

# My Toastmasters "Ice Breaker" Cannonball Splash

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## Preface

- Sterling David Allan
- Disclaimer for Fonna (who gives my intro)
- Here's my ice breaker
- As a child, I ~~like~~ liked doing a cannon ball splash - unimpressive.
- Now, I'm still small, but I've accumulated some massive weight of material and have speed of delivery ready to go.
- This could now surpass the asteroid splash that wiped out the dinosaurs - except this is for our salvation, not destruction, thanks to Jesus Christ.
- Cannibal <sup>sentence</sup>  
• Here's ~~a taste~~ of my cannonball: "What I have will make Musk & Tr. pale in comparison - and they'll help lead it."
- It is based on metaphysical principles that will have powerful physical manifestation, in the coming days.
- It will include:
  - the ability to tip anywhere in the universe (AF13),
  - the ability to access all truth (AF13 2 Ne. 30:16-18 "all things shall be made known unto the children of men.") via the mind-directed Infinite Interface (II)
  - This will include being able to communicate with our  $\sim 10^{49}$  E.T. Friends (people like us on planets like ours) (Moses 7:30 "millions of earths like this... would not be a beginning to the number of [God's] creations..."

- {- Anyone can view this presentation
- {- AF 13 Filter =
- Inter-universe commerce and capability-exchange is an obvious outcome.

(2)

### How

- One of the main features of my material is helping people becoming joint heirs of Christ, fulfilling the "Ye are Gods" invitation to humanity.
- Jesus said that those who follow him can do all that he did and greater (John 14:12).
- He tip'd a boat full of disciples (John 6:21).
- 4 words summarize how to become a joint heir:
  - "all-in, synced up" — "all-in" with your unique mission in life (Eph.4:1); "synced up" in following divine guidance/intuition/common sense.
  - doable by anyone
  - where greatest joy & fulfillment is found
  - Tr. & Musk exemplify largely

### Brink

- We're on the brink of these things materializing in a cascading manner.
  - up to 125 m in 1 year after cascade starts.
  - That body, working as one, will serve as the leadership
  - could begin any day now
- Sufficient societal repentance is what enabled Tr's victory.
  - That repentance needs to go to next level to commence this Millennial reign of peace,
  - ~~FC~~ launching w/ roll-out of these joint heir gifts of the Spirit
  - that will include the Job 33:25 fountain of youth to those who wish to live through the Millennium.
  - That will enable Tr to serve as U.S. Pres. through Mil.

(3)

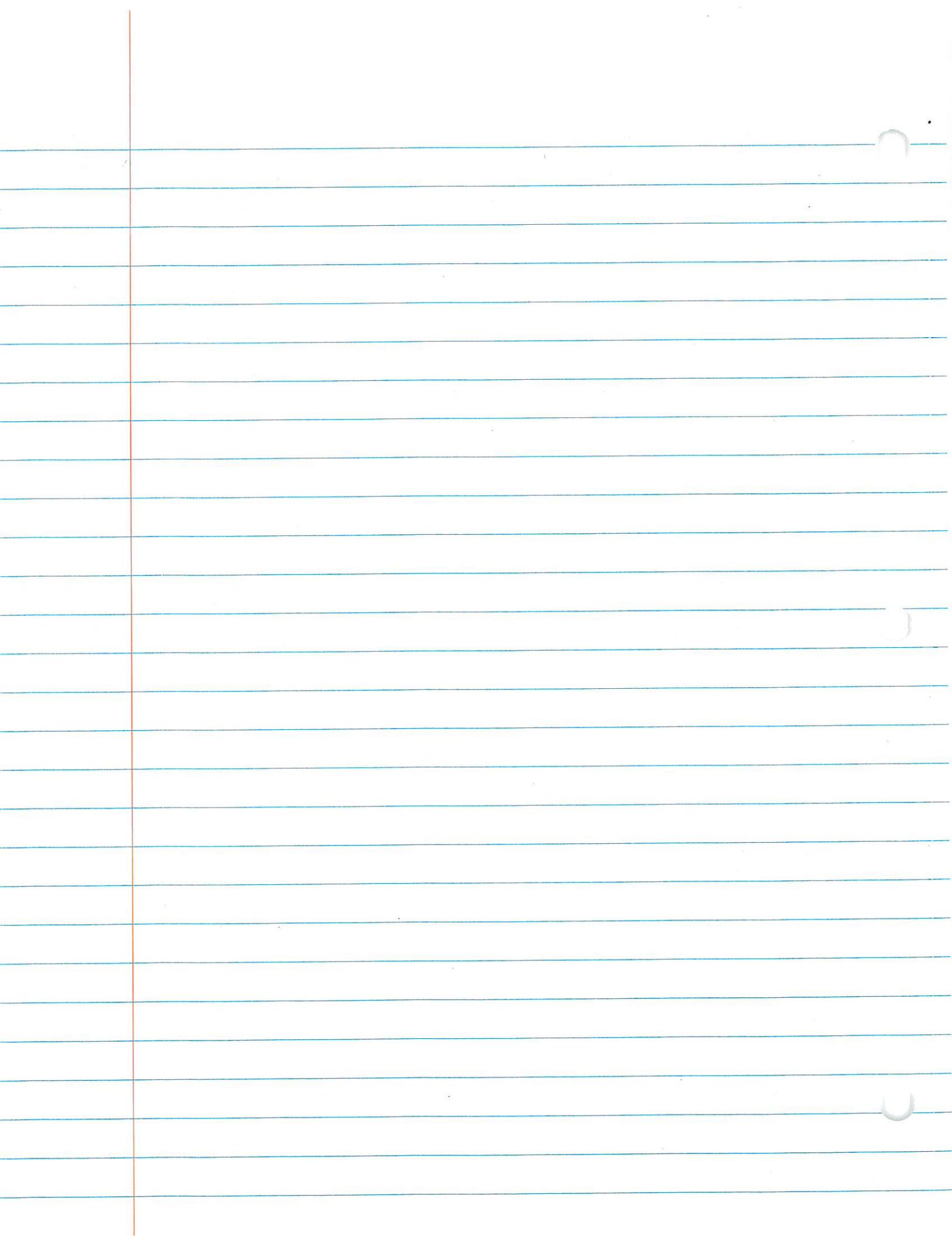
## Action

in the ~~Scriptures~~, and in great <sup>detail</sup> ^

- All of these things are prophesied extensively <sup>Scripture</sup> in the AB ~~Bible~~ Code I discovered 29 years ago.
- I elaborate on this and present these evidences on my website, IIandComing.org (spelled as a play on words: Infiniti Interface — II, and = "Second")
- All of you can become joint heirs: all-in, synced up <sup>I invite you to</sup>  
\*Help roll this out to the planet, starting here.

## Splash

- Thanks for letting me jump in the deep end with you. May this splash go far and wide, maybe setting a record in the 100 year history of Toastmaster icebreakers



# EVALUATION RESOURCE

Member Name *Sterling*

Date *3/13/25*

Evaluator *Fonua Kimoana*

Speech Length: *4-6 min*  
*5-7 minutes*

*(SOLID Director. See 4/2/25 blog post about Fonua in AB)*

Speech Title *Ice Breaker (Surpassing Tr. & Musk)*

## Purpose Statement

The purpose of this speech is defined by the member. The member may present a well-organized, well-supported speech on any topic.

## Notes for the Evaluator

The member completing this speech may be presenting on any topic. He or she may be speaking to fulfill a Pathways project or about a topic outside of the Pathways learning experience.

About this speech:

- The member will present a well-organized, well-delivered speech.
- The speech may be humorous, informational, or any style the member chooses. The speech content and style should work well together.
- This speech should not be a report on the content of any Pathways project.

## General Comments

You excelled at: *Making a strong connection with your audience.*

You may want to work on: *Knowing and understanding who your speaking to.*

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

<b>5</b> EXEMPLARY	<b>4</b> EXCELS	<b>3</b> ACCOMPLISHED	<b>2</b> EMERGING	<b>1</b> DEVELOPING
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**Clarity:** Spoken language is clear and is easily understood      Comment:

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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**Vocal Variety:** Uses tone, speed, and volume as tools      Comment:

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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**Eye Contact:** Effectively uses eye contact to engage audience      Comment:

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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**Gestures:** Uses physical gestures effectively      Comment:

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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**Audience Awareness:** Demonstrates awareness of audience engagement and needs      Comment:

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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**Comfort Level:** Appears comfortable with the audience      Comment:

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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**Interest:** Engages audience with interesting, well-constructed content      Comment:

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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**Well Supported:** Speech content is well-supported and sources are available if requested      Comment:

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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# EVALUATION CRITERIA

This criteria lists the specific goals and expectations for the speech. Please review each level to help you complete the evaluation.

## Clarity

- 5 – Is an exemplary public speaker who is always understood
- 4 – Excels at communicating using the spoken word
- 3 – Spoken language is clear and is easily understood
- 2 – Spoken language is somewhat unclear or challenging to understand
- 1 – Spoken language is unclear or not easily understood

## Vocal Variety

- 5 – Uses the tools of tone, speed, and volume to perfection
- 4 – Excels at using tone, speed, and volume as tools
- 3 – Uses tone, speed, and volume as tools
- 2 – Use of tone, speed, and volume requires further practice
- 1 – Ineffective use of tone, speed, and volume

## Eye Contact

- 5 – Uses eye contact to convey emotion and elicit response
- 4 – Uses eye contact to gauge audience reaction and response
- 3 – Effectively uses eye contact to engage audience
- 2 – Eye contact with audience needs improvement
- 1 – Makes little or no eye contact with audience

## Gestures

- 5 – Fully integrates physical gestures with content to deliver an exemplary speech
- 4 – Uses physical gestures as a tool to enhance speech
- 3 – Uses physical gestures effectively
- 2 – Uses somewhat distracting or limited gestures
- 1 – Uses very distracting gestures or no gestures

## Audience Awareness

- 5 – Engages audience completely and anticipates audience needs
- 4 – Is fully aware of audience engagement/needs and responds effectively

- 3 – Demonstrates awareness of audience engagement and needs
- 2 – Audience engagement or awareness of audience requires further practice
- 1 – Makes little or no attempt to engage audience or meet audience needs

## Comfort Level

- 5 – Appears completely self-assured with the audience
- 4 – Appears fully at ease with the audience
- 3 – Appears comfortable with the audience
- 2 – Appears uncomfortable with the audience
- 1 – Appears highly uncomfortable with the audience

## Interest

- 5 – Fully engages audience with exemplary, well-constructed content
- 4 – Engages audience with highly compelling, well-constructed content
- 3 – Engages audience with interesting, well-constructed content
- 2 – Content is interesting but not well-constructed or is well-constructed but not interesting
- 1 – Content is neither interesting nor well-constructed

## Well Supported

- 5 – Delivers exemplary speech with a topic that is well-supported by content of the speech
- 4 – Speech is excellent with a topic that is well-supported by content of the speech
- 3 – Speech topic is well-supported by content of speech
- 2 – Speech contains content that supports the topic though some content may seem disconnected
- 1 – Speech content is unrelated to the topic of the speech

