Deliver the Moment

Read how a speaker adjusts delivery for new volunteers.

12.P.CP.2.c "Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Number the three bracketed delivery choices 1, 2, and 3. Then underline words in each paragraph that show why that choice fits Maya's audience or purpose.

Training for a Cooling Center

1. At a training for new cooling-center volunteers, Maya begins by looking around the room and smiling. [Use a warm, conversational tone and open palms.] "You may be meeting neighbors who are tired, worried, or unfamiliar with this building. Your first job is to help them feel expected. Say hello, offer water if it is available, and point out the restroom, seating area, and exit. If you do not know an answer, tell the guest you will find someone who does. A calm welcome can make the next steps easier for everyone."

2. Then Maya raises a clipboard so the group can see the check-in list. [Slow your pace, and point to each line as you name it.] "At check-in, record the guest's name only if your site requires it. Ask whether the person needs accessible seating, a phone charger, or help contacting someone. Do not promise services the center cannot provide. Instead, explain what you can do and who can assist. Pause after each instruction so partners can locate the correct space on the form. Clear directions prevent confusion when several guests arrive at once."

3. A volunteer asks what to do if a guest becomes dizzy and says the room is spinning. Maya stops smiling and faces the group squarely. [Use a firm, low tone, speak in short sentences, and hold one hand still to signal attention.] "Get the site lead or trained medical responder immediately. Stay with the guest unless you must leave to get help. Keep the path clear, and do not crowd the person. Follow your center's emergency plan, even if other guests are waiting. Safety comes first in this moment." After the warning, Maya relaxes her shoulders before inviting questions.

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, which delivery choices help Maya make new volunteers feel expected, and why?

2. Why does Maya slow her pace and point to each line in paragraph 2?

3. Compare paragraphs 1 and 3. How does Maya change her tone and body language, and why does she make that change?

4. Why do a firm, low tone and short sentences fit Maya's directions in paragraph 3?

3 YOUR TURN

Your own words

Write a three-sentence announcement for students at an outdoor school event when lightning is reported nearby. Include three parenthetical delivery cues, one for tone, one for pace, and one for a gesture. Give a clear safety direction. In a safe classroom rehearsal, actually deliver the announcement to a partner using your tone, pace and gesture cues; do not enact an emergency. The listener names the intended action and one delivery choice that helps it. Adjust and repeat a sentence if unclear, then swap roles. Record the listener's observation on extra paper.

ANSWER KEY # Deliver the Moment

PART 1 · READ AND MARK

Number the three bracketed delivery choices 1, 2, and 3. Then underline words in each paragraph that show why that choice fits Maya's audience or purpose. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, which delivery choices help Maya make new volunteers feel expected, and why?	**A warm, conversational tone and open palms help Maya seem welcoming and nonthreatening to volunteers who may be preparing to meet worried guests.**
2	Why does Maya slow her pace and point to each line in paragraph 2?	**The slower pace and pointing help volunteers follow the check-in list and locate the correct place on the form, preventing confusion.**
3	Compare paragraphs 1 and 3. How does Maya change her tone and body language, and why does she make that change?	**She shifts from a warm tone, smile, and open palms to a firm, low tone and a still hand. The shift moves the group from a welcoming introduction to an urgent safety response.**
4	Why do a firm, low tone and short sentences fit Maya's directions in paragraph 3?	**A guest may need immediate help, so concise, firm directions focus volunteers on getting the site lead or trained responder and following the emergency plan.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

(Use a firm, calm tone.) Students, move with your group to the main building now. (Speak slowly.) Follow your teacher, and stay with your group. (Raise an open hand toward the entrance.) Do not run or return outside until an adult gives directions.

Accept delivery choices that clearly fit the audience, purpose, and situation in the passage. For the open task, accept varied wording if it has exactly three sentences, includes all three types of delivery cues, and gives a clear safety direction. Provide a safe supported classroom rehearsal only, following school adult instructions for the hypothetical safety wording. Observe actual tone, pace and gestures and collect the listener's purpose-fit observation. Written cues alone do not complete the task; allow accessible supported delivery and adapt gestures to the learner. No real emergency, outdoor event or public address is required.