



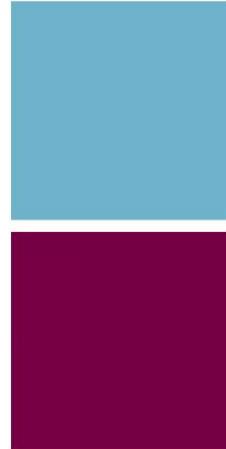
+ Speaker Training

MORE FEET ON THE GROUND

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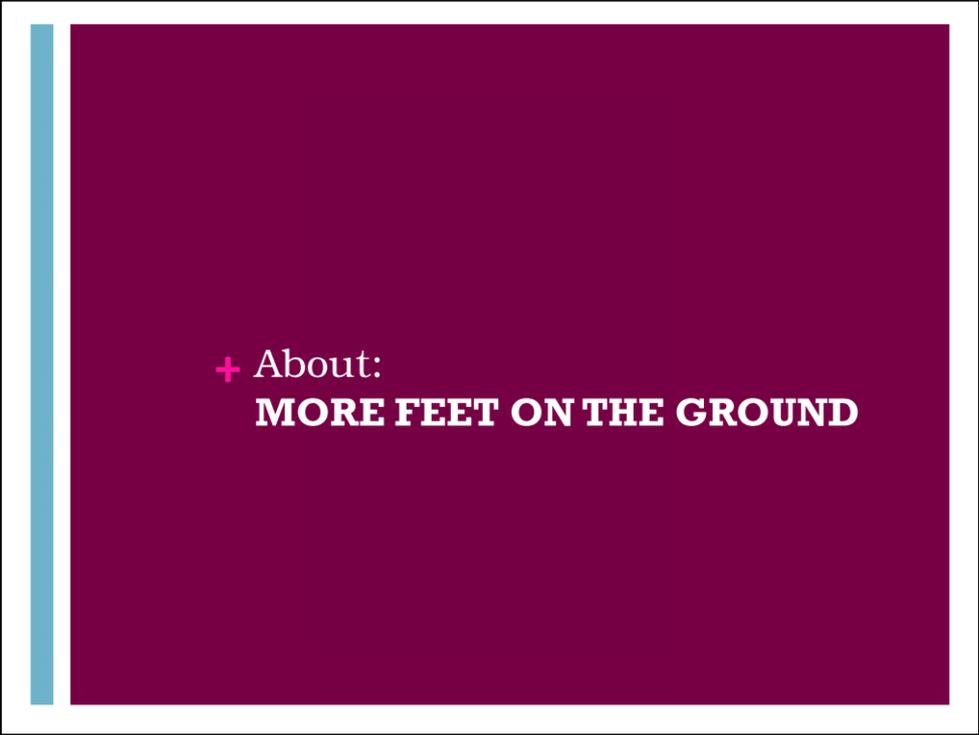
Pathstone Mental Health, Brock University, Niagara College



+ Agenda



- Introductions
- What is More Feet on the Ground all about?
- How do I tell my story?
- How do I deliver my speech?
- What next?
- Q&A



+ About:
MORE FEET ON THE GROUND



About:

MORE FEET ON THE GROUND



- Partnership between Pathstone Mental Health, Brock and Niagara
- Funded by Ministry of Training, Colleges and Universities, Mental Health Innovation Fund
- Addressing gaps:
 - Lack of training in post-secondary schools → Created online training <https://morefeetontheground.ca>
 - Lack of workshops for post-secondary students → Hosting workshops
- Regional Forum in spring, 2015

The More Feet on the Ground campaign is a partnership initiative through Pathstone Mental Health, Brock University, Niagara College, Niagara Regional Campus of McMaster University's Michael G. DeGroote School of Medicine and the Niagara chapter of the Canadian Mental Health Association and funded by the Ministry of Training, Colleges and Universities' Mental Health Innovation Fund. The campaign began in the summer of 2013 and will conclude in the spring of 2015.

The purpose of the campaign is to address two critical gaps in mental health services: (1) the lack of training on mental health and addictions that responds directly to the needs of post secondary students, and (2) lack of psychoeducational group information and skills development sessions that responds directly to the specific needs of post secondary students.

To respond to the first gap, the partners involved in the campaign created compressed online training sessions targeted to teaching assistants and peer educators which provide information and tips to address the most prevalent mental health and addiction issues experienced by post secondary students including: tips and strategies for mental health wellness and stress management, tips for coping with mental illness and addictions, depression and other mood disorders, anxiety disorders, sleep disorders, eating disorders, social phobias, substance abuse, suicidal, and non-suicidal self-harm.

To address the second gap, the campaign partners created psychoeducational workshops to provide information, resources, and skill building opportunities to postsecondary students looking into increase their resiliency, support their friends or family, or to gain more information about the challenges they are currently facing. 30 workshops will be offered across the three campuses, covering 5 topics, throughout January and February, 2015.

In the spring of 2015, a Regional Forum will be hosted to outline the outcomes of the campaign and to provide opportunities for replication.

+ Mental Health Workshops

What you can expect at each workshop:

- Who will attend?
- What will happen?
- Where will we be?
- When will this take place?
- Why are we doing this?



Who: Mainly students! The workshops will be advertised to students throughout Brock and Niagara. The workshops will be open and therefore staff and faculty may attend as well, but mainly we will be presenting to students. A counselor from each school will be present along with myself and one or two speakers. At this time it is difficult to determine how many people will attend – but know that in the pilot session the largest group was 8 people (keep in mind the workshop was not well promoted).

What: I begin with an introduction on our topic: (MH 101, Depression, Anxiety, Body Image and Eating Disorders, or Psychosis). Next, one or two speakers will share their personal experiences of mental health challenges. After they conclude their stories, we will open it up to a Q&A session with the audience. Speakers may be required to answer direct questions from the audience, but myself and the counselor are there to answer questions as well.

Where: Each workshop will be scheduled in 3 places, Brock, NC-Welland, and NC-NOTL.

When: The campaign will run from January to the end of February. Likely, each campus will be booked one day per week (example: Brock on Tuesdays, NC-Welland on Wednesdays, NC-NOTL on Thursdays). Each workshop will be scheduled twice per campus – one the afternoon (likely around 12:30-1:30) and one in the evening (hopefully around 7:00 – 8:00, but possible later) on the same day. You will have your choice of choosing which workshops work best for your schedule, as long as you can speak to the topic. We ask that you try to attend two or three workshops.

Why: the goal is to give students accurate information about mental illness and treatment. We want students to be aware of the signs of mental illness, how to discuss mental health, and where to go when you need support. The goal is that this campaign will contribute to stigma-reduction in post-secondary schools the likelihood that students will seek treatment for themselves if needed.



“Speech is power: speech is to persuade, to convert, to compel.”
Ralph Waldo Emerson



+ How should I tell my story?

+ What is the PURPOSE of your speech?

■ Ask before you begin:

- Why am I telling this story?
- Who am I telling?
- What does the audience need to know about me?
- Do I want them to take action? What action?
- What do I want them to take away?

The answers to all of these questions should help form your speech.

Pay close attention to what you want your message to be. Often, people will later forget what you shared, but a brief and simple message will stay with them. If your speech is powerful and the audience member connected to it, it won't matter if they forget your exact experiences. They will still remember your message and feel strongly about it.

Purposes to think about... Do you want to:

- Persuade people to seek treatment
- Change the way people view people with a mental illness
- Inspire with "triumph over adversity" story
- Reduce stigma
- Change a social issue (i.e. bullying)
- Accept others and be kinder
- Realize that everyone has a story
- Understand mental illness isn't rare
- Understand mental illness is not someone's fault

+ Types of Speeches



- **Informative** –provide interesting and useful information to your audience
- **Demonstrative Speeches** – “How to” information on a topic
- **Persuasive** – convince people to change in some way (how they think, what they do)
- **Special Occasion** — Speaking at a particular special event

There are many speeches that don't fit neatly into these categories, or that are a combination of some of these types. Your presentation will likely be either a speech to inform (to let people know your situation or experience), or a speech to inspire (to show others how to overcome a particular adversity, such as a personal experience with mental illness or coping with mental illness in the family). **Define what you hope to achieve in terms of your message.** Do you want your listeners to be more aware of mental health issues? Do you want them to be inspired to take action? It is important to keep this goal in mind as you write your speech. When the speech is finished, read it over and check if your purpose has been accomplished.

+ The Opening

- Should “Hook” the listener
 - Startling question
 - Shocking statistic or statement
 - Quote
 - Scenario or short story
 - Metaphor
- Introduce your topic
- Establish your credibility



It is important that you get the audience to be attentive to you as you begin your speech, because it is during the opening of your speech that the audience will decide if they want to listen further or not. Get their attention so you can get them to work with you.

Examples of opening lines:

a startling question – “how many of you here today can tell me the colour of your parent’s eyes?”;

a challenging statement – “no one has the right to decide the fate of another human being”;

a quotation – “The British author Leslie Weatherhead once said that ‘...the darkness passes, thank God, but what one learns in the darkness lasts forever.’”;

a short story – make sure it is short and that it relates to the topic you will be talking about

Introduce your topic: Tell the audience what you’re going to talk about. You can’t tell them too much at this point of course, but you can wet their appetites. Give the audience clues about what they’re going to hear later to get them interested. You can get them to say to themselves: “Yes I want to hear more.” Keep in mind, your topic isn’t just “depression” – it is how you as a unique individual with unique genetics and life events have survived and thrived. “Depression” is just the diagnosis.

The central message or theme of your speech needs to be explained or acknowledged in your opening so people know clearly what you’re talking about. Every point you make during your speech will relate to this central theme. If the audience knows the main message or theme of your speech, they will better be able to understand the relevance of your points, and this will strengthen your message..

Lastly, you need to establish credibility. Audiences often ask themselves, “Why should I listen to this person? What makes this person a credible speaker on this topic?” This is where you answer those questions. Tell the audience why YOU are speaking to them. Let them know that you are speaking about mental illness because you have been there –your life has been directly affected by the event you are going to share with them. **There is no one more credible to an audience than someone who has direct experience.** When you tell the audience this fact, you have nothing more to prove to them. You have established your credibility.

+ The Body

- Message delivery
- 3 experiences that help illustrate the purpose of your speech
- Remember your audience is post-secondary students
- Organized logically so the audience can follow your thinking as you develop your message
- What not to include?
 - Personal details about others
 - Stance on treatment options
 - Types of medications
 - Means of self-harm or suicide attempts
 - Anything you are not comfortable sharing

The body is the portion of the speech where your main message is delivered. It contains a number of points to support and develop the message. Each point could be an example of how mental illness has affected your life. To give each point greater impact, it is common to support each point with anecdotes, analogies and/or statistics.

You should aim to incorporate three main points, or three stories into your speech. If you use too few, you may not be able to develop the degree of credibility you need to support your main message. The audience might not be convinced if you had only one point to support your idea. If you use too many, the audience begins to lose track of the main theme of the talk and won't be able to link all the examples together. For example, if you were talking about how an illness has affected your life, there may be many experiences you could relate to the audience that would illustrate the point. **Pick the three most important effects of the experience and just explain those.** They may be the effect on your self-image, the effect on your ability to get a job, and the effect on your family. Make these points strongly communicate your message; develop a picture in your mind of what that was like for you and try to bring the audience there. Although there are other experiences you could relate, these three should be sufficient to communicate your message to your listeners.

Be sure to include how you got better – i.e. how you got up the courage to tell someone, how you got help, the challenges and benefits that came from that experience, and what is different today that allows you to be in the place you are now.

As you describe your experiences, remember that details often make the story more interesting and impactful to your audience. You can include things like dates, times, what others looked like, metaphors or descriptions of how you felt, dialogue, etc. You want the audience to have a clear visual in their minds of what your experience was like.

Remember your audience is post-secondary students. Try to focus your story specifically on your experience in post-secondary school, or school in general.

+ The Body [Notes continued]

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Organization: Organizing your speech in a way that makes sense to the audience is crucial to deliver your message successfully. You want the audience to be able to follow your thought process. Consider organizing the events chronologically (in order of the way they occurred; leading up to the most important, or grouped by periods in your life), or by corresponding topic (example: aspects of your life).

Use discretion when including the following details:

Personal details about others that would identify them – this is a public event that may be videotaped and available online. Although you are comfortable sharing your story, those involved in your life may not be comfortable being mentioned.

Your personal stance on treatment – It is important to say what worked for you, but avoid negatively characterizing other treatment options. For instance, although medication or therapy may not have been helpful for you, be aware that saying “it doesn’t work” could discourage others from pursuing that option of treatment, and that it might be the form of treatment that could work for them.

Medication names – This detail isn’t necessary and it could encourage or discourage others from using that medication, regardless of its potential affect on them.

Means of suicide attempts or self harm – These details can add to your story, but they can also be triggering for vulnerable people in the audience. Really think about *why* you are including how you self harmed, or how suicide was attempted/completed. Sometimes it can be enough to just say “I tried to end my own life” or “I often resorted to hurting myself as a way to cope with weight of my experiences”. If you chose to specify your means, please don’t use graphic details. If you are vague, audience members may ask you about the means during the Q&A. Again, use your discretion when answering this question. If you choose not to disclose your means, you can say “Thank you for your question but I do not feel comfortable sharing that detail. The facts that are relevant to this discussion are the fact that I [self-harmed/attempted suicide] and the fact that [whatever helped] helped me through it.”

Anything that you are not comfortable sharing – Please remember that we cannot guarantee confidentiality at these workshops. It is possible that people will discuss your story outside of the workshop and we have no control over how they characterize you or how they repeat your story. Given that this is an open invite, we anticipate people will be restful because they came wanting to hear what you have to say, but again, we cannot guarantee anything. Be aware of that as you write your speech, and remember sharing some of your story is better than not sharing at all.

+ The Conclusion

- Summarize the main points you covered and talk about where you are now
- Connect with the opening and/or theme
- Make a call to action
- Leave audience feeling hopeful and inspired
- End with a memorable comment

Don't go over everything all over again, but summarize where you came from – nice way to transition into where you are today and how you're doing. Don't feel that you have to be "recovered". You are on a positive journey and you're sharing that with them.

Connect with opening; if you started by saying "am I normal" go back to that. Or touch on your quote. Or highlight the importance of the story you used.

The audience might say to themselves "You've just given me all this information, you've just shared this wonderful personal story with me. Now what do you want me to do with it?" This is where your purpose comes in. you can tell them what you want to take from this speech- you want them to be more understanding of people with certain challenges or you want them to just put themselves in the other person's shoes before they judge them.

The audience will remember the last thing you say the most, so make it memorable and hopeful.

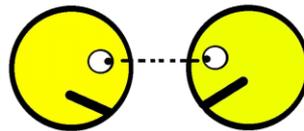


A speech is about more than what you say



- Posture (crossed arms, wandering, bouncing, fidgeting)
- Gestures (appropriate, enhance message, used sparingly)
- Eye Contact (3 second rule)
- Appearance (audience, subject, occasion)

Eye-Contact



Posture: Stand tall, proud and confident and minimize distractions. Keep your feet planted on the ground, shoulder-width apart. Only step when it suits your speech (changing directions, new point). Keep your arms at your sides or in front of you. Pacing, bouncing, fidgeting is distracting to your audience.

Gestures: Every movement you make transmits a message. It is important to be aware of the effect your gestures have on your audience. Always make sure your gestures are saying the same thing as your voice and your words. Always make sure your gestures are realistic. If a gesture does not contribute in some way to the overall message, consider leaving it out. Use only the gestures you need, and try not to exaggerate them.

Appearance: Remember your audience is post-secondary school students, likely in the middle of their class day. Your subject is mental health education and the occasion is a professional speaking engagement. Remember, you represent Pathstone, Brock and Niagara as well as yourself. Clothing, hair and make-up should suit those things. Think comfortable, approachable, credible, and tidy. Business-casual.



Please watch both of these videos and look for the things we've discussed. Ask yourself:

What was the message?

Was I distracted? If so, by what?

Was I engaged? Why?

Could I follow their train of thought?

Was I ever confused? What confused me?

Did I feel inspired or motivated at the end? Why?

What will I remember from this speech?

How will I summarize this speech to someone else?

Relate the answers to these questions to your own speech – try to include aspects you liked and leave out aspects you found were unsuccessful.

+ Timing and Memorization



- Important to staying within time limits (no longer than 15 minutes)
- Time yourself as you're writing and practicing
- Practice your speech over and over – know your opening best
- Bring 1 cue card with you with the main points

We only have an hour to work with and we have a lot to fit into that hour. Please, do your best to stay within the 10-15 minute timeframe. It is important that we don't take time away from the Q&A period. Time yourself as you are writing and practicing to ensure you are within the time frames.

The opening of the speech is very important. It should be learned as much as possible. This is the audience's introduction to you and it will determine their first impression of you.

Cue card: if you feel more comfortable bringing the written speech for the first couple of times, that is perfectly fine. We don't have a lot of time to rehearse, so I expect that having a written copy will help you feel more comfortable. Ideally, the goal should be to speak without word-for-word written out. If you just bring a cue card with points to help you follow the structure of your speech, that will help keep you on track and make your talk sound more natural. We often don't speak the way we write and reading a written version can sound unnatural and difficult to follow. But do what is most comfortable for you!! Just remember, this is your story, so you already know it. No one in the audience is going to know if you told it slightly differently last time.

+ Remember: this is YOUR story

- Tell it how you want, tell it with pride
- You are the expert
- Only share the things you are comfortable with others knowing
- Your story can only be true of you, not of anyone else
 - Avoid generalizations; use “I” and “my” rather than “we” and “our”
 - Own your experiences; “When I am depressed, I feel like...” rather than “When you are depressed , you feel like...”

This is YOUR story – tell it the way you want it told and tell it with pride. Help people understand what it was like for you- what helped you, what challenged you. This is a testament to your strength.

Be confident – you are the only expert on you

Keep in mind that we cannot guarantee confidentiality – only tell what you are comfortable telling. Remember that attendants may leave and talk about your story with others. Use your discretion when sharing stories.

But please remember that YOUR story cannot be someone else’s. Just because things worked for you doesn’t mean they will work for others and vice versa. Avoid sweeping generalizations – use “I”, “me”, and “my”, not “we” “us” and “our” – these generalizations can offend your audience if they do not agree.

Own your experiences – talk in the first person. You are talking about yourself – so use I.

+ Suggestions for Q&A

- Take your time
- Keep answers short
- It's okay not to know the answer
- It's okay to feel uncomfortable answering some questions
- Remember your courage to speak out could be all someone needs in order to seek help
- Avoid acting as a counselor or giving specific life advice
- Remember you cannot provide medical advice
- Be open to different beliefs and treatment options
- Refrain from engaging in passionate debates
- Keep it professional

Keep it professional – avoid the temptation of sharing your personal contact information with individuals that appear to need ongoing support. Instead, refer them to the counseling services on-campus. This is a professional activity, and thus you should maintain professional boundaries.

+ How to deal with Nervousness



- Know your material
- Breathe deeply (think yoga)
- Remember that you are an expert on your topic
- Your audience wants you to succeed and is interested in hearing what you have to say
- Find a friendly face in the group
- Visualize yourself succeeding
- Turn nervous energy into positive energy

Your audience wants you to succeed and is interested in hearing what you have to say – This is especially true because it is an open invite. No one was required to attend, all attendants chose to come on their own free will, likely because they want to hear what you have to say. They will want you to feel comfortable, and they will want you to get through your speech successfully.

Visualize yourself succeeding – before you present, imagine your self saying your last line. Imagine the audience clapping and smiling, as they feel impressed with your ability to share your story and they feel inspired to take action. Know that this ending is in store for you, you just need to start.

+ How to deal with your Emotions

- Showing emotion during your speech is not a bad thing- it means what you're talking about is real and adds to your credibility
- Just learn to control your emotions so that you are able to continue the speech
- Take as many breaks as you need (water to pause)
- Only tell parts of your story that you are comfortable sharing

You will be talking about very personal and sensitive things- it's only natural to show emotion- especially in the beginning. Your authentic emotion will add to your credibility and believability.

Use pauses to take deep breaths whenever necessary. Taking a sip of water is a great way to be "doing something" when you're breaking so you don't feel awkward.

If there is something in your story that upsets every time you tell it, you don't have to include it!! You are in total control of what you tell and who you tell it to.



15 Tips to Succeed in Public Speaking



- **Remember that you are the EXPERT on this topic.** No one knows more about your story than you do!
- **Practice.** In front of the mirror or videotape yourself. Better yet, ask a friend to listen and give feedback.
- **Know it's OK to be nervous or anxious.** Everyone is
- **Visualize confidence.** Visualize yourself confidently delivering your speech. Imagine feeling free of anxiety and engaging the audience.
- **Don't apologize.** If you make a mistake, don't offer apologies. Chances are that the audience didn't notice anyway.



- **Realize the audience is on your side.** Students will feel empathy as you tell your story and will want you to feel comfortable and succeed.
- **Concentrate on your message.** Concentrate on the main message of your talk and make it your goal to deliver that message to your audience.
- **Assure yourself that the more you do it, the easier it will become.** It takes time to gain confidence in public speaking.
- **Pick up tips from other speakers.** Take the time to watch the other speakers. Imitate things they do to engage the audience.
- **Stick to a structure.** Every speech should have an introduction, a body, and a conclusion. Organize your talk so that the audience knows what to expect.





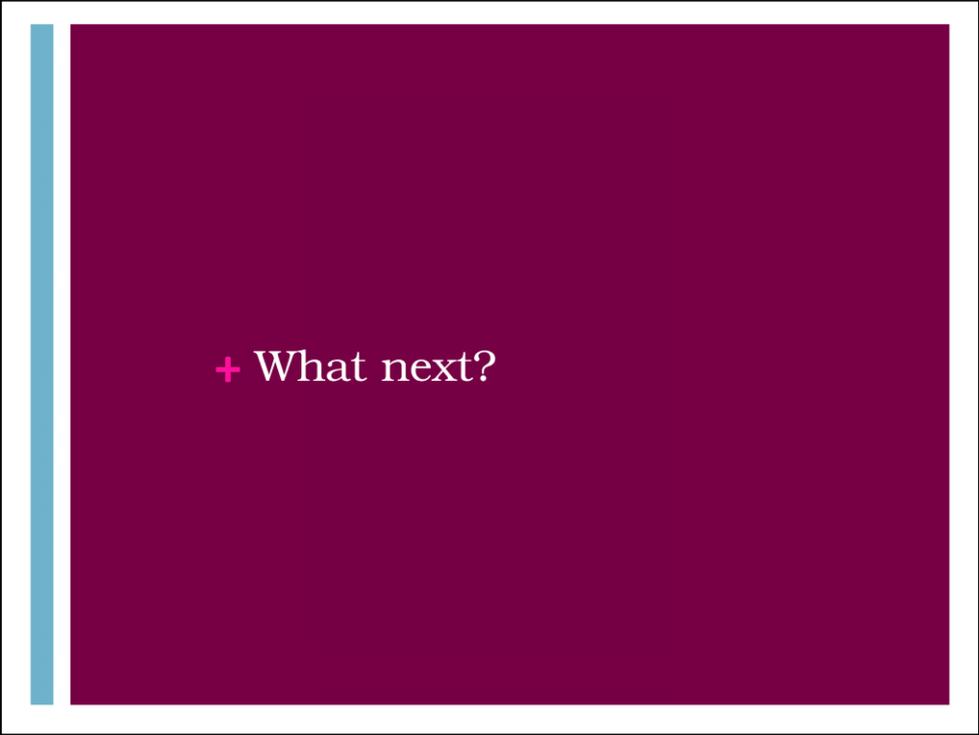
- **Avoid filler words.** Try to avoid words such as "basically", "well", and "um". It's OK to be silent while you gather your thoughts.
- **Vary your tone, volume, and speed.** Try engaging the audience by varying the pitch (high versus low), volume (loud versus soft), and speed (fast versus slow) of your words.
- **Make the audience laugh.** If you are comfortable, laughter is a great way to relax both you and the audience. But don't use humour just to use it.
- **Find a friendly face.** If you are feeling anxious, find a friendly face in the audience and imagine that you are speaking only to that person.
- **Smile.** If all else fails, smile. Your audience will perceive you as a warm speaker and be more receptive to what you have to say.





If your actions inspire others to
dream more, learn more, do
more and become more, you are
a leader. - John Quincy Adams

Just remember, you are doing a brave, selfless and awesome thing by sharing your story. You are all leaders. Students will look up to you. They will say that they feel less alone, that you have helped them to understand what other people might be going through, and that you have changed the way they look at things. They will say that you're brave and inspirational. And you are!

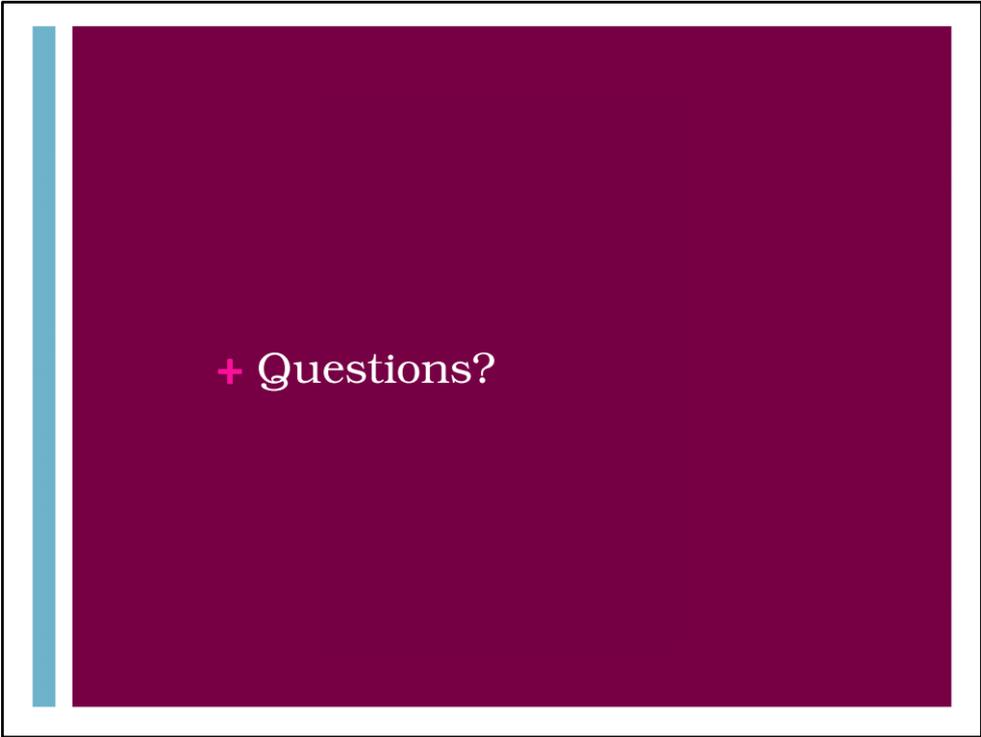


+ What next?

+ What next?

- Prepare speech and short bio for December 5th – email to Jennifer
- Check your emails!! Jennifer will be in touch soon to have speakers sign up for dates and times
- Practice your speech! Jennifer will also be in touch re: opportunities to practice speech
- Enjoy the holidays, relax and reward yourself for the positive contribution you are making to your community 😊

December 5th is a soft deadline – what is most important is that I have a draft before the holidays. Remember, the first workshop will be booked around January 12th, so we don't have a lot of time. Start your draft ASAP – and contact me if you need any help at all!!



+ Questions?