



## TELL ME ABOUT THE TIME

### Purpose

To increase the ability to speak in front of a group with confidence.

### Materials

Chair or stool

### Instructions

A chair or stool is placed in front of the assembled group. The leader then points to a player and asks him to "Tell me about the time" that some absurd or fantastic thing happened to him.

E.g. "Tell me about the time you sold bird cages on the moon," etc.

The chosen player has a count of five to get from his seat to a position standing behind the chair (he's not allowed to touch, lean against, or sit in it) and to begin telling everyone the story of the time he did whatever the leader has asked about. He keeps talking, expanding on the story until the leader releases him. The leader may ask shy players additional questions to draw them out and to keep the story moving along.



# THE WINGER

## Purpose

Build up your flexibility and creativity in speaking and learn how to think on your feet.

## Materials

None

## Group Size

4 to 6

## Background

When you get a call from your friend who says, "Hi, how are you doing?" you have a wide range of responses available to you.

Some of your responses may include:

- "Just great I aced my math test yesterday. That's the first time I've ever done that."
- "Okay, I guess. So what's up with you?"
- "Oh, not bad. But it's Saturday and I'm in for some fun. What do you want to do?"
- "Super! My dad just gave me permission to go to the country and western concert in Edmonton - you know the one next week. I'm getting tickets tomorrow."
- "Well I'm feeling a little down today. It's all over the argument I had with Joe. What do you think I should do"?

What you're thinking, feeling and doing - all give you choices on how you might respond to the other person. You are thinking on your feet when you respond.

Let's develop our ability to think our feet - to develop flexibility in the way we respond.

## Activity

1. Look around the room you are in. Pick an object. Let this be your topic.
2. One person says something about that object - in one sentence.
3. The person to their right takes one word out of that sentence and makes it the new topic. He or she then makes up a sentence on that new topic.
4. The next person does the same - picks a new topic based on one word in the last sentence and makes up a sentence on that new topic.
5. Continue going around the group for as long as you can.



EXAMPLE:

**First person:** I like digital clocks, because they're easy to read.

**Second person:** The last book I read was awesome.

**Third person:** Mario LeMeiux is an awesome hockey player.

**Fourth person:** Hockey has become a big paying sport.

**Fifth person:** Money is easy to get but hard to keep.

Debrief

- The more you do this the better you get at it - try it again! Maybe this time you might want to say two or three sentences before you pass to another person.



# TO TELL THE TRUTH

## Purpose

Develop imagination, communication skills, and reasoning exercise.

## Materials

Four chairs

## Instructions

Place four chairs in front of the group. Divide the whole group into teams of four. The members of each group tell a true story or event that has happened to them. The group then selects one of the stories. Each person will now have to participate in retelling the story.

When every group has chosen its story, the first group sits in the chairs, the other players becoming the audience and judges. The members of the first group tell the selected story together in the first person passing it back and forth among themselves until it is completed, making it as believable as possible.

The person to whom the story really happened must tell his part absolutely truthfully; the other members of the team are free to say anything they want in order to fool the audience.

When the first group has completed its story, the audience is free to ask questions. After questioning, they must vote to choose the truthful player.

Focus on getting the players to tell the story with conviction. You might want to talk about what makes a story or a person believable.



# TONGUE TWIST

## Purpose

Learn how to speak clearly and crisply.

## Materials

None

## Group Size

Solo

## Background

Did you know that to speak clearly you need at least three things working for you? These three things include the lips, the jaw and the tongue.

The lips act as gates, sending the sound out or sending the sound through the nasal passage.

The jaw acts like a hinge.

The tongue takes on all sorts of shapes to help you formulate the sounds you make. The tongue needs all the space it can get.

When any one of these three items gets lazy or too tight, then your sound is affected. Sometimes a lazy tongue can make us sound as if we are mumbling. Lazy lips can make sounds hard to distinguish. A jaw that is too tight can restrict your sounds and make you appear snobbish.

So, getting all three - the lips, the jaw and the tongue - working together are important. The following exercise will help you develop clarity and a clean crisp voice. Nobody likes soggy chips. Nobody likes a soggy voice either!

## Activity

1. Read silently each of the ten sentences that follow. You'll notice each sentence works on the lips, the jaw or the tongue.
2. Read aloud to yourself or with a partner.
3. You may want to tape yourself.
4. Remember, it's not how fast you go, it's how clear you are.

## Articulation Exercises

1. She stood at the door of Burgess' Fish Sauce Shop, mimicking him.
2. Does this shop stock short socks with spots?



3. Theophilus Thistle, thistle sifter, sifted a sieve of unsifted thistles; where is the sieve of unsifted thistles Theophilus, the thistle sifter, sifted?
4. I saw a yacht and a yawl over yonder yesterday.
5. The guests drink toasts at the host's behest, 'til one insists that the host fast while he feasts and persists in his boasts.
6. Six silky, slithering snakes slid along, simpering and slyly sneezing, slipping sleazily from side to side.
7. Prize lizard's sizzle in a drizzle, lazy lizards require a blizzard to sizzle.
8. Machines murmured while Manning moaned, meaning nothing.
9. The sixth sheik's sixth sheep is sick.
10. Enthusiastic thousands thronged through the thoroughfare, thrusting themselves into the thick of the thirty-third subway.

### Debrief

- Were there any sentences that were difficult for you? That's an indication that you can probably spend some extra time working on the syllables and sounds in those sentences. Note if the tongue, lip or jaw is the trouble spot. Work on making each sound as clear as you can.



# TOUCH TONE TALK

## Purpose

Develop persuasive abilities on the phone and develop confidence in your communicative abilities.

## Materials

None

## Group Size

3 (triad)

## Background

Canadians are the number one users of the telephone in the world.

Research has shown that the tone and delivery of your message accounts for over 80 percent of whether people believe you or are interested in what you say. In other words, it's not what you say that is most important, it is the way that you say it.

You may not be surprised at this. Perhaps you've been on the phone lately when the caller seemed a little cool to you. What did that do to you? Did you want to end the conversation as quickly as possible?

How we say what we say is also very important in our public speaking. In fact, it can have a similar effect on the listener as the tone of voice can on the phone. If we come across as a warm, caring and attentive person, we'll be listened to much more readily than if we come off being bored and disinterested.

Let's take a try at our touch-tone talk and see what kind of difference we can make.

## Activity

Note: Please read all instructions first before completing this activity.

1. Number off in three's. Person 1 will be the caller, person 2 will be the recipient of the call and person 3 will be the observer.
2. Person 1 and 2 can sit back to back.
3. The purpose of person 1 calling is to inform person 2 of an important event for the club within the next few weeks. It may be a mall display, a calf showing, whatever you want it to be. Person 1 is going to try to convince person 2 to get involved in this important event. Person 2 is going to be rather reluctant at first. If person 1 is convincing enough, then person 2 will eventually respond with a yes to person 1's request.
4. Okay, person 1 can dial a pretend phone and make a ringing sound. Person 2 picks up her phone and the conversation starts.



5. Person 3 observes what is being said between persons 1 and 2 and how it is being said. Make notes if you want to.
6. The phone call should last about 3 - 5 minutes.
7. You may want to repeat this activity by exchanging roles.

### Debrief

- What vocal techniques did person 1 use to try to convince person 2?
- What vocal techniques did person 2 use to convey her initial reluctance?
- How important was the tone of the conversation to the eventual outcome?