



Mental Health
Commission
of Canada

Commission de
la santé mentale
du Canada

HEADSTRONG

Sharing Your Personal Story

SPEAKER TOOLKIT



**BE BRAVE
REACH OUT
SPEAK UP**

ABOUT THIS TOOLKIT

This toolkit will help equip you with the skills and knowledge to share your personal story of hope and recovery from mental illness. If you are a family member or caregiver, becoming a speaker and sharing your experiences with mental health problem or mental illness are also important to an anti-stigma program. By the time you have completed the training process, it is our hope that you know how important your story is to the success of reducing stigma.

ABOUT OPENING MINDS

The Mental Health Commission of Canada (MHCC) was established by Health Canada in 2007 with a 10-year mandate to act as a catalyst for improving mental health systems and reducing the stigma associated with mental illness. The MHCC launched Opening Minds in 2009 to tackle the stigma problem head-on.

Seven million Canadians will experience a mental health problem or a mental illness this year. This means that most of us will know someone who has experienced a mental health problem, yet there still exists the troubling and frustrating stigma related to mental illness. Many describe stigma as more life-limiting and disabling than the illness itself, and stigma is also a major barrier to people seeking help.

In 2001, the World Health Organization declared stigma as the “single most important barrier to overcome.” Over the last five years, Opening Minds has become the largest systematic effort in Canadian history focused on reducing stigma related to mental health problems or mental illnesses, and the only anti-stigma initiative in the world with such a broad base of academic support. Following five years of extensive research, Canada is now considered a world leader in stigma research. The launch of the Youth Anti-Stigma Initiative signals a shift from the research phase to the roll out of evidence-based, anti-stigma programs to schools and communities across the country.

ACKNOWLEDGEMENTS

This toolkit is based on the work of many, including: Dr. Heather Stuart, Queen's University, who served as the Principal Investigator for Opening Minds research into youth anti-stigma projects in Canada, and the Durham Talking About Mental Illness Coalition (TAMI) that created a summit program upon which HEADSTRONG is modeled. We are grateful that the Durham TAMI Coalition as well as their school board partners have allowed us to share their work with the rest of Canada. Opening Minds and HEADSTRONG are also grateful to people with lived experience of mental health problems and mental illnesses who willingly share their stories of hope and recovery.

They also acknowledge the work of the following communities and their local organizations and partners who have helped deliver HEADSTRONG SUMMITS:

St. John's NL

Halifax NS

Pictou County NS

Cape Breton NS

Antigonish NS

Montreal QC

Quebec City QC

Dolbeau-Mistassini QC

Ottawa ON

Cornwall ON

Toronto ON

Peel Region ON

Hamilton ON

Sudbury ON

York Region ON

Winnipeg MB

Thompson MB

Brandon MB

Calgary AB

Edmonton AB

Stony Plain AB

Lethbridge AB

Taber AB

Vancouver BC

Victoria BC

Yellowknife NWT

We look forward to adding new community names all across Canada to this list.



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What is Stigma?

Stigma is the result of negative and prejudicial attitudes and behaviours that are expressed by people to those living with a mental health problem or a mental illness. Stigma is destructive. It leaves a mark of shame that makes people feel different and socially excluded. It is a major barrier to recovery. Among youth, the stigma often associated with mental health problems or mental illnesses can lead to teasing and bullying and, in extreme cases, catastrophic outcomes including suicide. Having a positive experience with people who have recovered, or who are in the process of recovery, from a mental health problem or mental illness can help change negative perceptions and stereotypes.

Why Anti-Stigma

FOR YOUNG PEOPLE?

70% of adults living with a mental health problem or mental illness state that the first onset of their symptoms began when they were teenagers. If not identified and managed early, youth-onset mental health struggles can make it hard to succeed in school and have a significant impact on post-secondary dreams and aspirations.

- The fear of stigma often delays diagnosis and treatment, yet early intervention can make a dramatic difference in quality of life.
- Unfortunately, only one in four kids and teens in Canada who need mental health treatment can get it. (CMHA, 2017)
- 40% of parents say they would not admit to anyone, not even their doctor, that they had a child with a mental health problem or mental illness. (Kinark Child and Family Services, 2007)

On the positive side, it is during this crucial developmental period that foundations can be laid for adult attitudes and beliefs which, if positive, could prevent stigmatizing behaviour in the future.



REASONS FOR ANTI-STIGMA PROGRAMS IN SCHOOLS

Many school boards across the country are now embracing mental health education for their students and teachers. We know that high school is when many people begin to experience symptoms often associated with mental health problems or mental illnesses. Yet, because of stigma and a lack of understanding and education, many students don't know who to turn to for help or are embarrassed and scared to talk about how they are feeling.

You probably remember what high school was like for you. We've heard many speakers across Canada say that they wish they had had a mental health education program that addressed stigma when they were in school. That people managing a mental health problem or mental illness can and do recover. They also say that by telling their story to high school students, they and the students are taking giant steps in addressing stigma and creating school communities of acceptance and inclusion.

By telling your story, you become the respected teacher who will inspire all students and others to take the necessary steps to make positive changes in their individual lives and the lives of those around them.

NOTES

As A Speaker

YOU PLAY AN IMPORTANT ROLE

If you have recovered and are successfully managing a mental health problem or mental illness, you can play an important role in combating stigma. Your story of hope and recovery can go a long way to changing how young people think about mental health problems and mental illnesses, and how they react and treat those struggling with their mental health. If you are a family member or caregiver of someone living with a mental health problem or a mental illness, you too can play an important role as a speaker in an anti-stigma program.

- **Speakers with lived experience are the most important part of any anti-stigma program.**

Research shows that when young people hear positive personal stories of hope and recovery, it breaks down barriers about mental health problems and mental illnesses and can change attitudes and behaviours. This is known as contact-based education and research has shown it to be the most powerful model of learning.

- **Your story can help young people seek help.**

Stigma can prevent young people from approaching others to ask for help. One of the main goals of an anti-stigma program is to encourage youth experiencing mental health problems or mental illnesses to step out of the shadows of stigma and talk with someone they trust.

- **You may find the experience personally valuable.**

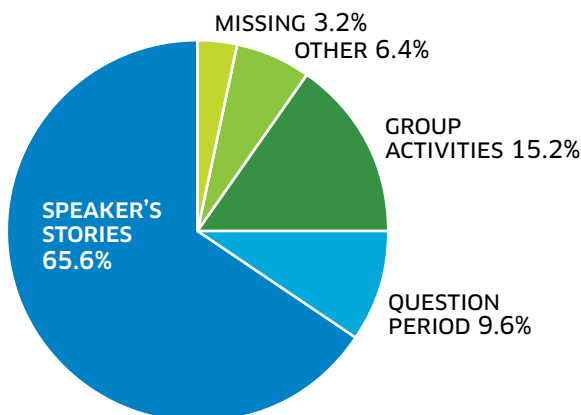
We know that it takes courage to write your story and then share it in front of an audience. From experience we know that speakers in anti-stigma programs find the experience rewarding, empowering, and even an important part of their recovery.

- **Speakers are very popular with young people.**

In an evaluation of an anti-stigma summit, more than 65% of participants said that speakers with lived experience were the best part of the event. (A summit is a day-long gathering of students and school staff from various schools to learn about mental health problems and mental illnesses and ways to reduce stigma.)

WHAT PARTICIPANTS LIKED MOST ABOUT THE SUMMIT CONFERENCE

(All Summit Participants n=103)



Handwriting practice area consisting of a blue arrow icon pointing to a series of horizontal blue lines.

What Is Expected Of You

AS A NEW SPEAKER?

You will be presenting to high school students (generally ages 14-18).

While anti-stigma programs differ between communities, your role as a speaker will likely include the expectation that you:

1. Write a 12-15 minute speech on your life story of living with a mental health problem or mental illness (with guidance from a speaker trainer* and current speakers), with an emphasis on the hope that a person CAN recover;
2. Be able to perform your speech to groups of 20 or more people;
3. Be able to answer questions about your mental health problem or mental illness and life experiences in a positive and appropriate manner;
4. Commit to be on time for every presentation, and, if you are unable to attend, inform the organizers as soon as possible so that an alternate speaker can be arranged;
5. Dress appropriately for a group presentation;
6. Commit to educating others about mental health problems and mental illnesses, with the goal of reducing the stigma surrounding mental health problems and mental illnesses.



* A speaker trainer could be a community mental health leader or designate.



Support

DURING THE TRAINING PROCESS

Through the training process, you will meet compassionate people in your community who will support you, welcome you, and consistently recognize the importance of having you on the anti-stigma team. You will also have the support of other speakers in the program.

Typically, the training process involves working with a speaker trainer to edit and fine-tune your story. The trainer can also help you find healthy ways in which to deal with any anxiety you may have about speaking in public. Only when you feel you are ready will you be asked to speak in front of students.

We appreciate that everyone’s health is a priority. We know that some people come forward with a strong desire to tell their story and, in some cases, they decide it is not the right time for them to tell their story publicly. If for any reason you do not want to continue the process, or if it is determined that you are not benefiting from the process you can withdraw from the program and are welcome to re-apply at any time in the future.



I Want To Share My Story

WHAT DO I DO NEXT?

You have already completed the first step of becoming a speaker by completing your speaker application.

You have this toolkit because you have already participated in a meeting with your speaker trainer. You should now have a clearer understanding of the role and expectations of the speakers, as well as the goals and objectives of the anti-stigma program. You know the role of your speaker trainer and are ready to use this toolkit as a guide to help you write your story.

1. Start to Write Your Story

Use the templates and information provided in the section **Getting to Work on Story Creation** (pp 6-14).

2. First Story Meeting

When your first draft is ready, contact your speaker trainer and a meeting will be set up to review your story and to assist you in the editing process.

3. Second Story Meeting

You will bring your second draft to the speaker trainer and will be given the opportunity to read your speech out loud and receive feedback.

4. Presentation to the Program Organizers

When you and your speaker trainer feel that you are ready, you will present to the organizers of the anti-stigma program. After you share your story, they will ask you questions that are similar to ones that students have asked speakers in the past. At the end of this presentation, you will be offered feedback to help improve your story the way in which you can share your story. If the community leader has deemed a speaker to be professional and widely experienced, the speaker may provide a video clip to the organizing committee and receive feedback and recommendations.

5. Observation

Wherever possible, you will be invited to attend a speaker's presentation to get a better feel for the role and the process. Seeing an experienced speaker in action should help provide you with confidence and highlight potential areas you might want to polish in your own story.

6. Q & A Opportunity:

Wherever possible, you will be invited to attend an additional speaker's presentation to meet a group of students and have the opportunity to take part in a Q&A session. You will not be asked to share your story at this point, but it will give you an even better idea of the questions you might be asked, as well as an opportunity to practice answering questions students may have. This is another effective way to help you prepare for sharing your story.

7. First Student Speaking Session

When you feel ready you will be offered the opportunity to share your story to a group of students.



DEBRIEFING

At each speaking event, you will be accompanied by at least one member of the organizing group for the anti-stigma program. After the presentation, they will offer helpful feedback. There may be an opportunity to improve your story, or to focus on being more comfortable with presentation skills.

At the same time, you have the opportunity to discuss your impressions and feelings about your presentation, and raise any concerns you might have. The speaker role plays a central part in contact-based education. Remember to reach out for support when you need it; your speaker trainer and others are available to support you.

Getting to Work

ON STORY CREATION

DEVELOPING YOUR STORY | 4 STEPS

The first step toward sharing your story is to write your initial ideas on paper. The template below will help you gather your thoughts as you prepare to share your journey of recovery. Think of this as a rough draft and don't worry too much about the wording right now. The completed template is an outline of your personal experiences and provides you with the opportunity to think more about events and how you felt at the time.

STEP 1 | THE MAIN IDEAS

These questions can guide the development of your story. Use the template below to record some initial ideas in bullet form:

What mental health problem or mental illness are you in recovery from?

What were your signs and symptoms?

What factors do you think were associated with your mental health problems or mental illness?

What was your life like before the onset of your mental health problem or mental illness?
(Talents, education, work, hobbies, relationships, etc.)

What effect did your mental health problem or mental illness have on your life?
(Education, work, relationships, family, activity participation, spiritual beliefs, attitude toward life, etc.)

What was it like having your first symptoms?

What made you decide to get help?

How did your family and friends respond to your mental health problem or mental illness?

How would you have liked them to respond?

What was helpful in supporting your work toward recovery?

**What are your coping strategies?
How do you manage your mental health problem or mental illness?**

What do you enjoy?

What is your life like now?

What positive life experiences happened during your recovery journey?

What do you believe students can do to eliminate stigma?

What have you learned?

When did hope come into your life?



STEP 2 | KNOW THE AUDIENCE: IMPORTANT ELEMENTS TO CONSIDER WHEN SPEAKING WITH YOUTH

When preparing your story, it's important to keep in mind your audience and their interests. Remember, youth are keenly interested in what you have to say.

They likely know someone in their family or group of friends who has struggled with mental health problems, mental illnesses or addictions issues. They may be struggling themselves. They watch TV, read news articles, and go to movies that still have a tendency to stigmatize people living with a mental health problem or mental illness. They are interested in knowing about your school experiences, your friends, hobbies, interests, and the courage it took for you to start your recovery journey, including finding help, getting well, and reaching the point of being able to share your story.

As you begin to write your story, remember that students are very interested in knowing about you and your life as you were growing up. Talk with them about what school was like for you. Provide a few examples from your own teenage years about your school experiences, whether they are positive or not so positive. Did you connect with one teacher

in particular? What was it about that teacher that caught your attention? Remember that honesty and accuracy are key ingredients in your story. Students would also like to know about your friends. Talk about teenage relationships and the friendships you had. If these relationships changed over time, include that as well.

Remember that in telling your story, students will begin to learn about you as a whole person and someone who does not let a mental health problem or mental illness define who you are. If you have hobbies, interests and special skills, such as playing an instrument or dancing, make sure that you include this in your story.

Relax, be yourself, and trust that the training, support, and recognition you experience from your community team will prepare you to feel more comfortable when speaking to students.



STEP 3 | THINK ABOUT KEY MESSAGES IN YOUR STORY

For a presentation to be effective in reducing stigma, it needs to highlight messages of hope and recovery. If you focus too much on negative experiences, this can reinforce negative stereotypes and stigma.

When you are writing your story, be sure to incorporate the following four key messages into your story:

1. There is hope – people can and do recover from mental health problems and mental illnesses,
2. People are not defined by their mental health problem or mental illness,
3. People living with mental health problems or mental illnesses can and do have happy and successful lives,
4. Everyone has the potential to take steps to reduce stigma.



A NOTE ABOUT LANGUAGE AND STIGMA

We don't have to tell you that words hurt. All of us know that words such as "psycho," "loser," "retard" and "dangerous" are damaging to those who are struggling with a mental health problem or mental illness and want to get help. Negative, hurtful words can actually prevent some people from seeking help. If they grow up having everyone around them call them a "loser" they will soon believe it and ask themselves, "Why should I get help? What would a loser gain in going for help?"

People who have been diagnosed with cancer and who are struggling to live with and maintain their physical health are often described as "brave," "strong," and/or "a true role model." What can we do as a society to have similar words used to describe all people living with and managing any form of mental health problem or mental illness? Your story is a starting point for us to have this conversation with students. The message that you deliver can spark youth to take action to eliminate stigma and support those working towards recovery.



STEP 4 | START WRITING YOUR STORY

Based on the ideas you have developed in Step 1 and the key messages in Step 3, follow the guideline below to write your story. You should prepare to have your story take 12-15 minutes to share.

Your story should have three main sections: the Opening, the Body of the Story, and the Closing. Here is an outline to get you started:

OPENING

I am:

I want to tell you my story because:

When I was at your age, I:



TIP

A strong opening tells your audience what you are going to talk about and sets the stage for the rest of the story. It should start with an attention-getting statement. You can use a quote, events in the news, a funny story, or something that happened to you with which students will be able to relate.

BODY OF THE STORY

My early signs and symptoms:

How life was affected:

My feelings/self-perceptions:

Events that prompted me to seek help:

Getting help (how, who, when, where, and what):



TIP

It might work best to organize the body of your story **chronologically** (from past to present).

BODY OF THE STORY...CONTINUED

My experience with stigma:

Learning to manage the mental health problem or mental illness, setbacks and/or coping strategies. Learning to manage stigma:

Now I am:

My plans for the future:

My advice to you to help reduce stigma:

Presentation Skills

Now that you have written your story, it's time to practice it! You may already have had some experience making presentations or this might be a new endeavour for you. No matter which, here are some tips that can help you feel confident in front of a group and ensure an effective presentation.

EYE CONTACT

Eye contact shows that the presenter is sincere and engaged with the audience members and their reactions. You don't have to make eye contact with every person in the room, but looking at people for 3–5 seconds at a time will engage your audience. If you are nervous about making eye contact, from time to time you can focus on one person in the room who seems supportive (for example, your community organization representative, speaker trainer or the classroom teacher).

GESTURES

- Using gestures can strengthen your verbal message. For example, holding up three fingers when saying, "There are three specific things that helped me in my recovery journey." Emphasizing a point with gestures helps to drive home your point.
- Be careful not to use distracting gestures such as fidgeting, jingling keys or change in your pocket or clicking a pen. These gestures will distract your audience from the message you are sharing.
- Be yourself and use your natural gestures.

POSITIONING AND MOVEMENT

Knowing where to stand and how to move in front of the audience can help you manage the adrenaline rush that many speakers feel when starting their presentation. When you go into a classroom or to an anti-stigma summit, it's important to think about where you are going to stand. For larger audiences, you will probably have a lectern to put your notes on and a microphone in which to speak. In a classroom, you will probably be standing at the front of the room without a lectern.

- **How you stand:**
Try to stand in a neutral position with your shoulders down, arms at your sides and feet positioned shoulder width apart. This will allow you to become comfortable and stay relaxed. Face your audience.

- **Where you stand:**

The middle of the front of the room is a good place to stand at the beginning of the presentation as it allows the whole audience to see you.

- **Using movement:**

Moving around a little at the front of the room can help you to manage nervous energy and add visual interest for the audience. Taking a few steps to the right or left enables you to make eye contact with different audience members.

VOICE

Vocal quality is essential to your believability as a speaker. Volume, tone, and speed of speech can make or break a presentation. Your voice can be used to emphasize important points, convey enthusiasm, and communicate emotion and humour. Presenters are not often asked to speak more quietly; it is more common to hear complaints that their voices are too soft or inaudible. If you are someone with a soft voice, make sure you are speaking loudly enough that people in the back of the room can hear you. Projecting your voice to the back of the room can help with this. If you are presenting to a larger group, you may have a microphone, but this is not always the case.

If you simply read your presentation word for word never looking up or if you speak in a monotone fashion you will more than likely lose the attention of the audience with whom you want to share your story. The more you practice your presentation and become comfortable with it, the less likely this is to happen. Varying the pitch of your voice is more interesting for your audience and keeps them engaged in the content of your speech. Equally important is speaking at a speed that allows your audience to take in what you are saying. This might mean speaking more slowly than you do in normal conversation.

Feeling nervous can tighten the muscles around the vocal cords and make your voice squeak or crack. Some speakers rely on breathing exercises to relax before their presentation.

Tips for Dealing With Anxiety

Some people thrive in front of an audience; however for many of us, making a presentation can be anxiety-producing. Remember, it's normal to feel nervous before telling your story, especially the first few times you do it. Here are some tips to help you manage your anxiety:

- 1. Try to get to the presentation location early.**
This will give you time to become familiar with the learning environment and meet those who requested your presentation. Ask if you are able to see the room where you will be telling your story, how it's set up, and even ask for a glass of water to have on hand while you speak with the students.
- 2. Being well organized will help you deliver your story smoothly.**
Bring your notes and other materials that are important to you. Some speakers like to have a mint in their pocket to help with dry mouth. The more organized you are, the less nervous you'll be.
- 3. Deep, slow breathing will help to relax your muscles, slow your heartbeat, and clear your mind.**
This can help to become more calm.
- 4. Close your eyes and mentally walk through your speech before you deliver it.**
Picture yourself succeeding and having fun.
- 5. As you are telling your story, think positively and smile.**
- 6. No one has ever delivered a speech perfectly and your audience won't know whether or not you've made a slight mistake.**
If you make a mistake, just keep going.
- 7. Don't be afraid of a moment of silence; it often means that your message is hitting home.**
- 8. Be yourself and enjoy the moment!**



Guide for Experienced Speakers



As an experienced presenter, you are an extremely valuable part of the HEADSTRONG summit. Your story will help youth participants at the summit be inspired to challenge stigma and become mental health leaders in their schools and communities. Please carefully review this section of the toolkit which has been prepared to support you in adapting your story for the HEADSTRONG summit. The community mental health leader or designate will work with you as you prepare for the event.

Contact education is the most important part of stigma reduction at the HEADSTRONG summit. Research and evaluations by Opening Minds through the Mental Health Commission of Canada (MHCC) show that not all lived experience stories are effective at raising empathy and reducing stigma. It's critical that the lived experience story for a HEADSTRONG summit is faithful to the guidelines provided in order to maximize the positive effect on the audience. This remains the case for lived experience presenters who are skilled in telling their story and have presented for other events or organizations. While it may seem unnecessary to reconfigure the story or train a person who has been telling their story very skillfully for a long time, there is significant evidence to show that the very specific focus of a HEADSTRONG summit requires good adherence to the speaker training guidelines. If you have concerns or questions about the guidelines for a HEADSTRONG speaker's story, please contact Your community mental health leader, or the MHCC's HEADSTRONG team at headstrong@mentalhealthcommission.ca.

AS A SPEAKER, WE EXPECT YOU TO:

1. Be flexible in adapting to the guidelines provided.
2. Prepare your HEADSTRONG presentation. It will be 12-15 minutes long and the emphasis is that recovery is **possible** and **expected**.
3. Present your story in person either live or via video to the organizing committee and receive their recommendations.
4. Show confidence, be positive and appropriate when answering audience questions.
5. Commit to be on time for every presentation, and, if you are unable to attend, inform the organizers as soon as possible so that an alternate speaker can be arranged.
6. Dress appropriately for each presentation.

SUPPORT AS AN EXPERIENCED SPEAKER

As an experienced presenter, you may be able to offer support to new speakers by sharing tips on how to manage anxiety about presenting, and how to engage the audience.

As well as presenting on your lived experience, you may be asked to participate in a speaker panel or to be part of other activities like breakout sessions during the summit. If that raises any concerns with you, please contact your community mental health leader as soon as possible.

Although you have considerable experience in presenting your story, the community mental health leader and/or speaker trainer is there to support you throughout the preparation process and for the summit.

ADAPTING YOUR STORY FOR HEADSTRONG

You already have a well prepared story you have been using for presentations. You can use this as a base for your HEADSTRONG presentation, but please be aware there may be some differences in the information needed for this specific presentation. Please review your story using the preparation points below.

Remember the audience at a HEADSTRONG summit is Grade 7-12 so information needs to be presented appropriately for the age group.

You will notice that the presentation is deliberately focused on hope for recovery. Also it is important to suggest simple actions that students can take that will reduce stigma and be supportive of those experiencing a mental health problem or mental illness. This focus arises from considerable evidence that proves the effectiveness of this approach in reducing stigma and increasing acceptance.

WHAT HAPPENS NEXT?

Once you have reviewed your story and adapted it where needed, please share it with the community mental health leader or speaker trainer for feedback. They may ask you to refine or expand parts of the story, and will help you ensure it works well with the guidelines for a HEADSTRONG presentation while maintaining your unique voice and valuable experience.

The speaker trainer may ask you to present to the planning committee and/or other speakers who are being trained for their first presentation.

ON THE DAY OF THE HEADSTRONG SUMMIT

You will be welcome to attend the whole day's events, but if that's not possible please arrive at least 30 minutes before your arranged presentation time. Make yourself known to a volunteer as soon as you arrive, they will assist you.

THANK YOU for your important contribution to eradicating stigma and sharing hope! Your story will inspire and motivate students to become leaders for positive change.



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