



# Training Guide

## #OutLoudJa

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## BACKGROUND

J-FLAG is the foremost organisation advocating for and working to improve the human rights situation of lesbian, gay, bisexual and transgender (LGBT) persons in Jamaica. The organisation promotes social change by empowering the LGBT community and building tolerance for and acceptance of LGBT people to create the foundation for policy and legislative reform.

Advocacy is central to J-FLAG's work and essential for securing the human rights of LGBT Jamaicans and over time has proven effective in creating change.

For instance, sensitization and training of healthcare workers to provide inclusive healthcare has positively impacted the quality of care available within public health settings. This work depended heavily on storytelling and personal advocacy by LGBT Jamaicans.

However, there is still more work to be done. 78% of respondents in J-FLAG's 2019 Community Experience and LGBT Needs Assessment Survey had a desire to leave Jamaica and 52% felt they could not meet their full potential while living in Jamaica – in part because of their LGBT identity.

Simultaneously, despite the knowledge that the advancement of Economic Social and Cultural Rights (ESCRs) is essential, many countries have selectively promoted and protected those rights over time. In Jamaica this has manifested in a lack of protection for LGBT persons in areas such as housing, education and even health. #OutLoudJA responds to this by rooting the training in the Economic Social and Cultural Rights of LGBT Jamaicans.

Thus the #OutLoudJA training programme equips LGBT persons and allies with the technical and emotional skills necessary to undertake personal advocacy, linked to ESCRs) on a range of platforms and to diverse audiences.

## HOW TO USE THE #OUTLOUDJA TRAINING GUIDE

The Guide is designed for a three day highly interactive training workshop. The modules in the Guide are designed to be used together in a three-day training, or separately for refresher activities or to address specific problem areas.

The material contained in this Guide is designed to be concise and direct, offering the essential information and techniques needed to support members of the LGBT community undertaking personal advocacy.

The modules focus on four key areas: Economic Social and Cultural Rights, Public Speaking and Communication, Personal Advocacy, and Mental Health/Self Care.

The activities are adaptable to low movement settings, such as those that exist during the COVID 19 pandemic where participants must remain seated some distance from each other in recognition of social distancing protocols.

This Guide supports a safe space where participants can learn at their own pace and on their own terms through their own critical self-reflection.

## MODULE 1: WELCOME AND INTRODUCTIONS

**Time:** 75 Minutes

**Resources:** Presentation  
Flipchart Paper  
Markers

**Objectives:** **Participants Will:**

- Learn more about each other and the facilitators.
- Unsettle power imbalances among themselves and between participants and facilitators to become more at ease with each other.
- Become aware of the non-judgmental and casual nature of the environment.
- Become aware of the purpose of the training.
- Express their expectations and concerns and have them addressed up front.

**Facilitator's Note:** This session is primarily about breaking the ice, orienting participants to the training, and a mental health check-in.

### Steps and Instructions:

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#### 1.1 ACTIVITY: INTRODUCTIONS AND MENTAL HEALTH CHECK-IN

Ask participants to introduce themselves by sharing the following information:

- Name
- Pronouns
- Three words that describe how they are feeling right now
- If they were about to give a speech to an arena full of people, what song would play as they walked out.

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#### 1.2 DISCUSSION: ASSESSING COMFORT WITH TRAINING CONTENT

Check in with participants about the training and their level of comfort with some of the topics and activities in the training. For instance:

- How comfortable are you with public speaking?
- On a scale of 0-10 – how comfortable are you with emotions?
- What makes you want to participate in this training

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#### 1.3 DISCUSSION: TRAINING OVERVIEW, EXPECTATIONS, AND RESERVATIONS

Share an overview of each day of training and some brief insight into what it will entail.

Ask participants about their expectations of the training. Probe for what information they really need and what they want to know, feel, or be able to do by the end of the training.

Ask participants if they have any reservations about the training – this includes the content, space, and what happens when they return home.

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## 1.4 TRIGGER WARNINGS AND MENTAL HEALTH CHECK-OUT

Share with participants that triggering discussions may occur because of the nature of the training. For instance, in sharing their personal stories participants may disclose experiences of violence.

Participants are encouraged to check-in with their own feelings regularly and take the necessary action to protect their mental health. This could include

- Pausing for a moment to work through difficult emotions
- Leaving the room
- Reaching for support from friends, family, other participants, or the facilitation team

Before ending the session, ask participants to, again, describe how they are feeling in three words.

## MODULE 2: WE WAAN JUSTICE! ECONOMIC SOCIAL AND CULTURAL RIGHTS IN JAMAICA

**Time:** 60 Minutes

**Resources:** Presentation

**Objectives:** Participants Will:  
Understand the concept and importance of ESCRs  
Think through which ESCRs are most urgently needed by their communities  
Work through which ESCRs they would like to focus on in their advocacy.

**Facilitator's Notes:** This session lays the groundwork for the entire training by introducing the concepts of ESCRs and making them relatable. It also prepares participants to keep ESCRs front of mind as they develop their advocacy skills. It is important that the language and presentation style be conversational and accessible, and that the facilitator is aware of the most recent happenings related to ESCRs – especially in the Caribbean region.

### Steps and Instructions:

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## 2.1 DEFINING HUMAN RIGHTS

Introduce participants to Human Rights using simple accessible language.

**Definition:** Human rights are rights we have simply because we exist as human beings. Human Rights are not granted by any State, rather these universal rights are inherent to us all, regardless of nationality, sex, national or ethnic origin, colour, religion, language, or any other status.

Human Rights range from the most fundamental - the right to life - to those that make life worth living, such as the rights to food, education, work, health, and liberty.

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## 2.2 MAIN TYPES OF HUMAN RIGHTS

Share with participants that Human Rights can be organized into three main categories. However, all the Rights work together and cannot be applied separately.

- Civil and Political Rights – This includes the Right to vote and Freedom of movement.

- Economic, Social & Cultural Rights – This includes the Right to food and Right to work.
- Collective Rights – This includes the Right to development and Right to information

Human rights work like a chain link fence, all rights must be protected equally for people to live their best lives. For instance, your right to a fair trial is affected if you do not have a right to water and food which makes you sick from starvation/dehydration.

Your right to work is affected if you are not allowed to move about freely.

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### 2.3 WHAT ARE ESCRS?

Economic Social and Cultural Rights are a set of entitlements put forward in the International Covenant on Economic Social and Cultural Rights (ICESCR) in 1966

ESCRs were contained in the 1948 Universal Declaration of Human Rights but the ICESCR made them legally binding. In short, ESCRs protect those elements of life that allow people to live with dignity

ESCRs cover our basic needs:

- You should not be discriminated against
- Men and Women should have equality.
- You have a right to work and working conditions should be decent.
- You have a right to social security in case anything bad suddenly happens to you.
- Families should get protection from the state.
- You have a right to live decently (not rich) – you must have good quality food, clean water, decent access to clothes and housing.
- You have the right to health – you should be able to access good quality healthcare to make sure you are physically and mentally alright.
- You have a right to education – Basic & Primary should be free. Secondary and Tertiary should be accessible.

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### 2.4 ESCRS APPLICATION AND IMPLEMENTATION IN JAMAICA

The Government of Jamaica ratified the International Covenant on Economic, Social and Cultural Rights (ICESCR) in 1975. This means the government has committed to not infringing on people’s rights, promoting the rights, and acting when people’s rights are violated.

The international treaty requires that Jamaica uses its “maximum available resources” to “progressively realize” these rights.

Each right has “minimum core obligations”. Therefore, even though there may be financial constraints there still needs to be work being done to ensure these rights are actively engaged.

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### 2.5 ICESCR VS JAMAICAN CONSTITUTION

The table below compares the stipulations of the ICESCR with the Jamaican constitution information. It helps participants to understand how well Jamaica is doing in terms of protecting ESCRS and area where there is room for improvement- areas where it’s ‘just vibes’.

## ICESCR v Jamaica Constitution

ICESCR	JAMAICA CONSTITUTION
Prohibition of Discrimination	Some protection – sections 13(3)(g), (h) and (i)
Gender Equality	Protected – sections 13(3)(g), (h) and (i)
Right to Work / Just & Favourable Conditions	<i>Just Vibes</i>
Right to Social Security	<i>Just Vibes</i>
Protection of Families	Only straight couples count – section 18, protect children – section 13(3)(k)(i)
Right to an Adequate Standard of Living	<i>Just Vibes</i>
Right to Health	<i>Just Vibes</i>
Right to Education	Some protection – section 13(3)(k)(ii)

### 2.6 IMPLICATIONS OF NON-COMPLIANCE FOR LGBT JAMAICANS

The absence of adequate protections has implications for the quality of life of LGBT Jamaicans. These include:

- LGBT persons can be discriminated against at work or when seeking to rent a house
- There are only a few Govt run homeless shelters and not all are friendly to displaced LGBT persons
- PATH, Poor Relief and other forms of social security does not consider LGBT persons as being a part of a vulnerable group
- Trans healthcare does not exist in public health facilities
- LGBT persons are excluded from family law protections

### 2.7 POSITIVE CHANGES FOR LGBT PERSONS AND ESCRS

Despite ongoing challenges and gaps there are some safeguards for LGBT persons and advocacy work *is* working and resulting in positive change. For instance:

- LGBT persons can use “unfair dismissal” clauses to challenge discriminatory firing
- Growing Case Law in the Caribbean shows that when seeking custody, LGBT people should not be disfavoured
- Public health spaces are becoming more tolerant to LGBT clients
- Equality provisions may be used to address discrimination in public spaces

### 2.8 WHAT ARE THE LGBT COMMUNITY’S MOST URGENT REQUESTS?

As a community the following ESCR related actions are deemed most urgent.

- Comprehensive anti-discrimination legislation
- Repeal of the buggery Law
- Legalizing abortion
- Establishment of LGBT-friendly homeless shelters in each parish
- Amending social security policies to provide for universal coverage.

## MODULE 3: EMOTIONAL INTELLIGENCE

**Time:** 90 Minutes

**Resources:** Presentation  
Flipchart Paper  
Pens  
Markers  
Tape

**Objectives:** Participants Will:  
Understand how to identify and name feelings  
Use emotional information to guide thinking and behaviour.  
Learn how to manage and/or adjust emotions to adapt to environments or achieve a goal.

**Facilitator's Notes:** This session asks participants to connect with and investigate their emotional selves. This may be difficult for some people – in particular those who have experienced trauma – because they may have felt they had to ignore or repress their emotions to survive. Some people may have strong emotional reactions to the exercises including anger, sadness, and shame. This doesn't mean the exercises are being done wrong, it does mean the facilitator needs to pay attention to the body language of the people in the room as well as their own emotional responses as they go along.

### **Steps and Instructions:**

This section explores the four pillars of emotional intelligence. It's useful to have participants assess themselves and rank where they are on each pillar. Scaling questions are useful and provide fast feedback. For instance, you may ask participants to rate how well they understand their own emotions on a scale from 0 to 5. In this instance 0 would mean no understanding and 5 would mean they always understand their emotions. Ask participants to share about their barriers and strong points and draw attention to what folks in the room have in common.

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### 3.1 UNDERSTANDING EMOTIONAL INTELLIGENCE

**Definition:** Emotional Intelligence (EI) or Emotional Quotient (EQ) is the ability to understand your own emotions as well as others.

Emotional intelligence is important to effectively manage behaviour, to navigate social situations, and to make personal decisions.

There are 4 Pillars of Emotional Intelligence and a person can increase their emotional intelligence by working on each pillar.

	Recognition	Regulation
Personal Competence	<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>• Self-confidence</li> <li>• Awareness of your emotional state</li> <li>• Recognizing how your behavior impacts others</li> <li>• Paying attention to how others influence your emotional state</li> </ul>	<p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>• Keeping disruptive emotions and impulses in check</li> <li>• Acting in congruence with your values</li> <li>• Handling change flexibly</li> <li>• Pursuing goals and opportunities despite obstacles and setbacks</li> </ul>
Social Competence	<p><b>Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Picking up on the mood in the room</li> <li>• Caring what others are going through</li> <li>• Hearing what the other person is “really” saying</li> </ul>	<p><b>Relationship Management</b></p> <ul style="list-style-type: none"> <li>• Getting along well with others</li> <li>• Handling conflict effectively</li> <li>• Clearly expressing ideas/information</li> <li>• Using sensitivity to another person’s feeling (empathy) to manage interactions successfully</li> </ul>

(Source: PositivePsychology.com)

## 3.2 BUILDING SELF AWARENESS

**Definition:** Self-Awareness is your ability to accurately perceive your emotions and be aware of them as they happen. You can increase your self-awareness by understanding your strengths and limitations, while seeking professional and personal opportunities for growth.

### 3.2.1 ACTIVITY: OTHER PEOPLE’S PERCEPTION OF YOU

Ask participants to take a sheet of flip chart paper and some markers and choose a comfortable place to sit. Wherever they do sit, ask them to connect with the other people sitting close to them.

Ask participants to draw a body outline on the paper – it should represent them.

Instruct them to leave enough space to write on the outside of the body as well as inside.

Let them know you'll be asking them to do a bit of self-reflection and make notes on their body map. Encourage them to compare notes with the other people sitting close to them.

In a box outside of the body, write three words the people closest to you would use to describe you.

**Discussion:**

How does being this way affect you on personal and professional levels?

### 3.2.2 ACTIVITY: YOUR PERCEPTION OF YOURSELF

Inside the body write three words you would use to describe yourself most accurately.

**Discussion:**

Are you comfortable with other people knowing the real you? Why/why not?

### 3.2.3 ACTIVITY: THINGS YOU WANT TO IMPROVE ABOUT YOURSELF

Along one side of the body write three things that you want to work on/improve about yourself.

**Discussion:**

How have these traits helped you go through life?

Is there any value to them?  
Can you make peace with them?  
Why do you want to work on them?

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### 3.2.4 ACTIVITY: YOUR BEST TRAITS

Along the other side of the body write your three best traits

**Discussion:**

How can these traits help you as an advocate?  
Why do you consider these your best traits?  
When did you learn these things about yourself?

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## 3.3 BUILDING SELF SELF-MANAGEMENT

**Definition:** Self-Management is your ability to stay flexible and positively direct your behaviour when you are experiencing different emotions. You can do this by using self-awareness skills.

Learning to control your emotions and respond to others in an appropriate way is positive self-management.

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### 3.3.1 ACTIVITY: IDENTIFYING YOUR UNCOMFORTABLE FEELINGS

Show participants the list of feelings below and ask them to write the three feelings they try to avoid the most on their body map.

- Fear
- Anger
- Hatred
- Shame
- Guilt
- Jealousy
- Disgust
- Vulnerability
- Sadness
- Loneliness

**Discussion:**

How do you know when you are experiencing the feeling?  
Where do you feel it in your body?  
How do you respond?

Show participants the list of Uncomfortable Feelings again and ask make note of the most uncomfortable feeling and share it with the group.

As the facilitator, notice which feelings are most likely to be deemed uncomfortable and facilitate a discussion around it.

**Discussion:**

How did you respond the last time you experienced this emotion?  
How do you feel about it now?  
What would you like to do differently the next time it comes up?

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### 3.3.2 UNDERSTANDING EMOTIONAL MANAGEMENT TECHNIQUES.

Even though the words are used interchangeably, emotions and feelings are not the same.

**Emotions** are physical states that arise as a response to external stimuli – facial expression, body language, blood flow. Examples of emotions are Fear, Enthusiasm, Anger, Attraction.

**Feelings** are mental associations and reactions to emotions. Examples of feelings are Worry, Contentment, Bitterness, Love.

Emotions happen before feelings. Feelings are the conscious experience of emotional reactions

Emotions last about 90 seconds in the body, which means they're gone pretty quickly.

Feelings can last longer than emotions because we assign meaning to emotions and trigger them back to the surface based on our thoughts.

Managing our thoughts is key to managing difficult emotions and feelings.

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### 3.3.3 ACTIVITY: EMOTIONAL MANAGEMENT TECHNIQUE: COGNITIVE BEHAVIOURAL THERAPY (BRAIN TRAINING)

Cognitive Behavioural Therapy (CBT) is a therapeutic technique that allows us to question the truthfulness of our own thoughts. Often we revert to thinking about things in the same way, even when there is evidence to the contrary. This technique will help you pull back and think about how you think. Then it encourages you to choose the thought that allows you to feel how you want to feel – better.

CBT can be used to address a thought happening in the moment, but it works best with repeated use over time. By interrogating your thoughts and offering alternatives you can train your brain to respond differently to the same situation.

Ask participants to think about a negative or limiting thought that comes up when they are doing public speaking.

Now ask them to interrogate the thought by working through the following questions:

- Is this thought realistic?
- What is the evidence for this thought?
- Is there evidence against this thought?
- Is there some error in my way of thinking? This could include an all or nothing approach, and overly negative world view, assuming that because something happened once it will automatically happen again etc.
- How is choosing this thought making me feel?
- How do I want to feel?
- Which thought supports me feeling the way I want to feel?

*Now, choose the other thought*

#### **Discussion**

How did it feel completing this exercise?

Does this feel like something you could use in your life?

Do you believe you 'choose' your thoughts?

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### 3.3.5 RESOURCE: QUICK FIX EMOTIONAL MANAGEMENT TECHNIQUES

Below are some other emotional management techniques that you can use to regulate difficult emotions as they come up.

Share them with the participants and ask them to choose three they commit to trying and write them on their body map.

- 1) Get up and move – this allows gravity to massage your lymph nodes which can make you feel better.

- 2) Deep belly breaths - breathe in for a count of 4, hold for a count of 7 and breathe out for 8. Repeat 5 times.
- 3) Parking lot the feeling: disengage the feeling and re-engage it at a later time.
- 4) Talk to the emotion – make a space for what you are feeling by having a conversation with it.
- 5) Shake it out – emotions show up in the body so shake the part of the body that’s carrying the emotion.
- 6) Label the emotion and share it with someone you trust.
- 7) Accept what you are feeling and empathize with yourself.
- 8) Monitor negative self-talk – say things to yourself that will make you feel even a little bit better.
- 9) Pull back – take some of the pressure off yourself and the situation by pulling back and focusing on the bigger picture. What else is happening? Where are things going right?

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### 3.4 BUILDING SOCIAL AWARENESS

**Definition:** Social Awareness is your ability to accurately sense others’ emotions and understand what is really going on.

Being empathetic, acknowledging the emotions of others, being thoughtful and considerate, and making decisions that take others’ feelings into consideration can help build your social awareness.

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#### 3.4.1 ACTIVITY: ‘IT’S GIVING’ - IDENTIFYING OTHER PEOPLE’S EMOTIONS

Research shows that about 55% of human communication is through body language. Learning to read body language is key to understanding what other people are feeling. This means tuning in to the people around you and actively paying attention to them.

Share the pictures below with the participants and ask them to identify what the people are feeling.



**Discussion:**

- What feelings are these people experiencing?
- How do you know what they are feeling?
- What else could they be feeling?

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### 3.4.2 SOCIAL AWARENESS TECHNIQUES

Below are some simple techniques that can help you build your social awareness.

- Eye contact
- Pay attention to people around you- including your friends and family.
- Learn to read body language – you can get better at this with some practice.
- Recognize when your triggers and ego have activated and are affecting how you understand a situation.
- Compassion for others and self – thinking the best about others and being kind to yourself can free up emotional space and make you more aware.

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### 3.5 BUILDING RELATIONSHIP MANAGEMENT

**Definition:** Relationship Management is your ability to use awareness of your emotions and the emotions of others to manage interactions successfully.

The basis of relationship management is developing and maintaining good relationships – this means being clear about why you need the relationship.

Clear communication, inspiring and influencing others, working well in a team, and managing conflict all contribute to relationship management.

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#### 3.5.1 ACTIVITY: ASSESSING YOUR RELATIONSHIP MANAGEMENT SKILLS – ATTENTION TO OTHERS

Ask the participants to think about three people who mean a lot to them.

- How do you know when each one is feeling ashamed or small?

**Discussion:**

What do they do?

When did you learn this?

Are you able to answer?

- How do you know when each one is confused about something?

**Discussion:**

What do they do?

When did you learn this?

Are you able to answer?

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#### 3.5.2 ACTIVITY: ASSESSING YOUR RELATIONSHIP MANAGEMENT SKILLS - ATTENTION TO SELF

Ask participants to complete the following statements and follow up with a discussion about their responses:

- People may find it difficult to get along with me because sometimes I...
- I would make a great advocate because my personality it...
- When I experience conflict I...

- The next time I am in conflict I can commit to trying...

## MODULE 4: TRIGGERS AND SELF CARE

**Time:** 90 Minutes

**Resources:** Presentation  
Paper  
Pens  
Markers  
Self-Care Bingo Sheet  
Self-Care Plan Activity Sheet  
Common Examples of Triggering Events Handout  
Responding to Triggering Events Handout

**Objectives:** Participants Will:  
Understand what self-care is and why it is important.  
Understand the concept of triggers and how to navigate them.  
Develop a practical self-care action plan.

**Facilitator's Notes:** This session allows a space for participants to identify their emotional triggers and how they respond when triggered. Identifying triggers can cause some persons to become triggered and they may require emotional support to navigate their feelings.

### Steps and Instructions:

#### 4.1 TRIGGERS

**Definition:** In mental health terms, a trigger refers to something that affects your emotional state, often significantly, by causing extreme distress. The trigger does this by reminding you of a past event that was also distressing for you. When triggered a person may revert to thoughts or behaviour patterns. Often the behaviour is meant to protect the person, however some of the responses may be harmful to the person and even to others. Learning to identify your triggers and how you respond when triggered is important.

Common examples of triggers include:

- Stress (financial, familial, societal)
- Sensory (sounds, tastes, smells)
- Places
- People

#### 4.1.2 DISCUSSION: COMMON RESPONSES TO TRIGGERS

For this section ask participants to look at the Responding to Triggers Handout which is in [Appendix 2](#). Some common responses, highlighted in the handout, include avoidance, internalization and confusion.

#### Discussion:

Which of these responses have you used in the past?

What made you choose that response?  
What did it achieve for you?  
Are there any that you would like to try?

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### 4.1.3 DISCUSSION: COMMON EXAMPLES OF TRIGGERING EVENTS

For these sections ask participants to look at the Common Examples of Triggering Events handout which is in [Appendix 3](#) of this document. Ask them to answer all the questions then facilitate a discussion at the end.

The handout gives examples of triggering events a person might encounter while engaged in advocacy and asks participants to rate the strength of their emotional reaction.

Events include participants refusing to engage in activities or engaging in domineering behaviour and saying something offensive or oppressive as a panellist.

#### **Discussion:**

Which events scored highest for you? Why?

Which events scored lowest for you? Why?

Is there anybody that got mostly high numbers or neutral numbers or low numbers? Tell us about that?

Have you experienced any of these events? How did it feel? What did you do? How did people around you respond?

Now that you know these things are possible, how do you feel about undertaking personal advocacy?

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## 4.2 SELF CARE

**Definition:** Self-Care is what people do for themselves to establish and maintain health, and to prevent and deal with illness. It is a broad concept encompassing hygiene (general and personal), nutrition (type and quality of food eaten), lifestyle (sporting activities, leisure etc), environmental factors (living conditions, social habits, etc.) socio-economic factors (income level, cultural beliefs, etc.) and self-medication.' WHO, 1998

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### 4.2.1 DISCUSSION: WHAT'S YOUR SELF CARE PLAN?

**Ask participants to think about the following questions:**

- What actions do I take to reach optimal physical and mental health?
- What activities do I engage in to relax and attain emotional well-being?

#### **Discussion:**

When did you devise your self-care plan?

How effective is it?

Are there any areas that need some support?

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### 4.2.1 ACTIVITY: SELF CARE BINGO

Invite participants to play a game of Self-Care Bingo using the sheet in [Appendix 4](#).

Ask them to identify tick the boxes of self-care activities they currently use. The first person to tick one box under each of the letters B.I.N.G.O is the winner.

**Discussion:**

How hard was it to BINGO?

Does this game make you re-think anything about your self-care plan?

Does the sheet give you any new self-care techniques you want to try out?

---

#### 4.2.2 RESOURCE: SELF-CARE AS ADVOCATES/ACTIVISTS

Self-care is essential for advocates and activists, because the type of work you do asks a lot of you. If you are from a historically oppressed group, then you need even more self-care because just walking through life may have negative impacts on your mental and physical health.

Share the tips below with the participants and engage them in a discussion about their own advocacy journey so far.

- Accept that it's alright to feel burnt out or that you have reached your limit and allow yourself time to regroup.
- Disappointment is built into advocacy. Every success will come in the wake of several failures. Acknowledge this.
- When you hit a wall, remind yourself of the good work you have done so far. The fact that you started is a big positive!
- Keep your goals realistic to limit the scope of disappointments.
- Remind yourself of the reasons why you wanted to start advocacy. If you are truly struggling, weigh up the reasons you started with why you want to continue.
- Try not to become disillusioned. If an advocacy strategy is not working out, redesign it or remove it altogether to direct your energy more productively.
- Keep regular space in your life that is free from advocacy. A hobby that's unconnected to what you do is a good place to start.
- If you find that you are constantly on call from persons in the community that this is impacting your well-being, put a limit in place.
- Open up. Other advocates are great people to talk to when you feel you're burning out.
- Ask for help. If your workload is getting too much, learn to delegate, even if you are a perfectionist.
- Exercise is a proven anti-depressant. When you are struggling mentally with your advocacy, take a break and go out to get some exercise.
- Consider professional counselling as one of your advocacy tools.

---

#### 4.2.3 ACTIVITY: DEVELOPING YOUR SELF-CARE PLAN

**Definition:** A self-care plan is a thoughtfully constructed guide to promote our health and wellbeing. A self-care plan engages you in building a curriculum of knowledge, skills and attitudes to support your wellbeing.

Ask participants to use the Self-Care Plan Activity sheet in [Appendix 5](#) to develop a plan that fits them. Remind them that everybody's plan will look different, what's most important is that their plan works for their life.

Below are some suggestions that participants may consider in developing their plans. They are free to modify, replace or create their own as they go along.

### **Types of Self-Care**

**Emotional** - Talk to someone, reflect, journal, read, do something artistic, listen to music, work out, take a walk, watch something that suits the mood (or does the opposite and changes it), cry it out, hug someone, cuddle, laugh, take a nap.

**Environmental** - Take a walk somewhere nice, breathe in fresh air, enjoy the sun, enjoy the night sky, or redesign a room.

**Financial** - Develop a practical financial plan, open a savings account, start saving (even if \$1 per day), try saving even more if you are already saving, invest, cut back on unnecessary purchases, consider where you can cut corners, avoid credit cards, ask for a raise.

**Intellectual** - Read, listen to audiobooks, watch documentaries, complete puzzles, be mindful of the world around you, try something new, tap into your creative/artistic side, take a class, complete a program of study.

**Occupational** - Learn a trade, get your degree, train for a promotion, accept the promotion, put together your resume, polish your resume, apply for your dream job, take on a task you enjoy, open your own business.

**Physical** - Work out daily, take a walk, eat healthy, get your annual check-up, see the dentist, take medications as prescribed, avoid drugs and alcohol, get 7-9 hours of sleep, see the physician when you do not feel well.

**Social** - Meet up with friends and family, keep in contact with old friends, volunteer, go out, have fun, engage in healthy social media use, exude positivity, utilize technology when distance is a factor, have a big laugh.

**Spiritual**- Meditate, pray, reflect, engage in yoga, visit a meaningful site, do right by others, be mindful, consider your higher purpose and meaning, look to your higher power for support, love one another, help those in need.

## MODULE 5: STORY TIME

**Time:** 120 Minutes

**Resources:** Presentation  
Flipchart Paper  
Markers  
Pens  
Speakers  
Music

**Objectives:** Participants Will:  
Create a timelines of the most formative life experiences  
Explore which parts of their life’s story will be useful for personal advocacy  
Share their life’s stories in a safe space with mental health support

**Facilitator’s Notes:** This session provides a space for participants to explore the process through which they became the person they are today. It can bring up strong positive and difficult emotions. Establishing a light, supportive and non-judgmental environment is essential.

This session also lays the groundwork for the Telling My Story and Public Speaking sessions by allowing participants to think through their life's story and represent it in a visual format. In the latter sessions they will select the moments they want to use in their personal advocacy.

### **Steps and Instructions:**

It may be useful to ask participants to start thinking about their life's story before they arrive at the workshop. Let them know that they may share the story using storytelling alone or they may use a combination of storytelling and another creative element – dance, song etc.

If it helps, they can bring one small item with them that helps them tell their story.

---

## **5.1 ACTIVITY: CREATING YOUR TIMELINE**

This session should be free flowing and doesn't need to be structured, the aim is for introspection and helping the participants knit together how they have become themselves.

Invite the participants to sit however is comfortable for them. This could be on the floor or at tables. Play some music – maybe allow them to choose the playlist- and encourage participants to be as relaxed as possible.

Give each participant flipchart paper, pens and markers and ask them to draw a line down the middle of the paper. This is the timelines of their lives from birth to the present day.

Along that timeline ask them to note the people, events, and experiences that have most shaped who they are today. Remind them it's not just about their LGBT identity, they should incorporate all aspects of themselves.

Below are a few moments they may wish to include, but they are free to add their own.

- Your most triumphant moments.
- Most difficult moments
- What makes you uniquely you.
- What you love about you that nobody knows
- Memorable aspects outside of your LGBT identity.
- LGBT organizing or advocacy you have done
- Your coming out moment
- First crush
- First heartbreak
- First Relationship
- 

After participants have completed their timelines, invite volunteers to share with the larger group. Encourage participants to listen to each other. Be mindful of jokes and side comments when people are sharing vulnerable parts of themselves.

### **Discussion:**

Before the session ends, ensure you do a mental health debrief to see how participants are feelings and whether anyone needs support to unpack emotions that may have come up.

---

## **MODULE 6: THE PERSONAL IS POLITICAL**

**Time:** 90 Minutes

**Resources:** Presentation

**Objectives:** Participants will:  
Understand how to use their own spaces to effect change.  
Understand how to network and make connections to aid their advocacy.  
Understand that their story is valuable.

**Facilitator's Notes:** In this session participants will explore the concept and importance of personal advocacy.

**Instructions and Steps:**

---

## 6.1 PERSONAL ADVOCACY

Definition: Self-advocacy refers to an individual's ability to effectively communicate, convey, negotiate or assert his or her own interests, desires, needs, and rights (VanReusen et al., 1994).

Self-advocacy means understanding your strengths and needs, identifying your personal goals, knowing your legal rights and responsibilities, and communicating these to others.

---

## 6.2 DISCUSSION: CHARACTERISTICS OF A PERSONAL ADVOCATE

Share the list below with participants and ask them to identify which characteristics they can identify in themselves.

Are you someone who:

1. ...says what you think and feel?
2. ...speaks-up for things you believe in?
3. ...knows and understands your rights and responsibilities?
4. ...takes responsibility for your own life?
5. ...makes decisions that affect your life?
6. ...helps to improve your own life?
7. ...tries to change the way things are done?

**Discussion:**

How do these characteristics show up in your day-to-day life?

How do the people around you respond to these parts of your personality?

---

## 6.3 RESOURCE: HOW DO I DO PERSONAL ADVOCACY?

Below are some steps to engaging in effective personal advocacy. Share it with your participants and engage them in a discussion about how comfortable they would feel taking each step.

- You need to decide what you want to speak-up about.
- You need to plan how you are going to speak-up.
- You need to speak-up for yourself in any and every way that you can.
- You need the freedom to make basic choices about your life before you make certain personal advocacy moves.
- You need to take authority and become an expert on your life and your identities.

- You need to garner support for your personal advocacy goals. It's good to have the support of others and numbers help.
- You need to take responsibility for your personal decisions and how they impact your brand as an advocate / activist.
- You need to believe you can achieve your personal advocacy goals.

---

## 6.4 RESOURCE: FOUR POINT APPROACH TO PERSONAL ADVOCACY

Below are the four key steps you need to take when engaging in personal advocacy:

1. Break down the problem.
2. Educate yourself.
3. Identify your rights.
4. Develop a solution (advocacy goal) and strategy to address your problem.

---

## 6.5 EXAMPLES OF PERSONAL ADVOCACY – FORTIS QUEEN



Glenroy Murray is an LGBT advocate and graduate of Kingston College.

The prominent school has a long history of brilliant graduates, combined with varying levels of homophobia within the school and among the alumni, and exclusion ofGBTQ graduates.

Murray, using the #FortisQueen hashtag, shifted the conversation and encouraged queer graduates to claim space, release fear, and begin to contribute to their alma mater.

Share this story with participants and ask them to discuss this moment. Was it: Personal Advocacy? Strategic Move? Visibility Work? Shifting Perspectives? Conversation Starter?

Below is how the #FortisQueen moment utilises the 4 Step Approach to Personal Advocacy

### 1. Break Down The Problem

Toxic Masculinity and the culture in all-boys schools that exclude gay men, trans women and feminine men who attend their institutions.

### 2. Educate Yourself

As a member of #TeamJFLAG, Glenroy would have been familiar with the issue of toxic masculinity and how that affects men who identify as gay and men who are feminine.

### 3. Identify Your Rights

In this instance it was more a privilege than a right, but Glenroy should be able to celebrate KC's Founders' Day like any other alumnus while presenting as his authentic self.

### 4. Develop a solution

Glen's solution comes in steps. The first obvious step is visibility. Femme, gay men from all-boys schools must be seen. Conversations must be had.

---

## 6.6 NETWORKING AND ADVOCACY

Networking is a means of securing greater support which can strengthen the impact of our advocacy. Many advocates / activists are involved in networking because the issues we address are too large for us as individuals

or organizations to face on our own. We need help, we need encouragement, and we need to feel that we are not alone.

Successful networking helps to:

- accomplish something together which you could not accomplish alone;
- strengthen advocacy;
- influence others inside and outside the network;
- broaden the understanding of an issue or struggle by bringing together different constituencies;
- share the work;
- reduce duplication efforts and wasting resources;
- promote the exchanges of ideas, insights, experiences and skills;
- provide a sense of solidarity, and moral and psychological support;
- mobilize financial resources.

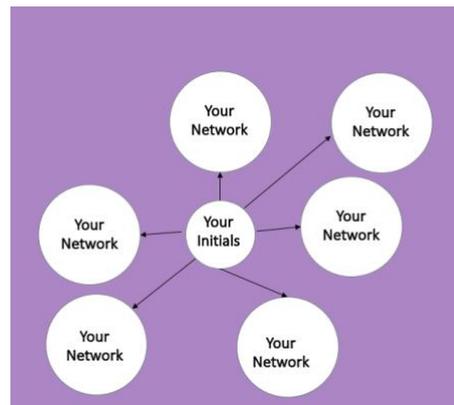
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### 6.6.1 ACTIVITY: MAPPING YOUR PERSONAL NETWORKS

This group work activity allows participants to identify their existing network and how they're already using them.

**Activity:**

1. Working in small groups (about 5 people), discuss some of the networks you belong to. Alumni association? Professional network? Service club? Auto club? Running group?
2. On a sheet of paper, use them to create a network map like the image to the right.
3. Take turns telling us how one of the networks you belong to has helped you achieve a goal.



## MODULE 7: TELLING MY STORY

**Time:** 120 Minutes

**Resources:** Presentation  
3x5 Index Card  
Telling My Story Speaker Evaluation Sheet (Appendix 6)  
Becoming Myself Timeline (from the Story Time module).

**Objectives:** Participants Will:

Understand key techniques in narrative story telling.  
Explore how they can use storytelling to create connection and understanding.  
Distil the essentials of their story to what can fit on a 3x5 card.  
Share their essential story in a mini public speaking exercise.  
Receive feedback on style and delivery of story

**Facilitator's Notes:** This session allows participants to build their storytelling skills while refining the elements of their personal story that they will use in their advocacy. It offers a safe space to try out personal storytelling while receiving constructive feedback and a lot of support.

### Steps and Instructions:

---

## 7.1 DISCUSSION: WHAT MAKES A GOOD STORYTELLER?

Ask participants to share the characteristics of a good storyteller and rate their own storytelling skills.  
Ask participants to name some good storytellers they know and what makes them great.

Below are some videos with examples of good storytelling that you may share with the participants:

Rt. Hon. Louise Bennet- Coverley (Ms. Lou)

<https://youtu.be/JF1FmpDrLWU?t=37>

Coca Cola Brotherly Love Video (and others)

<https://youtu.be/qdPXQLrueRg?list=PLkFZMf-exO6BrT36Lh2bn28MSXb9vy52Z>

### Discussion:

Would you say the storytellers are effective and why?  
What emotions/feelings come up when you're watching the video?  
What techniques do the storytellers use to connect with the audience?  
Is there anything that could/should have been done differently?

---

## 7.2 STORYTELLING FOR ADVOCATES

Ask participants to share their views on storytelling as advocacy. Probe for whether they have ever used their own story for advocacy.

Storytelling is an important part of social justice and can be used for the following:

- Community Assessment – discovering micro-narratives by listening to personal stories.
- Build Organizational Strength – exchanging strategies between and within organizations
- Engage Large Audiences – through global talks and knowledge exchanges, symposia and other sharing spaces built up around storytelling. reach people far away.
- Engage Civic Actors- sharing stories as a way of building political will and encouraging social change.

---

## 7.3 RESOURCE: THE BUILDING BLOCKS OF A GOOD STORY

According to renowned storyteller Ira Glass, a good story has two parts:

1. The anecdote
  - a. This is a story in its purest form. You may think of the many fairy tales that started with ‘Once Upon A Time’ or guest speakers at large events who often start their presentation by talking about something that happened in their past. A good anecdote is a sequence of events that builds and gives the impression that something is about to happen, rather than disjointed facts.
  - b. The anecdote provides the bait. It hooks the audience by giving them a bit of suspense and something to look forward to.
  - c. It raises questions that you will go on to answer.
2. The moment of reflection
  - a) The key point you wish to impress upon your audience- otherwise known as the takeaway or the meaning if it all.
  - b) This is the thread that strings the story together and makes listening worthwhile. If the anecdote builds up to something, the moment of reflection is where we discover the something.

In addition to those key components – here are some tips for making your story really shine!

- Omit any detail that doesn’t move the story forward.
- Use your own voice! Don’t be anxious about your accent or your use of English. You speak how you speak and it’s enough.
- Show your personality- a real and authentic speaker resonates more than a perfect speaker. Even if that speaker makes mistakes.
- Include some other characters – even when you’re telling a story about yourself, you can make it more fulsome by including others.

What does this look like when it’s all put together?

This: Will Smith – Fresh Prince of Belair Opening Song

<https://www.youtube.com/watch?v=hBe0VCso0qs>

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## 7.4 ACTIVITY: ‘BRUK IT DOWN’ - BUILDING YOUR OWN NARRATIVE

In this activity participants will explore what aspects of their personal story can be used for narrative storytelling and build out a story for a specific audience.

### **Step 1: Broad Strokes of Your Story**

Allow the participants to organize themselves into small groups and assign each group a format/audience pair from the list below.

Ask participants to use the guide questions below to think through what they would talk about in their session with their assigned audience.

Story development guide:

- Who is your audience?
- What, if anything, is your audience expecting?
- What does your audience know already about your topic?
- What might your audience find interesting, strange, or surprising about your story? (Look back at the Becoming Myself Timeline)
- How can you entice the audience into the world of your story and make them feel part of it?
- What would you like the audience to think/feel after hearing your story?
- Will the audience be able to use your story as a springboard for telling their own?

- How might the audience feel differently about your topic after hearing the story?

### **Format/Audience Pairs:**

#### Group 1

Format: Podcast

Audience: 20 & 30 something year old Caribbean people. Some are allies and some are anti-queer.

#### Group 2

Format: Live Presentation

Audience: Faith Based Leaders at the Annual General Meeting of the Jamaica Baptist Union

#### Group 3

Format: Live Presentation

Audience: Members of the Jamaica Employers Federation

#### Group 4

Format: TV Interview

Audience: 40 & 50 something year old rural Jamaicans

#### Group 5

Format: Live Presentation

Audience: Members of the National Parenting Support Commission

#### Group 6

Format: Live Presentation

Audience: Annual Conference of the Jamaica Teachers' Association

Give the groups about 10 minutes to revisit their Becoming Myself Timelines and to think broadly about their answers before moving on to Step 2.

### **Step 2: Distilling Your Story**

Give each participant one 3 x 5 card, and ask them to write the essentials of the story they will share with their audience. All the information should fit on one side of the card.

Give participants about 15 minutes to make their notes and then ask for volunteers to share with the audience.

Here are the key things the story should include:

- Anecdote: sequence of actions or events with movement.
- Connection: something that makes people feel connected to the story.
- Suspense: raises questions and includes elements of anticipation and surprise.
- Emotions: vivid sensory description including feelings/emotions.
- Reflections: woven into the story to give a deeper meaning.
- Foundation: the story links to an ESCR.

Assemble a panel of assessors from the facilitation team who will use the assessment sheet to evaluate each presentation and provide feedback. The evaluation sheet is in [Appendix 6](#).

## MODULE 8: TALK UP DI TINGS DEM – PUBLIC SPEAKING 101

**Time:** 180 Minutes

**Resources:** Presentation  
Public Speaking 101 Speaker Evaluation Sheet (Appendix 7)

**Objectives:** Participants Will

- Understand public speaking strategies
- Understand how to use language efficiently
- Explore techniques for preparing for public speaking
- Explore techniques for managing nerves associated with public speaking
- Understand the baggage that language carries and how to get around it
- Understand ethics in language
- Build capacity in panel discussion presentations

**Facilitator's Notes:** In this session participants will build public speaking skills in a supportive non-judgmental environment. It introduces the LARA method and offers a space for participants practice posing and answering questions they are likely to encounter during a panel presentation.

### Instructions and Steps:

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#### 8.1 PUBLIC SPEAKING

**Definition:** Public speaking skills refer to the talent of effectively addressing an audience.

Whether it is in front of a group of people you already know or a crowd of complete strangers, your ability to communicate to them with clarity and confidence is key.

---

#### 8.2 RESOURCE: THREE PS OF PUBLIC SPEAKING

Becoming a good public speaker requires three basic steps:

1. **Prepare** – gather your information, think about what questions you may be asked by allies as well as people who want to challenge you, check your facts, think about what emotions may come up during the speech and how you will manage them.
2. **Practice** – rehearse your presentation before you deliver it. This isn't about memorising your presentation, rather making sure you are so clear on the key points that you can find your way back to them even if you become rattled. It's also useful to practice your presentation in front of an audience so they can give you feedback on how you can improve.
3. **Perform** – deliver your presentation to your audience to the best of your ability. Remember the most important points and remain connected to your emotions as you share.

---

#### 8.3 RESOURCE: MAIN PARTS OF A SPEECH

**Greeting** –Think about Wendy Williams saying ‘How You Doin?’ to her audience each day. The greeting establishes the vibe of the presentation (formal, comedic, relaxed) and opens the channel of communication between you and your audience. If there are dignitaries of persons of note you will need to recognize them by following the stipulated protocol.

**Introduction** –Tell the audience, in brief, who you are and why you are there. Provide the audience with a single, simple idea to remember. That way even if they become distracted during the presentation they already know the BIG point. This is where you include your anecdote or your joke.

**Body** – The body of a speech is where you share the main ideas. You may interweave several anecdotes and moments of reflection; include statistics, and raise several points that relate to each other. Organization is key so the body flows and links back to the introduction.

**Conclusion** – The conclusion is where you wrap up your presentation and re-emphasis your ideas. Ensure that your conclusion links back to the BIG point you raised in your introduction. Instead of leaving the conclusion to ‘just happen’, plan it out from the start to make sure it’s effective.

---

#### 8.4 RESOURCE: TIPS FOR BETTER PUBLIC SPEAKING

**Eye Contact** – make eye contact with the members of your audience. People connect more when they feel the speaker is addressing them directly. Remember to also look at the people in the back of the room. Also, mix it up – try not to keep staring at one person.

**Body Language** – about 55% of human communication is body language. Confident and assertive body language includes a few elements: shoulders down away from the ears and pulled back; ribs that are expanded and a diaphragm that is engaged. Arms and legs that are loose and move easily instead of rigid and set in place. Open body language meaning the hands are not folded over the chest but rather beside you or behind you

**Warm-ups** –warming up your voice, face and body will help you to feel more relaxed before and during your presentation. It also helps you to speak louder and more clearly and to practice positive assertive body language.

Verba Vocal Technique Quick Vocal Warm Up for Public Speaking

<https://www.youtube.com/watch?v=hb1Cv7aDXmk>

**Manage the External Things**- showing up to deliver a speech or make a presentation doesn’t automatically cancel everything else happening in your life; and those things can creep into your emotional and mental space and impact your speech. Before you speak, spend a little time thinking about what you’re feeling, what feelings might come up (including past trauma, anxiety about speaking, and your dislike for the audience etc) and processing those emotions so they don’t derail your speech.

**Scaling** – where you are presenting determines how you present. Scale your voice, and body up or down depending on the space. For instance, speaking with a loud voice on stage is a great way to connect you’re your audience while speaking loudly on radio can come across as shouting. Big expressive body language is great for in person presentations but can be distracting on TV.

---

#### 8.5 RESOURCE: RESPONDING TO DIFFICULT QUESTIONS – THE LARA METHOD

Ask participants to share how they usually respond to difficult questions. What types of questions are most difficult for them and does their response work for or against them?

Panel presentations can feel like landmine, especially since we don’t know what questions will be asked. The LARA method offers a model for responding to difficult questions and possibly establishing common ground with folks having opposing views.

**L**isten

**A**ffirm

**R**espond

**A**dd

Often, when faced with a difficult question, we jump straight to step 3 – Respond- but we offer better feedback, and we offer better feedback, when we intentionally Listen and Affirm before we respond.

Let's explore the LARA Method in some more detail:

**Listen** – until you hear the moral principle or a common feeling.

Try to understand what lies at the core of the question. What are they saying? What is the thing they believe?

**Affirm** – express a connection you found to what they experienced or the principle they're speaking from.

Convey that you're not going to hurt or attack them, and you know they also have a point or place that they're coming from that is legitimate.

**Respond** – we often try to start here.

Answer the question that was asked. Respond to what they raised.

If you agree, say that too – you don't have to be enemies, even if you disagree on some points.

**Add information** – share the information you want to give the person.

State whatever facts you may have. Correct any mistake in information. Suggest resources of organizations or a personal anecdote.

Source: *The Program on Intergroup Relations – University of Michigan, 2014*

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## 8.6 ACTIVITY: PANEL PRESENTATION PREP

Ask participants to volunteer as speakers on a panel presentation. Ask them to use their stories on the 3x5 card from the previous module to deliver a presentation to a mixed audience.

Allow the other participants to brain storm some questions they would like to ask the participants – some questions could be friendly and some a bit more hostile. They are also allowed to develop presentations as the speeches are being delivered.

Allow each speaker to present for 5 minutes then open the floor to questions.

A team of assessors should evaluate the speakers and the responses they give to the questions using the assessment sheet in [Appendix 7](#)

**Mental Health Note:** During this session, speakers will be sharing tender personal information. If someone becomes emotionally overwhelmed or reveals something new and painful it may not be wise to ask the hostile question.

Always read the room and if necessary pause the exercise, debrief participants and offer support to speakers and participants.

## MODULE 9: CONTROLLING THE NARRATIVE

**Time:** 60 Minutes

**Resources:** The Gay Agenda In Jamaica CVM Interview  
Controlling the Narrative Guidelines Handout

**Objectives:** Participants Will:  
Learn conversational technique  
Understand how to control emotions during conversations  
Prepare for live discussions

**Facilitator's Notes:** This module allows participants to learn techniques for controlling the narrative by watching an interview with Glenroy Murray that highlights some missteps and suggesting alternate ways of responding.

**Steps and Instructions:**

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## 9.1 DISCUSSION: COMMON MISTAKES IN DIFFICULT INTERVIEWS

In May 2018 Glenroy Murray -then Associate Director Programs and Advocacy at J-FLAG appeared on CVM Live alongside Phillipa Davis- Advocacy Officer at the Jamaica Coalition for a Healthy Society. The topic was the Gay Agenda in Jamaica.

Murray and Davis are understood to be on opposite sides of the LGBT Rights debate. The video is below:

<https://www.facebook.com/ashleyann.foster1/posts/10156331490239730>

**Discussion:**

What do you think each of the participants is feeling and why?  
What is Glenroy doing that works?  
What is Glenroy doing that doesn't work?  
What would you do differently as Phillipa or Glenroy?  
How would you handle this situation?  
What could you do to prepare for such an interview?

---

## 9.2. RESOURCE: TIPS FOR CONTROLLING THE NARRATIVE

Share the Controlling the Narrative Guidelines Handouts in [Appendix 8](#) with the participants. Tips include knowing your audience and not talking down to people.

**Discussion:**

Which of the guidelines do you usually struggle to follow?  
How confident are you that you can follow these guidelines?  
Is there anything else you would suggest?

**Time:** 120 Minutes

**Resources:** Presentation  
Paper  
Pens

**Objectives:** Participants Will:  
Work in groups to select an issue of their choice – linked to ESCRs  
Design media product to bring awareness to the issue  
Receive feedback from the trainers and the larger group.  
Integrate feedback and attempt a second version

**Facilitator’s Notes:** This is the final session of the training. It provides participants with an opportunity create advocacy projects and identify a network of collaborators who share similar interests and/or who have skills and connections that could benefit their projects.

**Steps and Instructions:**

---

**10.1 ACTIVITY: HOW DO YOU WANT TO LIVE OUT LOUD?**

Ask the participants to think about their potential advocacy projects. It should be something they’re passionate about and in a medium that feels comfortable and safe.

Ask them to use the guide categories below to flesh out a project and, when finished, to share their project with the larger group. Encourage the group to listen and offer feedback. Also, to exchange information so they can collaborate on projects.

<b>What would you like to advocate around?</b>	
<b>What ESCR could it be linked to?</b>	
<b>How does it link to your personal story?</b>	
<b>What medium/media work best?</b> Video      Writing Podcast      Photo Speeches      Other	
<b>Who is your audience</b>	
<b>Where would this be shared?</b>	
<b>Will you be visible or anonymous?</b>	
<b>Any other information?</b>	

**MODULE 11: CHECK-OUT**

**Time:** 30 Minutes

**Resources:** None

**Objectives:** Participants share how they feel at the end of the training.  
Final mental health check before training concludes.

**Facilitator's Notes:** This session allows participants to connect with each other and with themselves one last time before returning home.

**Steps and Instructions:**

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**11.1 ACTIVITY: HEAD/ HEART/FEET**

Ask participants to stand in a circle and share the following information about themselves:

**Head** – What they are thinking at the end of the training.

**Heart** – What they are feeling at the end of the training.

**Feet** – What they are excited to do after the training

## APPENDIX 1: PRE AND POST TRAINING SURVEY

Please click the link below for the pre and post training survey:

<https://forms.gle/GcMQcUrFGSP3MHQA7>

### Responding to Triggers

A trigger is something that an individual says or does or an organizational policy or practice that makes us, as members of social groups feel diminished, offended, threatened, stereotyped, discounted, or attacked. Triggers do not necessarily threaten our physical safety. We often feel psychologically threatened. We can also be triggered on behalf of another social group. Though we do not feel personally threatened, our sense of social justice feels violated.

Triggers cause an emotional response. These emotions include hurt, confusion, anger, fear, surprise, or embarrassment. We respond to triggers in a variety of ways, some helpful and others not. Our guide in developing a full repertoire of responses to triggers is to take care of ourselves and then decide how to respond most effectively. Some of these responses are effective and some are not. What responses we choose depend on our own inner resources and the dynamics of the situation. This list is not intended to be all-inclusive and is in no order of preference.

*Leave:* We physically remove ourselves from the triggering situation.

*Avoidance:* We avoid future encounters with and withdraw emotionally from people or situations that trigger us.

*Silence:* We do not respond to the triggering situation though we feel upset by it. We endure without saying or doing anything.

*Release:* We notice the trigger, but do not take it in. We choose to let it go. We do not feel the need to respond.

*Attack:* We respond with an intention to hurt whoever has triggered us.

*Internalization:* We take in the content of the trigger. We believe it to be true.

*Rationalization:* We convince ourselves that we misinterpreted the trigger, that the intention was not to hurt us, or that we are overreacting so that we can avoid saying anything about the trigger

*Confusion:* We feel upset but are not clear about why we feel that way. We know we feel angry, hurt, or offended. We just don't know what to say or do about it.

*Shock:* We are caught off guard, unprepared to be triggered by this person or situation and have a difficult time responding.

*Name:* We identify what is upsetting us to the triggering person or organization.

*Discuss:* We name the trigger and invite discussion about it with the triggering person or organization.

*Confront:* We name the trigger and demand that the offending behavior or policy be changed.

*Surprise:* We respond to the trigger in an unexpected way. For example, we react with constructive humor that names the trigger and makes people laugh.

*Strategize:* We work with others to develop a programmatic or political intervention to address the trigger in a larger context.

*Misinterpretation:* We are feeling on guard and expect to be triggered, so that we misinterpret something someone says and are triggered by our misinterpretation, rather than by what was actually said.

*Discretion:* Because of dynamic in the situation (power differences, risk of physical violence or retribution, for example), we decide that it is not in our best interests to respond to the trigger at that time, but choose to address the trigger in some other way at another time.

Adams, M., Bell, L. A., Griffin, P. (Eds.). (1997). *Teaching for Diversity and Social Justice, A Sourcebook*. New York and London: Routledge.

### Common Examples of Triggering Events

Directions: Use a 0-5 scale to rate the following triggers:

- 0 = no emotional reaction
- 1 = very mild level of emotional reaction
- 2 = low degree of emotional reaction
- 3 = moderate degree of emotional reaction
- 4 = medium-high degree of emotional reaction
- 5 = high level of emotional reaction

#### A. When a participant or co-facilitator:

- Makes an offensive comment
- Demonstrate racist, sexist, homophobic, classist, etc. attitudes
- Challenges the validity of the information or statistics being presented
- Criticizes my style, design, or approach
- Dominates the conversation and "airtime"
- interrupts me or the participants
- demonstrates domineering, threatening, or controlling behavior
- refuses to participate in the discussion or the activity
- tries to "bully" me or another participant
- is arrogant and self-righteous
- dismisses the conversation as "political correctness"
- is "set in their ways" and unwilling to shift their perspectives
- "coaches" members of target groups on how to act, think, and feel
- Portrays themselves as the "victim" of "reverse discrimination"
- Proclaims that they are "a good one" and doesn't own their own agent group identity
- Demonstrates disruptive behavior including joking, side conversations, and snide or sarcastic comments
- Questions my competency as the facilitator
- Challenge some of my comments or behaviors and labels it oppressive
- Is colluding with their own oppression
- "rescues" members of the agent group
- Is experiencing and expressing deep emotions of pain, grief, or anger
- Makes oppressive comments about members of their own race, gender, etc. group
- Only engages in the conversation out of their target identities
- Shifts the conversation away from their agent group and back to their target group
- "does not get it" as a member of an agent group and can not "make the connection" and use the membership in target groups to understand another form of oppression
- Tries to derail the planned format and agenda
- Refuses to engage in any further dialogue
- Tries to work out their personal issues on me or the group

- Projects their assumptions and feelings onto me or the group

**B. As a Panelist**

- I make a mistake
- I do or say something offensive or oppressive
- I can't figure out how to manage a situation
- A participant is angry with me
- There is intense conflict among participants
- Another panelist is triggered and experiencing deep emotions
- A participant or event reminds me of someone or reactivates some incident from my past
- Another panelist mismanages an activity or makes an ineffective intervention
- Another panelist tries to "correct" me or criticizes me in front of the group
- Another panelist is silent and "disappears" during a group discussion in which they are a member of the agent group

# Self-Care Bingo

Mark an X through each of the activities that you engage in when you are trying to practice self-care.

Take a Warm Bath or Shower	Watch a TedTalk	Listen to Music	Look up Inspirational Quotes	Watch Porn
Go on a Date	Randomly Dance	Have Sex	Watch a Movie	Clean the House
Do Tasks you're Avoiding	Pray	<b>FREE</b>	Organize your Closet	Write in your Journal
Shop for New Clothes	Practice Deep Breathing	Read a Book	Go to Sleep	Exercise
Book a Weekend at a Hotel	Shop for Groceries	Spend Time with Friends	Talk to your Therapist	Go to a Party

APPENDIX 5: SELF-CARE PLAN ACTIVITY SHEET

Activity:

## Create Your Self-Care Plan

Write at least one thing you will do as <b>Emotional Self-Care</b>	
Write at least one thing you will do as <b>Environmental Self-Care</b>	
Write at least one thing you will do as <b>Financial Self-Care</b>	
Write at least one thing you will do as <b>Intellectual Self-Care</b>	
Write at least one thing you will do as <b>Occupational Self-Care</b>	
Write at least one thing you will do as <b>Physical Self-Care</b>	
Write at least one thing you will do as <b>Social Self-Care</b>	
Write at least one thing you will do as <b>Spiritual Self-Care</b>	

**APPENDIX 6: TELLING MY STORY SPEAKER EVALUATION FORM**



**#OutloudJA Speakers' Bureau Training  
Speaker Evaluation Form  
Telling My Story**

Speaker in Training \_\_\_\_\_

1) Speaker Evaluation:

	Very Strongly	Strongly	Somewhat	Not Much	Not At All
Conveys the moral or nugget of the story					
Uses feelings and invites empathy/sympathy					
Uses elements of surprise and/or anticipation					
Keeps the story moving, has flow					
Uses vivid sensory descriptions					
Uses self-reflection to deepen the meaning of the story					
Has good public speaking skills					
Included multiple identities, inclusive of sexual orientation and gender expression and identity					
Connected the story to ESCRs					
Came across as authentic.					

2) My favourite part about your story was...




3) I would encourage you to focus on improving...


4) Additional Notes or Feedback:


# APPENDIX 7: PUBLIC SPEAKING 101 SPEAKER EVALUATION FORM



Funded by the European Union



Equality for All  
Foundation Jamaica Ltd.

## #OutloudJA Speakers' Bureau Training Speaker Evaluation Form Public Speaking 101

Speaker in Training \_\_\_\_\_

### 1) Speaker Evaluation:

	Very Strongly	Strongly	Somewhat	Not Much	Not At All
Conveys the moral or nugget of the story					
Uses feelings and invites empathy/sympathy					
Uses elements of surprise and/or anticipation					
Keeps the story moving, has flow					
Uses vivid sensory descriptions					
Uses self-reflection to deepen the meaning of the story					
Has good public speaking skills					
Included multiple identities, inclusive of sexual orientation and gender expression and identity					
Connected the story to ESCRs					
Came across as authentic.					

### 2) My favourite part about your story was...




3) I would encourage you to focus on improving...


4) Additional Notes or Feedback:


## APPENDIX 8: CONTROLLING THE NARRATIVE GUIDELINES

### Controlling the Narrative

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#### Tips for Managing Conversation on Human Rights

When doing advocacy and/or activism in any form, it is important to maintain control of the situation or you'll become the victim of a soundbite or a wayward tweet that will haunt you in years to come. How you come off to people will make or break whether they listen to you or tune you out.

Here are some tips on keeping a cool head and not allowing yourself to be swept up/away in conversation:

- **Be Prepared!** – It is important to do your research. Whether it is having talking points that you look at before you start talking or you go over your story in your head, it's important to have stats, facts, figures and powerful anecdotes and comparisons ready for any curve ball.
- **Don't Let Them See You Sweat!** – The easiest thing to do in a conversation is lose people. The easiest way to lose people is to get angry or flustered. Know your triggers, your weaknesses and what you excel at. As an LGBT person, you may be pushed to fall into the stereotypes and preconceived notions that exist, stay calm, amicable and relaxed. Make people want to talk to you.
- **It's Not an Essay Competition** – When you are coded as “bright” people will listen to you more, but if you overuse big words then no one will be able to follow. You want people to relate to you. You want their understanding. Speak in the language (including Patois) that makes you shine through the most. Jamaicans want a real person, not a packaged, stoic authority figure.
- **Know Your Audience** – Every story can be tailored and packaged according to the audience you are in. Some audiences are just not for you at all. It's important to know which version/aspect of yourself you want to take centre stage and which parts of your story you want to be highlighted. Tailor it like you tailor your resume for a job.
- **Nuh Badda wid Di Long Talking** – Breathe! Talk with a good pace so people can follow, especially when discussing technical issues. You should avoid talking for more than three minutes at a time. You want people to be able to digest what you say. Being long winded may work against you.
- **Don't Talk Down to People!** – It's important to ensure your language is accessible and that you do not come off as if you are better than people: you will lose them. Appeal to their shared humanity, shared experiences and shared stories. Try to understand where they are coming from. Concede where you can without losing your larger point.
- **Listen to the Rumours** – People are coming with preconceived notions and stereotypes. Be ready to calmly answer those. Show them why their notions have issues and give them a better view. If you know what they will throw your way, you won't be caught slipping.
- **Not Everyone is Worth It** – Some people, some platforms and some discussions are designed to trigger and upset you. Respectfully decline or disengage once you recognize that this is what is happening. It's better for your mental health and for your overall image if you don't fight every battle.
- **Acknowledge Progress** – Calling out can be useful but it's only one tool in your toolbox. Sometimes people make a positive step, big dem up. Make them feel nice about it. Show them that they already have

the capacity for change. It's like teaching a baby to walk. Patience (even when frustrated) is the most important talent.

- **How Can I Help?** – Leave people with something they can do or resources they can read or people they can reach out to. Change begins with the conversation, but it doesn't end there. Showing people how they can be a part of the solution is a good way of sewing seeds for a better future.