



Guidelines and Coaching Tips for Presenters



Guidelines and Coaching Tips for Presenters

Giving presentations to a large or small group can be fun, rewarding and also challenging. This guide will help you focus on the necessary ingredients that will make your presentation a success. After studying your content and spending a lot of time preparing, the last thing you want is to face an audience who appears uninterested, bored or confused.

If you are working with another co-presenter, plan ahead of time your working-together-relationship. Be careful not to step on each other's toes – interject rather than interrupt. Interrupting one another will make the audience uncomfortable and the message being presented will be diluted.

The following information will give you helpful presentation tips that will enable you to receive high ratings on the conference evaluation form!

The workshop might be structured so you may be expected to both present and facilitate:

Facilitate: To make easier; to aid or assist

Leads discussion; encourages sharing of information, helps participants learn from their own experiences.

Present: To introduce; to bring before the public; to share knowledge

Lectures the group; shares own knowledge, usually a subject matter expert.

Prepare and Practice

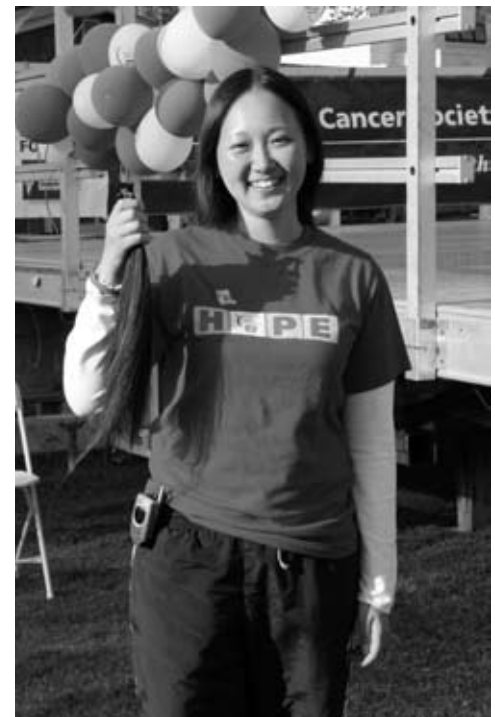
Professional entertainers and consultants with years of experience, practice before they go on stage. They may have performed a song a hundred times or delivered the same speech over and over, but they make it a priority to schedule practice time before their presentation or performance. They make sure their materials are in order, their equipment is ready and functional and what they will say will be interesting and informative.

The rule of thumb for time spent preparing and practicing your presentation is a total of three hours for every one hour of presentation.

Review the facilitator or presentation content and handouts well in advance of your presentation. Don't skimp on your prep time and think you can wing it because you may have presented the material before. Your audience may or may not be entirely different people and they will expect you to present the training information in the most professional manner possible. It is also smart to refresh yourself on the presentation and perhaps incorporate a slightly different approach to what you are teaching than how you presented it before.

This may include:

- Preparing an ice breaker and materials that compliment it.
- Collecting information for creating handouts – or reviewing prepared handouts and understanding their purpose.
- Create flip charts in advance, or review them if done for you.
- Create flip chart with your name, title and title of workshop you are presenting.
- Arrange or ensure music equipment and CDs are available.
- If you are using a PowerPoint, arrange or confirm the laptop and equipment are ready and working properly. Allow yourself time to do a run through.
- Review the information you are presenting, make sure it flows and you are comfortable and familiar with the format.
- Practice each segment or section in the facilitator guide and note the time it takes to get through the material. Don't run short of time and have to leave out important information or run through it so quickly, no one will remember it.
- Review the Presenter's Checklist (in this guide after Adult Learning Styles).
- Use colorful objects to use as an illustration to get your point across – may come from a decoration in the meeting room or bring something on your own.
- Enjoy yourself, have fun and the audience will feel the same.



Appearance is Important

Think about the type of audience and what topic you are presenting. Does it call for a suit, dress slacks, jeans, or Dockers? You can remain professional even in jeans if you wear a jacket or shirt that is appropriate and fits the occasion. See the list below of On Target and Complete Misses when you are looking in your closet for the apparel of the day. **Sometimes it may be a small group of familiar people and the dress can be very relaxed. Use your best judgment.

On Target

- Wearing solid color clothing is ideal and less distracting.
- Remove your lanyard from swinging side to side as you move about.
- Sandals and opened-toed shoes are fine if they don't resemble flip flops and make noise when walking.

- It is ok to wear and look at your watch, however, don't raise your wrist every ten minutes to check the time. Keeping a watch on the podium or table where you can see the time out of the corner of your eye will be less conspicuous.
- Be confident and show your enthusiasm.
- Most importantly, smile! You wear that well – and do it often!

Complete Misses

- Wearing bangle bracelets or jewelry that may be distracting.
- Playing with your necklace.
- Wearing a watch that beeps on the hour or a reminder of that pill you need to take!
- Frequently touching your hair or flipping your head to the side to keep the hair out of your eyes.
- Frequently adjusting your eye glasses .
- Chewing gum.
- Fidgeting - a pencil in your hand, your lanyard, flip chart markers, a scarf, buttons on your shirt or jacket.
- Folding your arms across your chest.
- Men – refrain from putting your hands in your pockets and jingling the coins.



Attend Pre-Conference Speakers Meeting

If the conference plans a pre-speakers meeting be sure to put it on your calendar. Room changes or time changes can sometimes occur to a conference schedule. Stay on top of where you are assigned and the timeframe. This is a good time to connect with your room host (if you have not already done so) and review the schedule again.

Arrive early – “if you are on time, you’re late!”

- Check the room layout has been arranged to suit the presentation.
- Double check that the handouts match the number of attendees with extra copies for unexpected guests.
- Know your start and end time.
- Bring a watch or timer to pace yourself – breakout host or co-presenter can help keep check on the

time and signal you from the back of the room.

- Set the tone – be warm and open.
- Greet attendees as they come into the room.
- Smile!



Open and Close

People remember the opening and closing moments of a grand performance. How you give the opening delivery will pave the way for a well-planned presentation. Ending on a positive note or thought provoking statement will bring cheers and high marks on your workshop evaluation.

When you develop a strong, positive opening, you will have your audience in the palm of your hand. Example: “You are going to learn innovative fundraising techniques in the next two hours” or “In the next two hours you will learn skills to enable you to master Making the Ask,” as opposed to “I know training is boring but I’m going to do my best.” Open with excitement and let the trainees know exactly what they are going to get out of the breakout or workshop session. This is critical to the success of your presentation.

Speaking Tips

- Refrain from saying, and, uh ... um..... you know, uh.....like, you know.
- If it appears you have lost or on the verge of losing the audience’s attention:
 - pause for a second, pretend to gather your thoughts or notes – give silence to the room and then begin talking again.
 - Change it up – walk to the middle of the room, say someone’s name and ask them a question or ask for a comment, opinion.
 - Change the volume of your voice – speak softer and perhaps slower. That will immediately change the tempo and they will listen more intently.
 - If it is the sleepy, after-lunch-intruder drifting into the room, ask everyone to stand and stretch, maybe have them shake hands with the person next to them and exchange favorite ice cream flavors.
- Don’t pretend you know something when you have no clue. Put it on the parking lot and let them know either you or someone will follow up with them later. It is ok – you don’t have to know everything.
- Never say -
 - I apologize for having a cold – “I just took an antihistamine, and I am not on the top of my game today.” – a negative start to your session, not a good idea.
 - I apologize for having jet lag – they may have also traveled a long distance.
 - I messed something up – forgot to provide a handout, or left out a flip chart page. Don’t worry about it - they won’t know!
- Keep a glass or bottle of water handy for those moments of dry mouth or a minor cough. Keep tissues handy as well.

Non Verbal Tactics

There are effective methods of presenting that have nothing to do with the subject matter. The following techniques will bring a positive impact to the message you are teaching:

Relax

Enjoy what you are doing; take a deep breath before you begin, smile and then have some fun.

Eye Contact

When you look at someone directly, they will feel valued, important, that you sincerely want them to benefit from the session.

Tone

Begin with a positive tone in your voice and make a pleasant first impression from the moment you open your mouth. Keep your emotions in check. Cover up that you have jet lag, a cold or headache. Be positive and upbeat. If you are too perky or bubbly, people will get annoyed and not listen. If you are monotone, people will get bored and tune you out.

Emphasis and Modulation

Speak clearly and enunciate your words, pausing occasionally to look about the room to ensure your audience is with you. The one mistake presenters often make is talking too fast or talking too slow, which after a big lunch, can put some people to sleep. Work at changing the tone of your voice periodically to keep it from becoming a monotone. Pace yourself so the audience is comfortable with the flow and they do not feel like you can't wait to get it over with.

Body Language

Very important! Stand up straight, refrain from crossing your arms, move about the room easily and always face the group when you are at the front of the room. Use ease in slowly walking backwards to the podium or table at the front of the room - do not turn your back to the audience.

When someone is speaking, give them your attention. Do not look away, sort through papers, look at your watch or bounce your eyes around the room.



Side Chatters

If you see a couple of people having frequent side bar conversations that seem to be even a mild distraction for the rest of the attendees, an effective method to ending that behavior is to nonchalantly walk to where they are sitting and stand next to them for a couple of minutes while you continue your presentation. Another suggestion is to stop talking for a few seconds, glance at your notes appearing to gather your thoughts. The only voice(s) that will be heard will be theirs and this will usually end their "chatter."

Learning by Doing

Set up an activity that participants can do to actively use the information. The real learning takes place in the “doing.” Then carry through with debriefing of the activity. This system works and it makes the presenter/trainers job easier when the participants are involved with interactive, planned activities that get people either out of their seats or combing their creative minds in a group brainstorm session. Introduce the participants to a worksheet where they are applying the pen to the paper to learn and retain the information.

Adult Learning Styles

As facilitators and presenters, you must be able to identify the unique learning styles and preferences of your participants and accommodate these differences with a variety of instructional techniques, methods, and media.

People remember, learn and absorb:	
Words	7%
Delivery	38%
Facial Expression	55%



OBJECTIVES

Adults need to be aware of the learning objectives. Knowledge of the objectives captures their attention. They can then focus, organize, and understand the material as it is being presented.

FREEDOM FROM ANXIETY

Adults need to relax to learn. When learners feel defensive or anxious their emotions block the openness required for a behavior change.

OPEN CLIMATE

Adults need an open, relaxed environment. Establishing an open rapport encourages learners to freely question, challenge and explore new concepts.

PARTICIPATION

Adults need to participate in their own learning. A learning activity must be an active development rather than a passive “talked at” experience. Involvement initiates adult ownership of the material.

SENSE OF RELEVANCY

Adults “need to know” – they need to see a use for the information and it must fit into a current need. It must answer questions, solve problems, provide skills and serve a useful purpose.

IMMEDIATE APPLICATION

Adults need to use what they learn soon after they learn it. With immediate use, it becomes easy to establish a connection between a specific learning activity and the useful performance of the knowledge. Immediacy reinforces and “locks” in the new data.

END THE TRAINING FEELING THE FOLLOWING:

Competence:

What practical, concrete skills do they need? It could be familiarity with the material, ability to lead a group, group facilitation skills or clear descriptions of expectations.

Continuity:

How does this fit into what we already do?

How familiar is the type of activity? Is it a logical next step for the program?

Can we come back to this type of activity, making it part of the routine?

Do we have the supplies/space/time to prepare?

Connectedness:

Can they see themselves doing this?

Have their fears been heard and addressed? Make sure their concerns are heard and they feel valued in the discussions.

Confidence:

How successful will their group be and how will the activity place them a step on the path towards success? The first time they do an activity will not go as well as the fifth time. There is no way to start with the fifth time; you have to start with the first.



Thank everyone for coming!

Review and wrap up the presentation and address the parking lot issues. Thank everyone for attending and ask if there are any more questions.

If time and schedule permits, stay afterwards to address those lengthy questions and speak with those individuals who need additional attention or advice.

If you have business cards, bring a supply for those people who you decide may need to contact you in the future.

Presenter's Checklist

CHECKLIST	TO DO	DONE	NOTES
Developed or prepared content (if appropriate)	<input type="checkbox"/>	<input type="checkbox"/>	
Received facilitator guide	<input type="checkbox"/>	<input type="checkbox"/>	
Received handout samples	<input type="checkbox"/>	<input type="checkbox"/>	
Met/spoken with host or co-presenter	<input type="checkbox"/>	<input type="checkbox"/>	
AV Equipment arranged/confirmed	<input type="checkbox"/>	<input type="checkbox"/>	
Flip charts, markers and easels (check out at Speaker's Bureau station)	<input type="checkbox"/>	<input type="checkbox"/>	
Flip charts prepared	<input type="checkbox"/>	<input type="checkbox"/>	
Check out Presenter's supply bin at Speaker's Bureau station	<input type="checkbox"/>	<input type="checkbox"/>	
Return Presenter's supply bin to Speaker's Bureau station	<input type="checkbox"/>	<input type="checkbox"/>	
Boom box & CDs (check out at Speaker's Bureau station, if not in room)	<input type="checkbox"/>	<input type="checkbox"/>	
Quotes & decorations for room	<input type="checkbox"/>	<input type="checkbox"/>	
Handouts prepared for participants	<input type="checkbox"/>	<input type="checkbox"/>	
Room layout style confirmed & arranged	<input type="checkbox"/>	<input type="checkbox"/>	
Candy for tables	<input type="checkbox"/>	<input type="checkbox"/>	
Microphone, podium, materials table arranged	<input type="checkbox"/>	<input type="checkbox"/>	
Glass or bottle of water & tissues on speaker's table	<input type="checkbox"/>	<input type="checkbox"/>	
Attend speaker's meeting Date & time:	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

PRESENTER'S TRAINING RESOURCES



Top Ten Training tips

1. Stick to the Agenda

The agenda is the road map that will lead to the achievement of the learning objectives. Discuss and display the agenda; if possible, outline times for each section. Point out where you are from time to time.

Keep it brief - the brain can only absorb what the “tush” can handle. Be sure to give breaks – about every 60 minutes. This allows time for learners to internalize an experience and think through how it applies in their world. For most adults, that means talking it over with others who have gone through the same training.

Give people post it notes on their tables and, if they have a question or concern that is not addressed during the session, ask them to post it on the parking lot and you will leave time at the end of the session to address it. Then make sure you address it.

2. Focus on the Learning Objectives

State your objective up front and then keep your eye on it. If you allow the session to stray too far and for too long, you will disappoint participants.

Learning means changing behavior. This means that we, as trainers, need to think beyond the PowerPoint presentation. Adults have to be involved to process new information and know what to do with it when they get back to work. So, we need to “train”, not “tell”.

3. Train Adults as Adults

- Challenge them
- Respect them and their time (start and end as scheduled)
- Give feedback professionally
- Make sure they are comfortable (as much as possible) with room temperature; room set up, line of vision and location of restrooms.
- Keep in mind adults learn by doing. If your objective is to have the group learn new information or new skills, then make the presentation interactive:
 - Interact with questions and discussion
 - Write answers to thought-provoking questions
 - Create something that they will need to use
 - Play a game
 - Discuss the topic with other participants in small groups
 - Take a test, or assessment
 - Role play/ practice with feedback
 - The possibilities are endless...be creative! Keep it fun!

4. Ensure Equal Participation

It is easy to allow the few confident extroverts to dominate discussions. You can ensure that the time is shared equally by:

- Using a round robin, giving everyone the opportunity to comment, one at a time
- Avoid eye contact with those who want to continue to dominate the discussion
- Ask the quieter people questions directly
- Privately make people aware of their tendency to dominate – ask for their help in drawing others out.
- Thank people for their willingness to contribute and then say, “Let’s get some other opinions.”
- Avoid the BASS Trap (Bright And Shining Stars). Hearing successful colleagues explain how they accomplished success is interesting, and can be motivational. But if your participants could do what the BASS does just by hearing about it, they would be doing it today. BASS presentations can be great motivational speaking opportunities, but they are not the best way to accomplish long-term learning.
- Use a variety of questioning techniques (see Engaging Questions)

5. Deal with Dysfunctional Behavior

There is seldom a workshop in which at least one person does not seem disinterested, hostile, or withdrawn. These behaviors can be ignored only at your peril. In all cases, intervene whenever the behavior is affecting others in the workshop:

- Approach the person during a break
- Make the person aware of your concern
- Focus on the problem, do not make a personal attack
- Listen to any complaints the person may have
- Offer help, insofar as you may have control over the problem
- Ask for the person’s cooperation by appealing to his or her maturity

6. Give Your Best

People have high expectations for training/presentation delivery. You need to give 100 percent of your enthusiasm and knowledge to be appreciated. If things aren’t going as planned, though, and you’ve tried to rectify the situation:

- Don’t apologize for any shortfalls, your participants may not even be aware that there is a problem
- Be assertive in dealing with the problem, weakness and a lack of decisiveness on your part will erode trainees’ confidence in the subject
- Be prepared

7. Review

At the end of the session, review what you have covered either with a brief summary by you or a round robin, asking people to call out one thing that they found useful so far. Or provide them with “The Power of Three” (if you don’t remember anything else, remember these 3 things). Be sure to mention resources that are available beyond the training.

8. Listen

Never work in a vacuum – ignore participants at your peril

- Listen to what they say and how they say it
- Observe body language – negative signs may include
 - Rolling eyes
 - Avoiding eye contact
 - Crossed arms and legs
 - Folding arms behind the head and leaning back
 - Leaving the room frequently
- When you notice a problem, listen closely to questions so that you can fully answer them by rephrasing their questions, to confirm your understanding or not filling your mind with a rebuttal as someone is speaking.

9. Provide a Safe Environment

People need to practice skills before they can be expected to use them in their work environment – you can create a sense of security by:

- Using humor and self-deprecation
- Stressing the importance of learning from feedback
- Being a role model, then inviting feedback on how you are doing
- Establishing a learning contract that stresses the importance of helping one another through feedback.

10. Have FUN!

People learn best when the environment is relaxed and they are enjoying themselves. This will not detract from the importance of the subject at hand. You can help to keep a smile on participants’ faces by:

- Telling appropriate jokes and/or laughing at yourself
- Having music when people come in, take a break and go out
- Move people around, let them interact with one another
- Illustrating theory with amusing anecdotes
- Using short activities that are fun
- Keeping an upbeat tempo – a full session of you lecturing is NOT fun!

Engaging Questions for Audience Participation

Use of question	Example
1. Get discussion started	<ul style="list-style-type: none"> * What are the main purposes of? * How would you define.....? * What is your opinion of....?
2. Get non participants involved	<ul style="list-style-type: none"> * Pete, from your experience in the field, how would this point of view affect your project? * Charlie, what's your opinion? * Kathy, how do you react to this change in policy?
3. Capture and maintain interest	<ul style="list-style-type: none"> * Morale! What does the term mean to you? * What would you look for to evaluate the state of morale in a work group? * Of these elements, which one would seem to be the most meaningful? Why?
4. Bring out more information & ideas	<ul style="list-style-type: none"> * Interesting point, Charlie. How do the rest of you react to that? * Are there additional points that should be considered? * Now that we've heard the positive, what are some negative points that should be discussed?
5. Clarify information or comments	<ul style="list-style-type: none"> * Can you give us an example of your point of view? * How would you interpret or paraphrase his point? * How does this new policy differ from the old policy?
6. Keep discussion on target	<ul style="list-style-type: none"> * Interesting point. Can you relate it to the earlier point made? * Whoa! What was the original question asked?
7. Lead discussion to next topic	<ul style="list-style-type: none"> * Now, how does morale relate to job performance (or production, etc.)? * Now that we've established the causes, what is the next logical step?
8. Assess and evaluate information	<ul style="list-style-type: none"> * Given this data, what conclusions can we draw? * Do the facts justify the conclusions? Why? Why not?
9. Determine understanding & Encourage feedback	<ul style="list-style-type: none"> * If you were faced with this type of problem how would you apply the process? * Have you seen this procedure used in non-work situations? (Explain)
10. Get agreement, solutions or conclusion	<ul style="list-style-type: none"> * What possible conclusions can we draw from this information? * Do any of you disagree with what's been said to this point? * When you add it together, what does all of this mean to us as facilitators?

10 COMMANDMENTS FOR EFFECTIVE FLIP CHARTS

1. If you're right-handed, stand on the left of the easel, and vice-versa.
2. Print BIG. Don't try to cram too much on one page. Less is more!
3. Use dark colors to write – black, dark blue, brown, dark green. Use RED only to highlight. Try one color for Headings, a second color for Sub-Headings, and a third for Text.
4. Don't worry about spelling.
5. Use the words of the person that suggested the idea. Don't get hung up on recording every word – just be sure to get the essence of the idea.
6. Record the entire group's ideas. For example, brainstorming lists, alternative problem solutions, decisions, action items, next steps, responsible parties, completion dates and so on.
7. Title and number all pages.
8. Leave a blank sheet between your charts so your audience can't see what's coming
9. Make “tabs” on corners for easier turning
10. Don't write and talk at the same time. Don't talk to the flipchart. If you're using PowerPoint, don't talk to the screen.

Remember to include the Parking Lot

Use a flip chart for a “parking lot” list to keep track of side issues not pertinent to the discussion but important enough to come back to later.

Management for the Rest of Us — Oral Presentation checklist

Article from: www.mftrou.com

Become a Natural Presenter with this Simple Oral Presentation Checklist

This oral presentation checklist has been prepared to ease the process of preparing for and delivering a quality presentation. Even natural presenters use an oral presentation checklist to jog their memory and ensure they've got all bases covered. Presenting well is a learned skill and you can increase your presentation skills with these simple reminders.

Planning the Presentation

- Who is my audience? Are there any special considerations, age, language, ability, subject matter knowledge etc?
- What is the purpose of the presentation? Is my topic appropriate?
- What is the venue? What facilities are available and/or appropriate for the venue?
- What is my budget?
- How much preparation and practice time do I have?
- Is the style of presentation appropriate for the audience and my abilities?

Structure of the Presentation and Resources

- What are the 3 things the audience should remember/understand from this presentation? Are they clear and memorable?
- Is there a logical sequence to how the information is presented?
- Have I given sufficient, clear examples to illustrate difficult or important points?
- Do I have enough handouts? Are they still relevant? Are they accurate?
- Will my visual aids enhance or detract from the presentation?
- Do I know how to work the visual aids? Do I have a back-up?
- Have role-plays, demonstrations, group-work and audience participation been carefully thought through and likely to succeed?

Practice

- Can I deliver the presentation within time, including audience questions?
- Am I speaking clearly and confidently? Will all my audience hear me?

- Have I avoided using jargon, clichés or time-worn phrases?
- Am I comfortable with my memory prompts?
- Am I able to relax fully before the presentation and allow my true abilities to shine through?
- Do I know my presentation short-comings and have I worked to overcome or compensate for them?
- What questions or objections am I likely to get, and have I answered them up front? Do I know how to answer them?

Feedback

- How will I handle awkward questions, criticism or audience dis-interest?
- How will I explain if my audience have mis-understood a key point?
- Is a member of the audience going to provide me with objective feedback on my presentation?

Become a natural presenter with this oral presentation checklist, and improve your presentation skills today.

By Lyndsay Swinton
Owner, Management for the Rest of Us
www.mftrou.com

Use this 'If It Moves, Measure It! Basic Business Statistics Explained' article on your website!

This article may be reprinted on your own website providing the following text and hyperlink is included on the same page as the article:

By Lyndsay Swinton, 'Management for the rest of us' ([link to www.mftrou.com](http://www.mftrou.com)) Become an experienced manager, overnight!

Room Set-Up Chart

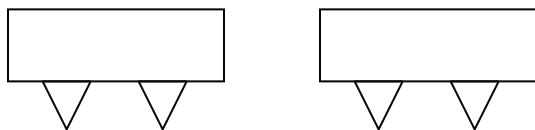
NOTE TO PRESENTER:

Depending on your role at the conference or training session, making room arrangements may not be one of your responsibilities.

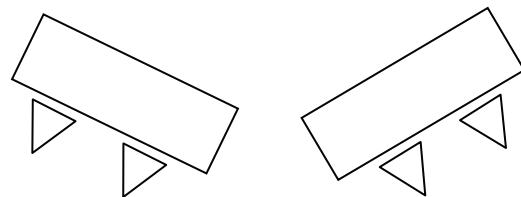
This chart indicates examples of room designs that can be used for breakouts and workshops. Consider size of the room, number of participants and topic being presented when choosing room set up and design. When planning an event where you are unsure of the number of attendees, it is always a good idea to provide six to eight chairs at the back of the room for unexpected attendees.

Options for Room Set Up

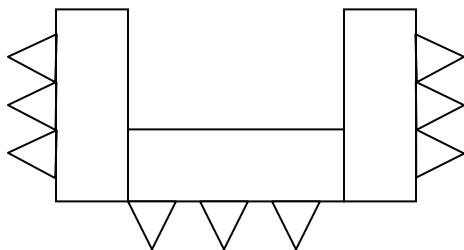
Classroom



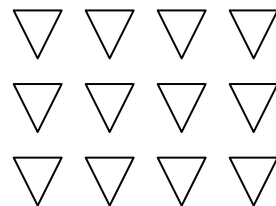
Chevron



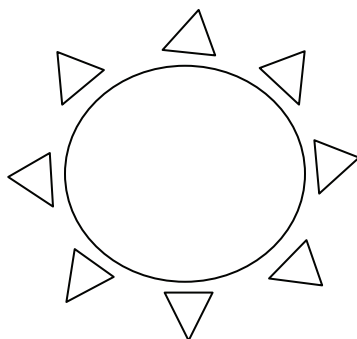
U-Shape



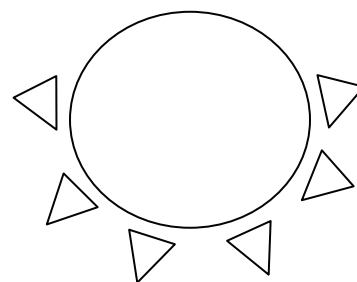
Theatre



Rounds



Crescent



Icebreaker Bingo for Larger Groups

Photo copy this page and give one to each participant. Give them 3 minutes to go around the room, finding people who fit the description in the box. The person who fits the description writes his/her initials in that box. You can award a prize for the person who receives initials for all the boxes or the person who has the most initials at the end of the three minutes. This is a fun activity for interacting with others and getting everyone moving and out of their seats. You may change some of the boxes to fit your event or activity.

American Cancer Society volunteer for over 5 years	Has children who are twins	Family member or self is a cancer survivor	Has red hair	Owens their own business	Owens a red pickup truck
Visited Europe	Married a blind date	Participated in "Mr. Relay"	Likes to play Pinnochle	Birthday is in September	Live in a green house
Loves to eat seafood	Wears their RFL t-shirts all the time	Loves Supporting The American Cancer Society!!		Vacationed in Mexico	Husband or wife is an ACS event chair
Likes to garden	Likes to read			Is over 6 feet tall	Was born in California
Loves to cook	BBQ guru	Ran a marathon	Works out regularly	Likes to bowl	Favorite cookie is peanut butter
Avid swimmer	Likes to water ski	Played sports in high school	Speaks another language	Likes to snow ski	Was born overseas
Has a tattoo	Husband or wife is a Team D chair	Wore braces on their teeth	Is a grandmother or grandfather	Never had pierced ears	Plays a musical instrument

Group Icebreakers

“WHICH ONE IS THE LIE?”

5 – 15 people

Ask each person to write on a piece of paper three things about themselves – two are true and one is a lie. Go around the group and have each person read their list and the rest of the group will guess which one is the lie.

If you have a small group of 5-8 people, have each person write their three items on flip chart paper and post them around the room. The facilitator can walk to each sheet and read the items aloud and the group can begin guessing which one is the lie.

For example:

1. Lived and worked in France for one summer
2. Have 5 brothers and 2 sisters
3. Plays the piano

“MY VACATION TRIP”

30 – 50 people

Ask the group to number off by 6, 8 or 10, depending on how many are sitting at a table. Give each person an index card and ask them to write the following depending on their number. It works best if you pre-print this on a flip chart for all to see.

(this is written for 8 people however, you could shorten or lengthen and add or change to make it work for the number in your group)

- 1's write on their card their favorite vacation destination
- 2's write their favorite movie star (or TV personality)
- 3's write their favorite meal
- 4's write a name of a city or town
- 5's write their favorite sports or activity
- 6's write the name of a cartoon character
- 7's write the name of a song
- 8's write the name of a book you did not like or had to read

The table leader will read the following story and as they come to the person's number, that person will read the line they have written on their index card.

I am going to take a fabulous, much anticipated trip to (1)_____ with (2)_____. We will be dining on (3)_____ and taking a short flight to (4)_____ to play in a (5) _____ tournament. Our host will be (6)_____ who will be singing (7)“_____” the theme song from (8)_____.

See the completed example on next page:

1's will write on their card their favorite vacation destination — Disneyland

2's will write their favorite movie star (or TV personality) — Mel Gibson

3's will write their favorite meal — Spaghetti

4's will write a name of city or town — Cleveland

5's will write their favorite sports or activity — ping pong

6's will write the name of a cartoon character — Bugs Bunny

7's will write a name of a song — Feelings

8's will write the name of a book you did not like or had to read — War & Peace

I am going to take a fabulous, much anticipated trip to (1) Disneyland with (2) Mel Gibson. We will be dining on (3) spaghetti and taking a short flight to (4) Cleveland to play in a (5) ping pong tournament. Our host will be (6) Bugs Bunny who will be singing (7) "Feelings" the theme song from (8) War and Peace.

Wright Family Vacation

Directions: Every participant needs to have an object such as a magic marker (or some object that will not injure anyone when passed). As the story is read, when they hear the word “right/Wright,” the participants pass the object to the right. When they hear the word “left,” they pass to the left. The object is to start and end with only one object. Don’t read too slowly - the fun part is challenging the group to keep up with passing the object to the right or the left!

LIFE WITH THE WRIGHT FAMILY

One day the Wright family decided to take a vacation. The first thing they had to decide was who would be left at home since there was not enough room in the Wright family car for all of them. Mr. Wright decided that Aunt Linda Wright would be the one left at home. Of course, this made Aunt Linda Wright so mad that she left the house immediately, yelling, “It will be a right cold day before I return!”

The Wright family now bundled up the children, Tommy Wright, Susan Wright, Timmy Wright, and Shelly Wright and got in the car. Unfortunately, as they turned out of the driveway someone left a trash can in the street, so they turned right around and stop the car. They told Tommy Wright to get out of the car and move the trash can to the right side of the driveway so they could continue on their trip. Tommy Wright took so long that they almost left him in the street.

Once the Wright family started down the road, Mother Wright wondered if she had left the stove on. Father Wright told her not to worry - he checked the stove and she had not left it on. As they turned right at the corner, everyone started to think about the other things that might have been left undone. No need to worry now, they were off on the right track to a great vacation.

When they arrived at the gas station, Father Wright put gas in the car and then discovered that he left his wallet at home. So Timmy Wright ran home to get the money that was left behind. After Timmy had left, Susan Wright started to feel sick. She left the car saying that she had to throw up. This of course got Mother Wright’s attention and she left the car in a hurry. Shelly Wright wanted to watch Susan get sick, so she left the car, too. Father Wright was left with Tommy Wright who was playing a game in the backseat.

With all of this going on, Father Wright decided that this was not the right time to take a vacation, so he gathered up all of the family and left the gas station as quickly as he could. When he arrived home, he turned left into the driveway and said, “I wish the Wright family had never left the house today!”



1.800.ACS.2345
www.cancer.org

Hope.Progress.Answers.®