



TONGUE TONIC Review Activities

Choose from among the activities suggested in *Conversation Peace: the Power of Transformed Speech* or these suggestions to review the Tongue Tonics each week. If you have selected a person to lead this portion of the session, provide her this page for guidance in leading the review. Indicate how much time you have allotted to this review for each session so that she can choose and plan activities.

SESSION 1

1. Review the three parts of a message from page 12, giving an example of each.
2. Enlist two members to role play the eight potential problems in communication (p. 17). Prepare a script or outline and practice in advance of the session.
3. Ask: *What is the prime objective of receiving and sending a message?* (p. 22).
4. Ask someone to give an example of an “I” statement and explain how this concept aids communication (p. 28).

SESSION 2

1. Enlist five volunteers to give one example each of the five barriers to active listening (p. 42).
2. Review the LISTEN-ing skills on page 47.
3. Review the four motivating concerns on page 52.
4. Ask the group to give examples of how we frame, box, and bias as we categorize others with our presuppositions (p. 57).

SESSION 3

1. Enlist a volunteer who will carry on a conversation with you as you demonstrate the techniques of echo and inquire (p. 72).
2. Ask someone to explain the difference between manifest and implicit meaning (pp. 76-77).
3. Ask: *What is a DART?* (p. 82).
4. Ask: *What do the letters SALUTE stand for?* (pp. 92-93).

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Review Activities (cont'd.)

SESSION 4

1. Divide into three groups. Assign the groups one each of the following: the question, the statement, and the forecast (p. 102). Ask groups to discuss what they learned about their tool of the trade. After three minutes, call for group reports.
2. Review “I” Statements from page 28.

SESSION 5

1. Lead a discussion of conflict-resolution tools, including don’t get in a dogfight; break conversation chains; identify the crux of the problem; bypass the bait; and resist manipulation (p. 132; p. 138; 143, p. 148; pp.152-153).
2. If time permits, illustrate identifying the crux of the problem by explaining these types of problems about which people disagree:
(a) the particulars—facts and data (b) the process—how to get the job done (c) the purpose—what will be accomplished (d) the principle—differences in beliefs, values, and motivations.
3. Illustrate how this information can be valuable in deciding the crux of a conversation chain.

SESSION 6

1. Lead a discussion of the importance of a relationship bank balance.
2. Ask: *How should we say “I’m sorry”? What is a sorry “sorry”?* (pp. 172-173).
3. Ask: *What are some pointers for giving constructive feedback?*
4. Ask: *How does the power of instruction relate to the use and practice of these Tongue Tonics?* (We have to make the process a lifetime commitment.)

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