

# 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 outline 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 – The Power of Navigation

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, or use the one included in the appendix of these review activities. Discuss how our personal encoding and decoding filters can create problems in communication.
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).
5. Hand out copies of the 20 Questions (from [www.conversation-peace.com](http://www.conversation-peace.com)) and challenge the group to have a close family member or friend rate them on their communication habits.

notes:

---

---

---

---

---

---

---



## Session 2 – The Power of Cause and Effect

1. Enlist five volunteers to give one example each of the five barriers to active listening (p. 42). Ask the group to share which barriers they tend to put up and in which situations they tend to do so.
2. Enlist members to participate in a reader’s theatre to illustrate Ineffective Listening Habits (p. 46). Prepare a script and practice in advance of the session, or use the one included in the appendix of these review activities. Ask the group to identify which ineffective listening habit bothers them the most when they encounter it.
3. Review the LISTEN-ing skills on page 47. Give the group the “Love to Listen” handout or encourage them to download it from [www.conversation-peace.com](http://www.conversation-peace.com). Encourage the group to post the handout in a prominent place and to work on improving their listening skills.
4. Review the four motivating concerns on page 52.
5. Ask the group to give examples of how we frame, box, and bias as we categorize others with our presuppositions (p. 57). Ask the group if they feel they have ever been misunderstood because of someone else’s presuppositions.

*notes:*

---

---

---

---

---

---

---

---

---

---



## Session 3 – The Power of Exchange

1. Enlist a volunteer who will carry on a conversation with you as you demonstrate the techniques of echo and inquire (p. 72). Ask someone to explain the difference between manifest and implicit meaning (pp. 76-77).
2. Prepare some scenarios in advance of the session and print them out on recipe cards. Divide into small groups of 3-4 women per group and hand out the scenarios. Provide each group with a scenario and ask them to role play to practise the techniques of *ECHO & INQUIRE*. Instruct them to refer to pages 76 and 77 to come up with multiple questions that investigate both the manifest and implicit meaning of the message in the scenario. Tell them to make sure their voices are calm and the tone goes down at the end when asking a question. If time permits, have the groups act out their best scenarios for the other groups.

### Sample Scenarios:

- Your husband sits down at the dinner table, sighs, and exclaims, “Oh no, not grilled cheese sandwiches for dinner again!”
  - While visiting, your mother-in-law comments, “I never put pressure on my husband to help clean the house.”
  - Your co-worker at the hospital looks at the requisition you just placed on her desk and mutters, “Leave it to you to dump your responsibilities on me.”
  - After telling your daughter that her curfew for the night is 11 pm, she huffs and exclaims, “And all I need now is a number and an orange jumpsuit!”
  - You’re having coffee with a girlfriend. She laments about her boyfriend, saying, “He’s just so insensitive.”
3. Ask: What is a DART? (p. 82). Ask: What do the letters SALUTE stand for? (pp. 92-93).
  4. Give the group the “Power of Exchange” handout or encourage them to download it from [www.conversation-peace.com](http://www.conversation-peace.com). Tell them to post the handout in a prominent place and to work on sowing seeds of goodness in their thoughts and words in the upcoming week.

### notes:

---

---

---

---

---



## Session 4 – The Power of the Open Gate

1. Ask for volunteers to share situations in which they were able to put the techniques of echo & inquire into practise over the past week.
2. Ask if your group found “The Power of Exchange” handout helpful. Ask for volunteers to share ways in which they were able to exchange the bad for the good in their attitudes and words in the past week. What were the results of doing so?
3. Hand out the “Tools of the Trade” download from [www.conversation-peace.com](http://www.conversation-peace.com).
4. Divide into three groups. Assign the groups one each of the following: the question, the statement, and the forecast (p. 102). Tell the groups to refer to the respective pages in the study:
  - a. Question Group (p. 108)
  - b. Statement Group (p. 114)
  - c. Forecast Group (p. 118, 122-123)

Ask the groups to discuss their tool of the trade. Challenge them to come up with examples of some proper and improper ways to use the tool. After a few minutes, call for group reports. Challenge the group to post the handout in a prominent place and focus on mastering the tools of the trade during the upcoming week.

5. Review “I” Statements from page 28. Ask the group if they’ve been using them. Remind them to own their words and attitudes by using “I” statements.

*notes:*

---

---

---

---

---

---

---



## Session 5 – The Power of Construction

1. Ask for volunteers to share situations in which they were able to put the three tools of the trade into practise over the past week and/or situations in which they noticed they were using the tools improperly.
2. Ask the group to identify which type of dogfight behavior they typically exhibit (p. 132). Reinforce that dogfight behaviors do little or nothing to resolve issues, but often escalate the conflict.
3. Lead a discussion of how to avoid conflict, including how to break conflict chains; bypass the bait; and resist manipulation (p. 138; pp.152-153 ). Illustrate the techniques.
4. Highlight the importance of identifying the crux of the problem. Explain 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.
5. Ask the group to discuss if they agree or disagree with the following statement: “If you are bothered by something someone else does, then it is YOUR problem.” Emphasize the importance of owning the problem (p. 143).
6. Review the conflict resolution process (p. 148). Ask the group to identify which part of R-E-S-O-L-V-E they would find the most difficult.

*notes:*

---

---

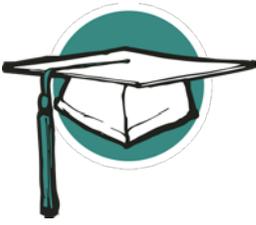
---

---

---

---

---



## Session 6 – The Power of Instruction

1. Lead a discussion of the importance of a relationship bank balance.
2. Ask the group if they have ever witnessed a negative communication climate, and to identify what sorts of speech patterns contributed to it (p. 168). Review ways in which we can create a positive climate. ASK: How do you break a negative relationship spiral? (p. 168)
3. Enlist two members to role play the three sorry “sorrysts” (p. 173). Prepare a script or outline and practice in advance of the session. Ask: How should we say “I’m sorry”? (pp. 172-173).
4. Ask a volunteer to demonstrate how to ACE appreciation (p. 173).
5. Ask: What are some pointers for giving constructive feedback?
6. Ask the group to identify which Tongue Tonics they have incorporated into their speech and how they have made a difference in their communication. Also have them identify which Tongue Tonics they find the most difficult to put into practise and why.
7. 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.) Encourage the group to refer back to the Tongue Tonics often and to continue to work at incorporating them into their speech.

*notes:*

---

---

---

---

---

---

---

### **Communication Problems** (Session 1)

*Jane is in a hurry to get out of the office. She gives a short, clipped response to Sandra, when she proposes a new idea. Sandra, who struggles with insecurity, hears the impatience in Jane's voice. She assumes that Jane has rejected the idea and that she does not value her abilities.*

Sandra: (speaking to herself) "I have this amazing idea about how to streamline the ordering process. I wonder if I should talk to Jane about it." (Debates with herself, illustrating her insecurity) "Maybe I shouldn't . . . the idea probably is that good. ...but I think it would make a big difference if the company implemented the changes. Should I tell her? I'm afraid she won't listen. No one really values my ideas."

Jane: (speaking to herself) I'm in *such* a hurry to get out of here. I'm going to try to sneak out an hour early so I can make it over to the nursing home to visit my mom, and then pick up groceries and feed everyone before we have to leave for the big game. I just hope no one comes in here with some big problem or issue.

(Sandra crosses room and knocks on Jane's office door)

Sandra: (speaking rapidly and nervously) "Umm, Jane ... I was thinking ... um ... that if we routed the orders through central supply we could streamline the process and the company would ... um... save a lot of money."

Jane: (clipped and impatient) Not now, Sandra.

Sandra: (walks away, muttering to herself) "I knew it! – She hates the idea. She thinks it's stupid. I shouldn't have said anything ..." etc

# Ineffective Listening Habits

READER'S THEATRE (Session Two)

Concept: Demonstrates types of ineffective listening patterns

Setting: A woman expresses reservations about leading a small group to various friends

Characters: Narrator, Nancy, Assuming Alice, Defensive Dana, Ambushing Amanda, Self-Centered Samantha, Solution Sally, Denying Darla, and Clueless Cathy

-----

Narrator: Ineffective listening habits can become patterns of behavior. These patterns can show up in all or our inter-personal interactions, or they can be limited to certain relationships. We're going to demonstrate some ineffective listening patterns. See if you recognize any of these.

Nancy: "Alice, I'm really concerned about our home group meeting..."

Alice: (interrupting) "Oh, I know it! I feel exactly the same way. Joan is such a problem... always getting off topic. I wonder what gems she'll come up with this week?..." (Alice wanders off without giving Susan a chance to respond)

Narrator: "That was Assuming Alice. Assuming Alice assumes that she knows what you think and feel. She thinks she's heard it all before. Alice is the type who could finish your sentences for you. She doesn't hear when you offer new or different information. She assumes she knows what's on your mind. Here comes Defensive Dana:"

Nancy: "Dana, I'm really concerned about our home group meeting..."

Dana: (throwing up hands and interrupting defensively) "Hey, it's not my fault. I didn't ask for this job! I'm doing the best I can. I'd like to see you try leading a group like this." (sighs heavily and walks off without waiting for a response)

Narrator: Defensive Dana is distrustful and touchy. She interprets all of your comments as personal attacks. Dana perceives that you are against her or out to get her, so she's closed to hearing anything you have to say about her behavior. Next, meet Ambushing Amanda..." As you speak, Ambushing Amanda collects information with which to attack you. She hears your words, but her goal is to use them as ammunition against you.

Nancy: "Amanda, I'm really concerned about our home group meeting.... It's my turn to host it, but I have so much going on that I'm worried about managing it."

Amanda: Well, you didn't offer to help when it was my turn to host! (Amanda then turns to the side and holds hand to mouth as if making a phone call – speaks in a sarcastic tone of voice) "Hey Maggie – Susan doesn't want to host our home group – she thinks it's going to be too much work!"

Narrator: "And now, Self-centered Samantha..."

Nancy: "Sam, I'm really concerned about our home group meeting.... It's my turn to host it, but I have so much going on that I'm worried about managing."

Sam: "You think you've got problems! I had a big presentation to do today. As I was getting ready to go to work, my kids set the carpet on fire. I got that put out and managed to get them on the school bus,... but then my dog threw up all over my new suit. I ran out to the car to get my other suit only to realize that I had locked myself out of the house. What a day!" (shakes head and walks away)

Narrator: "Self-Centered Sam manages to turn any conversation into an opportunity to showcase herself. All that matters to Sam is that you know about her and what she thinks. Do you know anyone like that?... See if you can identify the next type of ineffective listener..."

Nancy: "Sally, I'm really concerned about our home group meeting.... It's my turn to host it, but I have so much going on that I'm worried about managing."

Sally: "Well, if you get George to cook supper, that will give you the time you need to clean up the house – that's what Frank and I do when it's our turn."

Narrator: “That was solution Sally. Solution Sally knows how to fix everything. Before she has even heard you out, she know exactly what you ought to do. Do you know anyone who gives you solutions before they even understand the problem? Next,... we have Denying Darla:

Nancy: “Darla, I’m really concerned about our home group meeting.... It’s my turn to host it, but I have so much going on that I’m worried about managing.”

Darla: “Hey – don’t worry about it! It’s not a big deal! You’ll manage! Hosting is a snap!”

Narrator: Denying Darla denies the significance of situations and your right to feel the way that you do. Her mottos are “You shouldn’t feel that way.” And “Don’t make such a big deal of it!” And now... the final pattern of ineffective listening... Clueless Cathy.

Nancy: “Cathy, I’m really concerned about our home group meeting.... It’s my turn to host it, but I have so much going on that I’m worried about managing.”

Cathy: (pauses, gives Nancy a blank look, changes the subject, asks...) “Did you know that there’s a really good sale on at the mall?”

Narrator: Clueless Cathy just doesn’t get it. She isn’t able to look beyond words and behavior to perceive deeper meanings. Even though clueless Cathy’s friend may be in deep distress, Cathy believes her when she says everything’s OK. She’s clueless.