BEYOND THE DIAGNOSIS
STORY TELLING PROJECT

STORIES OF COMMUNITY PARTICIPATION
Thank You To Our Story Tellers

At our Story Slam, storytellers from Philly and St. Louis shared humorous and heartwarming stories that gave us a glimpse into who they are. They spoke about creating and maintaining relationships with friends and family through shared experiences and continued traditions. They told us that they celebrate themselves as individuals even when others expect them to conform. Hey honored their communities and their forefathers whose shoulders they stand on. Through storytelling, they told us how they engage with the people and places that matter. They took the audience on an adventure. To view videos of the stories, visit our YouTube channel.

Adrienne
Aja La'Starr
Allen
Brien
Charles
Derrick, Mr. Poetry 7
Karen
Latosha
Onyxza (Nikki)
& Poetry for Personal Power

We organized this Story Slam luncheon as part of our Summer Institute where we discussed the state-of-the-science research findings about community inclusion of individuals with mental illnesses. Read more about our Institute on the Institute webpage.

The ICAN research study and the development of this manual were made possible due to funds and resources from Temple University and the National Institutes on Disability, Independent Living, and Rehabilitation Research (NIDILRR grant number- 90RT5021-02-00). NIDILRR is a Center within the Administration for Community Living (ACL, Department Health and Human Services (HHS). The content of this document does not necessarily reflect the views of the funding agencies and you should not assume endorsement by the Federal Government.
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The TU Collaborative on Community Inclusion

The Temple University Collaborative on Community Inclusion of Individuals with Psychiatric Disabilities is a Rehabilitation Research and Training Center, funded by the National Institute on Disability and Rehabilitation Research to conduct state-of-the-art research and knowledge translation activities to improve opportunities for community inclusion of people with psychiatric disabilities.

The Temple University Collaborative seeks to:

- Target obstacles that prevent people with psychiatric disabilities from fully participating in their communities
- Develop the services and supports consumers and communities need to promote full integration into all aspects of community life
- Expand the range of opportunities for people who have psychiatric disabilities to participate in their communities as active, equal members

The Temple University Collaborative is based at Temple University's Department of Rehabilitation Sciences. Partially driven by the mission of the Collaborative, the focus of the Department is on the promotion of full community participation of individuals with disabilities, with a particular emphasis on individuals with psychiatric disabilities. The Department is Temple’s response to the increasing recognition by providers, consumers, administrators, and policymakers of the importance of community participation in promoting both the health and wellness of persons with disabilities and the economic and social health of community life.

For more information about the TU Collaborative, contact us at:

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Introduction

Too often, when we hear stories about people with serious mental illness, we get a tale narrowly focused on the illness. We don't get to know the person. This is unfortunate. When we don't hear the stories of community engagement, we miss the opportunity to really know each other, to learn from each other's experiences and to delight in each other's joys. We invite you to join us in our mission to spread the word that people with disabilities are way more than their diagnoses. We invite you to join this revolution in the way people view mental illness.

This manual was developed as part of a story sharing initiative by the Temple University Collaborative on Community Inclusion of Individuals with Psychiatric Disabilities. The manual's mission is to encourage the sharing of real stories of community participation, Beyond the Diagnosis. Inside this manual, we include suggestions for organizing events that allow people to share their stories. You will also find information and activities that will help storytellers develop narratives based on their experiences. This manual can be used by consumers who want to develop their own stories. Or, it can be used by providers who want to assist consumers in their efforts to identify and describe the people, places, and things that are meaningful in their communities.

How Will You Use This Manual?

We welcome you to print and adapt this manual to fit your needs. Nothing makes us happier than hearing from people who are using our resources. We're also here to work with you to develop programming based on our resources.

Let’s talk!

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People Not Patients

Stories are a big part of our culture. Books, movies, television, and even religion and news rely on stories to share information. As we look throughout history, even fictional stories tell us about the people of the time and place. Consider the current general themes of stories about people with serious mental illnesses. How are they portrayed? Are they typically the hero or the villain? Are they more likely to be seen as a cherished friend or victim to be tolerated and protected? How does this representation effect the way we see people with serious mental illnesses?

Through storytelling that switches focus from the illness to the person, we get an opportunity to see what people are capable of, interested in, and how they engage with the world. This does not mean that there are not challenges, everyone faces challenges. Challenges are often a part of great stories. But, the story shouldn’t end there because our lives don’t end there. There is so much more to us than the challenges we face. And in fact, people with mental illnesses are engaged in their communities despite and amid these challenges.

Through storytelling, we can share a bigger message of our lives: who we love; where we experience joy; the lessons we’ve learned; the communities that help us thrive. This can help the world to view mental illness in a different light. It can also help the storyteller to develop the skills to restructure the way they define themselves to others.

The Collaborative organized a storytelling event where consumers of mental health services stood in front of a group of over 100 academics, activists, providers, and peers. We found a high amount of interest in sharing stories. Most of the participants remained engaged throughout the month-long process of developing a story and said that the experience was, “therapeutic,” and, “fun.” Through the process presented in this manual, participants had the opportunity to shift their narrative from one of illness and struggles to stories of hope and community. The group said they felt they had bonded during the group sessions leading up to the story telling event. This may be because in the process of developing stories, they shared pieces of their lives that they might not otherwise have shared. They laughed. They cried. They laughed some more. And, at the main event, they had the crowd on their feet applauding!

In this manual, we share what we learned while helping people to write their stories. The manual starts with a few suggestions for storytelling activities. These include Story Slams, StoryCorps interviews, and individual/group writing workshops. We then offer writing activities that can be used to help people to develop stories focused on their lives beyond their diagnoses.
Opportunities for Storytelling
Story Slam

A story slam is traditionally a competition among storytellers. These events are designed around a theme and every story intends to fit the theme. Storytellers are given a time limit for sharing their story. The events might be judged by a panel or by the audience.

The TU Collaborative organized a story slam, with the theme, *Beyond the Diagnosis*. It was intended as an opportunity for people to stand in front of an audience and share a five minute story focused on their life experiences and how they engage with their communities. Stories might have occurred at any point in a person’s life (childhood, teenage years, or adulthood). These stories might include challenges and triumphs, they might be comedic or dramatic or heart-warming. We encouraged storytellers to consider the ways that being involved with other people and activities in their communities have impacted their lives. We also invited people to share stories in the way they felt most comfortable. For some this might mean poetry or song instead of direct story telling. We also decided not to make our event a competition because we knew that some of the storytellers would be sharing intimate details of their lives and we didn’t want them to walk away feeling that they had lost.

Check websites and newspapers that advertise local events to find a Story Slam in your area. These events are often hosted by coffee shops, bars, and bookstores. Or, host your own. On the following pages of this manual, you’ll find considerations for hosting a Story Slam and the final pages of the packet includes information to prepare storytellers to share their stories. If you do decide to host or attend a similar event, let us know! We’d love to hear about your experiences.
Tips for Hosting a Story Slam

Hosting a storytelling event doesn’t have to drain your budget or staff resources. However, these events do require planning. Below, we suggest a few things to consider.

Theme - What is the theme of your event? A theme can give your event focus and tell the audience what to expect. Examples of theme topics: Life Lessons, Commitment, Building Bridges, School Days... Our theme was Beyond the Diagnosis. Our focus was to encourage share stories about community engagement. Themes that fit a community focus might include: Meaningful Roles, Outside My Door, People & Places that Matter, People Make My Community.

Story Tellers - Who will talk? Work with storytellers to develop stories that fit your theme. This manual includes storytelling worksheets meant to help people to build storytelling skills and to consider the stories they want to tell. If you invite storytellers that you don’t know, consider an application process to assure stories will be appropriate for your theme and audience. Applications might request an outline of the story or brief description of the story. We include an example of the application we used in the Resources section of this manual.

Location – Where will you host the event? Consider the benefits of your mental health center, a community center, book store, park, or a local university. It may be easier to run it at your site, but going into the community has the benefit of giving consumers an opportunity to engage with the community. If you participate in an ongoing event, like a local open mic night, participants have the option of returning in the future. If you host it, be prepared with adequate seating and tables. Depending on the size of the group, you might also need microphones.

Guests - Who will you invite? Is the event open to the public? Is it appropriate for people of all ages? Will there be an admission fee? Identify the audience you intend to invite. You might simply email other mental health agencies or you might want to post flyers or pay for advertising. Ask people to RSVP if you intend to keep track of how many people are coming. This is especially important if you have limited space. Tell your audience what to expect at your event by sharing detailed information. A typical invitation will include: the name of your organization and a description of the event, the address, date and time, food/drink offered, suggested dress (casual to formal), cost, how to RSVP or purchase tickets, and contact information for questions. Your invitation might also include a schedule of events and a link to the website.

Staff – Who will assure your event runs smoothly? Will you pay people or recruit volunteers? The size of your event will dictate the staff needed. Below are a few tasks to consider for staffing.

- Emcee: Introduce story tellers, keep the event running according to the schedule
- Greeters & Registration: Welcome guests, direct them to sign-in, collect admission fees
- Set-Up & Break Down: Prepare the space for the event, clean-up after the event ends
- Clean-up Crew: Circulate during and after the event to make sure everything stays tidy
- Catering: Set-up and distribute food and drink

Prizes – Will competition increase the quality of stories shared or might they make some people feel that they lost after sharing meaningful experiences? If your event is a competition, decide how the winner(s) is selected and what they will be awarded. You might request donations and/or give everyone a gift as appreciation for participating. You might offer small and thoughtful gifts. One suggestion is to purchase random items from a dollar store and distribute as ‘prizes.’ A creative thinker can turn a low-cost rabbit pin into an award for the fastest storyteller.
**StoryCorps Interview**

StoryCorps’ mission is, “to preserve and share humanity’s stories in order to build connections between people and create a more just and compassionate world.” Stories are recorded by everyday people and shared on the StoryCorps website and stored in the National Library of Congress (forever). Anyone can record a story just by downloading the app and interviewing someone. Many people say this is an opportunity to ask questions and have discussions that are out of the ordinary. People who record interviews will always have a memory of these conversations.

If you are interested in sharing your experiences in an interview, the only things you need to get started are an interviewer and a smartphone to download and use the StoryCorps app. There are no rules dictating who is the interviewer or interviewee. Family, friends, coworkers, and mental health providers and consumers are all welcome to interview each other. There are also no rules for what is discussed during interviews.

The TU Collaborative developed a flyer which includes a step-by-step guide to help you prepare for and record your story using the StoryCorps app. You can find this in the resources section at the end of this manual. If you do record an interview or want assistance preparing an interview, please let us know. You can email us at TUCollab@temple.edu.

**Tips for Recording a StoryCorps Interview**

**Listen to Interviews** - To understand the StoryCorps format, listen to stories posted on their website at https://storycorps.org/listen/.

**Interviewer/Interview Pairing** – Think of people who have a good chemistry. They can talk easily and seem to bring out the best in one another. They show an interest in what the others says. This is the best type of interviewer/interviewee pairing. If you have someone in your life who you enjoy talking to and who would like to participate, invite them to join you for a StoryCorps interview.

**Pre Interview Discussion** – Before sitting down for an interview, discuss topics that you would like to include and subjects which are off limits. Remember, interviews are stored on-line and anyone can listen to them, so only discuss information you are comfortable sharing.

**Starting Your Interview** – At the beginning of your recorded interview, introduce yourselves to the listener, explain how you know each other, and briefly share a topic area that you intend to discuss. This will help the listener settle in and prepare for your discussion.

**Questions** – Unlike Yes or No questions, open-ended questions inspire further conversation. For example, instead of asking, “Do you like to travel?” ask, “What are your favorite things about traveling?” This invites a conversation which could take various directions. Let answers guide follow-up questions. While you do want to spend time planning, don’t ignore opportunities to explore interesting directions that the conversation might otherwise take.

**Be You** – Don’t try to be Barbara Walters interviewing Kanye. Be yourself. Relax, have fun. Let the listeners get to know you. It can ten minutes or more to ease into a natural conversation when you are being recorded. Allow yourself that time and let the conversation flow.
Storytelling Groups

People share stories all the time. They do it while eating meals and on long car rides. Story sharing is typically a casual outcome of spending time with other people. This is easier for some than others. Social situations can be hard for people who haven’t developed the skills to discuss themselves or their experiences. Many people feel more comfortable discussing negative experiences and challenges than their joys and successes. Formalized story telling activities can help people gain confidence in casual settings as they practice discussing things that are positive and meaningful. Increased confidence in social settings and a focus on positive memories can be tools that enhance social connectedness.

The remainder of this manual includes activities meant to be used to help storytellers to identify stories that they want to share and to develop skills. Activities can be done independently or as part of a group.

Storytellers are encouraged to use these activities to journal or develop thoughts and experiences into stories. Stories don’t have to be shared in an interview or on stage to be valuable. They serve as the way we tell the world who we are and how we see the world. The activities in this manual are intended to help users consider their lives beyond their diagnoses. This doesn’t necessarily mean that challenges related to mental health will not be part of a story, but we encourage storytellers to break free of a narrative focused primarily on illness and consider their communities, relationships, and joy as essential elements of their story.

Tips for Storytelling Groups

We aimed to develop forms that encourage people to think positively about meaningful people, places, and experiences in their community. Providers of healthcare services are encouraged to print these forms and use them as they are or to adapt them to fit your needs. Each form includes an introduction to the exercise and its intended purpose.

**Listen for themes.** As people share their experiences, you might notice that themes emerge. As you notice themes, encourage people to dig deeper in these thoughts. There are no rules for how people should tell their story. One story might include several examples that fit one theme. For example, one woman who participated in our storytelling event said that she was always looking to explore new things and see new places. She developed one five minute story that included her many adventures and travels.

**Show, don’t tell.** The same woman who shared her stories of travels started our first group by repeatedly saying, “I’m adventurous.” The group leader encouraged her to think of the ways that she’d exhibited her adventurous spirit. In the end, she never had to directly tell the audience that she was adventurous. Her tales that included going to new cities alone without a plan, getting lost and finding her way (again and again), and seeking new places to visit were examples that clearly showed that she had an adventurous spirit. We developed a Show Don’t Tell worksheet to help storytellers consider examples of the traits they want to share with others.

If you like this manual...

You can find many more resources on our website. You are welcome to download and use any of our evidence based materials. If you want to discuss the resources that you find or if you can’t find what you are looking for, please contact us to discuss programming which will encourage consumers to get engaged with their communities.

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Listen for poetic use of language. One group member asked, “Have you ever noticed that waterfalls look different in the winter than they do in the spring?” It was such a beautiful question and it could have easily been missed. But, the group leader repeated it back to her. She went on to develop a story about being an artist and that meaning that she noticed things others might miss. She talked about seeing things in people and her neighborhood that she found beautiful.

Avoid returning to an illness story. As people share, it’s typical for them to lean into negative memories. Don’t dismiss these memories. There may be important lessons learned inside of a challenge. However, the mission of this manual is to encourage the sharing of strengths. So, as the group drifts toward the negative, listen and then remind them that the negative parts can be included in their stories but shouldn’t overwhelm stories. As we led groups to develop five minute stories, we’d suggest that challenges should not be more than one minute of the five.

Avoid directing. As group leaders, it’s natural to hear awesome things and want to steer the conversation into a direction that fits your desired outcome. It’s also easy to question or add things that we know to be true of participants. In these sessions, we encourage you to practice active listening. This is a dance, and group members are leading. The role of the leader is to respond in ways intended to elicit the story from group members. Some suggestions on ways to do this:

- Repeat back what you hear the participants saying. When possible, use the participants’ exact words. Write important thoughts as participants share so that they can reflect on their own ideas.
- Ask questions that require deeper thought on a topic. If some critical elements are missing from a story, ask open-ended questions to dig deeper. Avoid filling in what you think might be missing. You might have a great idea for how a story should be told. But, when we add to stories we strip away opportunities for participants to gain storytelling skills and could even make them feel that they could only do this with our help.
- Take what participants say and work with them to organize events into chronological order. In our groups, we often had people write each part of their story on an index card which they could then organize into a way they preferred.

Personalize methods that will best suit each individual. Typically, storytellers are encouraged to practice their stories repeatedly so that they can stand in front of a crowd with as little notes as possible. Most of our storytellers used this method. They remembered a few important points that they wanted to share and let their stories flow naturally. This doesn’t work for everyone. Other storytellers read their stories directly from paper. Another was the type of guy who could talk for hours on any topic, but he was struggling with memorizing his narrative. It was obvious that he was stressed out. During one story planning session, the group leader took his paper away from him and asked a few open ended questions. “Tell me about your family football games.” “Tell me about the nicknames you gave your grandkids.” “Tell me about how your wife describes your impact on the family.” He had no problem answering these questions. In the end, he developed a story that was so uplifting and funny that we asked him to close our storytelling event so that we’d end on a high note. He delivered a heartwarming story of family that had the crowd in hysteric, with only three note cards: 1) a picture of a football, 2) a picture of pumpkin pie (a granddaughter’s nickname), and 3) a picture of his wife. Observe group members. Talk about struggles. Try different techniques until you find methods that work.

Let us help! At the TU Collaborative, part of our mission to offer training and technical assistance. That means we are here to help you prepare your event! TUCollab@temple.edu.
Preparing a Story
**Tips for Preparing a Story**

Storytelling is an art. Stories can communicate values, interests, and life lessons. Cultures and traditions are passed on through stories. These can be funny, exciting, sad, and inspirational. Great stories take the listener on a journey. Great storytellers have skills and techniques they use to capture the listener's attention. Whether storytelling comes naturally to you or requires intentional effort, you might benefit from taking time to consider your own experiences and selecting a few to develop into tales that will move a listener. The remainder of this manual offers exercises and tips to help you build storytelling skills and to develop your memories into stories.

**Develop an important memory into a story.**

Pick a memory that is important to you. Select something that you feel might be valuable to share. Great stories aim to entertain, inspire, and/or encourage people think deeply. Before you tell a story, know what you want others to get out of hearing your story.

**Open with a great first line.**

Grab the listeners' attention immediately. There are many ways that you can do this. Some suggestions for how you might do this include:

- **Ask a question.** Ask the guests what they would do or how they might feel in a specific situation which relates to the story you are about to tell. Then proceed to share your story and how you responded to the situation. For example, open with, “How many of you have been in love?”

- **Describe a setting.** Describe a scene that others can envision. Use all of the senses to give the listener a picture of your experience. Describe what you saw, touched, smelled, tasted, and heard.

- **Share a strong belief.** Start with a belief that you have then tell the story of how you learned or practice this belief. You might say, “I have learned to always listen more than I talk.” Then tell a story of how this lesson was learned or how it has served you.

- **Make an unexpected or bold statement.** You will really capture an audience if you open with something unexpected, like, “I never liked pickles.” Use surprise only when it is appropriate to your story. Starting with pickles might be appropriate if you ended up marrying someone who makes pickles for a living. The point is that the audience isn't expecting that to be the way you introduce your story and it will get their attention, possibly even make them laugh.

**What happened?**

Tell your truth. Your story is told from your point of view. Describe where you were, who you were with and the relevant events. Include how you felt. Sharing feelings with an audience full of strangers can be intimidating, but it can also help you to win their hearts. Even when telling a serious story, don’t be afraid to include humor. Laughter wakes a room and makes people feel connected.

Close your story in a meaningful way. End your story with a strong conclusion. You might refer back to the statement you used to open your story, your Great First Line. Or you might summarize the important parts of the story and tell the audience what you hope they will remember. This is your chance to clearly express why you shared this particular story.
Parts of a Story

Three main parts of a story are often identified as: character, setting, and plot. These three work together to grab the listener’s attention. Below, we define part.

Character: This might be a person, animal, or imaginary creature. There are usually one or two main characters that a story revolves around. Your story might have more or you might be the only character in your story. Stories often also include secondary characters. These add to the story but are not the main focus. When developing your story, use descriptive language to describe your characters, so that the listeners get an idea of who/what you are discussing.

Setting: This is where and when your story happens. It includes the location and the time or era (future, past, present). A description of your setting will tell your reader where to imagine your story. Setting could include telling the reader if you were indoors or outdoors, in the city or country, if it was raining or sunny, and how old you were when this memory occurred.

Plot: The plot is the action. It tells what happens, the actions and events. A plot should have a beginning, middle, and end. The plot tells the events of your story in a logical order.

Practice.

Write your story and say it out loud. Tell your story enough that you remember the main points. Sharing a story several times will help you to remember the main points well enough that you don’t have to read it or recite it word-for-word. Remember, only you know what you are going to say so if you miss a line, nobody will know.
Storytelling Exercise Sheets
**Attentive Listening Worksheet**

Focus of Session – Understand what makes a story interesting and understandable to listeners.

Description – Listening to stories is a great way to start forming an opinion for what you like and dislike in a story. Listening can offer an example of how to form a story. Use this worksheet to examine the pieces of a story and what makes a story come to life.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
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</thead>
<tbody>
<tr>
<td><strong>Location</strong> – Where did the story take place? Was it indoors or outdoors? Did the storyteller describe the location? If the storyteller did not describe the setting, can you imagine it? Describe how you think it might look.</td>
<td>Describe the Location. Where did this take place?</td>
</tr>
<tr>
<td><strong>Characters</strong> – Who was involved with the story? How old were the people who were mentioned? Were they children or adults? How did the storyteller know these people? Were there any pets or animals? Bugs?</td>
<td>Describe the Characters. Who was in the story?</td>
</tr>
<tr>
<td><strong>Action</strong> – What happened? Describe what happens in the story. Think it through from beginning to middle to end.</td>
<td>Describe the Action. What happened?</td>
</tr>
<tr>
<td><strong>Tone</strong> – What was the mood of the story? Was it funny, scary, heartwarming, or something else? Maybe it touched a little of each of these moods. Describe how you think the storyteller wanted to make you feel. What parts of the story made you laugh, smile, cringe, or feel sympathy?</td>
<td>Describe the Tone. How did the story make you feel?</td>
</tr>
<tr>
<td><strong>Your Reaction</strong> – Did you enjoy the story? Would you like to have a similar experience? Can you relate to the story or storyteller? Have you had similar experience? If you have had similar experiences, how did you respond similarly or differently? What did this story tell you about the people mentioned?</td>
<td>Describe your reaction. What did you like/dislike?</td>
</tr>
<tr>
<td><strong>Add Personality</strong> – As you develop your own story, what can you learn from this storyteller? What things might you say about this story that you would like others to say about yours?</td>
<td>Describe what you liked about this story and/or storyteller and would like to see in your own story.</td>
</tr>
</tbody>
</table>
Diagram Brainstorm
Example
Focus of Session – Brainstorm Possible Stories to Develop
Description – Create a simple chart that you can build off of. Start by drawing a circle in the middle of a page. Write “favorite memories” in the circle. Next add circles around the page and fill them with a quick reminder of those memories. Finally add circles that add descriptive elements to each memory. Use straight lines to connect the circles. This can be a first step to developing stories.
**Diagram Brainstorm**

Focus of Session – Brainstorm Possible Stories to Develop

Description – This page gives you a circle titled, “favorite memories.” Add circles around the page and fill each with a quick reminder of your favorite memories. Then, add circles that add descriptive elements to each memory. Use straight lines to connect the circles. This can be a first step to developing stories.
**Show, Don’t Tell**  
*Worksheet*

**Focus of Session** – Understand what makes a story interesting and understandable to listeners.

**Description** – It’s so easy to fall into *TELLING* people who we are with direct statements. *I’m adventurous. I am an animal lover.* While these descriptions may be true, they are simple statements, not stories. To develop a story, give an example or multiple examples to *SHOW* how you are adventurous or an animal lover. When you tell stories that show how you exhibit these traits, the listener understands that you possess these qualities. Use this worksheet to turn your descriptions of yourself (tell) into examples of your best qualities (show).

<table>
<thead>
<tr>
<th>Example of Tell</th>
<th>Example of Show</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am adventurous</td>
<td>Three days before I was about to start a new job, I felt the urge to do something fun. I decided to go on a road trip, just me and my dog. We filled the tank full of gas and hit the highway without a plan or a roadmap...</td>
</tr>
<tr>
<td>I am an animal lover</td>
<td>Frustrated with work, I was upset and questioning my entire career. As I stomped my way home, I passed a park and decided to stop and take a few relaxing breaths. The moment I sat, the cutest pug puppy came running to me. Looking around, I didn’t see his owner, so I held him assuming that someone would soon come looking for him. As I looked into his little smushed face, my heart instantly melted and my frustrations disappeared...</td>
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<table>
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<tr>
<th>Tell</th>
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**Bullet Journal Example**

**Focus of Session - Get Creative Juices Flowing**

**Description** - Bullet journals are popular ways to get thoughts on paper without worrying about grammar or even completing a thought. There are many ways to develop a bullet journal entry. The person journaling can be as artistic as possible or simply list responses to prompts. Below we suggest questions and give examples of how people might respond.

After completing the list - Select items for further exploration. If you list a favorite place as Grandma’s house, think about the things you do there and how it feels to be there. Who else is there in your memories of Grandma’s house? Think of as many details as you can.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Examples of Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where were/are your favorite places to go…</td>
<td>Child/Teen: · block parties · park · toy store  Young Adult: · school · concerts · volunteer  Current: · church · community center</td>
</tr>
<tr>
<td>What are your favorite activities?</td>
<td>· barbeques · dancing · sports – baseball, basketball, football · laughing with friends · board games</td>
</tr>
<tr>
<td>List the people in your life who you care about. Think about the people who are most important to you and the people you most enjoy spending time with.</td>
<td>· Gretchen, my teacher · Paul, my neighbor · my kids - Bobby, Jonny, Ricky</td>
</tr>
<tr>
<td>List your senses then pair them with at least one positive experience.</td>
<td>· taste: dad’s famous baked mac &amp; cheese · touch: tickle of grass under my feet in the summer · sight: speed of ball players running along a court · sound: friends laughing · smell: ocean air</td>
</tr>
<tr>
<td>List wonderful things about each season.</td>
<td>Winter · holidays · snow  Spring · flowers · my birthday  Summer · beaches · bike rides  Fall · crisp air · colorful leaves</td>
</tr>
<tr>
<td>List important life lessons.</td>
<td>· A penny saved is a penny earned · Be nice to strangers · People aren’t thinking about me as much as I worry they might. · Don’t judge another person until you’ve walked a mile in their shoes.</td>
</tr>
<tr>
<td>List your accomplishments that you are proud of.</td>
<td>· Graduating highschool · Building a strong relationship with my family</td>
</tr>
<tr>
<td>Who are your favorite movie stars (or characters from movies) and in what ways are you like them?</td>
<td>· Wonder Woman – Strong, Independent · Wil Smith – Funny, Friendly · John Travolta – Good dancer, Great hair</td>
</tr>
<tr>
<td>Questions</td>
<td>Answers</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
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<tr>
<td>Where were your favorite places to go…</td>
<td>Child/Teen:</td>
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<tr>
<td>• as a child or teenager?</td>
<td>Young Adult:</td>
</tr>
<tr>
<td>• as a young adult?</td>
<td>Current:</td>
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<tr>
<td>• current: Where are your favorite places to go now?</td>
<td></td>
</tr>
<tr>
<td>What are your favorite activities to do?</td>
<td></td>
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<tr>
<td>List the people in your life who you care about. Think about the people</td>
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<tr>
<td>who are most important to you and the people you most enjoy spending</td>
<td></td>
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<tr>
<td>time with.</td>
<td></td>
</tr>
<tr>
<td>Pair the five senses with at least one positive association. For</td>
<td>Sight:</td>
</tr>
<tr>
<td>example, you might love the sight and sound of nature. You might love</td>
<td>Taste:</td>
</tr>
<tr>
<td>the way a cool breeze feels on your face. List at least one thing that</td>
<td>Smell:</td>
</tr>
<tr>
<td>you enjoy for each sense.</td>
<td>Touch:</td>
</tr>
<tr>
<td>List wonderful things about each season.</td>
<td>Sound:</td>
</tr>
<tr>
<td>List important life lessons.</td>
<td></td>
</tr>
<tr>
<td>List your accomplishments that you are proud of. What are your</td>
<td></td>
</tr>
<tr>
<td>successes? What did you see through to the end?</td>
<td></td>
</tr>
<tr>
<td>Who are your favorite movie stars (or characters from movies) and in</td>
<td></td>
</tr>
<tr>
<td>what ways are you like them?</td>
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</tr>
</tbody>
</table>
**Focus Of This Session** – Using Descriptive Language

**Description** - This exercise is meant to help you practice observing your environment and using descriptive language. Adjectives and adverbs help you paint a picture. Go to a place that you want to deeply observe, maybe a favorite coffee shop, park, or anywhere you appreciate. Once you are in the place you choose, use this form to describe the location using as much detail as possible. When writing stories, these types of details can help the audience imagine how you see your world. Below, boxes are broken into the five senses. We’ve also included a box for emotions so that you can capture how you feel at the moment.

<table>
<thead>
<tr>
<th>Sight</th>
<th>Describe what you see. Include the lighting, colors, shapes and furniture.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touch</td>
<td>Describe how things feel. Is your chair soft or hard? Is it cold? Does it have sharp or smooth edges?</td>
</tr>
<tr>
<td>Sound</td>
<td>What sounds do you hear at this moment? Are the sounds loud, soft, or pleasant?</td>
</tr>
<tr>
<td>Smell</td>
<td>What smells fill the air? Sweet, strong, light, or fruity? Where they are coming from?</td>
</tr>
<tr>
<td>Taste</td>
<td>Are you eating or drinking? Do you still taste toothpaste from this morning?</td>
</tr>
<tr>
<td>Emotion</td>
<td>Look into your heart and describe how you feel. You might have several emotions or just one.</td>
</tr>
</tbody>
</table>
**Quick Letters Worksheet**

**Focus Of This Session** - Write for Others to Understand

**Description** - This exercise is intended to help you to write in a way that is understandable to other people. When we write letters, the intent is for other people to be able to understand what we write. The language should be clear and descriptive so that someone else can read what is written and understand the intended meaning. Below you'll find letters proposed for you to write. You don’t have to send these letters or even share them with others. These letters are only meant as a writing exercise.

Write a letter to your younger self. You might tell them something that you admire about them. You might encourage them to continue through a hard time. You might warn them to avoid other things which will not end up well.

Write a letter to someone you admire. Why do you admire them? What do they do? How do they behave? Describe the things you value in the way they speak to others and in the way they move through the world. One does not have to be perfect to hold qualities that you admire. Focus on the good things. Tell them how they make you feel.

Write to the most active person you know. Think about the one who is always doing something interesting. Where do they go? What do they do? Why are they so active? Tell this person how their being active makes you feel. Are you inspired by them? Would you like to do activities with them? Do you have things in common with this person? How does knowing this person impact your life?
**Life Lessons Worksheet**

**Focus Of This Session** - Consider Personal Growth

**Description** - This exercise is meant to help you brainstorm important life lessons. In the first box, you will write a life lesson. The lesson would be something that you believe strongly for yourself. In the second box, you will describe how you practice this lesson. For example, if your lesson is, “A penny saved is a penny earned,” you might practice this by maintaining a budget or looking for free events in your community.

<table>
<thead>
<tr>
<th>Life Lesson</th>
<th>How do you practice this?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
A Story From Childhood  
Worksheet  
**Focus Of This Session** - Positive Reminiscence  
**Description** - This exercise is intended to help you to explore the best pieces of your life when you were a kid or teen. These can be insecure and uncomfortable times, but as you answer today's questions, focused on the good parts of these times in your life. Remember what it's like to be curious about the world, playing with friends, trying to act grown-up, and experiencing things for the first time. **If you drift toward negative memories, remind yourself that JOY is today's focus. This is not meant to degrade the hard times, but to help you restructure your story and focus on something positive.**  
**Question Prompts** – Select a specific time in your life, during your childhood or teen years. Then answer the questions below. These questions are intended to help you think about the details of this time in your life so that you can develop your story.

<table>
<thead>
<tr>
<th>Question Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think about your younger self. Pick a time in your life to focus on. Write the age you are thinking about in this box. Then list five words to describe yourself at that age.</td>
</tr>
<tr>
<td>List the things you loved as a child. Where did you love to go? Who did you spend the best times with? What were your favorite activities?</td>
</tr>
<tr>
<td>Imagine your younger self is sitting beside you, what do you admire about him/her? Consider their personality, strengths, fashion, style, musical taste, life choices...Think about the people who loved you. What would they say about you?</td>
</tr>
<tr>
<td>Use this box to list your favorite things from this time in your life: Places, People, Activities, Music, Movies... List as many of your favorite things as you can remember.</td>
</tr>
<tr>
<td>Organize your story into steps, using numbers. <em>For example: 1) I woke up, 2) I got out of bed and took a shower and dressed in my best jean outfit 3) I biked to a friend's house...</em></td>
</tr>
<tr>
<td>Turn It Into A Story - Use the next page to turn your thoughts into a story. When developing your story, remember to include the key elements of a story. The check boxes below are meant to serve as a reminder of the different pieces of your story to consider.</td>
</tr>
<tr>
<td>- The story's opening line will immediately capture the audience's attention.</td>
</tr>
</tbody>
</table>
| - I describe the people and places involved  
  -Consider describing your relationship to people  
  -Consider the five senses when describing places |  
| - The story includes a step-by-step description of events |  
| - The story ends with a clear conclusion |  
| - In the closing, I included a brief take-away which I would like the audience to remember. |
### A Story Told To Me

**Worksheet**

**Focus Of This Session** - Practice Writing Stories

**Description** - This writing exercise will help you to get ideas on paper in a way that might be less intimidating than writing your own memories. You’re going to share a story that was told to you by another person. This might be a friend, coworker, peer, or a stranger. It can be a story that you heard at any point in your life, from childhood to today. Try to fill the story with as much detail as you can, even if it means using your imagination to embellish in an effort to make the story more engaging.

**Question Prompts** – Select a story told to you. Then, answer the questions below. These questions are intended to help you think about the details so you can develop the story.

<table>
<thead>
<tr>
<th>Who told you this story? Describe this person. How do you know them?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the circumstances of how you heard this story? Where were you? What were you doing?</td>
</tr>
<tr>
<td>What are the details of the story? When did this happen? Where did it happen? Who was involved?</td>
</tr>
<tr>
<td>Organize your story into steps, using numbers. <em>For example:</em> 1) I woke up, 2) I got out of bed and took a shower and dressed in my best jean outfit 3) I biked to a friend’s house…</td>
</tr>
</tbody>
</table>

**Turn It Into A Story** - Use the next page to turn your thoughts into a story. When developing your story, remember to include the key elements of a story. The check boxes below are meant to serve as a reminder of the different pieces of your story to consider.

- The story’s opening line will immediately capture the audience’s attention.
- I describe the people and places involved
  - Consider describing your relationship to people
  - Consider the five senses when describing places
- The story includes a step-by-step description of events
- The story ends with a clear conclusion
- In the closing, I included a brief take-away which I would like the audience to remember.
**A Great Day Worksheet**

**Focus Of This Session** - Positive Reminiscence  
**Opening** - This exercise is intended to help you explore a great day that you’ve experienced. Select a day that stands out as wonderful. A ‘great day’ doesn’t have to be perfect. It can be selected from any time in your life. Try to think of the day from start to finish.  
**Question Prompts** - These questions are intended to help you think deeply about the details of your day.

Who did you spend time with? How did they add to your day?

Where did you go? Was the area busy or quiet?

What are the details? What did you wear? What was the weather like? Was food involved? Describe these things to add to your story’s ability to engage the audience.

What made the day really special? Was it the people? The activities? Or, were there other things that made you enjoy the day?

Was anything really abnormal? Did you wake up or go to sleep at different times? Had you seen anyone that you don’t usually see? Were you in a new place or somewhere you’d been many times?

Write a story about your day. Give your story as much detail as you can, starting when you woke and ending when you went to bed! Organize your story into steps, using numbers. *For example: 1) I woke up, 2) I got out of bed and took a shower and dressed in my best jean outfit 3) I biked to a friend’s house…*

**Turn It Into A Story** - Use the next page to turn your thoughts into a story. When developing your story, remember to include the key elements of a story. The check boxes below are meant to serve as a reminder of the different pieces of your story to consider.

- The story’s opening line will immediately capture the audience’s attention.
- I describe the people and places involved  
  - Consider describing your relationship to people  
  - Consider the five senses when describing places
- The story includes a step-by-step description of events
- The story ends with a clear conclusion
- In the closing, I included a brief take-away which I would like the audience to remember.
Focus Of This Session - Positive Reminiscence

Opening - This exercise is intended to help you think about a person or experience that gave your life a new direction. Most of us can think of things that happened to us and put us on a trajectory toward where we are today. Sometimes it’s a challenge that brings us to a brighter spot. Other times, it’s someone giving us great advice or helping us when we needed it.

Question Prompts - These questions are intended to help you consider details of your experience.

What qualities do you possess that you are most proud of? How did you gain these traits?

List some of the moments which were meaningful in your life. There is no rule that would qualify something as meaningful. You decide which moments matter in your life.

What people have had a big impact on who you are today? Write something this person did in your life that helped you to develop strong characteristics. What are those characteristics?

What events have had a big impact on who you are today? Write about an event that occurred which helped you to develop strong characteristics. What are those characteristics?

Select a person or activity that happened in your life and helped you to develop qualities which you are proud to possess. Write the story of the thing(s) that helped you to enhance your strengths. Organize your story into steps, using numbers. For example: 1) I woke up, 2) I got out of bed and took a shower and dressed in my best jean outfit 3) I biked to a friend's house…

Turn It Into A Story - Use the next page to turn your thoughts into a story. When developing your story, remember to include the key elements of a story. The check boxes below are meant to serve as a reminder of the different pieces of your story to consider.

☐ The story's opening line will immediately capture the audience’s attention.
☐ I describe the people and places involved
  - Consider describing your relationship to people
  - Consider the five senses when describing places
☐ The story includes a step-by-step description of events
☐ The story ends with a clear conclusion
☐ In the closing, I included a brief take-away which I would like the audience to remember.
### I Am...
**Worksheet**

**Focus Of This Session** - Positive Reflection on Personal Identity

**Opening** – We are what we do. The ways we spend our time sends a message to the world about who we are, it helps us to establish an identity. This exercise is meant to encourage you to think about the important things in your life and what they say about who you are.

**Question Prompts** - These questions are intended to help you think deeply about the details of your experiences.

1. **List activities that you love doing.** Try to fill this box with as many as you can think of.

2. **Select one (or a small few) activity that is most important to you.** What does this activity say to the world? For example, readers might be seen as intelligent, runners as fit, artists as creative…

3. **Think about your first time doing this activity.** Was it hard? Did you enjoy it? Who introduced you to it? Who joined you in the beginning?

4. **Describe how you currently feel about this activity.** Has it changed since the first time you tried it? How has it impacted your life? How would your life be different if you never did this?

5. **Develop a story that includes the progression from when you first started doing the activity up to today.** Use this box to organize your story into steps, using numbers. *For example:* 1) I woke up, 2) I got out of bed and put on my favorite running sneakers, 3) I biked to a friend’s house…

6. **Turn It Into A Story** - Use the next page to turn your thoughts into a story. When developing your story, remember to include the key elements of a story. The check boxes below are meant to serve as a reminder of the different pieces of your story to consider.
   - The story’s opening line will immediately capture the audience’s attention.
   - I describe the people and places involved
     - Consider describing your relationship to people
     - Consider the five senses when describing places
   - The story includes a step-by-step description of events
   - The story ends with a clear conclusion
   - In the closing, I included a brief take-away which I would like the audience to remember.
I Am...
Focus Of This Session – Identify Ways to Use Interests for Personal Growth

Opening - This exercise is intended to help you think about what you want for yourself in the future and how you will get there.

Question Prompts - These questions are intended to help you think deeply.

GOALS
Imagine yourself ten years in the future. Think about the things you want in your life. Which people will be in your life? Will you maintain/improve your physical health? Where will you live or work? What will you accomplish? How will you feel?

What will you do to make these things happen?

LEISURE & RECREATION
What will you do for fun? Where will you go for fun?

Review your answers from the LEISURE & RECREATION box. How many of these ‘favorite things to do’ are good for you? Which ones can you use to help you achieve the things you listed in the GOALS box on this page? Can you think of other fun ways to reach your GOALS?

This story will be created using your imagination. Imagine you wake up tomorrow and ten years have passed. Write about the things you did to achieve all of your dreams. Organize your story into steps, using numbers. For example: 1) I woke up, 2) I got out of bed and took a shower and dressed in my best jean outfit 3) I biked to a friend’s house…

Turn It Into A Story - Use the next page to turn your thoughts into a story. When developing your story, remember to include the key elements of a story. The check boxes below are meant to serve as a reminder of the different pieces of your story to consider.

☐ The story’s opening line will immediately capture the audience’s attention.
☐ I describe the people and places involved
  -Consider describing your relationship to people
  -Consider the five senses when describing places
☐ The story includes a step-by-step description of events
☐ The story ends with a clear conclusion
☐ In the closing, I included a brief take-away which I would like the audience to remember.
Practice Worksheet

**Focus Of This Session** – Practice Telling a Story

**Description** – After developing a story, it’s important to practice saying aloud. This may feel awkward, but practicing will help you gain confidence when you step in front of an audience. Share your story with trusted friends and family. Select people who make you feel comfortable with and whose opinion you value. Use the boxes below to list the people you share your story with and to record their feedback. To get useful feedback, ask two questions after you share your story: 1) What did you like? 2) What areas can I improve?

<table>
<thead>
<tr>
<th>Who gave this feedback?</th>
<th>What did you like?</th>
<th>What areas can I improve?</th>
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Resources

This final section contains forms we hope will help as you develop your storytelling activities. They are the property of The TU Collaborative on Community Inclusion. You are welcome to download, edit, and use these forms as you like. If you would like digital copies of the forms, contact us at: (215) 204-6779 or TUCollab@temple.edu.

- Storytelling Podcasts
- StoryCorps Flyer

Forms we created for our storyslam:

- Event Details for Storytellers
- Application
- Image Release & Waiver
Storytelling Podcasts

One of the best ways to become a good storyteller is to listen to stories from great storytellers. When you listen, identify what you like about a story and a story teller. Do you like stories with happy endings or those that leave you to think for yourself about how it ends? Do you enjoy humor or poetic language? The stories you tell and how you tell them will probably change depending on your audience. If you’re talking with your grandkids, your stories might be very different than when you are sharing experiences with friends.

You can find great stories in books, movies, and poetry. Podcasts have become another great way to listen to stories. You can download them to your phone or listen on a computer. We recommend a few free podcasts below for those of you looking to start listening or add to your favorites:

- Snap Judgment
- Stanford Storytelling Project
- StoryCorps
- The Moth
- True Story
- This American Life
- Porchlight Storytelling Series
Too often, when we hear stories from people with serious mental illnesses (SMI), we get a tale narrowly focused on the illness. We learn about the patient, not the person. This is unfortunate. We miss opportunities to really know each other, to learn from each other’s experiences and to delight in each other’s joys. We invite you to join us in our mission to spread the word that people with disabilities are more than their diagnoses. We want to hear about what you do in your community and how it benefits you; the love, laughter and joy. Use the StoryCorps app to share your story and to join this revolution in the way society views mental illness. Please help us collect real stories of real people, beyond the diagnosis.

Below are steps to recording and sharing your story using the StoryCorps mobile app.

1. **DOWNLOAD THE APP**
   Use your phone to download the StoryCorps mobile app and create an account. This account will be used to record, save, and share interviews. Once you log in, you can upload interviews to your profile from the app or use the desktop version at StoryCorps.me.

2. **CHOOSE SOMEONE TO INTERVIEW**
   Select an interviewer and interviewee. For this project, the interviewee should be a person with lived experience. Interviewers can be family, friends, healthcare providers or anyone with an interest in being involved.

3. **SELECT INTERVIEW QUESTIONS**
   Before recording, consider topics to discuss. Consider open-ended questions that will encourage the interviewee to share stories instead of simply answering with yes or no. Prepare questions that inspire a conversation about life in the community. Some suggested questions are listed below.

   - What are the best things about your community?
   - What are your favorite activities to do in your community? Tell me about your first time doing this.
   - How do you find fun things to do? Who tells you about upcoming events or activities?
   - What are you most proud of?
   - What is your happiest memory?
   - Describe a perfect day.
   - Who are the most important people in your life? Tell me about them.
   - What is your dream for the future?

   Find StoryCorps’ suggested questions at:
   http://diy.storycorps.org/great-questions-list/

4. **TEST THE EQUIPMENT**
   Before recording an interview, follow the prompts in the app to complete a test recording to check your technology.
   
   To test equipment, do a quick interview, take a picture and add keywords then delete the interview. Interviews do not upload until you chose to upload.

5. **INTERVIEW**
   When interviewing, try not to steer the conversation. Let it flow naturally. Be patient, allow the interviewee to pause and think. Allow them to complete their thoughts before moving forward. Ask follow-up questions. Have fun.

6. **ADD PICTURE & KEYWORDS**
   After your interview, take a photo (a selfie) of both of you. Title your interview and add keywords so your interview will be searchable. This will allow you and others to find this interview later. For this project, use keywords: #beyondthediagnosis, #TUCollab, #tucollabsici, #tucollab

7. **SHARE YOUR INTERVIEW!**
   After your interview is uploaded you can share the URL or embedded audio on social media or by emailing the link directly to friends and family.

**Temple University Collaborative**
On Community Inclusion of Individuals with Psychiatric Disabilities

tucollaborative.org

LISTEN TO STORIES!
To hear the stories recorded for this project, visit https://storycorps.me/interviews/ and search keywords: beyondthediagnosis, TUCollab, tucollabsici, tucollab
Beyond the Diagnosis Story Slam
Details for Story Tellers

Thank you so much for joining this story sharing event. Storytellers and poets from Philadelphia and members of Poetry for Personal Power in Kansas City will share stories of involvement in their communities. Below are the details for participants in the storytelling session. Please let me know if you have any questions!

This storytelling session is part of our two day Summer Institute, including one led by Poetry for Personal Power! You are encouraged to attend sessions outside of our schedule. We are planning a lot of fun and informational sessions during the event.

Bring ID
ID is required for all people entering Temple University buildings.

Date & Time:
Monday, 7/24/2017 @ 11am – 1:45pm

Location:
Ritter Hall Annex
1301 Cecil B. Moore Ave
Tell the people at the event sign-in desk that you are a story teller.
They will direct you to our meeting spot.
Event staff will be wearing nametags and available to help.

Story Slam Details:
Each story teller will be allotted 5 Minutes to share their story about their involvement in their communities.
This is a lunch-time session. Lunch will be provided.
This event is not a competition, everyone is a winner!

Summer Institute on Community Inclusion Website:
https://sites.temple.edu/tucollab2017institute/

If you have social media, let’s get social!
Connect with The Temple University Collaborative on Community Inclusion of Individuals with Psychiatric Disabilities on:
Instagram @ tu_collab    Facebook @ tucollab    Twitter @ tucollab

We'll be live tweeting and invite you to join us.
Check out our Twitter wall at the event.
Use the event hashtag: #TUCollabSICI

If you have questions, please contact:
Brandon Snead
(718) 637-4430
brandonsnead@gmail.com
Presenter Application
Story Slam
Monday, July 24 @ 12:15pm, 1301 Cecil B. Moore Ave

Requests for each story:

- Each storyteller is given 5 minutes to share a story.
- Stories will have a primary focus on experiences in the community.
- Applications & Consent forms will be requested from each storyteller. Submit completed forms to brandonsnead@temple.edu.

<table>
<thead>
<tr>
<th>Story Teller’s Full Name:</th>
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<table>
<thead>
<tr>
<th>Story Teller’s Home Address:</th>
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<th>(Street)</th>
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<th>(City)</th>
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<th>Email:</th>
<th>Phone Number:</th>
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Brief Bio of Participant (this will be used to introduce participant at the Story Slam):

<table>
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<tr>
<th>Title of Story (Limit to 10 Words):</th>
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<tr>
<th>Brief Description of Story:</th>
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</table>
Presenter Image & Release Form
Story Slam

I hereby authorize The Temple University Collaborative on Community Inclusion of Individuals with Psychiatric Disabilities and Temple University - Of The Commonwealth System of Higher Education and those acting under its authority to:

a. Record my likeness and voice on video, audio, photographic, digital, electronic or any other medium now existing or later invented; and

b. Use my name in connection with these recordings; and

c. Use, reproduce, exhibit or distribute in any medium and via any method (including, without limitation, photos, print publications, video, CD/DVD-ROM, e-mail, Internet/WWW, social networking sites) these recordings for any purpose that the Temple University Collaborative on Community Inclusion of Individuals with Psychiatric Disabilities and/or Temple University deem appropriate, including promotional or advertising efforts.

I understand that I will be sharing my in front of a live audience and that audience members might photograph, record, and/or discuss me and my story beyond the 2017 Summer Institute on Community Inclusion.

I release the Temple University Collaborative on Community Inclusion of Individuals with Psychiatric Disabilities and Temple University from liability for any violation of any personal or proprietary right I may have in connection with this use of recordings.

I understand that all recordings, in whatever medium, shall remain the property of the Temple University Collaborative on Community Inclusion of Individuals with Psychiatric Disabilities and Temple University.

I have read and fully understand the terms of this consent and release.

Printed Name: ________________________________

Signature: ________________________________ Date: __________________

If under 18, Parent or Guardian must sign below

Parent/Guardian Name: ________________________________

Signature: ________________________________ Date: __________________