

# MAGIC CORKS

(noise reduction tool)



Instructions



# USE YOUR VOICE BUT DON'T MAKE NOISE

Guidelines for teachers



# Guidelines for teachers

The title: Use your voice but don't make noise (Guidelines for teachers)  
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## Why teach about voice?

Flaws and problems with the voice are common, especially amongst those who really need to put their voice to the test, and damage to the voice can in fact be an occupational illness. Common ignorance of how the voice works means that we too often take our voice for granted. The voice follows the same laws as all other bodily functions in that it does not tolerate abuse or exhaustion. The voice is not an independent phenomenon, but is instead the result of complex collaboration between exhalation and numerous muscles, especially the vocal cords. Through overuse of the voice we can risk damaging our vocal cords.

## Noise disturbance can damage both the voice and hearing

Noise in preschool has often been shown to exceed safe limits, above which damage may occur to hearing and above which it may be difficult for children to hear and understand what is happening. It is a natural law that voices become uncontrollably louder when people are subject to noise disturbance, meaning that in a noisy environment it is easy for the voice to exceed those limits and risk causing vocal damage.

Symptoms associated with such situations include voice tiredness, persistent hoarseness, voice disturbances and the feeling of pins and needles in the neck.

Preschools are workplaces for both adults and children, with children, due to their immature state of physical development, being perhaps more likely than adults to suffer from voice and hearing damage. Increasing signs of such impacts on children are a cause for concern.

## The power of voice

It is first and foremost the feeling in the voice that gives the spoken word meaning and influences those who are listening. If the word "come" is spoken in a gentle tone it awakens different feelings than if it is said in a commanding tone. In fact, you do not always need words. You can imply consent, refusal, surprise and contempt simply by saying "hmmm" in different tones of voice. The human voice can be used to influence others and to attract, frighten or empower.

This book is suitable for teaching 4-7/8 -year-old pre-school / school children about voice and noise.

## **These guidelines contain the following information for each chapter of the book:**

- Aims.
- Guidelines for how to use the tone of your voice in reading aloud.
- Lists of the highlighted words referring to voice use that remind the reader how to use his/her tone of voice to help the listener understand the real meaning of the text.
- Lists of actions that can help the children to increase their body sensitivity.
- Exercises following each chapter.

# Chapter I:

The magic corks Quirky Cork and Corky Cork get acquainted and meet a nice woman.

## Aims for Chapter I:

- Make the children aware of different tones of voice and how we use our voices differently depending on circumstances.
- Make the children aware of the different feelings that can be invoked by the manner in which we say words.



## Words highlighted in the text are intended to:

- Guide the reader on how to use an appropriate tone of voice to help convey the feeling of the words in the text.
- Help the children to pay attention to sounds created by the mouth.

## Guidelines for voice production.

(with page numbers)

**When reading aloud pay attention to how to use proper tone for these words:**

puffs - groans - surprise in her voice (2) puffed (6)  
a little voice - firmly - timidly (8)  
in amazement (10) enraged - sadly - whimper - friendly - firmly (12)  
cry - hiccup - comfortingly (14) happily - surprise in her voice (16) happily - with fear in her voice - reassuringly - laughed - hesitantly (18) friendly - relieved (20) happily - sleepily - snore (22)

## Sounds created with the mouth.

(with page numbers)

**Make the children imitate sounds created with the mouth which occur in the text:**

puffs - groans (2)  
puffs (6)  
say "good morning" with a little voice (8) whimpering (12)  
"pop" - hiccups - crying (14)  
say the magic rhyme (16)  
say the rhyme (18)  
snoring (22)

## Words according to body awareness.

(with page numbers)

**Actions that can increase body awareness/ instructions in the text:**

move to the right - move to the left - move backwards - move forwards (4)  
sway from side to side and make themselves small (16)  
rock themselves - make themselves big (18)

## Discussion

**Discuss with the children and have them answer spontaneously as much as possible:**

*What is the voice?* The voice is a sound that comes out of our mouths.

*When do we use our voices?* When we sing we use our voices. When we speak we use our voices. When we yell, scream and call we use our voices. When we cry and laugh we use our voices.

*How do we use our voices?* When we want other people to listen to us or when we are happy, angry, irritated, sad or feeling pain.

## Exercises

Practice with the children making as many sounds as possible, both voiced sounds and other kinds of sounds, e.g. *clapping hands, stamping, sobbing, making clicks with the tongue, whistling and gently crying*

Words in this chapter provide an opportunity to inform children about voiced sounds that do not involve saying words e.g. *moaning, snoring, blowing, crying, sobbing and crying out loud*

■ **Voice use without words:** Practice with the children creating sounds with the mouth, and discuss how, when and why we use them:

### Moaning

*How do we moan?*

When do we moan and why do we moan?

e.g. when we are tired or when we are bored.

### Whining

*How do we whine?*

When do we whine and why do we whine?

e.g. when we feel pain.

### Screaming

*How do we scream?*

When do we scream and why do we scream?

e.g. when we are afraid or when we are very angry.

### Laughing

*How do we laugh?*

When do we laugh and why do we laugh?

e.g. when we find something or somebody funny.

### Crying

*How do we cry?*

When do we cry and why do we cry? e.g.

when we are very sad or when we feel strong pain.

■ **To feel the difference between voiced and voiceless words.**

a. Count to 5 out loud and then count to 5 in a whispered voice.

b. Whisper “good morning” without a voice and then say it with a strong voice. If the children get excited and start screaming the phrase “good morning”, it offers a good opportunity to point out the difference between using a strong voice and screaming.

# Chapter II:

## The voice in a naughty boy.

### Aims for Chapter II:

- Teach children about good and bad voice habits, and how bad voice habits such as screaming without any reason are both uncomfortable for others and rude.



### Words highlighted in the text are intended to:

- Guide the reader on how to use an appropriate tone of voice to help convey the feeling of the words in the text.
- Help the children to pay attention to sounds created by the mouth and voice.

### Guidelines for voice production. (with page numbers)

**When reading aloud pay attention to how to use proper tone for these words:**

shouted aggressively -  
shouting - hoarse - shout  
- scream - in an upset voice  
- curious (24)  
shouted - cheerfully (26)  
annoyed - curiously - wisely  
- harrumphed (28)

### Sounds created with the mouth. (with page numbers)

**Make the children imitate sounds created with the mouth which occur in the text:**

say "good morning" with a hoarse and with a normal voice (24)  
say the magic rhyme (26)  
harrumphing sounds (28)

### Actions relating to body awareness. (with page numbers)

**Actions that can increase body awareness/ instructions in the text.**

dance - sway from side to side - make themselves small (26)

## Discussions:

Discuss voice protection and voice culture. How it is possible for us to show concern? By using a tender, comforting, encouraging, and praising voice. On the other hand, how do we show a lack of respect or concern? By yelling, screaming or using a tone of voice that signals mockery, anger, arrogance or contempt.

### ■ Suggestions on how to discuss good voice culture and voice ergonomics.

*How to treat our voices well?* Avoid bad voice habits (e.g. to scream).

*What does the "indoor" voice mean?* Does it mean that we shall not scream indoors but we can scream all we like outdoors? Absolutely not. Why? Because screaming can damage our voices.

### ■ Discuss with the children how we can gain other people's attention without screaming and yelling at them:

- Other people find screaming uncomfortable. Who likes screams in their ears?
- We cover our ears with our hands to protect them when someone is screaming next to them.
- What can we do other than screaming?

### ■ Do people sometimes scream just for the sake of screaming? How can we stop them from doing this?

- What's the difference between calling out and screaming?
- Is it clever to scream?

## Exercises

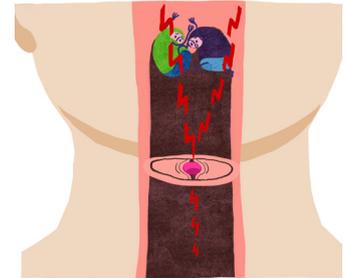
- Make the children say "good morning" with a hoarse voice, and then with a normal voice. Make them pay attention to how difficult it is to say something with a hoarse voice.
- Try to sing one line of a song first with a hoarse voice and then with a normal voice to feel the difference.
- Practice speaking in different tones of voice with the children. Use the Smileys guide at the end of these guidelines to help with this.
- How do we say "good day" in the following voices:  
polite - firm - tender - happy - angry.
- EXPERIENCE SILENCE by staying quiet for a little while e.g. ½ - 1 minute.

# Chapter III:

Quirky Cork and Corky Cork examine the damaged vocal cords in the naughty boy.

## Aims for Chapter III:

- Teach the children about vocal cords. Explain that they are located inside our voice box, and that when we want to use our voice, the vocal cords start to move together very fast with the help of tiny muscles. Explain how misusing the voice (e.g. by screaming) can make the vocal cords move too tightly together and damage our vocal cords, so that we become hoarse and are not capable of using the voice as we want to.



## Words highlighted in the text are intended to:

- Guide the reader on how to use an appropriate tone of voice to help convey the feeling of the words in the text.
- Help the children to pay attention to sounds - voiced or unvoiced - created by the mouth.

## Guidelines for voice production (with page numbers)

**When reading aloud pay attention to how to use proper tone for these words:**

wisely (30)  
excitedly - wisely - frightened  
- curiously (32)  
voice trembled (his voice was still trembling) (34)  
called - screaming - fear in his voice - shouted - hoarse (36)  
wisely - thoughtfully (38)

## Sounds created with the mouth (with page numbers)

**Make the children imitate sounds created with the mouth which occur in the text:**

say "good morning" wisely (30)  
say "I am so afraid" in a trembling voice (34)

## Actions relating to body awareness (with page numbers)

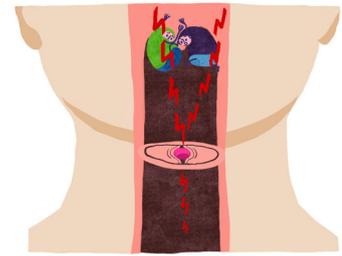
**Actions that can increase body awareness/ instructions in the text:**

where is the uvula?  
hop along - where is our tongue? (32)

## Discussion

*How do we create voice?*

Air comes out from our lungs when we breathe out (where are our lungs?). Let's inhale and then exhale. When the air goes out from the lungs it goes between our two vocal cords. The air makes the vocal cords vibrate, and when our vocal cords are moving this creates voice. Try to say "good morning" while inhaling and then say "good morning" while exhaling. The voice sounds quite different.



To demonstrate this to the children, take a balloon, blow it up, then stretch the opening and let the air whoosh out. A sound can be heard. This is comparable to how voice is created (if we think of the balloon as our lungs and the opening as our vocal cords).

We can hear voice when the air leaps out between the vocal cords just as we can hear a squeal from the balloon.

### **Screaming.**

*Should we scream just for fun?* No, that's nonsense.

*Why?* Because we can damage our voices when we scream. The vocal cords can't take it. The voice gets hoarse and we may even stop being able to sing.

We wouldn't kick a wall barefoot, would we? We are kicking our vocal cords when we scream, and that can hurt them.

*But when do people scream?* When they are scared, angry or excited.



## Exercises

- Ask the children to sing a song with a hoarse voice and then with a normal voice. Direct their attention to how difficult it is to sing with a hoarse voice.
- Get the children to feel how it is possible to say words with different tones of the voice e.g. "good morning" with a low voice - strong voice - tender voice - angry voice. Use these different tones first with a normal voice and then with a hoarse voice, highlighting again how difficult it is to say something with a hoarse voice.

# Chapter IV:

## The corks speak about bad noise.

### Aims for Chapter IV:

- Teach children about sound. What is sound?
- Teach children about noise. What is noise?



### Words highlighted in the text are intended to:

- Guide the reader on how to use an appropriate tone of voice to help convey the feeling of the words in the text.
- Help the children to pay attention to sounds created by the mouth.

### Guidelines for voice production. (with page numbers)

**When reading aloud pay attention to how to use proper tone for these words:**

concern - gravely (40)  
worried - agreeably -  
concern - a low voice (42)  
wisely - shouting - hoarse  
(44)  
firmly - shout  
scream - sighed (46)

### Sounds created with the mouth. (with page numbers)

**Make the children imitate sounds created with the mouth which occur in the text:**

sighing (46)

### Actions relating to body awareness (with page numbers)

**Actions that can increase body awareness/ instructions in the text:**

shake heads (42)

## Discussion:

*What is sound?* Sound is something you hear. There are many sounds around you. For example: voice, thumping, stamping, clapping hands and sirens. Can we think of more sounds?

*What is noise?* Sounds that are uncomfortable and loud.

*How does noise make us feel?* Inform the children how noise can be tiring and dangerous for both the voice and hearing.

*What can create noise?* Teach children about different noises.

*What can be done to reduce noise?*

## Exercises

Examples of different volumes of sound:

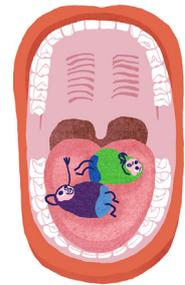
- Sneak around and then jump up and down to feel the difference in noise levels.
- Move chairs without making noise. Place building blocks in a container without making noise. Place toys on a table without making noise.
- Stay quiet for a little while (e.g. ½ minute).

# Chapter V:

Quirky Cork and Corky Cork explore the nice woman's mouth.

## Aims for Chapter V:

- To inform the children what our organs of speech are for and how we can use them.
- What can we do with our tongue?
- What can we do with our lips?
- What can we do with our cheeks?
- What can we do with our jaws?
- What can we do with our teeth?



## Words highlighted in the text are intended to:

- Guide the reader how to use an appropriate tone of voice to help convey the feeling of the words in the text
- Help the children to pay attention to sounds created by the mouth.

## Guidelines for voice production. (with page numbers)

**When reading aloud pay attention to how to use proper tone for these words:**

tenderly (48)  
whispered (50)  
in amazement (52)  
startled - gasped (56)  
a low voice - excited (58)  
wisely - cheerfully (60)  
a high-pitched voice - wisely (62)  
mysteriously - called out - voice trembled (64)

## Sounds created with the mouth. (with page numbers)

**Make the children imitate sounds created with the mouth which occur in the text:**

whisper "good morning" (50) move the mouth saying "u" and "i" and "a"(50) do the magic rhyme (52) gasping (56)  
ask the children to find their lower lips and make some funny sounds (58)  
click tongues on palettes (60) say "good morning" in a high-pitched voice and in a low-pitched voice (62)  
say "hello" with a trembling voice (64)

## Actions relating to body awareness (with page numbers)

**Actions that can increase body awareness/ instructions in the text:**

dance - sway from side to side (52)  
where is our hand - arm - shoulder? (54)  
where is our chin? (56)  
where is our lower lip? (58)  
where are our teeth? (58)  
where is our tongue? (58)  
where is our palate? (60)  
where is our uvula? (60)  
where is our throat? (62, 64) where are our lungs (64) swallow (64)

## Discussion and exercises:

### **The tongue**

*Do we need to have a tongue? Why?* Discuss this with the children and have them explore their own tongue and look at those of others.

*What can we do with our tongue?* (Lead the children to answers).

We can make clicks with it (try clicking).

We can stick our tongue out of our mouth, but we should not do that as it is very rude.

### **What about the jaws?**

*Do we use them?* Yes, they are for opening our mouths. Let's try that.

*Do we have to be able to open our mouths? Why? When?* (Lead the children to answers).

Ask the children to imitate the movements when we eat - drink - breathe with open mouth - spit - chew - sing - talk.

### **What about our teeth?**

*Can we make a sound with our teeth? Do we need to have teeth to be able to talk?*

How do we say /SSSSSSS/? We put our teeth together and then we blow through our teeth (let's try that).

Can we say /SSSSSS/ with an open mouth?

### **What about the palate?**

If we did not have a palate in our mouth there would not be any roof to stop our tongue when we lift it up. Then the tongue might go right up inside our nose and even come out the end! It would be pretty awkward to have a tongue dangling out from our nose.

### **What about our lips?**

*Do we need lips?* (Lead the children to answers). Make them imitate kiss - smile - cry - suck - whistle - sing - talk.

Feel how the lips move when we say / uuuuuuu / like we are crying, and when we say / iiiiiiiiii / like we are happy. What about / aaaaaaaa /?

### **What about the pharynx?**

*Do we need to have a pharynx, the hole that is deepest inside the mouth?* Oh yes. There must be a way down to the stomach and the lungs. Otherwise we would not be able to breathe or swallow our food.

# Chapter VI:

Quirky Cork and Corky Cork explore the vocal cords of the nice woman.

## Aims for Chapter VI:

- Inform the children about normal vocal cords, voice production and how the voice can be used differently.



## Words highlighted in the text are intended to:

- Guide the reader on how to use an appropriate tone of voice to help convey the feeling of the words in the text.
- Help the children to pay attention to sounds created by the mouth.

## Guidelines for voice production.

(with page numbers)

**When reading aloud pay attention to how to use proper tone for these words:**

nervously (66) whispered  
- hushed - booming -  
cleared her throat - whined  
- comfortingly (68) with  
surprise- shocked (70)

## Sounds created with the mouth.

(with page numbers)

**Make the children imitate sounds created with their mouths which occur in the text:**

whisper "good morning"  
then say it loudly (66)  
hushing (68)  
clear the throat (68)

## Actions relating to body awareness.

(with page numbers)

**Actions that can increase body awareness/ instructions in the text:**

do some nodding (70)



# Chapter VII:

The poor little corks in great danger. Uh-oh!

## Aims for Chapter VII:

- To recall the importance of the tongue, especially in speech.



## Words highlighted in the text are intended to:

- Guide the reader on how to use an appropriate tone of voice to help convey the feeling of the words in the text.
- Help the children to pay attention to sounds created by the mouth.

## Guidelines for voice production.

(with page numbers)

**When reading aloud pay attention to how to use proper tone for these words:**

excitedly (72)  
quickly - sharply -  
with surprise (74)

## Words according to body awareness.

(with page numbers)

**Actions that can increase body awareness:**

where are our molars? (72)  
move our tongues in and  
out of our mouth (74)  
find the tip of the tongue  
(74)

## Discussion and exercises:

*What can we do with our tongue? Do we need to have a tongue? Why?*

Discuss with the children.

*What can we do with our tongue?*

We can click with it.

We can be rude and stick it out of our mouths.

We can roll it up like a hot dog bun.

We can lick our lips with it.

We can roll it around our lips.

We can roll it around our teeth.

*But what about when we are talking? Do we use our tongue then?*

If we had no tongue we could not talk.

Try to say LA LA LA and feel what the tongue is doing. It moves.

And now about if we say KA KA KA?

Or NA NA NA?

Our tongue is moving with every word and speech sound that we say, and when we talk it is moving many hundreds of times per minute. So the tongue is a very important part of speaking.

# Chapter VIII:

Quirky Cork and Corky Cork explore the vocal cords of a huge man.

## Aims for Chapter VIII:

- Inform the children about different voices, such as male, female and children's voices, and why they are different.



## Words highlighted in the text are intended to:

- Guide the reader on how to use an appropriate tone of voice to help convey the feeling of the words in the text.
- Help the children to pay attention to sounds created by the mouth.

## Guidelines for voice production.

(with page numbers)

**When reading aloud pay attention to how to use proper tone for these words:**

excitedly (76) shocked  
- teasingly - whined -  
comfortingly (78) excitedly  
- giggled (82)  
cry - shouted - voice  
trembled -  
encouragingly (86)  
in alarm - sighed - relief  
in his voice (88)  
whimpered - comfortingly  
(90)  
tenderly - snore (92)

## Sounds created with the mouth.

(with page numbers)

**Make the children imitate sounds created with the mouth which occur in the text:**

imitate a deep voice and a high-pitched voice to feel the difference (76)  
do some whining (78) do some giggling (82) imitate male voice - female voice - young child's voice (84)  
imitate crying (86)  
sighing (88)  
do the magic rhyme (90)  
whimpering (90)  
sighing (90)  
snoring (92)

## Actions relating to body awareness

(with page numbers)

**Actions that can increase body awareness:**

where are our legs? (80)  
where is our belly? (80)  
where is our chest? (80)  
where is our neck? (80)  
where are our cheeks? (80)  
where is our mouth? (80)  
where is our uvula? (82)

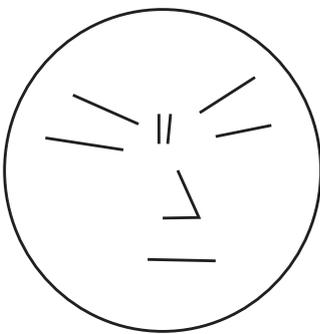


# Smileys

## Tools for finding out how to use an appropriate tone of voice

It is possible to teach young children how to draw smileys line by line. It is best to draw a circle for them on a piece of paper. Draw the emotions line by line so that the children can follow along and make their own drawings.

### Negative feelings: Anger, meanness, irritation



#### Drawing:

Eyes two lines.

Eyebrows two diagonal lines.

Two small vertical lines between the eyes.

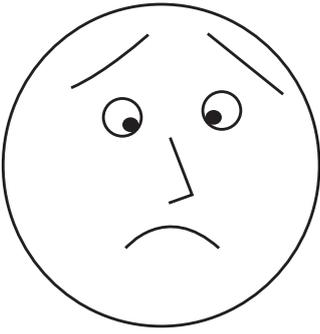
Nose like an L.

Mouth a little line.

How would this person say: "*Good morning*"?

How do we say: "*I don't like this*" angrily, meanly, irritatingly?

## Sadness, sorrow



### Drawing:

Eyes two circles with dots in the middle.

Eyebrows two diagonal lines.

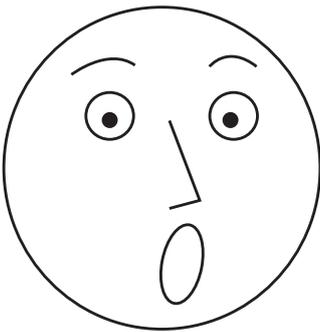
Nose like an L.

Mouth a downwards curve.

How would this person say: "*Good morning*"?

How do we say: "*I don't like this*" sadly?

## Fear, fright, surprise



### Drawing:

Eyes two circles with dots in them.

Eyebrows two curved lines high up above the circles.

Nose like an L.

Mouth a circle.

How would this person say: "*Good morning*"?

How do we say: "*I don't like this*" frighteningly, or surprisingly?

## Positive feelings: Happiness, fun, love



### Drawing:

Eyes two curves.

Eyebrows two curves.

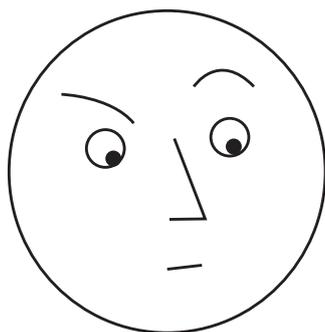
Nose like an L.

Mouth a curve.

How would this person say: "*Good morning*"?

How do we say: "*I do like this*" happily, tenderly?

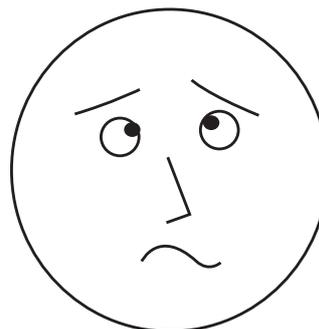
**Bad thoughts**



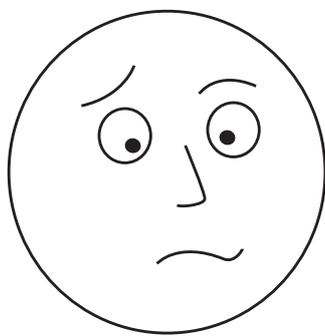
**Sad**



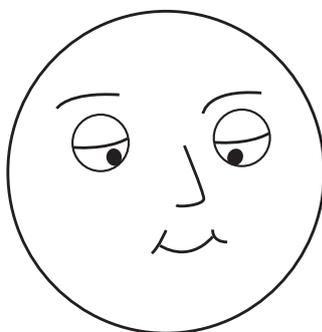
**Worried**



**Ashamed**



**Shy**



**Voice ergonomics**

*Discuss with the children:*

How can we treat our voices well?

Avoid bad habits (like screaming). Why should we avoid them?

Discuss with the children how we can get other people's attention without screaming and yelling.

Talking quietly inside does it mean that we can scream and yell as much as we want when we are outside? NO.