faux pas” to avoid.
- Students will review ice breaking techniques and conversation starters. Students will explore ways to build a conversation.
- Students will review ways of entering into a group conversation.
- Students will understand the importance of good listening skills when entering and sustaining a conversation.

Materials: None.

Procedure:

Warm up

Sit in circle; open class with greetings and songs

Songs: Small Talk, Grandslam (You Can Do It!), 2-Way Street

Sitting Tall, stretches, vocal exercises

Review previous lesson, introduce new lesson

Introduction

- Part of having a good conversation is not talking, but listening. If you don't listen, you won't be able to hear what the other person is saying; and if you don't know what they're saying, you won't be able to respond thoughtfully.
- Ask students how they listen? What does listening “look like?”

- What are good follow up questions? Take a part of the last conversation topic, and ask for more details or further opinions

Activity:

Instructors will demonstrate a basic listening and response interaction; students can then improvise and practice the interaction. Here are some suggested scenarios.

Step One: One person talks for 1-2 minutes; the other person doesn't interrupt for this period of time.

Step Two: Second person responds by sharing the following:

Summarizing what they heard and asking a follow-up question or thoughtful question.

Step Three: Repeat the process by switching roles.

Step Four: Reflect on the Listening Exercise—What was beneficial about this? How did listening help you expand upon your conversation?

Some suggested scenarios are as follows:

- Talking about their hobbies and points of interests (books, movies, sports, latest fashion etc.).
- Two students converse (re Thanksgiving, Christmas, latest fashion at school, their week-end, etc.), a third one tries to enter the conversation (and a fourth one etc.)
- Students can discuss situations where entering a conversation might be challenging and brainstorm strategies to make it easier or share experiences about how they were able to negotiate an awkward situation.

Closure: Summarize for students most important points: Conversing is a two way street: listen, ask follow up questions, share your thoughts; Make eye contact/follow voice and look up in that direction, smile. Posture: sit straight, stand tall (using string metaphor from Lesson 1.1)

Assessment:

Child's participation and application of presented skills, improved use of adaptive strategies and equipment, general learning attitude and participation, including responsiveness to interventions (tactile cuing, music).

Were students able to:

- Listen actively to their conversation partners?
- Respond thoughtfully and extend/build on the conversation?

LESSON 5:



From Casual to Formal Conversation

Grade Level: 6th - 8th Grade

Duration: 45 minutes

Objectives and Outcomes:

- Students will understand different types of conversations: casual vs. formal.
- Students will use titles and formulae of politeness appropriately.
- Students will practice the Do's and Don'ts of formal conversation.

Key Vocabulary: Casual conversation; formal conversation.

Materials: None.

Procedure:

Warm up:

- Sit in circle; open class with greetings and songs: Standing Tall; Small Talk, Grand slam (You Can Do It!), 2-Way Street.
- Sitting Tall, stretches.
- Review previous closure points and introduce new lesson.

Introduction:

- Can you give examples of different types of conversations? Do you address your teacher the same way you address your friends or family?
- How do language, tone, body language, and self-presentation vary with different kinds of conversations?
- Discuss etiquette of greeting: hand-shaking, other physical contact: kissing on cheek or hugging can be culture and gender specific.

Activity:

Instructors will model three different types of situations, ranging in formality, and then ask students to practice the skills developed.

Part One: Have students identify—either verbally, or in writing—whether the scenario is casual or formal (and why).

- Students meet President Obama and ask him to develop facilities for their school (vision classes, basketball court, playgrounds, etc.).
- Students meet with their principal to discuss the possibility of organizing a party.
- Students meet with friends at lunch to make weekend plans.

Part Two: Working in pairs, have students role-play one of the scenarios above and then, as a follow-up, have students select an original scenario (i.e., one that they create/suggest) and enact it.

Closure: Concepts to Remember:

- Conversing is a two way street: listen, ask follow up questions, share your thoughts;
- Eye contact/follow voice and look up in that direction, smile; and
- Posture: Sit straight, stand tall (using string metaphor from Lesson 1.1).

Assessment:

Child's participation and application of presented skills, improved use of adaptive strategies and equipment, general learning attitude and participation, including responsiveness to interventions (hand-over-hand, tactile cuing, music). Were students able to:

- Distinguish between casual and formal conversations?
- Re-enact casual and formal conversations?



LESSON 6:

Handling Difficult Situations and Conflict Resolution

Grade Level: 6th - 8th grade

Duration: 45 minutes

Objectives and Outcomes:

- Students will explore ways of handling difficult situations: how to prevent and repair difficult moments/exchanges.
- Students will respond to a provocation.
- Students will discuss the value of apologies and ways of apologizing.

Key Vocabulary: Difficult conversations; provocation; apologies; preventive measures; repair measures; conflict resolution.

Materials: Tips for conflict resolution handout.

Procedure:

Warm up:

- Sit in circle; open class with greetings and songs
- Songs: Standing Tall, Easy When You Know How; Two-way Street
- Sitting Tall, stretches
- Review previous closure points and introduce new lesson

Introduction:

- Sometimes, conversations aren't easy. It's a natural part of the human condition to disagree and when we disagree, we can sometimes hurt each other's feelings.
- How do you say "no" respectfully?
- What do you do if someone is "pushing your buttons," "pulling your chain," or "getting your goat"?
- Here's the Good News: If we learn different ways to handle difficult situations, we can avoid hurting other's feelings and instead, disagree tactfully (more often than not). If we do offend another person, all hope's not lost! We can repair what we broke by saying certain things in certain ways.
- What can you do: ignore, or walk away, etc.?
- How to acknowledge the situation while still avoiding the conflict?

- The value of the apology. How does it feel to give an apology? to receive an apology? Why are both important?

To review with Students:

Tips to handle difficult situations (Create This Into a Checklist: Recognize, Replace, & Practice!):
A lot is going on in our minds at once and it can be tricky to think clearly.

Step One: Recognize and understand your usual reaction (habits)/Identify negative responses

- a. Defensive
- b. Frustration
- c. Anger ...

Habitual behavior: respond harshly, ignore, walk away, slam doors...

Step Two: Replace it: No need to "fight fire with fire"

- Tell yourself: "I'm not going to react to this."
- Close your eyes, breathe deeply, and slowly count to 10: picture each number as you count (can be striped, colored numbers, a basketball-like numbers, etc.)
- How important is it? How awful? Can I let go now?
- Be smart. Don't waste your time arguing, complaining, etc.
- Consider giving one of these responses, using humor to diffuse the situation or an apology to show you understand the reason for the conflict, even if you don't agree with the person's actions: "Oh really?" "I hadn't realized you felt that way." "I'm sorry you think that." "I apologize if what I did offended you." "Funny you said that..." Change the topic.

Step Three: Practice it

- It's one thing to say it, it's another to do it/KEEP TRYING
- Understand that everyone gets angry or frustrated.
- Practice self-control or "mind over matter"

Activity:

Ask students about what kinds of situations upset them. Some examples might include:

- Someone is criticizing your outfit: What do you do?
- Someone tells you what you have to do, i.e., orders you around
- Someone says you can't play basketball, you can't draw, etc.
- The teacher reprimands you and asks what's going on.

In pairs, have students role-play one of the suggested scenarios and utilize the three-step process introduced above (i.e., recognize, replace, and practice).

Closure: Concepts to Remember:

Three steps:

- Recognize negative emotions/responses
- Replace with constructive response
- Practice, practice, practice.

Assessment:

Child's participation and application of presented skills, improved use of adaptive strategies and equipment, general learning attitude and participation, including responsiveness to interventions (hand-over-hand, tactile cuing, music). Were students able to:

- Grasp the concept of "difficult situations?"
- Apply the tips to mediate their role-played conflicts?

LESSON 7:



Collaborative Song Writing (Part One)

Grade Level: 6th - 8th grade

Duration: 45minutes

Objectives and Outcomes:

- Students will identify phrases and words that best capture concepts developed in previous lesson, related to standing tall, self-esteem, good first impressions, etc. and incorporate them into song lyric.
- Students will understand the basics elements of a song and basic process of songwriting.
- Students will work collaboratively to write a song, either using pre-existing melody or writing an original composition

Key Vocabulary: Song, song writing, story, verse, chorus, refrain.

Materials: Braille, Braille paper, paper/markers; audio recording equipment.

Procedure:

Warm up:

- Sit in circle; open class with greetings and songs
- Sitting Tall, stretches
- Review previous lesson and introduce new lesson

Introduction:

- What is a song? Melody, Rhythm and Lyrics
- What is the structure of a song? It's like a story—it has a beginning, a middle, and an end.
- How do songs make you feel? What do they evoke to/in you? Why?
- Continue the K-W-L Chart with Students: At this point in the lesson, review what the students said they "know" and "want to know" (i.e., the "K" and "W" portions of the chart).

Activity (30 min.):

Collaborative Song Writing

- Using the vocabulary developed in lesson 1.1, work in groups to write a song. Discuss common elements, and make a relevant vocabulary list on the board to prompt the pupils. Discuss and give

examples of rhyming words.

Use the following checklist as a guide:

- Write a story. If helpful, use a graphic organizer to write your 3-part story.
- Music and/or lyrics. Decide whether to write your own melody or set your lyrics to a well-known song. If you have chosen to write your own music, it might be easier to write the words first and then the music. You can take cues from the lyrics regarding the melody line.
- Find the rhythm.
- Making the story into lyric—Keep it simple! Now write each sentence of the story on a new line. Edit. Cut every possible word that can be cut. The rules of grammar can be “ignored” here.
- Chorus. Write a chorus. It adds to the song and repetition is fun and quickly learned.
- Record it! At the end of the lesson, record the song and make copies of the lyrics for the whole class.

Closure: Summarize with students the most important points—A song is like a story; it has verses, a chorus, sometimes a bridge, and even a refrain; and you can turn your story into a song.

Assessment:

Child’s participation and application of presented skills, improved use of adaptive strategies and equipment, general learning attitude and participation, including responsiveness to interventions (hand-over-hand, tactile cuing, music).

***If you can, collaborate with the music teacher or a musician to develop and implement this lesson.**



LESSON 7:

Collaborative Song Writing (Part Two)

Grade Level: 6th - 8th grade

Duration: 90 minutes

Objectives and Outcomes:

- Students will work collaboratively to continue to write a song, either using pre-existing melody or writing an original composition
- Students will record and perform the song written.

Key Vocabulary: Song, song writing, verse, chorus, refrain.

Materials: Brailers, Braille paper, paper/markers; audio recording equipment.

Procedure:

Warm up:

Review previous lesson and introduce new lesson.

Introduction:

- How is the structure of a song like a story?
- How do songs make you feel? What do they evoke to/in you? Why?
- Do a K-W-L Chart with Students: At this point in the lesson, ask students what they “know” and “want to know” (i.e., the “K” and “W” portions of the chart).

Activity (65 min.):

Collaborative Song Writing

Continue writing songs and student groups: Follow the Checklist—

- Revise Your Music and/or lyrics. Decide whether to write your own melody or set your lyrics to a well-known song. If you have chosen to write your own music, it might be easier to write the words first and then the music. You can take cues from the lyrics regarding the melody line.
- Solidify and Practice the rhythm.
- Record it! At the end of the lesson, record the song and make copies of the lyrics for the whole class.

Closure: Summarize with the students the most salient points—stories can turn into songs; you can write your own songs; and you can perform your own original song.

Assessment:

Child's participation and application of presented skills, improved use of adaptive strategies and equipment, general learning attitude and participation, including responsiveness to interventions (hand-over-hand, tactile cuing, music). Were students able to:

- Write their original song?
- Record and perform their song?
- Fill in the "L" portion of the K-W-L: What have students learned about songs and songwriting, at the conclusion of this two-part lesson?

***If you can, collaborate with music teacher/musician to develop and implement this lesson.**



LESSON 8:

Nonverbal Communication, Posture and Gesture

Grade Level: 6th - 8th grade

Duration: 45 minutes

Objectives and Outcomes:

- Students will explore the components of nonverbal communication: facial expressions, eye contact, gestures, postures, proximity, body language, hygiene, and clothing.
- Students will learn how to communicate self-confidence through body language
- Students will practice using body language, facial expression etc. to communicate different emotions.
- Students will discuss and review how to 'read' other people's body language, and to think about what their own body language might be communicating to others (attitudes/values)
- Students will explore ways to manage their tics.
- Students will create an artwork that demonstrates their understanding of facial expressions

Key Vocabulary: Nonverbal communication; posture; gesture.

Materials: Worksheet on body language and facial expression.

Procedure:

Warm up:

- Sit in circle; open class with greetings and songs
- Songs: Standing Tall, Easy When You Know How; Two-way Street
- Sitting Tall, stretches
- Review previous closure points and introduce new lesson

Introduction:

- What is non-verbal communication? How does nonverbal communication help emphasize verbal communication? Chart students' responses.
- Discuss how the different parts of a face and body communicate. i.e., eyebrows, lips, shoulders, hands and arms, etc.; and how facial expression and gestures accompany words (see worksheet on body language and facial expression).
- Discuss the importance of smiling to make a good impression. [This is specific to Westernized, and

especially American, culture.]

- Body language that expresses confidence, engagement, vs. hesitation, withdrawal (or lack of self-esteem, signals that and specific gestures; closed vs. open poses; gaze
- Discuss how our body language/tics can be distracting (i.e.: crossed arms and looking at feet, rocking, playing with hair, etc.) and explore ways to manage them.

Activity:

Theatre Improvisation Workshop Techniques

Ask students to stand, and give them different emotions to act out with facial expressions and ask them if there is any body or postural changes that match their facial expressions. They will explore their face with their hands or in the mirror, and describe the changes that occur when their facial expression changes (i.e.: mouth going up or down, eyebrows sinking when frowning or going up in surprise etc.).

- Positive Emotions: Happy, proud, excited, amused, impressed, interested.

- Challenging (but Necessary) Emotions: Sad, tired, angry, surprised, hurt, skeptical, bored, frustrated, scared, depressed, worried, pouting.

Possible extension of lesson into art class;

- Students will produce a clay figure depicting a facial expression of their choice. When complete, the rest of the group will discuss what the artwork is trying to communicate.
- Students will roll and flatten the clay, cut it in the shape of a face and use the remaining pieces of clay to build their selected facial expression.

Closure: Summarize salient points that emerged during the lesson

Assessment:

Child's participation and application of presented skills, improved use of adaptive strategies and equipment, general learning attitude and participation, including responsiveness to interventions (hand-over-hand, tactile cuing, music).



LESSON 9:

Strike a Pose! Field Trip to the Museum

Grade Level: 6th – 8th Grade

Duration: Half day

Objectives and Outcomes:

- Students will understand a variety of approaches to portraiture.
- Students will learn vocabulary and concepts of portraiture.
- Students will engage in dialogue about art.

Key Vocabulary: Portrait/portraiture.

Materials: Tactile diagrams, props.

Procedure:

Introduction to Museum tour by guide

Activity

- Request tour of local museum, focusing on portraiture. If possible, contact the museum education department in advance to see what different types of portraits on view: ideally a few modern or non-representational examples would be included. If not, perhaps the educator could introduce the concept of decision making in portraiture—what type of information is included, what is excluded and why?
- During tour, ask the museum educator to discuss the following questions:
 - What might the response of the sitter be to this portrait?
 - What about the Sitter’s friends or contemporaries
 - Reaction of public?
 - What might the conversation between artist and sitter be?
- Students will take a guided tour of a museum, focusing on portraiture. They will discuss components of portraits, their purpose and meaning, and social protocols contemporary and historical. They will explore postures and gestures by reenacting poses.
- Accommodations during museum visit: verbal description, reenactment of poses; tactile diagrams or other tactile experiences (props, etc.)

Homework:

In order to prepare for self-portrait lesson, ask students to make a list of: personality traits, hobbies/Interests; goals/ideas of future self/ambitions (where you are going); history/past memories (where you came from).

Assessment:

Child's participation and application of presented skills, improved use of adaptive strategies and equipment, general learning attitude and participation, including responsiveness to interventions (hand-over-hand, tactile cuing, music). Were students able to:

- Understand and articulate different approaches to portraiture?

LESSON 10:



Self-Portraits

Grade Level: 6th - 8th Grade

Duration: 45 minutes

Objectives:

- Students will identify body language that communicates particular character traits or moods
- Students will understand the purpose of portraiture and elements they want to incorporate to that effect.
- Students will be able to articulate the intended audience of their piece.
- Students will be able to use the knowledge and skills acquired to create beginning self-portraits.

Key Vocabulary: Self-portraits; representational portraiture; abstract portraiture.

Materials: photography, clay, collage materials, paper.

Procedure:

Warm up: Sit in circle; open class with greetings and songs; Sitting Tall, stretches
Review previous closure points and introduce new lesson

Introduction: Discuss types of portraits introduced at museum, and supplement with reproductions of other examples.

Compare representational vs. abstract approaches to portraiture.

Activity:

Create a self-portrait!

- Review HW list of: Personality traits, hobbies/interests; goals/ideas of future self/ambitions (where you are going); history/past memories (where you came from).
- Besides a likeness of your face, how would you like to represent yourself? What elements could you include to give viewers information about yourself? Have students add onto this list.
 - Choose pose
 - Clothing
 - Background or setting

- Accessories/Props
- Consider:
 - Who is the audience? Who is seeing picture, and how would these different audiences react?
 - Family?
 - Friends
 - Stranger?
 - Celebrity?
 - What is the first reaction? Why?
 - Is it what you meant to communicate?
 - What elements in the portrait are they reacting to?

There are many options for creating a self-portrait, depending on your students' familiarity and comfort level with art making materials. Here are a few suggestions, but feel free to modify as needed.

OPTION A: Photograph each student wearing chosen outfit; students can then collage, draw, or paint on background elements and props, using a wide variety of tactile materials.

Accommodation for students with visual impairments: For students with partial vision loss, a verbal description of the photograph can provide enough guidance for them to complete the self-portrait collage. Using a pencil to create an embossed outline of the figure in the photography may aid them in planning the rest of the composition. Similarly, for students with little or no usable sight, create a tactile line drawing from the photograph.

OPTION B: On a large sheet of paper, create a silhouette or tracing of students, either by projecting a light on the students (be aware of light sensitivities) and tracing their shadow; or ask them to stand directly next to paper in chosen pose and trace their figure. Students can then work with oil pastels (using black or strong colors to create high contrast marks for students with partial vision).

OPTION C: Create an abstract self-portrait.

- Students will create their self-portrait and a label for it. A variety of media can be used: photography, clay, collage with texture etc. Students who don't feel comfortable with drawing, and would like a more realistic likeness of their face can begin with a photograph and add collage elements, objects, words
- Remind students that face/likeness not necessary to create a self-portrait; they can be abstract or non-representational

Closure: Ask students to briefly describe what their portrait says about them and how.

Assessment:

Child's participation and application of presented skills, improved use of adaptive strategies and equipment, general learning attitude and participation, including responsiveness to interventions (hand-over-hand, tactile cuing, music). Were students able to:

- Grasp the concept of portraiture?
- Create their own self-portrait?



LESSON 11:

The Art of Dressing

Grade Level: 6th - 8th Grade

Duration: 45 minutes in classroom and field trip to designer's studio or fashion buyer department

Objectives and Outcomes:

- Students will understand casual and formal clothing, what to wear depending on the occasion.
- Students will review basics of personal hygiene
- Students will be aware of adaptive strategies for dressing.
- Students will define style and what is communicated through personal style.

Key Vocabulary: Dressing, the art of dressing, fashion, attire.

Materials: in advance of this class, collect clothing and accessories, with a variety of tops and bottoms, for both girls and boys, with a variety of textures, colors and styles

Procedure:

Warm Up

- Sit in circle; open class with greetings and songs
- Songs: Small Talk, Grand slam (You Can Do It!), 2-Way Street
- Sitting Tall, stretches, vocal exercises
- Review previous lesson, and introduce new lesson

Introduction

- In the previous class, you created a self-portrait. Did clothing play a role in your self-portrait? Why or why not?
- What is fashion? A Fashionista? Fashionable? Style? What is the difference between these terms?
- Discuss how to make a good impression with your attire. Ask students what they would wear for different occasions, formal and informal? What to wear when? Time of day, people at event, functional clothes.
- What is a dress code? What types of dress codes are there? (formal, casual, black tie, festive, etc.) Why are dress codes necessary or important?

- How would you describe your style? Give specific examples of the articles of clothing or elements that you think show this?
- What does your style say about you? What do you communicate with your style?
OPTION: In our Pilot Program, students visited the Museum at the Fashion Institute of Technology to meet with an educator. Alternatively you can invite an instructor from a local design department or designer's studio, or a fashion buyer from a local clothing store to share their experiences in fashion, fashion history, the process of fashion making it from designer runways to local stores, and how this mechanism influences students' definition of personal style.
- Discuss Adaptive Strategies: What are your tricks for dressing? How do you match colors? Organize your clothes? Do you shop for yourself? Where? Etc.

Activity:

Using clothing, accessories, and fabrics collected prior to class, learn about matching an outfit with an occasion, and how fashion is a way of expressing self. Break students up into small groups of 2-3 students. Students can be given an event or situation for which they need to put together an appropriate outfit. The outfits can be laid out on large tables. To facilitate placement, a generic silhouette of a figure may be drawn on a large sheet of paper. Situations might include: family reunion, job interview, college interview, birthday party with friends, dinner party at a restaurant; first day at new school; students may have other suggestions. Student groups will share their ensembles with their peers.

This exercise is an excellent way to incorporate multi-sensory elements into the curriculum.

LAYOUT OUTFITS ON THE TABLE, COLLECTING.

Assessment:

Child's participation and application of presented skills, improved use of adaptive strategies and equipment, general learning attitude and participation, including responsiveness to interventions (hand-over-hand, tactile cuing, music). Were students able to:

- Grasp that different styles communicate different messages and
- Portray different styles through using different items of clothing and accessories?



LESSON 12:

Personal Narrative: Writing Your Story

Grade Level: 6th - 8th Grade

Duration: 2 Sessions of 45 minutes

Objectives and Outcomes:

- Students will discuss their experience(s) as a person with a disability and share stories.
- Students will learn the basic structure of an effective short story.
- Students will use creative writing to communicate their experience as a person with a disability.
- Students will present a real picture of themselves, communicate authentically and confidently.

Key Vocabulary: 6-word memoir; memoir.

Materials: Brailers, Braille paper, paper/markers.

Procedure:

Enlist the support of your language arts, English or creative writing teachers to develop or expand on this lesson.

Warm up:

- Sit in circle; open class with greetings and songs
- Sitting Tall, stretches
- Review previous lesson and introduce new lesson

Introduction

- Students will discuss the elements and structure of a memoir.
 - Characteristics of Memoirs
 - Non-fiction; based on the truth
 - Written in the first person.
 - Based on a memory; a description of an event from the past
 - Focused on one event or point in author's life
 - Reveals the feelings of the writer
 - Shows what the author learned from the experience;

- Subjective, vs. objective. It is more about the author’s experience rather than a description of the event itself
- Story’s structure
 - Beginning (set the background for the story)
 - When?
 - Where?
 - Who?
 - Middle: the plot
 - What?
 - What did you do?
 - End:
 - How did you feel?
 - What do you think? What does it say about the story’s character?
 - What did you learn from that experience?

Tips for writing a good memoir:

- Connect with your audience. Share information, thoughts and feelings about yourself or things you might have in common with the audience. This allows readers to understand how the experience affected you, and what you were going through. This helps build a connection to you, the narrator
- Use descriptive words and phrases to bring the story to life. Add sensory details, or words or descriptions that appeal to one of your senses. Dialogue is also effective in conveying the emotions felt or expressed at key moments in the action.
- After the first draft, make sure you have a catchy beginning to get the reader’s attention immediately. Ideas include starting in the middle of the action, having the characters talk, beginning with a surprising statement or fact, or giving some important background information.
- Make sure you have revealed why the event was important. Share what you learned from this experience and evoke an emotional response from your readers

Activity:

Part One: The 6-Word Memoir. Ask students to choose a life-changing moment, and use the best six words to describe it. Examples and further lesson plans can be found at the Six-Word Memoir Project at www.SMITHteens.com, or in the book, *I Can’t Keep My Own Secrets. Six Word Memoirs by Teens Famous and Obscure.* edited by Rachel Fershleiser and Larry Smith. New York: Harper Teen, 2009.

Part Two: Expanded Memoir Time. Students choose one of their newly brainstormed 6-word memoirs to expand into a short story that explores their experience(s) as a person with a disability.

- Outline the memoir:
 - Create a three-box planner. Draw three boxes in the middle of the page.
 - In the middle box, draw the most important event of the story. In the first box, draw what happened immediately before the most important event. In the last box, draw what happened immediately after the most important event. Write a one-sentence caption under each box.
- Draw a box outlining the page. On each side of the box, students write key aspects of the memoir such as the setting, emotions felt, important people or key dialogue. These can be adjusted as needed to focus on a specific topic.
 - Use above outline to write out memoir
 - Second session. Ask students to read the story aloud to the class, reinforcing ideas of body language and public speaking skills.

Closure: Summarize any common threads or differences found in students’ memoirs.

Assessment:

Child's participation and application of presented skills, improved use of adaptive strategies and equipment, general learning attitude and participation, including responsiveness to interventions (hand-over-hand, tactile cuing, music). Were students able to:

- Grasp the concept of a memoir?
- Write a 6-word memoir?
- Expand the 6-word memoir into a fuller length story about their experience as a student with a disability?



LESSON 13:

Preparing an Interview

Grade: 6th - 8th Grade

Duration: 45 minutes

Objectives and Outcomes:

- Students will learn about the different types and purposes of interviews.
- Students will learn the importance of preparing in advance, being organized and present one-self.
- Students will practice their questioning skills.

Key Vocabulary: Interview.

Materials: Brailers, Braille paper, paper/markers.

Procedure:

Warm up:

- Sit in circle; open class with greetings and songs
- Sitting Tall, stretches
- Review previous lesson and introduce new lesson

Introduction:

- What is an interview? Purposes? Context: internship, summer jobs, TV show, newspaper article etc.?
Initiate a K-W-L Chart with the students to ascertain what they (1) know about interviews and (2) what they want to know about interviews. The "L," or "learned" portion of the chart, will be filled out during the assessment section of the lesson.
- Do(s) and don'ts of interviews.
- What kind of questions? Formal/informal; open and close ended questions.
- How to prepare an interview? Know a few facts about the interviewee, have some questions ready, tips for dealing with the stress (visualization, breathing exercises).

Activity:

Planning and Interviewing

- Guided Interview Practice: To scaffold the interview process for the students, you can opt for any of the

following: (1) do a “fishbowl” interview, wherein you (the teacher) and a student run through the interview process while the rest of the students watch, then, debrief afterward; (2) if there is more than 1 teacher in the classroom, the two teachers can do a mock interview for the students; or (3) have two students do a mock interview in the “fishbowl”.

- Triad Interview Practice: Working in groups of 3, students should assume the following roles—(1) Interviewer, (2) Interviewee, and (3) Observer. At the conclusion of the interview, the three debrief, with the observer kicking off the reflection. Then, students switch roles until all 3 have assumed each role. Students can choose from the possible scenarios below:
 - A prospective teacher is coming to be interviewed by a student hiring committee.
 - Students will hold their own talk show: host, interviewee and questions from the audience (rest of the students)
 - Students can interview their teacher about his/her own job interview process:
 - Students will prepare in writing questions to ask to their fellow and practice by pair.
 - Students will pair up and prepare questions to ask to a museum staff member (they will conduct this interview in a later lesson).
- As a class, compare questions and decide 10-15 questions to ask staff member. Consider sequencing questions so that they lead logically and naturally in conversation. Be prepared to ask follow up questions when the conversation gets interesting; be flexible though—if the flow is leading in another direction.

Closure: Review with students the do’s and don’ts of interviewing; ask them what they learned from this interviewing activity.

Assessment:

Child’s participation and application of presented skills, improved use of adaptive strategies and equipment, general learning attitude and participation, including responsiveness to interventions (hand-over-hand, tactile cuing, music).

LESSON 14:



Inviting a Guest / Meeting Someone New: Practicing the Interview Process

Grade Level: 6th - 8th Grade

Duration: Half-day

Objectives and Outcomes:

- Coordinate interview with staff from an institution (Museum, Library, stores, other local agencies etc.)
Students will discuss the multitude of profession within the institution.
- Students will practice their communication and questioning skills.

Key Vocabulary: Interview.

Materials: audio/video equipment; prepared interview questions.

Procedure:

Warm-up:

Sit in circle; open class with greetings and songs

Sitting Tall, stretches (introduce how to relax in public space before meeting with someone)

Review previous lesson and introduce new lesson

Introduction:

- Review basic interview concepts and tips;
- Review self-presentation concepts, body language, eye contact, clear speech, etc. and review questions prepared in lesson 3.2.

Activity

- Depending on the number of staff members available for interviewing, break students up into groups. Students will interview a staff member and practice their skills using the questions prepared in class.
- Students will tape the interview, which will be used as the basis for a written essay.

Closure: Give students feedback on interview skills,

Follow-up or Cross-Curricular Assignment: Using this information, then, write up a human-interest story or feature of museum or other institutional employment

Assessment:

Child's participation and application of presented skills, improved use of adaptive strategies and equipment, general learning attitude and participation, including responsiveness to interventions (hand-over-hand, tactile cuing, music). Were students able to:

- Apply the skills learned in the previous lesson to today's interview activity?



LESSON 15:

Let's Prepare Our Own Talk Show!

Grade: 6th - 8th grade

Duration: 45 minutes

Objectives and Outcomes:

- Students will work collaboratively.
- Students will review process required to develop, film, perform and edit a talk show.
- Students will practice their public speaking and interviewing skills.
- Students will act professionally, responsibly, and learn to present themselves well.

Key Vocabulary: Talk show.

Materials: Camera, tripod, microphone; props

Procedure:

Warm up:

Sit in circle; open class with greetings and songs, STANDING TALL

Sitting Tall, stretches

Review previous lesson and introduce new lesson

Introduction

As a group, establish a professional working environment that will strengthen group cohesion. It is vital that you set norms as a group, so that students have buy-in and a sense of ownership over said norms. Some basic norms and guidelines can include:

- Self-presentation: set up a dress code, i.e. wear ties and scarves
- To be respectful of each other's time and money, we need to be effective and not waste time.
- Listen to each other.
- Camera and equipment is expensive: take care of it, you are responsible for it.
- Help each other: when someone is having difficulties, don't just tell them, "That's not it, or that's not right," give them specific, positive suggestions for how they could solve the problem or improve the performance.

Activity:

Developing the Talk Show

Determine the name of the show, and the responsibilities of each team and each member within a team.

- Split class in two groups
 - Technical team: Director/cameraman/stage manager
 - How do we want to set up the stage, i.e., table, chairs, mic.
 - Determine roles for each member of team and outline responsibility.
 - Where to place the camera? (Remember: It needs to stay still; you should see everyone on stage.)
- Get actors ready for stage:
 - o Sit tall
 - o Speak loudly and clearly
 - o Look at the person you are talking to (audience or other)
- Keep silence during filming
- Director determines lights, camera, and action sequence.
- Talent Team/Actors:
 - o Name of presenter/anchor
 - o Develop questions accordingly; think of what you and other people may want to know about this person.
 - Introduction
 - Questions
 - Thank you/goodbyes
 - o Rehearse introduction

Closure: Review basic process to prepare for next lesson's filming.

Assessment:

Child's participation and application of presented skills, improved use of adaptive strategies and equipment, general learning attitude and participation, including responsiveness to interventions (hand-over-hand, tactile cuing, music). Were students able to:

- Grasp the concept of a talk show?
- Multi-task and plan their talk show?

LESSON 16:



Let's Perform and Film Our Own Talk Show!

Grade: 6th - 8th Grade

Duration: 45-90 minutes

Objectives and Outcomes:

- Students will learn to work collaboratively.
- Students will develop, film, perform and edit the show.
- Students will practice their public speaking and interviewing skills.
- Students will act professionally, responsibly, and learn to present themselves well.

Key Vocabulary: Perform; talk show.

Materials: Camera, tripod, microphone; props

Procedure:

Warm up:

- Sit in circle; open class with greetings and songs.
- Sitting Tall, stretches.
- Review previous lesson and introduce new lesson.

Introduction: Developing Group Cohesion/Establish a Professional Working Environment
Remind students of professional-working environment rules established in previous lesson.

- Self-presentation: wear ties and scarves
- Making a movie cost money, we need to be effective and not waste time.
- Listen to each other.
- Camera is expensive: take care of it; you are responsible for it.
- Help each other: when someone is having difficulties, don't just tell them, "That's not it, or that's not right," give them specific, positive suggestions for how they could solve the problem or improve the performance.

Activity:

Filming and Performing

- Students film take 1 – 10 minutes.
- Students review Take 1 and give feedback – 15 minutes
- Student film Take 2 – 10 minutes
- Students review Take 2 and give feedback—10 minutes

Closure: Critique film. What elements worked? What might you do differently next time? Any surprises?

Assessment:

Child's participation and application of presented skills, improved use of adaptive strategies and equipment, general learning attitude and participation, including responsiveness to interventions (hand-over-hand, tactile cuing, music). Were students able to:

- Work collaboratively?
- Develop, film, perform, and edit the show?
- Practice their public speaking and interviewing skills?
- Act responsibly, professionally, and learn to present themselves well?

LESSONS 17 and 18:

Preparing and Hosting the FINAL EVENT

Grade Level: 6th -8th Grade

Duration: 2 sessions for preparation and Final Presentation: 1 hour and 45 minutes

Objectives:

Students will be able to:

- Understand the components of organizing and planning an event
- Choose refreshments and execute presentation and serving of food.
- Conduct a conversation and use appropriate greetings with others
- Coordinate the presentation of a film, or performance demonstrating self-presentation, interviewing skills
- Exhibition with students giving tours of exhibition,
- Organize a display of artwork created during program

Key Vocabulary: Culminating event.

Materials: invitations, refreshments and materials to create and install signage and decorations for final event; student artwork, and performances by students and instructors including original music written and produced for Standing Tall; A/V equipment, microphone and speaker for MC,

Procedure:

Introduction:

- Why do we have a final, culminating event? To celebrate what we've learned.
- How should we present ourselves?
- What is our ultimate objective, in having this final event?

Options for final event to incorporate public speaking and self-presentation skills

- Exhibition of self-portraits, with presentations or tours by individual students based on personal narratives
- Performance of songs, presentation of video, reading/reciting personal narratives

Students participate in every step of event planning and execution, including appropriate dressing, socialization, event planning, and execution.

Prior to day of the Final Event:

- Design and send out invitations to guests such as other classes and families, either paper or via email or web-based invitation services
- Students plan how to create ambiance for the event; theme. Perhaps review “Coming to the Table” lessons on creating “ambiance.”
- Select and design menu; order refreshments.
- For exhibition: collect artwork, text for labels (artist’s name, title of work, materials used to make work (media line) and short description by artist—100-200 words. Students should prepare a short description to present on day of event, as they give an informal tour of the student exhibition. Develop signage and acknowledgements for gallery space Install exhibition. Options for hanging work, in addition to traditional framing: clothesline and binder clips; removable hanging tabs (i.e. Command strips)
- For performance: this could include singing of song written in lesson 1.2, presentation of talk show video and/or students reciting/reading personal narratives written while in the program. The personal memoirs and artwork could also be presented in book form. Choose one student to be the Master of Ceremonies.
- Rehearse exhibition tour or performance.

Day of the Event:

- Set up space for exhibition of art and viewing performance or screening of video.
- Students Greet guests and offer refreshments while guests gather and view program materials. Students will demonstrate self-presentation and conversation skills learned throughout program
- Student Master of Ceremonies calls group to order for performance of program songs, presentation of video or beginning of exhibition tour as each student presents their materials.
- Students will line up at the door to say good-bye to their guests and thank everyone for coming.

Accommodations & Modifications: Instructors and teachers will continue to assess needs of children, noting progress in acquiring presented skills, and continuing needs assessment and provision of adaptive equipment, special instruction, exercises, etc. Adaptive self-feeding strategies for the visually impaired will be incorporated.

Assessment:

Child’s participation and application of presented skills, improved use of adaptive strategies and equipment, general learning attitude and participation, including responsiveness to interventions (hand-over-hand, tactile cuing, music). Were students able to:

- Understand the components of organizing and planning an event?
- Choose refreshments and execute presentation of serving of food?
- Conduct a conversation and use appropriate greetings with others?
- Coordinate the presentation of a film, or performance demonstrating self-presentation, interviewing skills?

Cross Curricular Components:

Music - Songs: Play and sing along with the students
Standing Tall; 2-Way Street; What to Wear; 2 B U

APPENDIX A: SONGS

STANDING TALL

© Brian Muni and AEB

You've got to
Speak to be heard
Write to be read
Sing to be listened to
You've got to
Walk with a hop
Go on don't stop!
Til you get where you're going to

With your head held up high
Reach for the sky
And lo and behold!
In no time at all
You'll be Standing Tall
In no time at all
You'll be Standing Tall

Now if you open your ears
Listen real hard
You could learn a thing or two
You could go very far
Swing on a star
If that's what you want to do

If you try your best
You could climb Mt. Everest
Just to take in the view
In no time at all
You'll be Standing Tall
In no time at all
You'll be Standing Tall

2-WAY STREET STRAIGHT TO OUR HEARTS

© Brian Muni and AEB

It's a 2-way street
Between us and understanding
A 2-way street
From our heads to our hearts
You've got to give to get love
If the love is gonna happen
2-way street
Straight to our hearts

Now I bet sometimes, you think that no one's listening oh, but don't your actions speak louder than words?
If you say what you mean, mean what you say hey, don't play, and you'll be heard

Cause it's a 2-way street
Between us and understanding...

Now people can seem so cold
Like snowy winter streets with shut-down stores but up the stairs a fire glows and if you make the climb who
knows what you'll find?
All you gotta do is try!

It's a 2-way street
Between us and understanding
A 2-way street
From our heads to our hearts
Gotta give to get love
And the love will surely happen
2-way street
Straight for our hearts
2-way street
Here's where it starts
2-way street....

It's a 2-way street between us and understanding

WHAT 2 WEAR?

© Brian Muni

What 2 wear?
What to wear?
How to choose?
What to wear?
What's the weather like? Is it wet or dry?
What's my mood like? Silly or sly?
Should I be dressy or messy?
Or should I even care?

What 2 wear?
How to choose?
Black or white?
Sneakers or shoes?
If I'm going to the cotillion
Gotta look like a million!
But I don't know what to wear
Gotta find a mirror
Do something 'bout this hair!

Now satin may work in Manhattan
But if its Queens it's gonna be jeans!

Can it be a party without Ed Hardy?
Am I a bore in Christian Dior?
Or just another zombie in Abercrombie?

Gold or silver? Rings or chains?
Need something bold
Let 'em know my name
I guess it don't mean a thing if it ain't got that bling!
I'm looking for something to wear
I'm peering in the mirror
And liking who's waiting there!

What 2 wear? What to wear? Ooh
What 2 wear? What to wear?

2 B U

© Brian Muni and AEB

If you worry what I'm thinking
And I worry what you'll say
Me oh my
That's a big sigh
And if I try to impress you
And you try to be "fly"
Me oh my
Don't wanna cry

2 B U is all you need 2 do
2 B U is good enough 4 me

If you open your emotions
If I tell something real
Well, well, well
That could be swell

And if you show me that you're listening I'll show you what's inside well, well, well you got me under your
spell

2 B U is all you need 2 do
2 B U is good enough 4 me
2 B U what else can we do?
2 B U then we won't have to worry
Will we? I don't think so!

References

Antonello, Stephen. Social Skills Development: Practical Strategies for Adolescents and Adults with Developmental Disabilities. New York: Allyn & Bacon, 1995.

Antonia Garcia and Patricia Sternberg, Sociodrama: Who's In Your Shoes? New York: Praeger, 2000.

Borgenicht, David. The Worst-Case Scenario Survival Handbook: Junior Edition. New York: Chronicle Books, 2009.

Brown, Marc Tolon. Arthur Meets the President. New York: Little, Brown Books for Young Readers, 1992.

Detz, Joan. You Mean I Have to Stand Up and Say Something? New York: Atheneum, 1986.

Gaylord-Ross, Robert J., Linda S. Kekelis, & Sharon Z. Sacks, Ph.D. (Eds.). Development of Social Skills by Blind and Visually Impaired Students: Exploratory Studies and Strategies, New York: American Foundation for the Blind, 1992.

Otfinoski, Steve. Speaking Up, Speaking Out: A Kids Guide to Making Speeches, Oral Reports and Conversation. New York: Demco Media, 1999.

Pinkwater, Daniel Mannus. Bad Bears Go Visiting. New York: Houghton Mifflin Books for Children.

Sacks Ph.D., Sharon Z. "Welcoming Students with Visual Impairment to Your School, Perkins School for the Blind." Keynote speech at the Perkins School for the Blind, Quechee, Vermont, 2004.

Sacks Ph.D., Sharon Z. & Karen E. Wolffe, Ph.D. Focused On: Importance and Need for Social Skills. New York: American Foundation for the Blind, U.S., 2000.

Sesyle, Joslin. What Do You Say, Dear? New York: Harper Collins, 1986.

Smith, Larry. I Can't Keep My Own Secrets. New York: Harper Teen, 2009.

Smith, Larry & Rachel Fershleiser (Eds.). Six Word Memoirs by Teens Famous and Obscure. New York: Harper Teen, 2009.