

## Appendix 1.2 Acceptance and Commitment Training Overview

<b>Session Activities</b>
<b>Session 1</b>
1.1. Introduction
1.2. Group Goals and Rules
1.3. ACT and Stigma Reduction
1.4. The Marker Exercise
<b>Break (10 minutes)</b>
1.5. Inclusion/Exclusion Circle
1.6. Mindfulness & Leaves-on-a-stream Exercise
1.7. Homework & Closure: Mindful Activity
<b>Session 2</b>
2.1. Welcome Back & Centering / Mindfulness
2.2. Review of Homework
2.3. Stigma Sculpture
<b>Break (15 minutes)</b>
2.4. Stories and Rules Regarding Stigma and Paired Singing
2.4.1. Sharing stories and rules regarding stigma
2.4.2. Label <b>**LUNCH BREAK – 40 MINUTES**</b>
2.4.3. Paired singing
2.5. Lego Exercise
2.6. 100 <sup>th</sup> Birthday Party
<b>Break (15 minutes)</b>
2.7. Cultural and Personal Values
2.8. Bull’s-Eye Exercise
2.9. Bus-Driver
2.10. Mindful Committed Action Plan & Closure
<b>Session 3</b>
3.1. Centering / Mindfulness
3.2. Review of Homework
3.4. Review of ACT Model
3.5. Forgiveness Card Exercise
<b>Break (15 minutes)</b>
3.6. Origami with fortuneteller
3.7. ACT Goodbye

### Appendix 1.3.1 – Hexaflex ACT Model

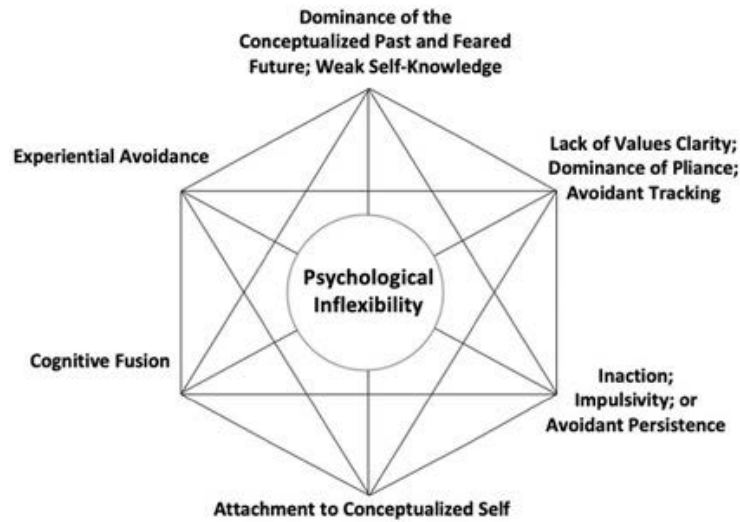


Figure 2. Processes that contribute to psychological inflexibility (Hayes, S. C., Luoma, J. B., Bond, F. W., Masuda, A., & Lillis, J. (2006). Acceptance and commitment therapy: Model, processes and outcomes. *Behaviour research and therapy*, 44(1), 1-25.; with permission.)

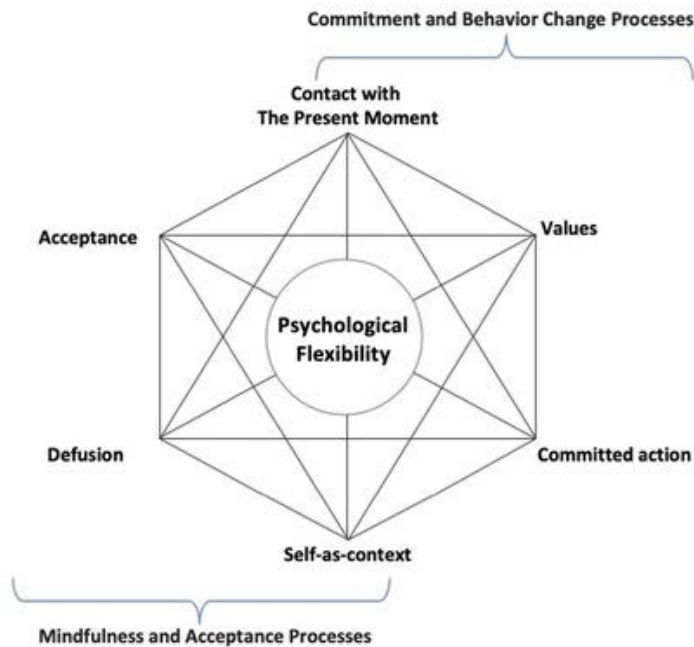
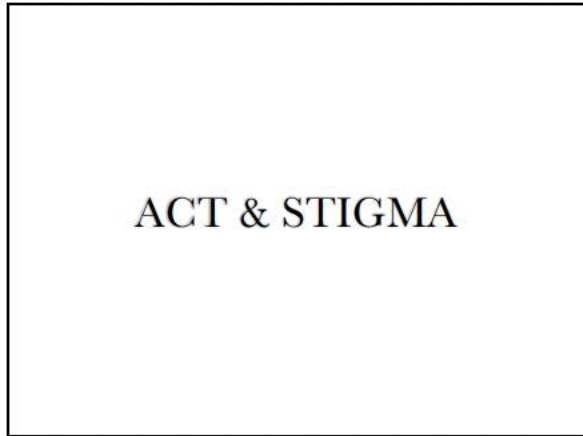
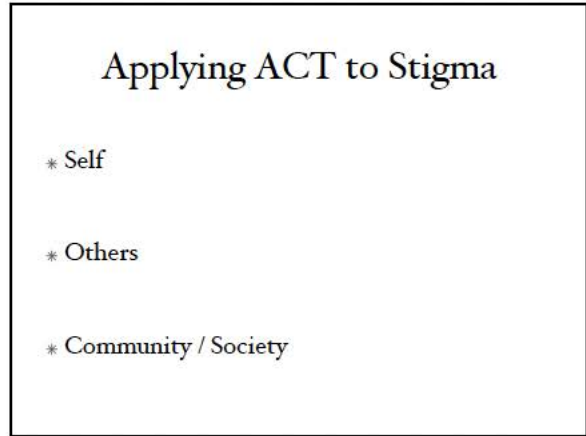


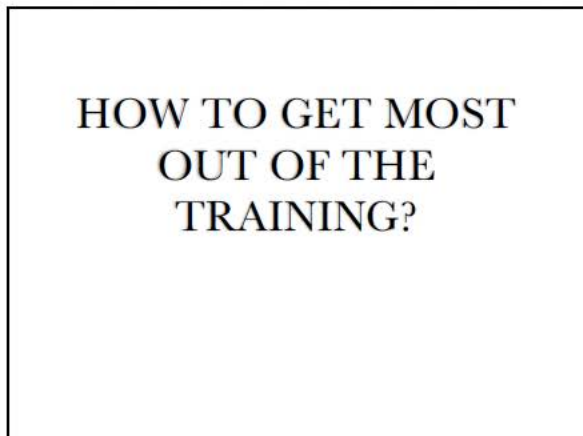
Figure 3. Processes that contribute to psychological flexibility (Hayes, S. C., Luoma, J. B., Bond, F. W., Masuda, A., & Lillis, J. (2006). Acceptance and commitment therapy: Model, processes and outcomes. *Behaviour research and therapy*, 44(1), 1-25.; with permission.)



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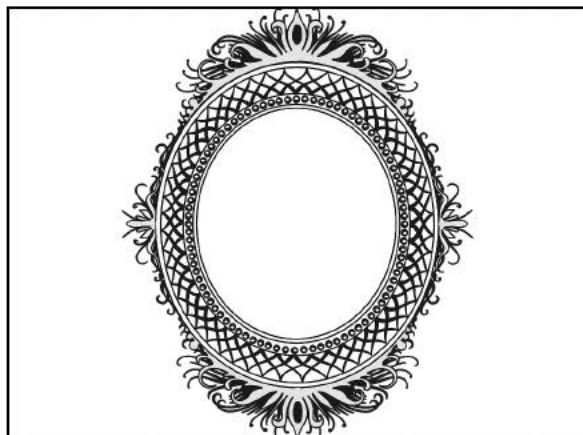
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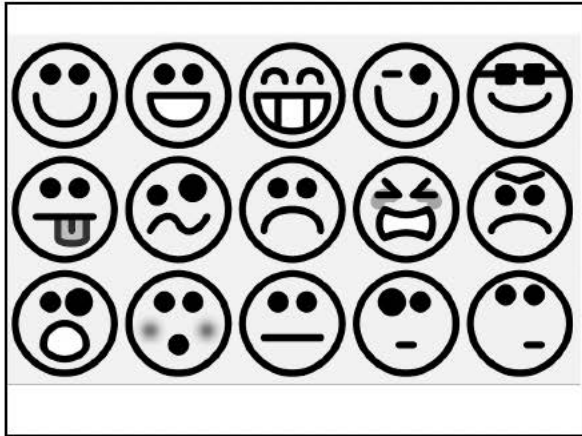
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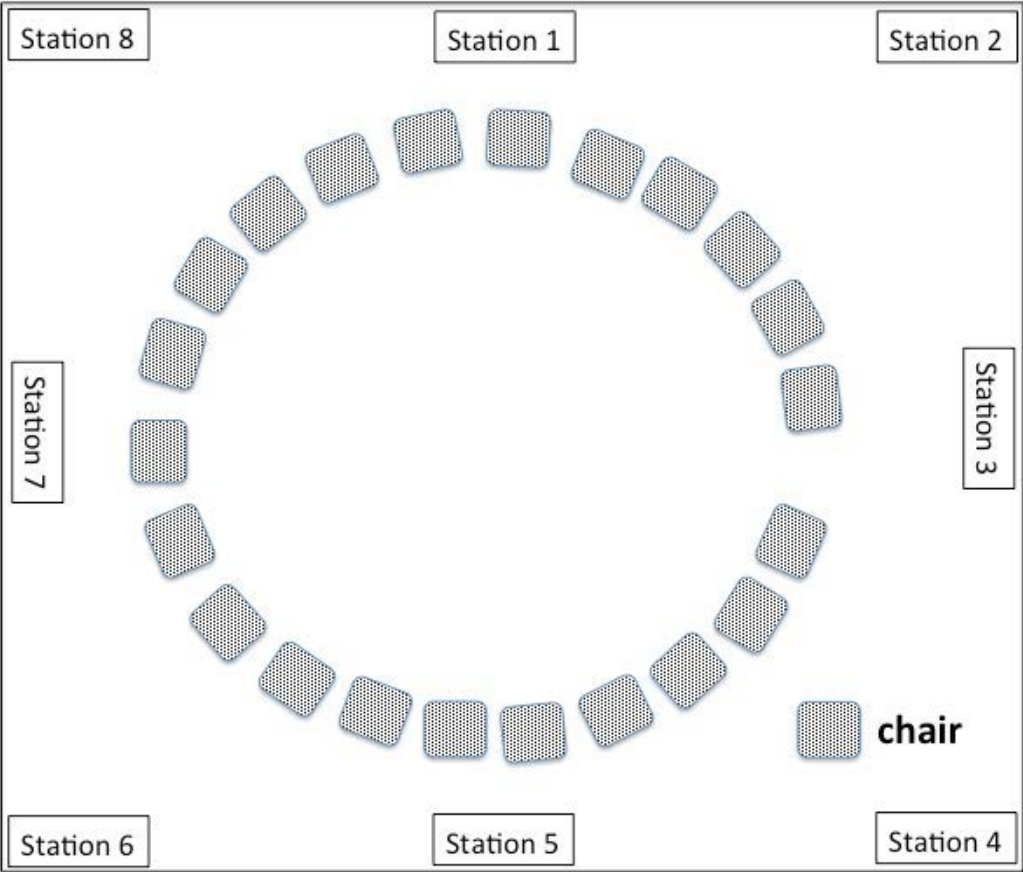


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Appendix 1.5a – Diagram for space arrangement (Exclusionary Circle)



## **Appendix 1.5b – Case scenario cards**

### **Descriptions of Marginalized and Privileged Identities**

#### **1. COLOUR: RED**

If you are holding a red card, this is about you. You were trained as an engineer in your country of origin. You had ten years of professional experience before you immigrated to Canada two years ago. You tried to find work in the engineering field in Toronto and you have not been successful. You are currently working as a part-time sales representative. You feel discouraged and worried about your future. If you are holding a red card, leave the circle and go to Station #1. Stay there and do not accept anyone else into the station.

#### **2. COLOUR: BLUE**

If you are holding a blue card, this is about you. Your father has frequent outbursts of anger. Whenever he is angry, he beats your mother and yells at you. Last week your father went into a rage again. Your mother took you and your little sister to a shelter. You now have to attend a different school near the shelter. You feel embarrassed about telling your new classmates where you are living. If you are holding a blue card, leave the circle and go to Station #2. Stay there and do not accept anyone else into the station.

#### **3. COLOUR: PINK**

If you are holding a pink card, this is about you. You are 15 years old. You are gay. You have been bullied at school since Grade 4 for being different. You have tried to talk to your parents about your sexuality but they always change the topic. You feel anxious when you go to school; you cannot stand how other students have been making fun of you. You have decided to drop out of school. If you are holding a pink card, leave the circle and go to Station #3. Stay there and do not accept anyone else into the station.

#### **4. COLOUR: ORANGE**

If you are holding an orange card, this is about you. You are a 12-year-old of East Asian background. When you watch TV or movies, it really bugs you that most East Asian characters are portrayed either as “nerds” or “Asian gangsters.” Although your parents were born in Canada, people always ask you where your parents were from. Your teachers at school expect you to do well in math and ignore you when you try to make it on the football team. If you are holding an orange card, leave the circle and go to Station #4. Stay there and do not accept anyone else into the station.

#### **5. COLOUR: PURPLE**

If you are holding a purple card, this is about you. You are a transgender Asian person. Your family disowned you when you came out to them about your gender identity. When your employers and co-workers found out that you are a trans-man, they used different excuses to prevent you from getting a permanent job. You moved to downtown Toronto because you feel unsafe on the streets in suburban areas. One time, you ran out of money and had to stay at a men’s shelter, but the fellow residents harassed you; they called you names and wanted to send you away. If you are holding a purple card, leave the circle, go to Station #1, and ask – “Can I join you?” Once you are rejected, move on and go to the next station to ask if you can join. Again, you will be rejected. Keep moving to the next station until you get to Station #5 where you will stay. This is a reminder that all those in Stations #1, 2, 3, and 4 are not to accept anyone else into your own station.

## **6. COLOUR: YELLOW**

If you are holding a yellow card, this is about you. You are a new immigrant. Your spouse is seven months pregnant. You arrived in Toronto with your spouse last week. You found out that there is a three-month waiting period before you are able to access the Ontario Health Insurance Plan. You cannot afford to pay for an appointment with an obstetrician. If you are holding an orange card, leave the circle and go to Station #6. Stay there and do not accept anyone else into the station.

## **7. COLOUR: GREEN**

If you are holding a green card, this is about you. You are a 16-year-old of South Asian background. When you entered high school, everyone at school told you to join the cricket team, even though you were really interested in football. Every time there is a news story on the so-called honour killing, other students would ask if you know the victim. Some of your classmates also wanted to know if you would have an arranged marriage once you finish school. If you are holding a green card, leave the circle and go to Station #7. Stay there and do not accept anyone else into the station.

## **8. COLOUR: BROWN**

If you are holding a brown card, this is about you. You grew up with strong religious beliefs and affiliation. After you immigrated to Canada two years ago, you have continued to be an active member in your church. Being a new immigrant, you rely on the social network and support at church. However, you are not able to disclose to your church leaders or other church members that you have depression and an addiction problem. The strong doctrine of purity and moral living makes you feel judged and ashamed. If you are holding a brown card, leave the circle and go to Station #8. Stay there and do not accept anyone else into the station.

## **9. COLOUR: WHITE #1**




If you are holding a white card, this is about you. You are 16-years-old. You have many friends at school. In the last two weeks, you noticed that one of the boys in your class stopped coming to school. He was a quiet guy; he seemed nervous whenever he had to speak in class, and he could not stop shaking his legs when he sat in class. But he seemed to be a kind person. You wonder if he dropped out because your classmates were calling him a 'freak.' You also wish you had stood up for him when other students were bullying him. Since you are holding a white card, you get to stay in the circle. You can continue to mingle.

## **10. COLOUR: WHITE #2**

If you are holding a white card, this is about you. You live in an affluent neighborhood with your wife and two sons. You seldom worry about your sons being stopped and searched by the police. You also do not have to worry about being shot in your own neighborhood. You are pleased that your oldest son has been accepted to study law at the University of Toronto. Since you are holding a white card, you get to stay in the circle. You can continue to mingle.

**Appendix 1.6 – Free online audio guide on Leaves-on-a-stream & Mindfulness Meditation**

[Print in black and white, cut, and give each participant one resources link)

	<p><b>Leaves-on-a-stream</b> <a href="http://www.drluoma.com/media/Leaves%20on%20the%20stream.mp3">http://www.drluoma.com/media/Leaves%20on%20the%20stream.mp3</a></p> <p><b>Mindfulness meditation at</b> <a href="http://marc.ucla.edu/body.cfm?id=22">http://marc.ucla.edu/body.cfm?id=22</a></p>
	<p><b>Leaves-on-a-stream</b> <a href="http://www.drluoma.com/media/Leaves%20on%20the%20stream.mp3">http://www.drluoma.com/media/Leaves%20on%20the%20stream.mp3</a></p> <p><b>Mindfulness meditation at</b> <a href="http://marc.ucla.edu/body.cfm?id=22">http://marc.ucla.edu/body.cfm?id=22</a></p>
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	<p><b>Leaves-on-a-stream</b> <a href="http://www.drluoma.com/media/Leaves%20on%20the%20stream.mp3">http://www.drluoma.com/media/Leaves%20on%20the%20stream.mp3</a></p> <p><b>Mindfulness meditation at</b> <a href="http://marc.ucla.edu/body.cfm?id=22">http://marc.ucla.edu/body.cfm?id=22</a></p>



**Appendix 1.7 – Homework reflection on mindfulness practice**

[Facilitator prints the following on a half sheet of paper (4.25" x 5") and gives each participant a copy to take home. Remind the participants to bring them to Session 2.]

**ACT - Session 1: Homework on mindfulness practice**  
**Instructions:**

- After you leave this session and before you return to our Session #2, we invite you to do one ordinary thing mindfully – it can be brushing teeth, taking a shower, eating breakfast, or taking a walk, etc.
- Doing it mindfully means you give 100% of your attention to doing this task. We will ask everyone to share the experience when you return in the next session.

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Place: \_\_\_\_\_

Mindful Activity: \_\_\_\_\_

Reflection on the experience: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ACT - Session 1: Homework on mindfulness practice**  
**Instructions:**

- After you leave this session and before you return to our Session #2, we invite you to do one ordinary thing mindfully – it can be brushing teeth, taking a shower, eating breakfast, or taking a walk, etc.
- Doing it mindfully means you give 100% of your attention to doing this task. We will ask everyone to share the experience when you return in the next session.

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Place: \_\_\_\_\_

Mindful Activity: \_\_\_\_\_

Reflection on the experience: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Appendix 2.4.1 – Worksheet on exploring rules and stories about stigma of mental illness**

**Instructions:**

The following is a list of common topics/contexts about mental illness:

1. Mental illness and violence
2. Mental illness and recovery
3. Mental illness and the future
4. Mental illness and acceptance
5. Mental illness and the family
6. Mental illness and community / society
7. Mental illness and social justice / advocacy

Choose 3 topics from the above list. Use the worksheet below to explore some of your own and societal rules or stories about mental illness. Do not think too hard about it - just write down any rules/stories that pop into your head for 3 of the topics we have suggested. Once you've written down your rules in the left-hand column, write what each rule/story leads to in the right-hand column.

<b>(1) Rules/Stories about _____                      (choose 1 topic from above list; e.g., mental illness                      and the family)</b>	<b>What these rules and stories lead to (i.e., how they                      affect attitudes, behaviours, and practices)</b>
Personal	Personal
Societal	Societal

<b>(2) Rules/Stories about _____ (choose a second topic from the above list)</b>	<b>What these rules and stories lead to (i.e., how they affect attitudes, behaviours, and practices)</b>
Personal	Personal
Societal	Societal
<b>(3) Rules/Stories about _____ (choose a third topic from the list)</b>	<b>What these rules and stories lead to (i.e., how they affect attitudes, behaviours, and practices)</b>
Personal	Personal
Societal	Societal

## **Appendix 2.4.3: Cognitive Defusion Techniques**

These are some techniques to help us defuse our thoughts – to see thoughts as just thoughts – nothing more and nothing less - rather than being trapped and dictated by our thoughts.

### **1. The Mind**

Treat the mind as an external event, almost as a separate person (e.g., “Well, there goes my mind again” or “My mind is worrying again”).

### **2. Thought Labelling**

Label your thoughts as thoughts (e.g., “I am having a thought that I will not be able to champion or change”) or label the type of thought (e.g., “I am having a judgment that my illness is too terrible to have” or “I am having a prediction that people will not listen to me”).

### **3. Get off your but!**

Replace “but” with “and” (e.g., “I would like to speak out on stigma, *but* I may get nervous” becomes “I would like to speak out on stigma *and* I may get nervous”).

### **4. Use a variety of vocalizations**

Say the thought very slowly, say it in a different voice, sing it, etc.

### **5. Thank your mind**

Thank your mind when you notice it butting in with worries and judgments (e.g., “Thank you mind. You’re doing a great job of scaring me today”). This is *not sarcasm*...after all, the mind is doing exactly what it was designed to do all of those thousands of years ago- “problem solve” and avoid danger.

**6. Say the thought out loud quickly and repeat it until it loses its meaning** (e.g., I’m useless, I’m useless, I’m useless, I’m useless, I’m useless, I’m useless, I’m useless, I’m useless, I’m useless, I’m useless,.....).

### **7. Imagine that thoughts are like:**

- Internet pop-up ads.
- a ringing cell phone you can’t turn off (e.g., “Hello. This is your mind speaking. Don’t do too much because you are going to regret it”, etc.).
- clouds floating across the sky.
- leaves floating down a stream. You don’t have to dive in. You can watch from a bridge.
- a waterfall. You’re standing behind it, not under it.
- guests entering a hotel. You can be like the doorman: you greet the guests but you don’t follow them to their rooms.
- actors on a stage. You can watch the play; you don’t need to get on stage and perform.
- a passing parade. You can watch the floats pass by. You don’t have to climb on board.
- suitcases dropping onto a conveyor belt at the airport. You can watch them pass by, without having to pick them up.

### **8. Buying thoughts**

Distinguish between thoughts that just occur and the thoughts that are believed (e.g., “I guess I’m “buying” the thought that I’m hopeless”).

### **9. And how has that worked for me?**

When you are buying a thought, back up for a moment and ask yourself, “How has that worked for me?” and if it hasn’t worked ask, “Which should I be guided by, my mind or my experience?”

### **10. Create your own defusion strategy!**

## Appendix 2.6 – My 100<sup>th</sup> Birthday Party

**Purpose:** This exercise helps you to examine your own values, or what is most important to you in your life – what you stand for or care passionately about.

**Instructions:**

- Imagine this is your 100th birthday. Imagine that your life has unfolded just as you wished. Your friends and family have organized a birthday party for you, and some of your family members, friends, coworkers, or perhaps even other people in the community have prepared speeches about you. Now take a few minutes to write down:

Ideally, who might make a speech?	What I would <b>like them to say</b> about me in terms of:	
	What I stood for and cared about throughout my life?	What paths or actions I have taken in life?

- Suppose you could read everyone’s mind at your birthday party but they are not aware that you have this super mind-reading power, what would you be most afraid that your loved ones thought about you in terms of:

Loved ones or people important to me	What I would be <b>most afraid that they thought</b> about me in terms of:	
	What I stood for and cared about throughout my life?	What paths or actions I have taken in life?

- Reflection: What have you learned about your values and your actions in doing this exercise?

## Appendix 2.7 List Of Examples of Full Living Values

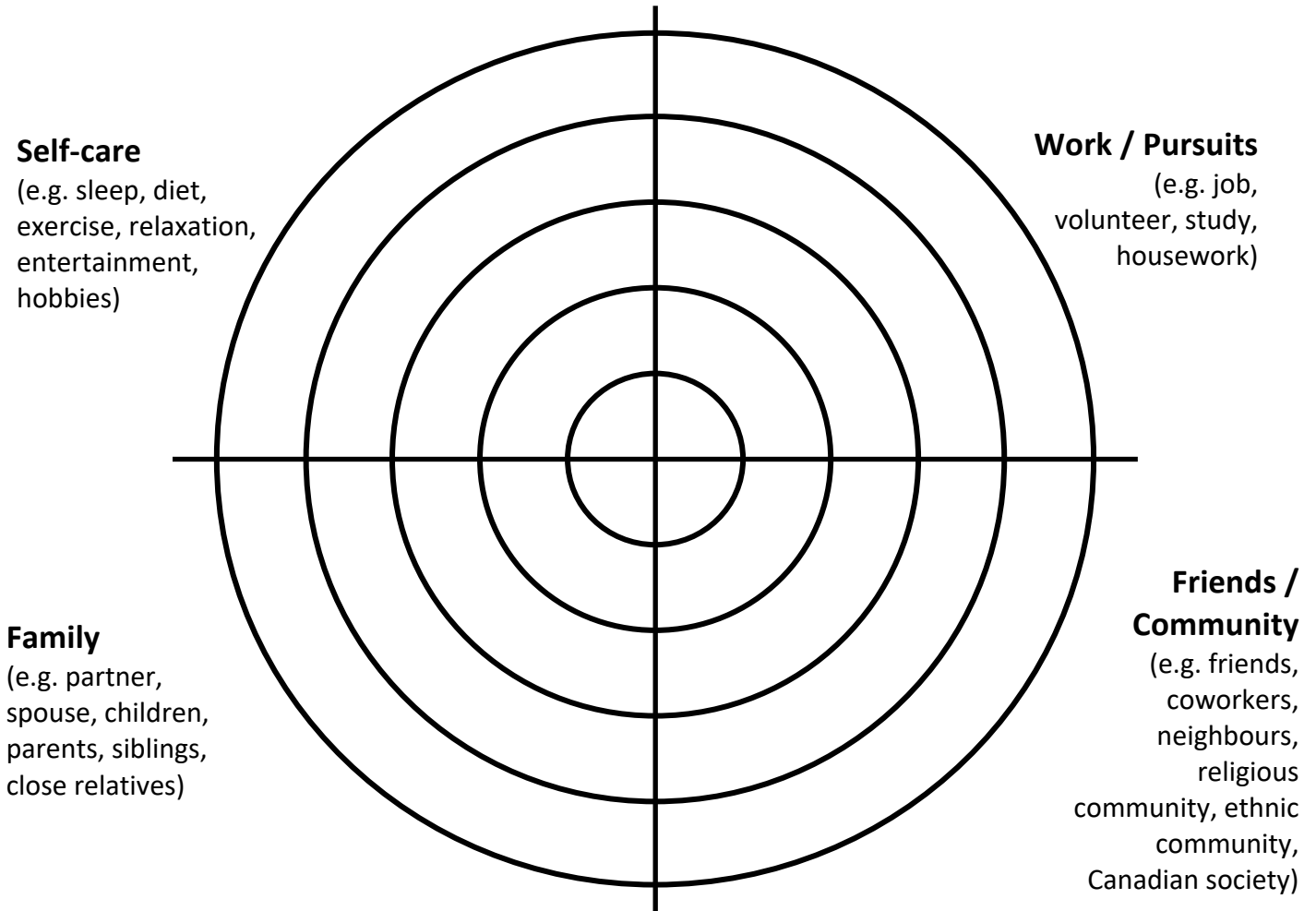
(1) Please circle the top 3 **Cultural Values** that most reflect your up-bringing and your socio-cultural values from your family, community, and society, and write “**CV**” beside them;(2) Please circle the top 3 **Personal Values** of your own choice, which may or may not be the same as above, and write “**PV**” beside them. If there are important values that are not listed, please feel free to add them to the list.

- Acceptance
- Advocacy
- Altruism
- Assertiveness
- Authenticity
- Autonomy
- Awareness
- Balance
- Benevolence
- Calmness
- Caring
- Charity
- Choice
- Closeness
- Collectivism
- Compassion
- Competence
- Conformity
- Connectedness
- Conscientious
- Consideration
- Consistency
- Contribution
- Cooperation
- Courage
- Creativity
- Curiosity
- Dedication
- Deference
- Dependability
- Determination
- Dignity
- Diligence
- Discipline
- Diversity
- Efficiency
- Empathy
- Enthusiasm
- Equality
- Equanimity
- Excellence
- Expressiveness
- Fairness
- Faithfulness
- Family
- Filial Piety
- Flexibility
- Forbearance
- Fortitude
- Freedom
- Friendliness
- Gallantry
- Generosity
- Gratitude
- Growth
- Harmony
- Helpfulness
- Honesty
- Honor
- Hopefulness
- Humaneness
- Humility
- Humor
- Inclusion
- Independence
- Industry
- Ingenuity
- Inspiration
- Integrity
- Interdependence
- Intimacy
- Joy
- Justice
- Kindness
- Knowledge
- Leadership
- Learning
- Logic
- Loving
- Loyalty
- Mastery
- Meticulousness
- Mindfulness
- Moderation
- Motivation
- Mutuality
- Naturalness
- Nurturing
- Openness
- Order
- Participation
- Patience
- Peace
- Perceptiveness
- Practicality
- Preparedness
- Presence
- Productivity
- Prudence
- Purity
- Purpose
- Reasonableness
- Reflection
- Renunciation
- Resilience
- Respect
- Rite
- Sacrifice
- Security
- Self-control
- Sincerity
- Spirituality
- Stability
- Strength
- Temperance
- Tolerance
- Trust
- Truthfulness
- Understanding
- Virtue
- Vision
- Vitality
- Wisdom

## Appendix 2.8a – Bull’s Eye: Valued Living

Are you pursuing what is important to you? When our values and our actions are aligned, we will be in the centre of the bull’s eye. Please rate the consistency of your current actions with respect to your own values in the following four areas of life by putting an “X” in each quadrant. For example:

- Mary is dying of cancer. She puts an “X” in the centre in the *self-care* quadrant because she values an active lifestyle and is regularly exercising
  - Johnny is physically healthy and values an active lifestyle, but he doesn’t exercise anymore. He marks an “X” in one of the outer circles, because he is not pursuing what he values as important.
- Tom doesn’t care about having an active lifestyle. He puts an “X” in *self-care* because he is already taking care of himself in all the other ways that are important to him by eating well and getting enough sleep.



Explain why you put the “X”s where they are (e.g. what supports you or what gets in your way):

**Self-care:**

**Work:**

**Family:**

**Friends/Community:**

## Appendix 2.8b - Values, Goals, and Life Areas

**1. Friendships/social life.** What sort of qualities would you like to bring to your friendships? If you could be the best friend possible, how would you behave toward your friends? What sort of friendships would you like to build?

**2. Career/employment.** What do you value in your work? What would make it more meaningful? What kind of worker would you like to be? If you were living up to your own ideal standards, what personal qualities would you like to bring to your work? What sort of work relations would you like to build?

**3. Marriage/couples/intimate relations.** What sort of partner would you like to be in an intimate relationship whether or not you are in a relationship now? What personal qualities would you like to develop? What sort of relationship would you like to build? How would you interact with your partner if you were the “ideal you” in this relationship?

**4. Education/personal growth and development.** What do you value about learning, education, training, or personal growth? What new skills would you like to learn? What knowledge would you like to gain? What further education appeals to you? What sort of student would you like to be? What personal qualities would you like to apply?

**5.Recreation/fun/leisure.** What sorts of hobbies, sports, or leisure activities do you enjoy? How do you relax and unwind? How do you have fun? What sorts of activities would you like to do?

**6. Family relations.** What sort of brother/sister, son/daughter, uncle/aunt do you want to be? What personal qualities would you like to bring to those relationships? What sort of relationships would you like to build? How would you interact with others if you were the ideal you in these relationships?

**7. Citizenship/environment/ community life.** What type of neighbour would you like to be?  
How would you like to contribute to your community or environment, e.g. through volunteering, or recycling, or supporting a group/ charity/ political party?

**8. Spirituality.** Whatever spirituality means to you is fine. It may be as simple as communing with nature, or as formal as participation in an organized religious group. What is important to you in this area of life?

**9. Parenting.** What sort of parent would you like to be? What sort of qualities would you like to have? What sort of relationships would you like to build with your children? How would you behave if you were the “ideal you”?

**10. Health/physical well-being.** What are your values related to maintaining your physical well-being? How do you want to look after your health, with regard to sleep, diet, exercise, smoking, alcohol, etc? Why is this important?



## Appendix 2.8c - Values And Goals Worksheet

Choose one or more life areas from the “Values, Goals and Life Areas” handout to work on below. Only choose Life Areas where pain has held you back from achieving your goals. For each life area identify values, goals and short-term committed action using the example below. Be sure to write about what *you* value, not what you think your friends’, family’s, or society’s expectations are.

### Examples:

<b>Life Area:</b> <i>friendships/social life and family relations</i>
<b>Values:</b> <i>be a <b>supportive</b> and <b>reliable</b> friend and sister; be an <b>open</b> listener and share about myself</i>
<b>Goals:</b> <i>spend more time talking with my friends and with my sister &amp; brother</i>
<b>Short-term committed action (i.e. in the next week):</b> <i>talk to or see at least one friend or sibling this week</i>

<b>1. Life Area:</b>
<b>Values:</b>
<b>Goals:</b>
<b>Short-term committed action (i.e. in the next week):</b>
<b>2. Life Area:</b>
<b>Values:</b>
<b>Goals:</b>
<b>Short-term committed action (i.e. in the next week):</b>

<b>3. Life Area:</b>
Values:
Goals:
Short-term committed action (i.e. in the next week):
<b>4. Life Area:</b>
Values:
Goals:
Short-term committed action (i.e. in the next week):
<b>5. Life Area:</b>
Values:
Goals:
Short-term committed action (i.e. in the next week):
<b>6. Life Area:</b>
Values:
Goals:
Short-term committed action (i.e. in the next week):

**Appendix 2.10 – Mindful Committed Action Plan Worksheet**

**Mental illness Stigma Reduction Action - Hierarchy of Difficulty and Willingness**

**Value:** \_\_\_\_\_

**Goal:** \_\_\_\_\_

List 10 possible actions that lead to mental health promotion/mental illness prevention/stigma reduction as services to your community based on your chosen value above.

- Rank each action in terms of potential level of difficulty related to barriers and challenges – from 1 (not difficult) to 10 (very difficult).
- Then rank your level of willingness to take action from 1 to 10. Willingness itself is 100% commitment – like a leap off a diving board. If willingness is a committed leap, rank each action based on its height relative to the others, from 1 (a small leap) to 10 (a giant leap).

Action	Rank	
	Perceived difficulty	Willingness to take action
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

**HOMEWORK**

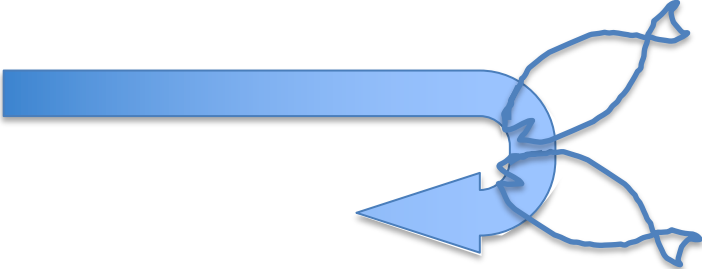
The action I am willing to commit to: \_\_\_\_\_.

Experience and outcome:

### Appendix 3.3 – ACT Activities Covered in Training Session 1 & 2 Summary

ACT Activities	ACT Processes
<b>Session 1</b>	
1.4. The Marker Exercise	Defusion & Acceptance
1.5. Inclusion/Exclusion Circle	Defusion and Values
1.6. Mindfulness & Leaves-on-a-stream Exercise	Present Moment & Defusion
<b>Session 2</b>	
2.3. Stigma Sculpture	Acceptance & Defusion
2.4.1. Stories & rules regarding mental health/illness 2.4.2. Label Exercise 2.4.3. Paired singing	Defusion & Acceptance
2.5. Lego Exercise	Self-as-Context
2.6. 100 <sup>th</sup> Birthday Party	Values
2.7. Cultural and Personal Values	Values
2.8. Bull’s-Eye Exercise	Values & Committed Action
2.9. Bus-Driver	All ACT processes
2.10. Mindful Committed Action Plan	Committed Action & Values

**Appendix 3.4.orgiveness Card**



<p><b>My Story</b></p>	<p><b>My Suffering</b></p>
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My Values

My Actions

### Appendix 3.5 Fortune Telling Paper Folding Template

Instructions:

1. In the shaded outer triangular tabs, write down the barriers that prevent you from pursuing your values or value-guided goals.
2. In the inner most triangular tabs, write down things that will support you to commit to your values (e.g., ACT processes – mindfulness, defusion, self as context, or words of wisdom/ inspiration that you have learned from each other – compassion, reflection, get connected, take a leap of faith, etc.)

