



TELLING YOUR STORY AND BEING HEARD

A program created to tell the stories of people
with lived experience of mental illness.



Creating Upstream Change in Community Mental Health

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Introduction to the Program

Imagining Inclusion was a 5-year community-based participatory research project that used Photovoice to explore the social determinants of mental health. At the completion of the Photovoice process research participants requested a program that would help them share their lived experiences of mental illness in a public setting. As a result the project team created the *Telling Your Story and Being Heard* (TYSBH) program to provide a forum for people with lived experience of mental illness to write and tell their stories.

TYSBH provided an opportunity for the project participants to practice their storytelling skills and to deepen their comfort with talking about mental illness. *TYSBH* was co-created and co-facilitated by the *Imagining Inclusion* Peer researchers and recreation therapists from the partnering organizations (Open Door Group's thrive program and the North East Mental Health Team). The program concluded with the participants presenting their stories to Peers and staff of both organizations. Program participants found writing, sharing and discussing their stories of lived experience of mental illness meaningful and transformative.

A secondary purpose of *TYSBH* was to demonstrate the value of Peer leadership by having Peers involved in creating the program and co-facilitating sessions with Recreation Therapists. The Recreation Therapists at both sites championed the program and the importance of Peer leadership to staff. Finally, colleagues and supporters in the community mental health community had an opportunity to attend a special event to listen to stories of living with a mental illness.

In the spring of 2018, *Telling Your Story and Being Heard* ran concurrently at both mental health sites with a Peer Researcher paired with a Recreation Therapist to facilitate the program. The end result was a huge celebration with thirty people (community mental health professionals and people with lived experience) in attendance to listen to the *Telling Your Story and Being Heard* participants deliver a speech about their experience of living with mental illness. The speeches were well received by the audience. For participants, it was a journey of self-discovery, healing and advocacy.



Participants sharing stories about their mental health during the celebration on July 3, 2018. The Imagining Inclusion team are thankful for the bravery and vulnerability of our participants.

From participating in this program, I have increased my ability to advocate for myself.

I focused on the brighter aspects of my history of mental illness and in so doing realized I have come to some sort of peace with it.

I did something that was hard - public speaking and overcome my fears.

I learned how to take care of myself and think positive.

I acquired strong self-confidence and determination to reach my goal of recovery.

I am able to express myself very powerfully.

I learned a lot about myself from participating in this program.

I have a greater understanding of my lived experience of mental illness from participating in this program.

I learned that groups are not always terrifying, that my experiences are valued by others, that I am not invisible.

I have gained confidence and learned that I have some important things to say.

I have worked through some long held delusion, while participating in this program.

I learned that I could put my story into words and actually share it in front of a group. On camera no less!

Session Outlines, Facilitator Notes and Handouts

The *Telling Your Story and Being Heard* program is made up of eight weekly sessions that prepare people with lived experience of mental illness to explore their mental health journey, write their story and deliver a speech. The first seven sessions are two hours each while the last session is a presentation and celebration that runs three hours.

The *Telling Your Story and Being Heard* program covers the following topics:

Session One:	The Importance of Your Voice
Session Two:	Understanding the Social Determinants of Health
Session Three:	Getting Comfortable with Public Speaking
Session Four:	Developing Your Story
Session Five:	Telling Your Story and Using Your Voice
Session Six:	Connecting with Your Audience
Session Seven:	Prepping for Your Speech
Session Eight:	Sharing your Story

Session One: The Importance of Using Your Voice

Time	Task	Details
10 min	Welcome and Housekeeping	<ul style="list-style-type: none"> <input type="checkbox"/> Welcome back and recap last week. <input type="checkbox"/> Check-in with group members. <input type="checkbox"/> Provide an overview of the session.
15 min	Ice-breaker (See Facilitator Notes)	<p>“A picture speaks a thousand words” The purpose of activity is to get to know other members of the group.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spread out a selection of postcards or other images on a table. <input type="checkbox"/> Invite participants to look at the images and choose one that speaks to them. <input type="checkbox"/> On a white board or flip chart, write out what you want the participants to do: <ul style="list-style-type: none"> • Say their name. • Why they selected the image. • A few words about why they joined the program and what they are hoping to learn. <input type="checkbox"/> Each person takes a turn, including the co-facilitators.
5 min	Expectations and Guidelines	<ul style="list-style-type: none"> <input type="checkbox"/> Speak about why it is important to participate in all the sessions. <input type="checkbox"/> What we expect from participants: <ul style="list-style-type: none"> • Attendance required for all sessions since we build on skills each week. • If they miss a session, connect with one of the facilitators to catch up.

10 min	Group Norms (See Facilitator Notes)	<input type="checkbox"/> Ask participants what makes being in a group a positive experience? <input type="checkbox"/> Record suggestions on flip chart. <input type="checkbox"/> Discuss any additional ground rules for group participation. <input type="checkbox"/> Let participants know that the group rules will be up for any session.
20 min	What is Photovoice?	<input type="checkbox"/> Talk about Photovoice by showing website and discussing how it relates to using your voice. <ul style="list-style-type: none"> • Introduce the <i>Imagining Inclusion</i> project: https://imagininginclusion.ca/ • Explain Photovoice as a research method and how it was used in the <i>Imagining Inclusion</i> project: https://imagininginclusion.ca/about/photovoice/ • Show examples of photos and statements from the project participants on screen: https://imagininginclusion.ca/gallery/
10 min	Break	<input type="checkbox"/> While participants are on break, check-in with co-facilitator on how the session is going and if any adjustments are needed.
10 min	Advocacy	<input type="checkbox"/> Ask the group what the word “advocacy” mean to them? <input type="checkbox"/> Flipchart answers and then recap at end of sharing.
10 min	Benefits (Participant Handout)	<input type="checkbox"/> Distribute Handout: Benefits of Self-Advocacy. <input type="checkbox"/> Ask participants to take a moment to read through the list. <input type="checkbox"/> Ask each participant which resonated with them and why?

<p>15 min</p>	<p>Activity – Being / Not Being Heard (Participant Worksheets: (1) Being Heard and (2) Not Being Heard)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Handout worksheets: (1) Being Heard and (2) Not Being Heard <input type="checkbox"/> Ask group to write down words/phrases/images that describe how it feels to be in each situation <input type="checkbox"/> Come back as a group and share what came up during the exercise. <input type="checkbox"/> Ask if someone can share an example of when they felt heard. Debrief situation after participant shares their experience. <input type="checkbox"/> Ask if someone can share an example of when they did not feel heard. Debrief situation after participant shares their experience.
<p>10 min</p>	<p>Program Summary</p>	<ul style="list-style-type: none"> <input type="checkbox"/> What to expect from the program. Give a general overview. <input type="checkbox"/> Session One: The Importance of Your Voice <input type="checkbox"/> Session Two: Understanding the Social Determinants of Health <input type="checkbox"/> Session Three: Getting Comfortable with Public Speaking <input type="checkbox"/> Session Four: Developing Your Story <input type="checkbox"/> Session Five: Telling Your Story and Using Your Voice <input type="checkbox"/> Session Six: Connecting with Your Audience <input type="checkbox"/> Session Seven: Prepping for Your Speech <input type="checkbox"/> Session Eight: Sharing Your Story <input type="checkbox"/> Telling Your Story Event and Celebration – talk about what is involved with Session 8 and mention that extra help with writing the story and public speaking will be provided; one-on-one will be available as needed
<p>5 min</p>	<p>Wrap-up</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ask participants how the session was for them. <input type="checkbox"/> Remind everyone to arrive on time for next session.

Facilitator Notes

ICEBREAKER ACTIVITY: A PICTURE SPEAKS A THOUSAND WORDS

Objectives:

- Get to know facilitators and participants.
- Encourage participants to think about how photographs tell stories and send messages.

Supplies:

- Printed copies of photographs (e.g. nature, objects, sports, landmarks) or use postcards.
- Have more on hand than the number of participants to offer variety and choice.

Process:

- Layout hard copies of photographs on a table.
- Have each participant choose one and hold onto it.
- Each participant takes a turn saying their name and couple of sentences about the photograph including:
 - why they picked it
 - what it says about them

Facilitator Notes

GROUP NORMS BRAINSTORMING

Ask: What makes a safe and positive group experience?

Ground Rules/ Group Guidelines

If the group doesn't speak about the following rules/guidelines, choose which ones are important and add them to the list by saying: "What do you think about adding (rule) to our list?"

Examples of good group rules/guidelines

- Confidentiality – what is said here stays here
- Punctuality – please be on time
- Attendance – attend all meetings
- Notify if you are unable to attend –email student at project email
- Respect others
- No chatting when others speak
- One person talking at a time
- Use respectful language
- Listen respectfully to other's opinions
- Be respectful of differences in opinion
- Cell phones on silence! (Use only if it's an emergency.)
- No texting
- There are no stupid questions
- Disputes can be worked out
- Others?

Participant Handout

BENEFITS OF SELF ADVOCACY

- Learning about your rights
- Developing self-confidence
- Discovering your strengths
- “Knowledge is power, the key is to open new doors”
- Some people believe that those who advocate for themselves are the ones who achieve the highest level of recovery
- People are more likely to respond to you if they are not given the opportunity to forget about you and your situation

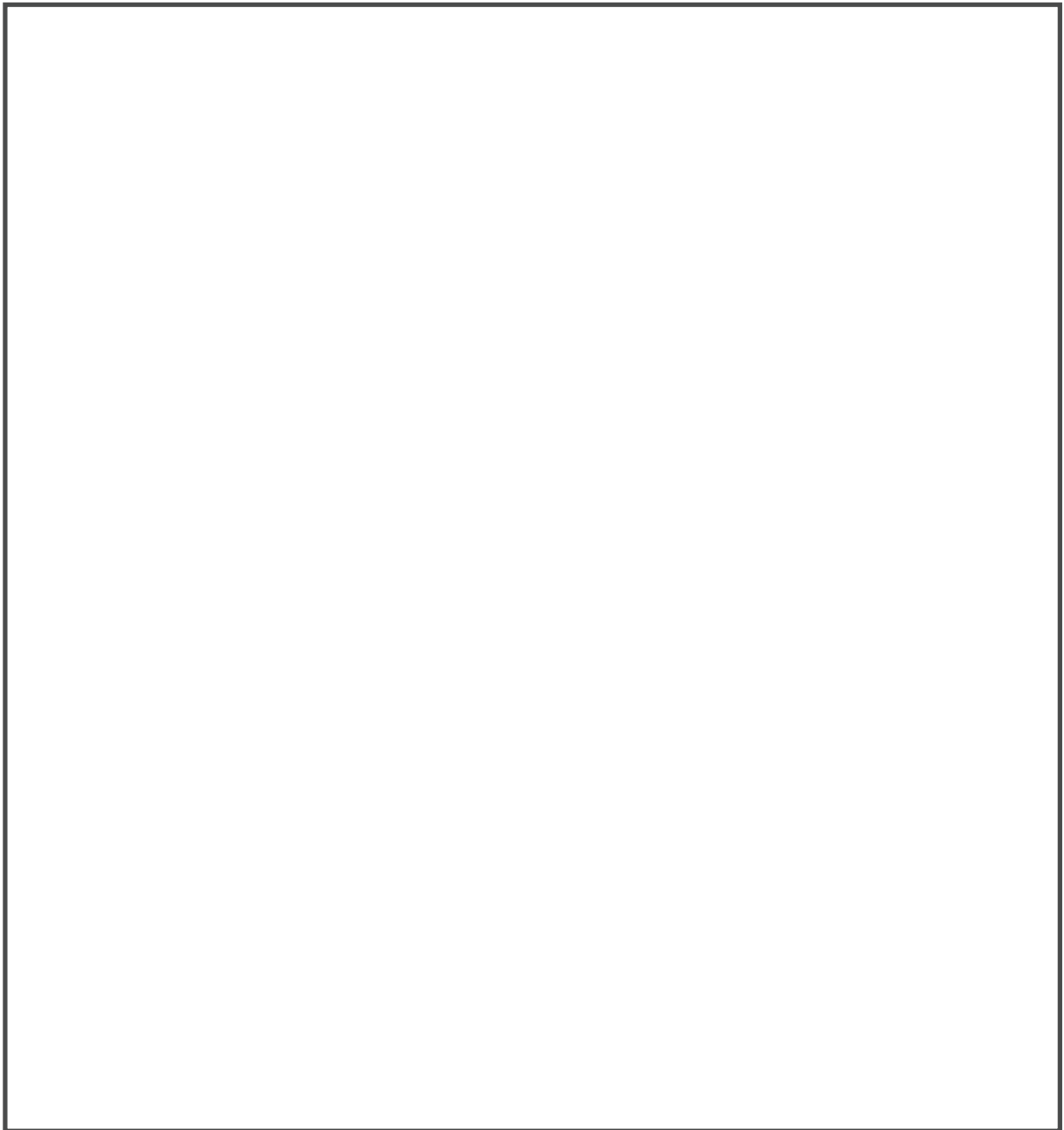
Other benefits include improved skills in:

- Reading, speaking and writing
- Problem solving
- Managing conflict
- Assertiveness
- Effective communication
- Leadership
- Membership in a community

Participant Handout

NOT BEING HEARD

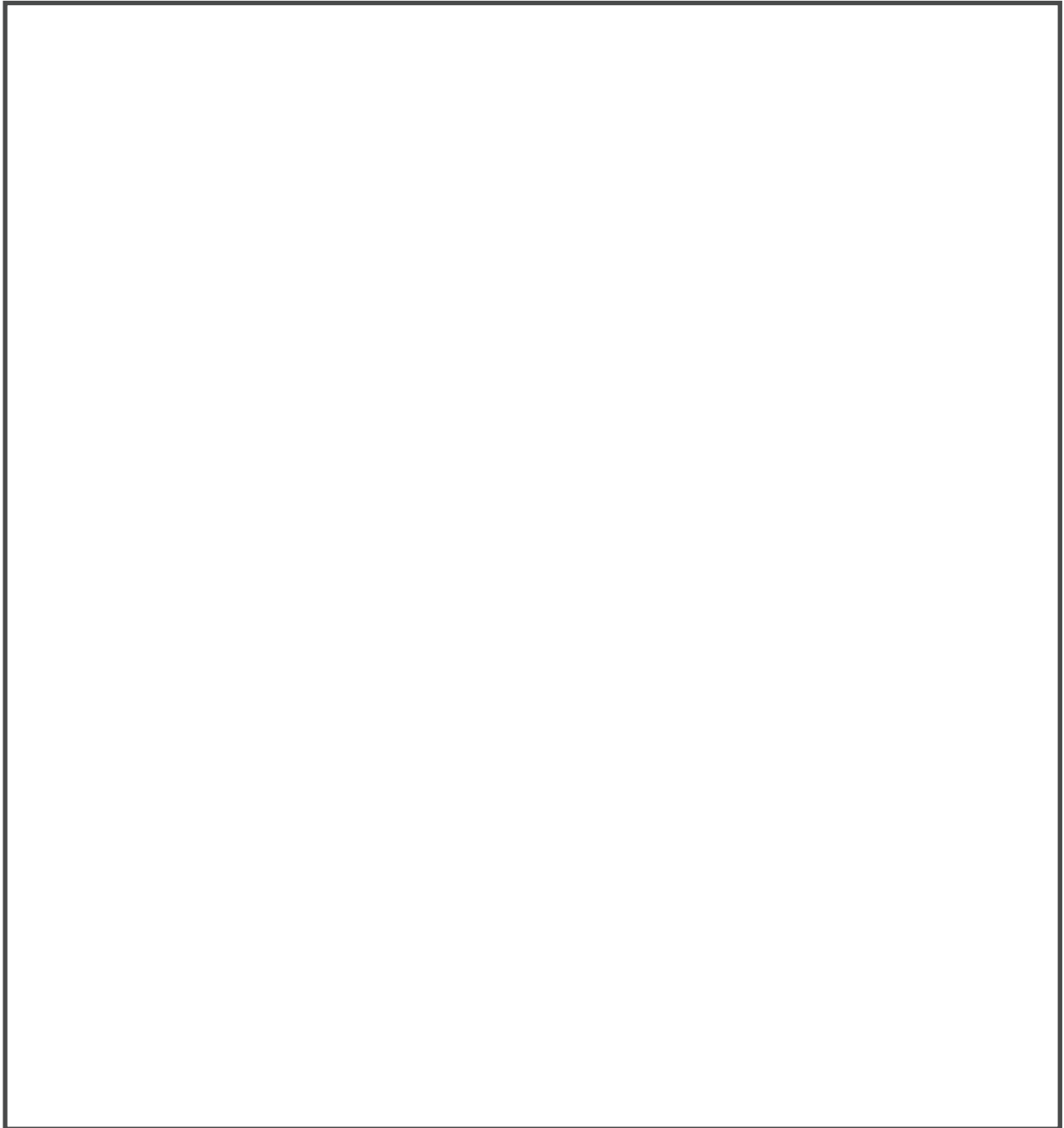
Use the space below to either write words/phrases or draw picture(s) of what comes to mind when you think about how it feels to not have your voice heard.



Participant Handout

NOT BEING HEARD

Use the space below to either write words/phrases or draw picture(s) of what comes to mind when you think about how it feels to not have your voice heard.



Session Two: Understanding the Social Determinants of Health

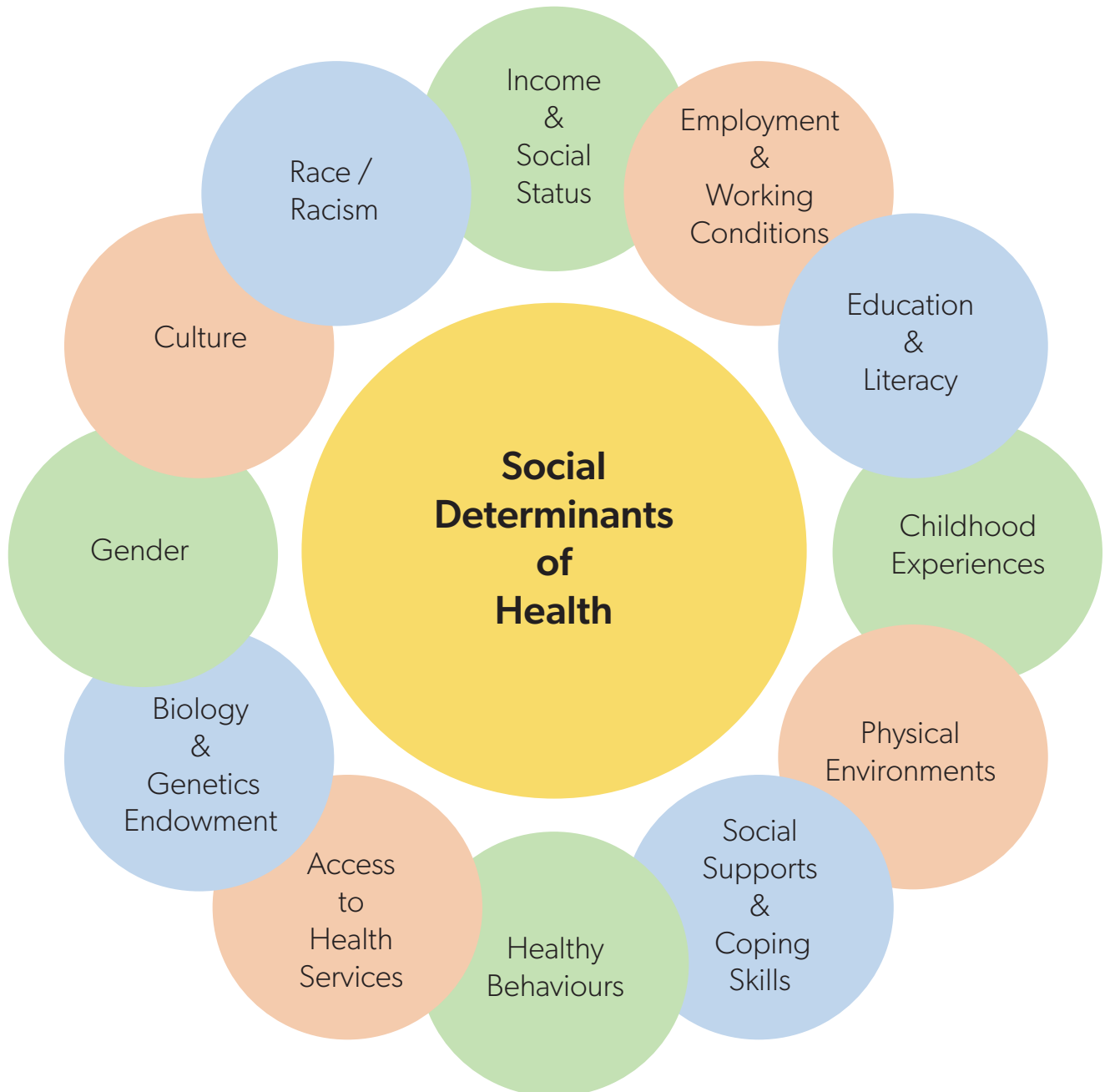
Time	Task	Details
10 min	Welcome and Housekeeping	<ul style="list-style-type: none"> <input type="checkbox"/> Welcome back and recap last week. <input type="checkbox"/> Check-in with group members. <input type="checkbox"/> Provide an overview of the session.
20 min	Social Determinants of Health (Handouts (1) Iceberg and (2) Images -- on Social Determinants of Health and Why Is Jason in the Hospital)	Introduce the Social Determinants of Health <ul style="list-style-type: none"> <input type="checkbox"/> Pass out the Social Determinants of Health handout and speak to the different components. For a simple explanation, please refer to the following link from the World Health Organization: https://www.who.int/hia/evidence/doh/en/ <input type="checkbox"/> Pass out the Handout of images on the Social Determinants of Health and ask participants how the images relate to what they just learned. <input type="checkbox"/> Pass out "Why Jason is in the Hospital" handout and ask a participant to read it out loud. <input type="checkbox"/> Ask: Can you see a pattern in Jason's story and what do you think it means?
15 min	Imagining Inclusion Project Models	<ul style="list-style-type: none"> <input type="checkbox"/> Introduce: <i>Creating Upstream Change to Address Mental Health Inequities</i> https://imagininginclusion.ca/resources/project-models/ https://imagininginclusion.ca/wp-content/uploads/2016/07/StreamWeb_L.jpg <input type="checkbox"/> Discuss how it relates to health and wellness. <input type="checkbox"/> Introduce: <i>The Lived Experience of Health Work</i> https://imagininginclusion.ca/resources/project-models/ https://imagininginclusion.ca/wp-content/uploads/2016/07/HealthWork_Draft2.jpg <input type="checkbox"/> Discuss how it relates to health and wellness

10 min	Tree of Words Brainstorm	<ul style="list-style-type: none"> <input type="checkbox"/> Draw two trees with branches on flip chart paper in front of the room. <input type="checkbox"/> Ask the participants to decide as a group which Social Determinants of Health they would like to work with – choose two. <input type="checkbox"/> Write the name of each decided determinant at the top of tree. <input type="checkbox"/> Pass out sticky notes and ask participants to write down words relating to each determinant. <input type="checkbox"/> Invite participants to stick them to the tree.
15 min	Discussion	<ul style="list-style-type: none"> <input type="checkbox"/> Go through each tree and ask each participant what they wrote and why – Facilitators to dig deeper during the discussion. <input type="checkbox"/> Point out when more than one sticky contains the same word and how it is significant to participants in the room. <input type="checkbox"/> Refer back to the project models when relevant to discussion. <input type="checkbox"/> Ask participants if there are any words they would like to add. <input type="checkbox"/> Ask participants to give examples of their experiences.
10 min	Break	<ul style="list-style-type: none"> <input type="checkbox"/> While participants are on break, check-in with co-facilitator on how the session is going and if any adjustments are needed.
10 min	Mental Illness Discussion	<ul style="list-style-type: none"> <input type="checkbox"/> Ask participants: <ol style="list-style-type: none"> 1. How do you think mental illness is perceived? 2. How have perceptions of mental illness changed over the years? 3. What kinds of changes in perception would you like to see in the future?

15 min	Mind Map Activity	<ul style="list-style-type: none"> <input type="checkbox"/> Distribute blank paper and explain that everyone will be creating a mind map. <input type="checkbox"/> Explain that one key word goes in the middle and then all words related to it connect around it. <input type="checkbox"/> Use flipchart paper or white board to do an example and explain how the words relate. (Use a topic that relates to mental health) <input type="checkbox"/> Example: What I need to do every day to stay well. Break it down to basics: eat, sleep, social interactions, exercise <input type="checkbox"/> Ask participants to reflect on the earlier part of the session when we spoke about the Social Determinants of Health and take a moment to choose a word/phase that resonates with them. <input type="checkbox"/> Ask participants to keep their own experiences in mind when they create their mind map. <input type="checkbox"/> Give participants time to create their Mind Map and check in with individuals who need assistance. <input type="checkbox"/> Ask participants to share their word and what it was like to do the mind map. <input type="checkbox"/> Remind participants that doing a mind map is a great way to generate many ideas for writing projects.
10 min	Cost of Disclosure Discussion	<ul style="list-style-type: none"> <input type="checkbox"/> Ask participants how they decide to disclose about their mental illness? <input type="checkbox"/> Are there any situations when disclosing a mental illness could be harmful? <input type="checkbox"/> Are there any situations where disclosing a mental illness could be helpful?
5 min	Wrap-up	<ul style="list-style-type: none"> <input type="checkbox"/> Ask participants how the session was for them? <input type="checkbox"/> Remind everyone to arrive on time for next session.

Participant Handout

SOCIAL DETERMINANT'S OF HEALTH



Participant Handout

SOCIAL DETERMINANT'S OF HEALTH

How do these images relate to health?



Participant Handout

WHY IS JASON IN THE HOSPITAL?

Because he has a bad infection in his leg.

But why does he have an infection?

Because he has a cut on his leg and it got infected.

But why does he have a cut on his leg?

Because he was playing in the junk yard next to his apartment building and there was some sharp, jagged steel there that he fell on.

But why was he playing in a junk yard?

Because his neighbourhood is kind of run down. A lot of kids play there and there is no one to supervise them.

But why does he live in that neighbourhood?

Because his parents can't afford a nicer place to live.

But why can't his parents afford a nicer place to live?

Because his Dad is unemployed and his Mom is sick.

But why is his Dad unemployed?

Because he doesn't have much education and he can't find a job.

But why ...?"

Session Three: Getting Comfortable with Public Speaking

Time	Task	Details
10 min	Welcome and Housekeeping	<ul style="list-style-type: none"> <input type="checkbox"/> Welcome back and recap last week. <input type="checkbox"/> Check-in with group members. <input type="checkbox"/> Provide an overview of the session.
10 min	Mind Map Review	<ul style="list-style-type: none"> <input type="checkbox"/> Ask participants about their mind maps from last week. <input type="checkbox"/> Ask if anyone wants to share.
30 min	Table Topics – Social Determinants of Health (Refer to Facilitator Notes)	<ul style="list-style-type: none"> <input type="checkbox"/> Let participants know that we will be doing table topics based on what we did last week on the Social Determinants of Health – give a quick recap. <input type="checkbox"/> Ensure participants know this is a low-pressure situation where they are just getting their feet wet by talking for 30 sec to one minute on their topic. <input type="checkbox"/> Since it is low pressure, they can stay seated at table when speaking to the group. <input type="checkbox"/> Pass around a hat with folded up topics and ask participants to pick. <input type="checkbox"/> Give participants five minutes to brainstorm what the determinant of health they chose means to them and write a short 30 second to minute talk on the topic. <input type="checkbox"/> Ask participants to volunteer to present their topic. <input type="checkbox"/> Remind participants to give their full attention and applaud presenter after they finish. <input type="checkbox"/> Ask the group what they liked about the presentation? <input type="checkbox"/> Continue this process until each participant has given a speech.

20 min	Discussion and Brainstorm (Handout on Dealing with Nerves)	<input type="checkbox"/> Talk about how 75% of the population are afraid of public speaking. <input type="checkbox"/> Ask: Why they think the number is so high? <input type="checkbox"/> Talk about how public speaking can make people nervous. <input type="checkbox"/> Ask: What can be done to calm nerves and prevent stage fright? <input type="checkbox"/> Flip chart ideas
10 min	Break	<input type="checkbox"/> While participants are on break, check-in with co-facilitator on how the session is going and if any adjustments are needed.
10 min	Brain Storm	<input type="checkbox"/> Ask participants what they think makes a good speech? <input type="checkbox"/> Encourage everyone to participate.
25 min	Starting to Think About Your Story (Participant Handouts: Telling Your Story)	<input type="checkbox"/> Distribute the Telling Your Story Handout and go through as a group. <input type="checkbox"/> Ask participants to volunteer to read key points out loud. <input type="checkbox"/> Give them time to make notes on things they may want to talk about and encourage them to look at their mind map to help with this exercise.
5 min	Wrap-up	<input type="checkbox"/> Ask participants to reflect on their story over the week. <input type="checkbox"/> Ask participants how the session was for them. <input type="checkbox"/> Remind everyone to arrive on time for next session.

Facilitator Handout

SOCIAL DETERMINANTS OF HEALTH

Cut out the following words for Table Top Session. Based on your group's comprehension of the topic from last week, you may want to make duplicates of some of these which may be easier for participants to talk about.

Income and Social Status

Employment and Working Conditions

Education and Literacy

Childhood Experiences

Physical Environments

Social Supports and Coping Skills

Healthy Behaviours

Access to Health Services

Biology and Genetic Endowment

Gender

Culture

Race / Racism

Participant Handout

TELLING YOUR STORY

- Consider who your audience is? Who will be hearing you speak?
- Your audience could change so you will want to tailor your speech to your audience.
 - Is your audience made up of people who know nothing about living with a mental illness? People who have lived experience of mental illness? Doctor? Recreation Therapists?
Depending on your audience, it will change what experiences and learning you want to share.
- Connect with audience through how you dress, body language, words, tone, slang humor, jokes, and insight.
 - A presentation to a group of high school kids with lived experience of mental illness will be speaking experience than nurses working at a hospital.
- Think about the language you are using to convey ideas around mental health
 - Use words that are respectful to you and others.
- Words are the basic building block to convey your message to others so use action words and emotions to tell your story.
 - Action word = spiraling Emotions= Anger, Happiness etc.
- Dictionary, thesaurus, grammar, punctuation are all tools to convey your meaning and ideas.
- We are multisensory organisms so use 5 senses, (taste, touch, smell, hearing, sight) for self-expression.
 - The smell of the freshly cut orchids made my stomach stir with excitement as I remembered how it felt to be in love.
- Be yourself- it opens the channels for open dialogue and trust
 - Bring your personality in where appropriate. If you are known for telling jokes, throw one in.
- Be brief in your delivery
 - 3 to 5 minutes maximum since you will lose the attention of your audience if you speak for too long.
- Pause and use breathing, let the audience catch up, pause, think and regroup
 - If you need to pause and think about what you need to say next, you can make a joke about it if that is your style.

- Stay on topic- imagine your vision and stick to it
 - Practice what you need to say and ask yourself if everything you are saying is relevant.
- Be aware of voice, tone, pace and body language
 - These can tell the audience you are nervous.
- Nerves, anxiety, self-doubt, self-criticism are all normal when telling your story.
 - Don't be so hard on yourself. It takes courage to tell your story.
- Find interesting ways to tell your story.
 - Try using different pitches and tones to emphasize a word or sentence.
- You are vulnerable and brave by sharing your story.
 - Remember that we learn and grow from time, speaking, feedback, praise and criticism
- PRACTICE – PRACTICE – PRACTICE
 - By practicing delivering your speech, your words, body language and facial expressions will flow more naturally.
- The first thought you have is not necessarily the best thought to share.
 - Edit, rewrite and refine your work
- Writing is patient, so you can stop, start, change direction as you need
 - Writing is a work in progress and will change as your change.
- Sometimes you will be surrounded by people who believe in you more than you believe in yourself.
 - Remember that you are worthy and have something meaningful to share.
- If you receive criticism from an audience member, don't take it personally.
 - Most audiences understand the intent of wanting to do good
- The key to communication is to be in the present moment and the more present you are the more powerful is the connection.
 - Try to keep yourself grounded through breathing exercises leading up to your speech and don't forget to use your breath during your speech.
- Know how much and what to disclose based on the audience and event
 - It is important to think about the comfort level of the audience and also do not feel forced to respond to questions or disclose more than your comfort level.

Participant Handout

DEALING WITH NERVES

Common Symptoms	Coping Strategies
<ul style="list-style-type: none"> • Knees shake • Shortness of breath • Mind going blank • Butterflies • Hyperventilating • Shaking • Cracking voice • Nervous laughing • Choking 	<ul style="list-style-type: none"> • Deep breathing • Get enough sleep • Be prepared • Practice out loud and record yourself • Memorize your speech • Have notes • Have a paper copy with large font with key point highlighted • Use Aromatherapy • Eat a good meal • Stay hydrated with water • Arrive early • Do a power pose • Take an invigorating shower • Prep your clothes the night before • Go to the address of the place where you will be speaking before the big day so you know your route and can give yourself enough time • If you're using a presentation, bring a USB as back up in case of any technical difficulties • Bring snacks and water/tea

Participant Handout

SHARING YOUR STORY

This table is meant as an “example” to structure your speech/ presentaion when sharing your story.

<p>1. Introduction: Sharing a little about yourself!</p> <ul style="list-style-type: none"> a) Your name b) Personal Interests/ Occupation c) Age/ Cultural background d) State your topic (Tell the audience what you are going to talk about) 	<p>It’s important to start off by sharing a little about yourself and use humor if you feel comfortable. Breaking the ice and getting comfortable with your audience is essential when talking about something very personal, such as mental health conditions.</p> <p>Also, audiences tend to think in threes; for example, you might say, “I am going to talk about how stigma affected my employment, what I did to address it, and how I overcame it”)</p>
<p>2. Middle (On the Way Down Story) What were you feeling? Symptoms?</p> <ul style="list-style-type: none"> a) Share your diagnosis or if you don’t identify a diagnosis, what did you experience? b) Share the symptoms and events leading to your diagnosis/ mental health experience. c) What did it mean to be given a diagnosis or label? 	<p>This is a good place to begin sharing part of your “On the Way Down Story”. Speakers should identify specific instances when they experienced mental health conditions or mental illness in order to be credible to audiences. This can lead into examples of stigma.</p>

<p>3. Middle (On the Way Down Story) What was your reaction to your diagnosis from your family, friends, and co-workers? What types of stigma did you face?</p> <ul style="list-style-type: none"> a) Did you feel shame and self-stigma? b) How did you disclose or were you afraid to disclose due to stigma? c) What were people’s reactions? d) What did you wish people’s reactions were? e) Share examples of public/institutional stigma. 	<p>After talking about a diagnosis or experience, speakers should move into specific examples of stigma that they have faced. These examples should be tailored to the audience. For example, if speaking to clinicians, a speaker might talk about not being given hope or what it feels like to be a “client”. If speaking to landlords, a speaker might talk about not being given reasonable accommodations. It’s important to talk about difficult things, but to avoid assigning blame to anyone.</p> <p>Speakers may also want to discuss the internal shame or self-stigma they endured and how they were impacted by bias from others.</p>
<p>4. Middle (On the Way Up Story) What type of support did you receive and what was your recovery like?</p> <ul style="list-style-type: none"> a) What did it take for people to accept your diagnosis/ experience? b) What type of support did you receive through treatment? c) What type of support are you currently receiving from others? d) What does recovery mean to you? 	<p>After sharing your “On the Way Down Story”, it is essential to move forward with a story of hope, resilience, and recovery. Some speakers may wish to talk first about their recovery and then about the struggle they faced. Speakers can discuss how they have realized their hopes/ goals/ dreams/ in the face of adversity and how they managed their symptoms. This is a good place to talk about community support - how others provided support and hope.</p>
<p>5. Middle (On the Way Up Story) What works for you?</p> <ul style="list-style-type: none"> a) What type of treatment have you chosen? b) What type of support do you wish that you would have received? c) What are the down sides of treatment? d) What are the upsides of treatment? 	<p>As part of an “On the Way Up Story”, it is a key to talk about specific treatments and interventions that speakers have utilized. This is a very tricky area, as speakers need to emphasize the story they are sharing is their own and not necessarily the experience of every individual who has experienced mental health condition. “I statements are crucial to discussing treatments, especially when it comes to medication, which can be a very controversial topic.”</p> <p>Speakers can also talk about other types of wellness – running, yoga, meditation etc.</p>

<p>6. Conclusion (Personal Empowerment and Affirming messages)</p> <ul style="list-style-type: none"> a) Advice audience of things they can do/ affirming. b) Talk about how speaking/ participating in programs provides empowerment c) Discuss target-based message. 	<p>As a speaker concludes their presentation, it is important to hit two key areas: Affirming goals and Personal Empowerment. Personal empowerment simply can mean how a speaker feels hopeful and empowered by overcoming their struggle and combating stigma.</p> <p>An audience need to hear affirming goals. Affirming goals can be tied to the audience.</p>
<p>7. Conclusion (What you can Do) Questions and Answers? Answer all questions respectfully, even ones that may seem silly.</p> <ul style="list-style-type: none"> a) Prompt audience if they do not have any questions. b) Call to Action! What an audience can do. c) Get involved. 	<p>As speakers conclude their pretentions, it's important to keep an audience engaged and lay the framework for further dialogue and advocacy. This s the "Call To Action" part of presentation. Speaker should give specific examples of what audience members can do to combat stigma and ways that they can get involved. Speakers should offer suggestions for audience to take away from the presentation.</p>

Session Four: Developing Your Story

Time	Task	Details
10 min	Welcome and Housekeeping	<ul style="list-style-type: none"> <input type="checkbox"/> Welcome back and recap last week. <input type="checkbox"/> Check-in with group members. <input type="checkbox"/> Provide an overview of the session.
10 min	Four Squares Writing Exercise (Refer to Participant Handout)	<ul style="list-style-type: none"> <input type="checkbox"/> Distribute Four Squares Writing Exercise <ul style="list-style-type: none"> • Tell participants that this exercise is meant to get them thinking about their experiences and will not be shared in the group. • Ask participants to write a theme or idea at the top of the page that relates to previous topics discussed in the program or their personal story. • Let participants know that you will be timing the rest of the exercise. • Explain that they will have two minutes (facilitator to time) to put down their ideas in each square. • After the exercise is completed, ask participants to circle two or three things that they wrote/drew that stood out to them.
20 min	Table Topics	<ul style="list-style-type: none"> <input type="checkbox"/> Explain to participants that we will be doing public speaking on easy and fun topics. <input type="checkbox"/> Participants to choose a slip of paper with a topic. <input type="checkbox"/> Tell participants that each one of them will take turns standing up and speaking. <input type="checkbox"/> Ask participants to volunteer to give speech. <input type="checkbox"/> Facilitator to time participant on stopwatch /phone.
10 min	Discussion	<ul style="list-style-type: none"> <input type="checkbox"/> Ask: How it was presenting? <input type="checkbox"/> Ask: What could you do to feel more comfortable?

10 min	Break	<ul style="list-style-type: none"> <input type="checkbox"/> While participants are on break, check-in with co-facilitator on how the session is going and if any adjustments are needed.
10 min	Sharing Your Story (Refer to participant handout and Sample Story)	<ul style="list-style-type: none"> <input type="checkbox"/> Distribute the Sharing Your Story Handout. <input type="checkbox"/> Explain that a story has a structure and describe the different parts on handout. <input type="checkbox"/> Ask for a volunteer to read through the example and ask participants for thoughts on the story. <input type="checkbox"/> Ask if there is anything they would cut?
20 min	Work on Speech	<ul style="list-style-type: none"> <input type="checkbox"/> Ask participants to start working with a mental health topic they might want to explore. <input type="checkbox"/> Facilitators to check-in with participants and ask probing question to help them get started.
20 min	Partner Work	<ul style="list-style-type: none"> <input type="checkbox"/> Ask participants to pair up to discuss what they have and to collaborate on ideas. <input type="checkbox"/> Facilitators to check-in with participants and see if the pairs need assistance fleshing out their ideas.
5 min	Homework	<ul style="list-style-type: none"> <input type="checkbox"/> Ask participants continue to write and edit their speech. <input type="checkbox"/> Ask participants to bring their speech to the next class for review. <input type="checkbox"/> Offer extra time / support if needed around writing the story and/or speaking.
5 min	Wrap-up	<ul style="list-style-type: none"> <input type="checkbox"/> Ask participants how the session was for them. <input type="checkbox"/> Remind everyone to arrive on time for next session.

Participant Handout

FOUR SQUARES WRITING EXERCISE

THEME (word or short phrase):

<p>SEE What does it look like?</p>	<p>HEAR What does it sound like?</p>
<p>FEEL/EMOTIONS What does it feel like?</p>	<p>DRAW Draw a picture!</p>

Facilitator Notes

EASY TABLE TOPICS

Cut the following questions into strips, fold up and add to a cup for participants to choose.

1. What is your favourite book and why?
2. If you won one million dollars, what would you do with it?
3. If you were given a \$1000 and were told that you only had today to spend it, what would you buy?
4. Which historical figure do you most admire? Why?
5. What is your favorite place on Earth? Why?
6. If you were a cartoon character, who would you be? Why?
7. What is your favorite thing to eat? Why?
8. What is your favourite TV program or movie? Why?
9. If you were to write a book, what would it be about?
10. Which historical period / era in time would you like to live in? Why?

11. If you could meet any famous person, living or dead, who would you choose? Why?
12. What song or artist do you listen to when you're feeling down? Why is your go to song/artist?
13. If money wasn't an issue, what would you do to have an ideal day?
14. What did you want to be when you grew up? Why?
15. What will you never do? Why?
16. What is your most prized possession and why?
17. If you could be any animal, which animal would you choose and why?
18. If you could travel anywhere in the world, where would you go? Why?

Participant Handout

SHARING YOUR STORY

Decide on the topic that will be easy for you to write about. It is always easier to write about what you know. Your audience will remember your story if it is brief, focused and emotional.

All stories have three parts:

Beginning	Introduce the topic and why it is important.
Middle	<p>Each paragraph can support a point or thought – sometimes can be combined especially if you have a time limit on your speech.</p> <p>This will contain who, what, when, where and how of your story. To keep your story going, keep asking yourself what happened next?</p> <p>Keep in mind when you trim down your story, you will most likely cut detail but for now, get everything out you want to say.</p>
End	<p>Close out with a statement to support what you have written in previous paragraphs.</p> <p>Leave the audience on a positive note.</p> <p>Inspire your audience.</p>

Participant Handout

Sample Story

Beginning

I am going to tell you about the first time I was hospitalized. It is something near to my heart because I discovered a sense of connection and understanding that was unexpected. My mother called an ambulance after exclaiming that she couldn't do anything else to help me. I was devastated when the ambulance attendants told me, I had no choice but to come with them. I was crying and wailing. I was frightened and could barely breathe.

Middle

The emergency room was cold and buzzing with activity. It was more than I could bare. The bright lights. The sounds. The smells. It was all getting to me. The stranger next to me, passed me a cup of water. He told me he had been there before and that everything would be okay. I didn't believe his words but it was comforting to have someone to talk to. The next eight hours flew by in conversation when I was finally called by the doctor to be assessed.

I was transferred to a psychiatric unit. It was frightening since all I knew about them was in the movies. Those movies were scary. I spent a few days in shock. I couldn't grasp that I ended up here and I refused to leave my room.

By the third day, I left my room and aimlessly wandered the halls. I was greeted by troubled, yet friendly faces of other patients. It surprised me. I came out of my room a little more after that. The next day, I felt a tap on my shoulder. I turned around to find the guy from emergency. We both smiled. We saw each other every day for three weeks. We had meals together, participated in activities and spent countless hours wandering the halls together.

When it was time to leave the hospital, I was sad. Although we exchanged numbers, I didn't know if our friendship would carry on once we went back to our real lives. I honestly was doubtful and thought that was the end of this friendship. This person who came to mean so much to me.

The first time he called, I was bursting with joy. It has been over five years and we text almost daily. We meet every once in a while, and the bond from our experience in the hospital has endured. He is my support when I have no one else that understands.

End

From a terrifying experience, I made a real connection. Something unexpected and beautiful. I found connection in the saddest of places. That connection has kept me afloat ever since. Sometimes you think you may be alone, like I thought I was in that emergency room, but what I learned is that I am not alone. I want you to know that you are not alone. There are people who share your experience and finding connection can help on your path to heal. I hope you think of my story the next time you feel alone.

Sharing Your Story does not mean you need to include every detail.

Go back and look at the story. Are there any details you would change?

Session Five: Telling Your Story and Using Your Voice

Time	Task	Details
10 min	Welcome and Housekeeping	<ul style="list-style-type: none"> <input type="checkbox"/> Welcome back and recap last week. <input type="checkbox"/> Check-in with group members. <input type="checkbox"/> Provide an overview of the session.
10 min	Using Your Voice (Refer to Handout: All About Voice)	<ul style="list-style-type: none"> <input type="checkbox"/> Distribute Handout and go through each item as a group. <input type="checkbox"/> As you go through each item, do a vocal demonstration to illustrate essential points and ask the participants to copy the sound as a group so that they get a feel for different parts of their voice.
10 min	Voice Activity (Refer to the Facilitator Notes: Using Your Voice Exercises)	<ul style="list-style-type: none"> <input type="checkbox"/> Ask participants to stand and tell them that they are going to be guided through an experience of using voice. <input type="checkbox"/> Go through the Facilitator Notes: Using Your Voice Exercises. <input type="checkbox"/> Ask each participant what they noticed during the exercises and how they feel after the exercises.

<p>30 min</p>	<p>More Table Topics (Refer to Facilitator Notes: Personal Table Topics - to be prepped ahead of session)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Explain to participants that they will be doing more public speaking on different topics. <input type="checkbox"/> Pass around a cup with the pre-cut paper containing questions that you prepped ahead of the session. <input type="checkbox"/> Ask the participants to choose a slip of paper. <input type="checkbox"/> Tell participants that each one of them will take turns standing up and speaking. <input type="checkbox"/> Then they will be asked how they felt speaking and how long they think they spoke for. <input type="checkbox"/> Tell participants they will have a chance to comment on the speeches but all comments should be positive and strength-based. <input type="checkbox"/> Ask participants to volunteer to give speech. <input type="checkbox"/> Facilitator to time participant on stopwatch /phone. <input type="checkbox"/> After the speech, ask the participant how it felt to speak. <input type="checkbox"/> Ask them to guess how long they spoke before revealing the number. <input type="checkbox"/> Ask the group if they have any feedback or comments for the participant. <input type="checkbox"/> Both facilitators offer feedback before moving to the next participant.
<p>10 min</p>	<p>Break</p>	<ul style="list-style-type: none"> <input type="checkbox"/> While participants are on break, check-in with co-facilitator on how the session is going and if any adjustments are needed.

20 min	Work on Speech	<ul style="list-style-type: none"> <input type="checkbox"/> Ask participants to continue to work independently on their speeches. <input type="checkbox"/> Facilitators to go around the room and check-in with each participant on where they are in their story and provide support as needed.
20 min	Partner Work	<ul style="list-style-type: none"> <input type="checkbox"/> Ask participants to pair up to discuss what they have and to collaborate on ideas. <input type="checkbox"/> Facilitators to check-in with participants and see if the pairs need assistance fleshing out their ideas.
5 min	Homework	<ul style="list-style-type: none"> <input type="checkbox"/> Ask participants to continue writing their speech, bring what they have to the next session and be ready to start practicing in front of the group. <input type="checkbox"/> Offer extra time / support if needed around writing the story.
5 min	Wrap-up	<ul style="list-style-type: none"> <input type="checkbox"/> Ask participants how the session was for them. <input type="checkbox"/> Remind everyone to arrive on time for next session. <input type="checkbox"/> Offer extra time / support if needed around writing the story and/or speaking.

Participant Handout

ALL ABOUT VOICE

Resonance

- Defined as “the quality in a sound of being deep, full, and reverberating”
- If you resonate your voice in your throat, you will sound muffled (bass)
- If you resonate your voice in your nasal passages, you will sound “nasally” (treble)
- You resonate sound in your mouth to make the sound, “mmm” (feels like your lips tingling)

Relaxation

- If you are tense, it affects the sound of your voice because your throat and vocal cords tighten resulting in a thinner voice quality that sounds restrained and flat
- To relax your vocal cords:
 - make sure you are breathing – we don’t breathe when we are tense
 - inhale and exhale deeply
 - sing your vowels: AAAAA, EEEEE, IIIII, OOOOO and UUUUUU
 - buzz like a bee

Rhythm

- Use rhythm as a way to emphasize specific words or to make a point
- You can extend your vowel sounds and slide your words together
- Example: say “bus stop” to sound more like “busstop”
- Sliding sounds and words together is more pleasing to listen to than a choppy, staccato sound pattern
- To develop rhythm:
 - move your arm across your body in a smooth manner as you speak
 - focus on connecting your speaking with the flow of the movement
 - notice the full, rich sound you make as you concentrate on connecting your body and voice

Pace

- Adds depth and dimension to your voice
- Try using a combination of shorter sentences in your speech so you can allow yourself enough breathe between sentences and/or thoughts
- Stay away from complex sentences since you will try to cram more words into one breath

Volume

- Refers to how loud or soft your voice sounds
- To make you sentences more compelling, try varying between softer tones (without whispering) and louder tones (without yelling)

Facilitator Notes

USING YOUR VOICE EXERCISES

Sound and breath start from your diaphragm. Use breath to fill your lungs and diaphragm with air.

STEP 1

- Put your hand on your belly and watch it expand and contract as you breathe

STEP 2

- Stand being aware of your spine being in the middle of your back
- Extend your spine up
- Let your stomach muscles sag and bounce gently on your knees

STEP 3

- Take a moment to listen to your breathing

STEP 4

- Let out a big deep sigh of relief

STEP 5

- Open your mouth and make a big fffff sound

STEP 6:

Shut Your Eyes and Imagine:

- Picture a deep forest pond and you are standing in it
- The water is at your diaphragm and your spine is a big tree rooted in the middle of the pond
- Picture the surface of the pond reflecting an image of your face
- You smile and your lips open
- Allow a bubble of sound vibration to come up from the bottom of the pond, up to the top and escape thru your lips
- Say HUH with your mouth open and relapse with a sigh
- Relax by stretching, yawning, opening your eyes and shaking the vibrations from of the pond thru your body and limbs

STEP 7

- Ask reach member of the group to discuss how they felt after the exercises

Facilitator Notes

PERSONAL TABLE TOPICS

Cut the following questions into strips, fold up and add to a cup for participants to choose.

1. If you could live one day of your life over again, which day would you choose?
2. What one thing have you not done that you really want to do?
3. What makes a person beautiful?
4. What do you love most about yourself?
5. What are you most grateful for? Why?
6. What are you most proud of? Why?
7. What is the most interesting thing you have learned about recently?
8. If you were to write your autobiography 10 years from now, what would be the title? Why?
9. What makes you a unique human being?
10. Who in your life inspires you? Why?

11. Who is the strongest person you know? Why?
12. If you could only take a single photograph of your life, what would it look like?
13. If you had the opportunity to get a message across to a large group of people, what would your message be? Why?
14. What can money not buy? Why is it important?
15. If we learn from our mistakes, why are we always so afraid to make a mistake?
16. What small act of kindness were you once shown that you will never forget? Why?
17. If you could write about your life 20 years from now, what would the title be? Why?
18. If you could give your younger self one piece of advice, what would it be? Why?

Session Six: Telling Your Story and Using Your Body Language

Time	Task	Details
10 min	Welcome and Housekeeping	<ul style="list-style-type: none"> <input type="checkbox"/> Welcome back and recap last week. <input type="checkbox"/> Check-in with group members. <input type="checkbox"/> Provide an overview of the session.
15 min	Body Language Game	<ul style="list-style-type: none"> <input type="checkbox"/> Talk about the importance of body language when giving a speech or in everyday life. <input type="checkbox"/> Tell participants, they we are going to have an interactive discussion about body language. <input type="checkbox"/> One facilitator will lead the discussion while the other facilitator will act out one bad body language habit while participants will give directions on what good body language looks like. <input type="checkbox"/> Example: The acting facilitator will sway from side to side and participant will tell them to stand still. <input type="checkbox"/> As the bad body language is corrected, the acting facilitator demonstrate another bad body language habit and the process will repeat until time runs out. <input type="checkbox"/> Possible actions: slouching /eyes closed/ fidgeting/ turning back to audience/tapping feet/ staring without blinking/hovering over audience member.
15 min	Video and Discussion	<ul style="list-style-type: none"> <input type="checkbox"/> Tell participants that we will be watching a TED TALK about body language called: <input type="checkbox"/> How to Sound Smart During a Ted Talk by Will Stephen (5:55 min). <input type="checkbox"/> https://www.youtube.com/watch?v=8S0FDjFBj8o <input type="checkbox"/> Ask: Why did Will Stephen sound smart even though he “talked about nothing”? <input type="checkbox"/> Ask: How can you apply this to your speech?

10 min	<p>Body Language Discussion</p> <p>(Refer to Handout: Body Language Tips)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review the handout by asking a participant to read out loud. <input type="checkbox"/> Ask participants if they can think of any other tips. <input type="checkbox"/> Encourage participants to practice in front of a mirror.
10 min	<p>Activity – Facial Gestures</p> <p>(Refer to Facilitator’s Notes: Act It Out Game)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Tell participants that we are going to do a facial gesture activity and ask them to pick a piece of paper from the bowl. <input type="checkbox"/> Explain that each piece of paper contains a word that they will have to convey to the group using only a facial expression – no words. <input type="checkbox"/> The other participants will have to guess who the person is feeling. <input type="checkbox"/> Each participant and facilitator will have a turn being the actor.
10 min	<p>Break</p>	<ul style="list-style-type: none"> <input type="checkbox"/> While participants are on break, check-in with co-facilitator on how the session is going and if any adjustments are needed.

30 min	Practice Speech in Front of Group	<ul style="list-style-type: none"> <input type="checkbox"/> Tell participants that each one of them will take turns standing up and speaking. <input type="checkbox"/> Then they will be asked how they felt speaking and how long they think they spoke. <input type="checkbox"/> Tell participants they will have a chance to comment on the speeches but all comments should be positive and strength-based. <input type="checkbox"/> Ask participants to volunteer to give speech. <input type="checkbox"/> Facilitator to time participant on with stopwatch/phone. <input type="checkbox"/> After the speech, ask the participant how it felt to speak. <input type="checkbox"/> Ask them to guess how long they spoke before revealing the number. <input type="checkbox"/> Ask the group if they have any feedback or comments for the participant. <input type="checkbox"/> Both facilitators offer feedback before moving to the next participant.
20 min	Partner Work	<ul style="list-style-type: none"> <input type="checkbox"/> Ask participants to pair up to discuss what they have and to collaborate on ideas. <input type="checkbox"/> Facilitators to check-in with participants and see if the pairs need assistance fleshing out their ideas.
5 min	Homework	<ul style="list-style-type: none"> <input type="checkbox"/> Ask participants to continue writing their speech, bring what they have to the next session and be ready to start practicing in front of the group. <input type="checkbox"/> Offer extra time / support if needed around writing the story and public speaking.
5 min	Wrap-up	<ul style="list-style-type: none"> <input type="checkbox"/> Ask participants how the session was for them. <input type="checkbox"/> Remind everyone to arrive on time for next session.

Participant Handout

BODY LANGUAGE TIPS

A speech is much more than just words, it also is how you appear to the audience. Use effective body language to hold the attention of your audience and help deliver a memorable speech.

- Stand up straight with your shoulders back – no slouching
- Don't cross your arms or put your hands in your pocket
- Face the audience as much as possible
- Take slow, deep breaths to ensure that your voice holds enough power to project your voice
- Varying your body gestures by incorporating your head, arms and hands to emphasize key points
- Make eye contact with a few audience members in different areas of the room and look at them as you move through your speech so the whole audience can connect with you
- Vary your facial expressions to match your words
- Avoid swaying from side to side

EXTRA TIP: When you practice your speech, you can do it in front of a mirror or set up a video recorder to see what you really look like.

Facilitator Notes

FACIAL GESTURE ACTIVITY

Cut out the words below and place in cup in preparation for the Facial Gesture Activity

HAPPY

EXCITED

SAD

ANGRY

FRUSTRATED

ANNOYED

WORRIED

SHY

UNCERTAIN

FEARFUL

DISGUSTED

SURPRISED

Session Seven: Telling Your Story and Using Your Voice

Time	Task	Details
10 min	Welcome and Housekeeping	<ul style="list-style-type: none"> <input type="checkbox"/> Welcome back and recap last week. <input type="checkbox"/> Check-in with group members. <input type="checkbox"/> Provide an overview of the session.
10 min	Revisit Nerves	<ul style="list-style-type: none"> <input type="checkbox"/> Ask participants if they remember what can be done to calm nerves? <input type="checkbox"/> If they have anything new to share with the group? <input type="checkbox"/> Go over some of the skills learned in previous weeks such as breathing – practice a breathing technique of choice.
10 min	Revisit Voice	<ul style="list-style-type: none"> <input type="checkbox"/> Ask participants if they remember what to remember about voice when giving a speech. <input type="checkbox"/> If they have anything new to share with the group? <input type="checkbox"/> Go over some of the skills learned in previous weeks such as emphasis on certain word to make an impact.
10 min	Revisit Body Language	<ul style="list-style-type: none"> <input type="checkbox"/> Ask participants if they remember what to remember about voice when giving a speech. <input type="checkbox"/> If they have anything new to share with the group? <input type="checkbox"/> Go over some of the skills learned in previous weeks such as emphasis on relaxed/ open stance and straight posture.
20 min	Partner Work	<ul style="list-style-type: none"> <input type="checkbox"/> Break into groups of two and ask pair to practice their speech while giving consideration to what we discussed in the first part of our session. <input type="checkbox"/> Let participants know that the will each be given 10 minutes and will be notified when to switch.
10 min	Break	<ul style="list-style-type: none"> <input type="checkbox"/> While participants are on break, check-in with co-facilitator on how the session is going and if any adjustments are needed.

30 min	Practice Speech in Front of Group	<ul style="list-style-type: none"> <input type="checkbox"/> Tell participants that each one of them will take turns standing up and speaking. <input type="checkbox"/> Then they will be asked how they felt speaking and how long they think they spoke. <input type="checkbox"/> Tell participants they will have a chance to comment on the speeches but all comments should be positive and strength-based. <input type="checkbox"/> Ask participants to volunteer to give speech. <input type="checkbox"/> Facilitator to time participant on with stopwatch/phone. <input type="checkbox"/> After the speech, ask the participant how it felt to speak. <input type="checkbox"/> Ask them to guess how long they spoke before revealing the time. <input type="checkbox"/> Ask the group if they have any feedback or comments for the participant. <input type="checkbox"/> Both facilitators offer feedback before moving to the next participant.
20 min	Partner Work	<ul style="list-style-type: none"> <input type="checkbox"/> Ask participants to pair up to discuss what they think they need to work on and how they plan to do it. <input type="checkbox"/> Facilitators to check-in with participants and see if the pairs need assistance fleshing out their ideas.
5 min	Homework	<ul style="list-style-type: none"> <input type="checkbox"/> Ask participants to continue writing their speech and be ready to speak in front of the group. <input type="checkbox"/> Offer extra time / support if needed around writing the story and/or speaking.
5 min	Wrap-up	<ul style="list-style-type: none"> <input type="checkbox"/> Ask participants how the session was for them. <input type="checkbox"/> Remind everyone to arrive on time for next session.

Session Eight: Telling Your Story Event and Celebration

Please note:

- Session Eight includes an extra hour to accommodate all activities.
- Disregard the optional activities if you want your event to run for two hours
- The main event is based on 10 participants @ 5 minutes each plus 10 extra minutes for speeches that run over time and transition between speakers.

Time	Task	Details
30 min (up to 60 min if needed while participants warm-up)	Venue Set-Up	<ul style="list-style-type: none"> <input type="checkbox"/> Remove all tables and set up chairs of rows of 6 with room for a centre. <input type="checkbox"/> Set up podium and microphone. <input type="checkbox"/> Set-up speaker background with solid colour ideal for taking photos. <input type="checkbox"/> Assign the front row for speakers. <input type="checkbox"/> Set-up any additional equipment and prep food for reception.
30 min	Participants Warm-Up	<ul style="list-style-type: none"> <input type="checkbox"/> Participants arrive and meet in rehearsal room. <input type="checkbox"/> Facilitators hand out waivers for photos/video if needed. <input type="checkbox"/> Facilitators lead a body / voice warm-up. <input type="checkbox"/> Facilitators tell participants order of speeches for event. <input type="checkbox"/> Give participants remaining time to do what they want. <input type="checkbox"/> At two minutes before start of event, participants file into main room and take their seats.

60 min	Main Event	<input type="checkbox"/> Guests and participants should all be in their seats. <input type="checkbox"/> Facilitators open the event with words about the program and participants. <input type="checkbox"/> Facilitators introduce each speaker.
10 min	Certificates (Optional)	<input type="checkbox"/> Facilitators present participants with certificate for the program.
40 min	Reception (Optional)	<input type="checkbox"/> Layout pre-prepped food for reception or guide guests into separate room if available.
10 min	Goodbye	<input type="checkbox"/> Gather the participants and ask them each to speak about how it felt to give their speech and how they might use the skills gained in the future.

Extra Session Activity

The following activity can be used to swap out with any items in the session plans.

Facilitator Notes

Use the Feedback on Speeches Handout if your group needs more skills on how to give and receive feedback.

Time	Task	Details
20 min	Feedback on Speeches (Refer to Handout: How to Give and Receive Constructive Feedback – See below)	<input type="checkbox"/> Distribute handout. <input type="checkbox"/> Discuss how to deliver feedback to participants: <ul style="list-style-type: none"> • How to word it. • What to focus on. • What not to focus on. • What are the strongest parts of the story? • What is the main message? <input type="checkbox"/> Discuss how to receive feedback from other participants. <ul style="list-style-type: none"> • Imagine a dome of protection around yourself – be open to what is helpful and protect yourself against what is not helpful.

Participant Handout

HOW DO I GIVE CONSTRUCTIVE FEEDBACK?

In order to grow as a speaker, it's helpful to know what the audience thinks we do well and what can be improved. We do this by providing constructive feedback. When sharing feedback, deliver it in a way that helps the person grow and not feel bad about themselves.

Think about how it would feel for the person to be hear this feedback? Will it be helpful? Will it upset them? How would I feel if someone were saying this to me? No matter how experienced a speaker is, there are always things that they could do even better. Take feedback as a gift, not as a personal attack.

Here are some basic guidelines for providing feedback:

- Focus on what the person could do to IMPROVE, not necessarily what they did badly
 - Example: "I think it would helpful if you could speak a little louder" vs "you were way too quiet"
- Watch your language
 - Sometimes we don't mean to come across as harsh or rude, but can do so accidentally
 - Think before you speak
- Use the sandwich technique
 - Tell them something they did well (bread)
 - Tell them something they could improve (meat)
 - Tell them something else they did well (bread)
 - It is important for people to know what they are doing that is strong, as well as areas for improvement

- Be specific
 - “It wasn’t your best” is not only rude, but not useful
 - Why did you think it wasn’t as good?
 - You can use the sandwich technique:
 - “You used good eye contact while presenting, but I think that if you tried using some more vocal variety it would be even more engaging, but you did look confident while up there”

- Remember, it’s only an opinion
 - State your feedback from your own perspective – we can’t speak for everyone else
 - Example: “I think it would be more effective if you slowed it down a bit” vs. “you need to slow down”

- Consider your words when you are giving some feedback
 - Some suggestions on how you could do this:
 - I think it could be improved by...
 - One suggestion I have would be...
 - To make it even stronger, you could...

- Give specific feedback examples where possible
 - Example: “What you shared about the moment you were given that diagnosis, it could be even more impactful if you used some pauses to really engage the audience”

Extra Session Activity

Use the Amy Cuddy video if you feel the group needs more skills around body language.

Time	Task	Details
30 min	Body Language Video and Discussion	<ul style="list-style-type: none"> <input type="checkbox"/> Talk about the importance of body language when giving a speech or in everyday life. <input type="checkbox"/> Introduce body language and nonverbal communication – (gestures, postures and facial expressions). <input type="checkbox"/> Watch video Amy Cuddy: Your Body Language May Shape Who You Are https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are?language=en <input type="checkbox"/> Discussion - What stood out? Do you agree or disagree with any points?