

# CONNECTING

## *THROUGH LIFE STORIES*

By Gladys Thompson



**Christian Memoir Workshops**  
**Facilitator's Guide**



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Facilitator's Guide

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## Before You Begin . . .

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Welcome, and thank you for your interest in becoming a facilitator to help others share their life stories! Please take a few minutes to glance through the *Participant's Manual* to get a sense of what the workshops cover.

No doubt you have questions, so here are some FAQs (Frequently Asked Questions) to help you get started.

### **Facilitator:**

#### **1. What is the role of the facilitator?**

- a. To provide a welcoming space for the group to meet.
- b. To set the meeting day and time and communicate it clearly to the group.
- c. To promote the event and register those who wish to attend.
- d. To use the material supplied in the *Participant's Manual* and *Facilitator's Guide* in overseeing the workshops.
- e. To encourage each participant to become involved, offering gentle guidance as needed.
- f. To encourage meaningful discussions so participants can learn from one another and build deeper connections.

#### **2. What are some things to avoid?**

- a. Rushing through the material without giving participants time to reflect and process the information. If time runs short, invite them to read or complete portions at home.
- b. Limiting opportunities for questions, comments, or relevant conversation.
- c. Failing to give the participants encouragement, feedback, or recognition of their thoughts or statements.
- d. Not speaking clearly, loud enough.

e. Using unfamiliar acronyms or denominational terms.

f. Allowing one or two to dominate discussions instead of guiding equal participation.

#### **3. How much preparation time is needed?**

- a. Most workshops require minimal preparation and can be reviewed without taking much of your time.
- b. A few sessions will take a little longer than the others, but in general, expect to spend about one hour over and above class time.

#### **4. When is the best time to hold the workshops?**

- a. The course includes 27 weekly workshops, plus an optional closing celebration. A schedule that seems to work well is mid-September to late November, then January through mid-May.
- b. The best time of day depends on your group. Older adults may prefer daytime sessions, especially in winter when driving at night is difficult. Some may need to leave early for family responsibilities, such as after-school care. Younger participants or working adults may prefer evenings or weekends. Choose a time that fits your particular group's needs.

#### **5. What if I'm not an experienced writer myself?**

- a. While some writing experience is helpful, it's not necessary. This is not a group for professional writers, and you'll likely fit in well with the rest of the group. Let the participants know that you are learning alongside them, and you can all encourage one another. A big part of the experience is learning from each other, so you

will fit right in.

b. Basic tips are provided in the manual, but feel free to consult various websites and Facebook groups for answers. If a participant asks a question you don't know how to answer, make finding the answer a group project. I've had participants with cell phones handy who have come up with the answer right on the spot.

c. Learn the overall topics for all the workshops. You may find the answer in a later lesson. Sometimes I've answered by saying we'll be discussing it in a later lesson. If they prefer to know sooner, refer them to the workshop chapter where they can find the answer.

d. Feel free to contact me with any questions or comments. You can leave a message for me on our website page: [saoshawa.ca/life-stories](http://saoshawa.ca/life-stories)

## Participants:

### 1. Who would make good participants, and where do I find them?

a. Whoever is interested in writing their memoirs for themselves or their family. Typically, people who are retired start reflecting more on their lives. However, learning more about yourself is a great accomplishment at any age.

b. People who have faith in God and the ability to see Him at work in their lives.

c. You can make a general announcement in your church, or gather some of your Christian friends (could be from various denominations), or mention it to your Christian friends to spread the word.

### 2. What type of people can I expect?

a. You can expect a variety of people, though I've found it's mostly women who attend. It will also depend on where you let people know about the classes. The greater the variety—in culture, age, race, life-long Christians, new Christians, etc.—the more interesting the stories and discussions can be.

### 3. How much time does this take out of their week?

a. The time needed for the workshops themselves will depend on how many participants there are, but generally lasts anywhere from 90

to 120 minutes.

b. Each workshop will also need about 1-2 hours outside of class to work on the Action Items.

### 4. What if a participant falls behind or misses a workshop?

a. It's common for a participant to miss one or even a few workshops due to illness or vacation. You can remind them to review the material in their manual and prepare the Action Items for the next workshop.

b. If you have the time, you or perhaps one of the other participants could work with them outside of class to help them get caught up.

### 5. How do I encourage quieter participants?

a. As the material in the *Participant's Manual* is read in class, each person is invited to take a turn. This helps break the ice for those who are shy. However, it's best to keep things comfortable for them, especially in front of others. You may have participants who have a lisp, had a stroke, are dyslexic, or are not comfortable participating for a variety of other reasons. Allow them to pass and encourage them to take in what they can by listening to others. Pray for those who are simply shy, and eventually you may be surprised to see them decide to participate on their own.

### 6. Is there anything else I can do to make the workshops interesting for them?

a. Absolutely! Encourage them to bring photos, memorabilia, and other items relevant to their stories. They love sharing what these items mean to them, which adds interest to the workshop and supports discussion and connection.

## Lesson Material:

### 1. How are the lessons set up?

a. Because not everyone learns the same way, the lessons are designed to include material for visual learners, those who learn best by hearing, and those who learn best by doing.

b. The material has been designed to gradually become more personal, allowing the participants to get more comfortable with each other before getting into sharing their stories. The

stories themselves generally move from topics that are easy to talk about to more intimate ones.

## 2. What extra material might I need to include?

a. Most of the material you will need is included in this guide or the *Participant's Manual*.

b. It's suggested you print a copy of this guide to put in your binder so it's kept with the *Participant's Manual*. You will find the PDF copy easier to use with the provided URLs.

c. Dividers – Set up your binder in the way that works best for you. I suggest:

i. Each workshop has its own divider.

Place the pages from the *Facilitator's Guide* first, then the *Participant's Manual*. Use a blank-coloured page next, followed by extra material you may need for the class. The coloured paper will help you flip to this material as needed.

ii. You can choose to keep your own Action Item work under each workshop noted above, or have a separate divider for your own personal stories, whichever works best for you.

## **Participant's Manual:**

### 1. Do all the participants need to have their own manual?

a. Yes, it is best if they do.

### 2. Do they all need a print copy?

a. It's recommended that each participant has a print copy to use in class. I've found that using the PDF from their phone or a computer does not always work for them, depending on the Wi-Fi available.

b. There are a few Action Items they will do in class, so it's best to do these using a print copy. They may also want to make additional notes in their manual.

c. The PDF version is best used for looking up further information by using the URLs provided.

d. Participants may download their free copy of the PDF from [saoshawa.ca/life-stories](http://saoshawa.ca/life-stories) and print one copy for personal use.

e. You, as the facilitator also have

permission on the copyright page of this guide to print up to ten copies of the *Participant's Manual* to provide your class with the necessary copies. If your church office is not able to provide these for you, feel free to ask the participants to pay for the printing of their copy.

## **Venue:**

### 1. What things should I consider when looking for a venue?

a. A quiet room, as some of your participants may be hard of hearing and some may be soft-spoken. You want to be sure they can all hear each other.

b. Seated at a table is best, as each participant will need space to open their binders, as well as being able to take notes and work on a few in-class projects.

c. You'll want to have a washroom nearby, and make sure all participants know where to find it. You may need an accessible washroom if any of your participants require one.

d. You will want to have enough parking spots nearby.

e. It can be in your church, your home, or a space you can use in a community centre, etc.

## **Workshops:**

### 1. What is involved in the various workshops?

a. You will likely find the participants quiet and somewhat puzzled at first. These types of workshops are uncommon, and they will likely start with some nervousness. Please encourage them and let them know it will get easier as they become more involved and get to know the others.

b. Connecting is an important part of the course. In fact, later on, you will find their chats over refreshments will grow longer and louder! You may even need to cut in on their chatter to get started on the class.

c. You will want to keep the workshops comfortable for each participant, so if they don't have time to write their Action Item during a busy week, or they're not comfortable sharing on a particular topic, that's okay. Some may choose to simply tell their story that week since they

didn't find time to write it. I always assure my participants not to put pressure on themselves. It's better to make them feel relaxed in class than to feel pressured and decide not to attend.

d. You may find that as the group becomes more comfortable sharing, one or two may ask to share their story even if it's not on the class topic. I allow this because if God has placed something on their heart they want to share, they should be free to do so. God's timing is not always the same as ours!

e. Participants will be asked to read material from their manuals in class. Because of potential technical difficulties, such as Wi-Fi issues, it is recommended that they bring printed copies of their stories rather than relying on their phones or computers.

## 2. How do I handle sensitive or emotional stories?

a. As people share their stories, it is not uncommon for them to get choked up or shed some tears. I generally keep a box of tissues handy for that purpose. Remember, this story has meant a lot to the participant, and you will want to be sensitive to their needs and thank them for sharing. If it feels comfortable, you may want to give them a gentle hug or put your hand on their shoulder to let them know you care and will pray for them as they continue to reflect on their life's journey. Others in the group will likely do the same. Be thankful that they feel comfortable enough with you and the group to share in this way.

b. You will also find a balance in the funny stories that are shared. Be sensitive not to laugh 'at' others, but with them.

## 3. What should I tell participants who want to use AI to write their story?

a. Here are a couple of web pages that will help you answer this:

• *Some Ethical Uses of AI in Writing* By Evan Braun: <https://wordalivepress.ca/blogs/>

[news/some-ethical-uses-of-ai-in-writing](https://wordalivepress.ca/blogs/news/some-ethical-uses-of-ai-in-writing)

• *Is AI in the Driver's Seat?* by Crystal Hildebrand: <https://wordalivepress.ca/blogs/news/is-ai-in-the-drivers-seat>

## Music, Memes, or Misc.

I like to add variety to my lessons by sharing things beyond the teaching material. For example, I love memes and have quite a selection filed away to use throughout the course, generally two or three per lesson. Some are funny! Some are thought-provoking! All are relevant to that particular lesson.

Don't be afraid to bring your own interests into the class. Perhaps you're into music and would like to share a relevant chorus or verse. Maybe you enjoy calligraphy; you could print some relevant Bible verses to share with the class.

This *Facilitator's Guide* is just that—a guide. Be yourself! Don't be afraid to use your own examples instead of mine! Add other relevant material. Enjoy the experience and make it memorable for your group.

One more note I'd like to add. I was nervous about starting my first group. I'd never been to anything like it before, let alone facilitated one. I spent a lot of time praying about it and asking God to give me the participants He knew would gel together. He has come through for each group I've led, and He can do the same for you. Listening to their stories and seeing them grow together has become a highlight of my week.

As you step into this role, remember that you're not just guiding a class—you're creating a space where people feel seen, heard, and valued. You don't need to have all the answers. You don't need to be perfect to be effective. Just show up with openness and compassion. God has a way of bringing the right people together at the right time, and He'll guide you. My hope is that this material supports you, but even more, that you'll look forward to each session, cheering on your group as you hear and see their life stories unfold.

# Workshop 1:

## The Big Picture

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### Prepare in Advance

**1. Read over the entire lesson plan here and in the *Participant's Manual*.**

#### 2. Logistics

- Be prepared to discuss the logistics with the class.

**3. Make notes in your *Participant's Manual*.**

Mark the following sections where you will add your facilitator material, or take time for discussion:

- Page 10: Expectations
- Page 11: The opening paragraph, where you'll show them a jigsaw puzzle.
- Page 13: The action plan at the end of the section on "Remember."
- Page 13: The Power of the Pause.

**4. Arrange for light refreshments, if desired.**

**5. Bring with you:**

- Your *Participant's Manual* and *Facilitator's Guide*.
- A jigsaw puzzle to use as an object lesson.
- An apple or a Christmas tree ornament.
- A few pieces of paper, extra pens or pencils.
- Light refreshments, if desired.

### After the Workshop

1. Pray regularly for each participant.
2. Take time to get to know and encourage the participants when you see them.
3. Make a list with dates and names for refreshments, ready to take to the next class.

### Personal Notes:

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
15-30 min	<p><b>Welcome participants and offer refreshments.</b></p> <ul style="list-style-type: none"> <li>• Introduce yourself:           <ul style="list-style-type: none"> <li>• Name.</li> <li>• 2-3 things they may not know about you - include something funny to help break the ice, especially if some feel nervous about being there.</li> <li>• Why you're interested in facilitating the workshops.</li> </ul> </li> <li>• Have each one give their name and say what they hope to gain from the workshops. Also ask them to tell one thing about themselves that most people there don't know.</li> </ul>
15-20 min.	<p><b>Go over the logistics.</b></p> <ul style="list-style-type: none"> <li>• Provide your contact information so they can include it in their manuals (page 4).</li> <li>• Let them know how you will contact them if the class needs to be cancelled or postponed for any reason (weather-related, illness, etc.).</li> <li>• Let them know where the washroom is located, and also any parking instructions, if necessary.</li> <li>• Remind them of the expectations outlined on page 10 along with anything else you or they think should be added, such as silencing their phones, not chattering while others are talking to the group, etc.</li> <li>• Decide as a group whether or not they want to include time for simple refreshments each week. If they do, ask who would be willing to bring them next time, and that you'll make up a chart for each of the coming weeks.</li> <li>• Remind them to read the <i>Introduction</i> and glance over the <i>Table of Contents</i> in their manuals before the next class, if they haven't already done so.</li> </ul>
3-5 min.	<p><b>Page 11:</b></p> <ul style="list-style-type: none"> <li>• Show them the jigsaw puzzle you brought and ask how they normally do a jigsaw puzzle.</li> <li>• After their responses, sum it up by using your own words to explain that as they work through the lessons, they'll begin organizing their memories, similar to sorting out the edge pieces and different colours of a puzzle. Eventually, they'll see how certain pieces fit together to tell the story of their lives. Along the way, they might need help from others in the group to point out what might fit into their story and what does not. Other participants may even suggest that looking at a piece of their story from a different perspective may help them see how it now fits into their overall memoir.</li> </ul>

8-10 min.	<p><b>Pages 11-13:</b></p> <ul style="list-style-type: none"> <li>• Have them take turns reading the manual out loud (a paragraph or so each), from page 11 (What is a Memoir?) to page 13, (the end of “Remember”).</li> </ul>
15-30 min.	<p><b>Page 13:</b></p> <ul style="list-style-type: none"> <li>• For the “Action Item” at the end of the “Remember” section, explain that you’re now going to help them understand what kind of things memory joggers will do for them. Ask them to take a piece of paper and a pen or pencil.</li> <li>• Show them the apple <b>OR</b> the Christmas ornament you brought. <ul style="list-style-type: none"> <li>○ <b>If using an apple:</b> Ask them to write a paragraph or two about themselves and an apple. Suggest that it could be about picking apples, biting into one (and possibly losing a tooth), making apple pies, Halloween apples, dunking for apples, giving an apple to their teacher, or anything else related to apples.</li> <li>○ <b>If using a Christmas ornament:</b> Ask them to write a paragraph or two about themselves and Christmas decor. Suggest it could be an ornament they made or bought, or choosing a Christmas tree, decorating a tree, making a Christmas wreath, stringing popcorn, hanging lights, putting cloves in oranges and hanging them on the tree, driving around the neighbourhood to look at lights, or anything else related to Christmas decor.</li> </ul> </li> </ul> <p>Give them a couple of minutes to think about what they want to write, then about five minutes to write. Explain they don’t have to finish their story. When time is up, ask them to share their stories. This will help them see how simple memory joggers can remind them of things they may not have thought about in years. It can also act as an icebreaker, helping them feel more comfortable in telling their stories.</p>
3-5 min.	<p><b>Page 13:</b></p> <ul style="list-style-type: none"> <li>• Give them a minute to read “The Power of the Pause.” They don’t need to finish it.</li> <li>• Explain why it’s important to stop, rest, and reflect. No one can keep so busy with life that they don’t need time to pause to reflect on it.</li> </ul>
3-5 min.	<p><b>Page 14:</b></p> <ul style="list-style-type: none"> <li>• Continue taking turns reading a paragraph each of the section titled “Record.”</li> <li>• Read over the “Action Items” and explain these are things for them to do over the week, until the next class. Ask if they have any questions and respond. Assure them the memoirs they read don’t have to be long books; rather more of a magazine article length.</li> </ul>
2 min	<p><b>Read the following “Sample Motivator,”</b> to encourage and inspire them before they leave.</p>
1-2 min	<p><b>Close in prayer.</b></p>

### Sample Motivator

Gladys Thompson shares the introduction of her grandfather's memoirs, which were written in 1951:

Putting together a picture puzzle is a pleasure which is enjoyed most thoroughly by only the very old and the very young.

To the very old, each small incident, each tag-end of memory, each half-forgotten face, is a piece of the great picture puzzle that was his life. Like a child he will take up each piece, examine it, perhaps fondle it for a while, then lay it in its place to make up the pattern of the past.

I am an old man now, and at eighty-four I find this to be my greatest pleasure—this reliving of my years with the realization that I have had a good life. I am content.

My grandchildren cluster round me and beg for a story. At my age I know few stories other than my own, mine and Hester's. So I tell them about us, and about our children, their parents who once were little like themselves. I tell them about the prairies and the mountains

of this great Canada of ours, and how a family must struggle to survive the elements. I tell them about us, the Elliott family, who loved music, and who found our greatest happiness in making music together. I tell them about a time long ago when we travelled like gypsies across the land, bringing sweet music to a people who, many of them, were strangers in this new country; people who clung together in little towns, in villages and hamlets, whose hearts often must have faltered under the yoke of toil and loneliness this land laid upon them. And I tell them about the music, the language that these exiles understood and lived, and how we, knowing this, felt impelled to go on and on, even when we knew not what we would find at the end of the road.

The children listen, their eyes aglow at the exciting parts. An adult slips into the room and listens too, and nods understandingly here and there. I, Will Elliott, am a young man again; for a little while the years slip away, and I stand once more with a lifetime before me . . .

# Workshop 2:

## The Time of My Life

---

### Prepare in Advance

**1. Read over the entire lesson plan here and in the *Participant's Manual*.**

**2. Make notes in your *Participant's Manual*.**

Mark the following sections where you will add your facilitator material, or take time for discussion:

- Page 20: Check Your Facts
- Page 21: Action Items

- Page 21: Tips: Finding Information

**3. Send a reminder to the person bringing light refreshments.**

**5. Bring with you:**

- Your *Participant's Manual* and *Facilitator's Guide*.
- Samples of timelines, if you have them.
- Your computer or phone (with Wi-Fi) to show the URLs on page 22.

### Personal Notes:

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
15 min	<b>Welcome participants and enjoy refreshments.</b>
10-20 min.	<p><b>Discussion from last week’s Action Items:</b></p> <ul style="list-style-type: none"> <li>• Invite each participant to tell what memoirs they read during the week, what they liked about the way they were written, especially things they might consider for their own memoirs, and what they didn’t like about them.</li> <li>• Ask if anyone would like to share their mission statement regarding their motivation for writing their memoirs. No pressure to do so.</li> </ul>
10-25 min.	<p><b>Pages 17-20:</b></p> <ul style="list-style-type: none"> <li>• Have them take turns reading, down to “Check Your Facts.”</li> <li>• Allow time to look closer at the sample timelines (including any you may have brought) and discuss, if needed.</li> <li>• Have them look over Appendix 1 on page 135 of their manuals, and allow brief discussion.</li> </ul>
2 min.	<p><b>Pages 20-21:</b></p> <ul style="list-style-type: none"> <li>• Have them take turns reading the section on “Check Your Facts.”</li> </ul>
1-2 min.	<p><b>Page 21:</b></p> <ul style="list-style-type: none"> <li>• Read the “Action Items” and discuss as needed.</li> <li>• Allow time to look over Appendix 2 on page 137 in their manuals, and discuss if needed.</li> </ul>
5-30 min.	<p><b>Page 21:</b></p> <ul style="list-style-type: none"> <li>• Read the tips about finding information and ask if anyone has used any of these ideas. Discuss as needed.</li> <li>• Use your phone or computer to show the URLs listed.</li> </ul>
1-2 min.	<b>Close in prayer.</b>

# Workshop 3:

## Picturing Your Life

---

### Prepare in Advance

1. Read over the entire lesson plan here and in the *Participant's Manual*.
2. Make notes in your *Participant's Manual*.  
Mark the following sections where you will add your facilitator material, or take time for discussion:
  - Page 26: Using Photos and Graphics . . .
  - Page 26: Action Items
3. Download “Strangers in the Box” - <https://www.tmgenealogy.com/2013/08/strangers-in-box-poem.html>
4. Send a reminder to the person bringing light refreshments.
5. Bring with you:
  - Your *Participant's Manual* and *Facilitator's Guide*.
  - 1-2 of your own pictures to talk about.
  - Some samples of memoirs that have included pictures and or other graphics, recipes, etc. If necessary, check the public library.
  - The poem “Strangers in the Box.”

### Personal Notes:

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
10-15 min.	<b>Welcome participants and enjoy refreshments.</b>
2 min.	<b>Read the poem “Strangers in the Box” by Pamela Harazim</b>
5-7 min. each	<p><b>Discussion from last week’s Action Items:</b></p> <ul style="list-style-type: none"> <li>• Have participants take turns showing the 1-2 photos they brought and to briefly share what the photos mean to them. The photos can be passed around so everyone gets a chance to see them.</li> </ul>
10-20 min.	<p><b>Pages 23-26:</b></p> <ul style="list-style-type: none"> <li>• Have them take turns reading down to the section on “Using Photos and Graphics in Your Memoirs.” Allow time for discussion on ways they protect or use their photos, etc.</li> </ul>
10-20 min.	<p><b>Page 26:</b></p> <ul style="list-style-type: none"> <li>• Have them take turns reading the section on “Using Photos and Graphics in Your Memoirs.”</li> <li>• Show them samples of memoirs that have included photos and graphics, so they can get ideas of the types of things that can be done as well as the types of photos that could be used.</li> <li>• Take a few moments to look at Appendix 3 on page 139 in their manuals, and discuss.</li> </ul>
5 min.	<p><b>Action Items:</b></p> <ul style="list-style-type: none"> <li>• Read the “Action Items” and discuss as needed.</li> <li>• Mention that throughout the rest of the course, they’re invited to bring photos and graphics that go along with their memoirs, so they may want to keep them in a special folder to ensure they’re available when needed.</li> </ul>
1-2 min.	<b>Close in prayer.</b>

# Workshop 4:

## Setting the Scene

---

### Prepare in Advance

1. Read over the entire lesson plan here and in the *Participant's Manual*.
2. Make notes in your *Participant's Manual*.  
Mark the following sections where you will add your facilitator material, or take time for discussion:
  - Page 28: Bottom of the first column.
  - Page 28: "When to Show and When to Tell."
  - Page 29: "Action Items."
3. For more information about showing and telling, check out: <https://www.pinterest.com/pin/pinterest--533676624598671713/>
4. Send a reminder to the person bringing light refreshments.
5. Bring with you:
  - Your *Participant's Manual* and *Facilitator's Guide*.
  - Paper or pencils (with erasers) for those who may need them.

### Personal Notes:

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
10-15 min.	<b>Welcome participants and enjoy refreshments.</b>
5-15 min.	<b>Discussion from last week’s Action Items:</b> <ul style="list-style-type: none"> <li>• Ask if anyone has any questions or comments from sorting through their photos. Discuss.</li> </ul>
20-35 min.	<b>Sketch their family home:</b> <ul style="list-style-type: none"> <li>• Ask them to draw a sketch of each floor of their family home, as well as the garage and yard.</li> <li>• Sketch in each of the rooms with windows and doors.</li> <li>• Let them know they don’t have to show their sketches, unless they want to.</li> <li>• Ask them to briefly describe the setting of one of the rooms or the yard.</li> </ul>
4-5 min.	<b>Pages 27-28:</b> <ul style="list-style-type: none"> <li>• Have them take turns reading down to the bottom of the first column on page 28.</li> </ul>
5-10 min.	<b>Page 28:</b> <ul style="list-style-type: none"> <li>• Have them do the show and tell exercise and discuss.</li> </ul>
3 min.	<b>Pages 28-29:</b> <ul style="list-style-type: none"> <li>• Have them take turns reading the rest of the text down to the “Action Items.”</li> </ul>
5 min.	<b>Action Items:</b> <ul style="list-style-type: none"> <li>• Read the “Action Items” and discuss as needed.</li> </ul>
1-2 min.	<b>Close in prayer.</b>

# Workshop 5:

## You're Quite a Character

---

### Prepare in Advance

**1. Read over the entire lesson plan here and in the *Participant's Manual*.**

**2. Make notes in your *Participant's Manual*.**

Mark the following sections where you will add your facilitator material, or take time for discussion:

- Page 35: Action Items

**3. Send a reminder to the person bringing light refreshments.**

**4. Bring with you:**

- Your *Participant's Manual* and *Facilitator's Guide*.
- Copies of a personality test, enough for each participant. I generally like to have them do the first Action Item in class. Choose one of the two options mentioned in the manual, or use another one that you're familiar with.

**Personal Notes:**

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
10-15 min.	<b>Welcome participants and enjoy refreshments.</b>
Approx. 7-10 min. each	<p><b>Discussion from last week's Action Items:</b></p> <ul style="list-style-type: none"> <li>• Have participants take turns sharing their story, with a couple of minutes after each one for positive discussion. Look for things that really stand out, things that are unclear, etc. The idea is to help make their writing better, giving them ideas as to what they've done well and where they could make improvements. Keep the discussions positive.</li> </ul>
5 min.	<p><b>Pages 33-34:</b></p> <ul style="list-style-type: none"> <li>• Have them take turns reading the entire lesson, down to the Action Plan.</li> </ul>
20-45 min.	<p><b>Page 35:</b></p> <ul style="list-style-type: none"> <li>• Read the "Action Items" and discuss as needed.</li> <li>• Ask if anyone has taken a personality test before, how long ago, and what they remember about it. Discuss.</li> <li>• Hand out the personality tests and give them time to complete the test.</li> <li>• Discuss the results.</li> </ul>
1-2 min.	<b>Close in prayer.</b>

# Workshop 6:

## Finding God's Fingerprints in Your Life

---

### Prepare in Advance

1. Read over the entire lesson plan here and in the *Participant's Manual*.
2. Make notes in your *Participant's Manual*.  
Mark the following sections where you will add your facilitator material, or take time for discussion:
  - Page 39: Action Items
3. Send a reminder to the person bringing light refreshments.
4. Bring with you:
  - Your *Participant's Manual* and *Facilitator's Guide*.
  - Your own story from the last Action Items.

### Personal Notes:

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
10-15 min.	<b>Welcome participants and enjoy refreshments.</b>
Approx. 7-10 min. each	<b>Discussion from last week's Action Items:</b> <ul style="list-style-type: none"> <li>• Have participants take turns sharing their story, with a few minutes after each one for positive discussion.</li> </ul>
7-8 min.	<b>Pages 37-39:</b> <ul style="list-style-type: none"> <li>• Have them take turns reading through the lesson down to the Action Items</li> </ul>
10 min.	<b>Page 39:</b> <ul style="list-style-type: none"> <li>• Read the "Action Items" and Memoir Joggers and discuss as needed.</li> </ul>
1-2 min.	<b>Close in prayer.</b>

# Workshop 7:

## Your Heritage and Culture

---

### Prepare in Advance

**1. Read over the entire lesson plan here and in the *Participant's Manual*.**

**2. For background information, read:**  
[Genealogy and Wellness: How Family History Research Supports Mental and Emotional Health - Know Who Wears the Genes in Your Family: Family History and Genealogy](#)

**3. Make notes in your *Participant's Manual*.**  
Mark the following sections where you will

add your facilitator material, or take time for discussion:

- Page 42: Action Items

**4. Send a reminder to the person bringing light refreshments.**

**5. Bring with you:**

- Your *Participant's Manual* and *Facilitator's Guide*.
- Your own story from the last Action Items.

### Personal Notes:

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
5-10 min.	<b>Welcome participants and enjoy refreshments.</b>
Approx. 7-10 min. each	<b>Discussion from last week’s Action Items:</b> <ul style="list-style-type: none"> <li>• Have participants take turns sharing their story, with a few minutes after each one for positive discussion.</li> </ul>
2 min.	<b>Read “In Order to be Born, You Needed,” shown below.</b> <ul style="list-style-type: none"> <li>• Before reading it, mention that you’re now moving from the “Tools in Your Toolbox” section of the course to the section on the “People Who Shaped Your Life.”</li> </ul>
5 min.	<b>Pages 41-42:</b> <ul style="list-style-type: none"> <li>• Have them take turns reading through to the “Action Items.”</li> </ul>
10-15 min.	<b>Page 42:</b> <ul style="list-style-type: none"> <li>• Read the “Action Items” and discuss as needed.</li> </ul>
1-2 min.	<b>Close in prayer.</b>

### In Order To Be Born, You Needed:

- 2 parents
- 4 grandparents
- 8 great-grandparents
- 16 second great-grandparents
- 32 third great-grandparents
- 64 fourth great-grandparents
- 128 fifth great-grandparents
- 256 sixth great-grandparents
- 512 seventh great-grandparents
- 1,024 eighth great-grandparents

- 2,048 ninth great-grandparents
- For you to be born today, you needed 4,096 ancestors, including twelve previous generations.

Think for a moment about how many struggles, how many battles, how much sadness, happiness, love stories, and hope for the future that your ancestors had to undergo for you to exist in this present moment! Think about how much they could teach us today!

# Workshop 8:

## Your Family and Traditions

---

### Prepare in Advance

**1. Read over the entire lesson plan here and in the *Participant's Manual*.**

**2. Make notes in your *Participant's Manual*.**

Mark the following sections where you will add your facilitator material, or take time for discussion:

- Page 46: Action Items

**3. If you would like to hang or show a few**

**pictures of family life from the 40s-70s, you can find several online.**

**4. Send a reminder to the person bringing light refreshments.**

**5. Bring with you:**

- Your *Participant's Manual* and *Facilitator's Guide*.
- Your own story from the last Action Items.
- Pictures to hang, if you choose to.

### Personal Notes:

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
5-10 min.	<b>Welcome participants and enjoy refreshments.</b>
Approx. 7-10 min. each	<b>Discussion from last week’s Action Items:</b> <ul style="list-style-type: none"> <li>• Have participants take turns sharing their story, with a few minutes after each one for positive discussion.</li> </ul>
5 min.	<b>Pages 45-46:</b> <ul style="list-style-type: none"> <li>• Have them take turns reading through to the “Action Items.”</li> </ul>
5 min.	<b>Page 46:</b> <ul style="list-style-type: none"> <li>• Read the “Action Items” and discuss as needed.</li> </ul>
1-2 min.	<b>Close in prayer.</b>

# Workshop 9:

## It Takes a Village

---

### Prepare in Advance

1. Read over the entire lesson plan here and in the *Participant's Manual*.

2. Make notes in your *Participant's Manual*.

Mark the following sections where you will add your facilitator material, or take time for discussion:

- Page 50: Action Items
- Page 51: Writing Tip: Avoiding “Very”

3. Check out the following: <https://www.youtube.com/watch?v=Upm9LnuCBUM>

4. Send a reminder to the person bringing light refreshments.

5. Bring with you:

- Your *Participant's Manual* and *Facilitator's Guide*.
- Your own story from the last Action Items.
- Supply of pens and pencils.
- Your phone or computer set up ready to play the Facebook URL noted above.

### Personal Notes:

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
10 min.	<b>Welcome participants and enjoy refreshments.</b>
Approx. 7-10 min. each	<b>Discussion from last week's Action Items:</b> <ul style="list-style-type: none"> <li>• Have participants take turns sharing their story, with a few minutes after each one for positive discussion.</li> </ul>
3 min.	<b>Play the Youtube about Fred Rogers.</b>
2 min.	<b>Page 49:</b> <ul style="list-style-type: none"> <li>• Have them take turns reading the page.</li> </ul>
5 min.	<b>Page 50:</b> <ul style="list-style-type: none"> <li>• Read the "Action Items" and discuss as needed.</li> </ul>
10-15 min.	<b>Page 51:</b> <ul style="list-style-type: none"> <li>• Read through the Writing Tip: Avoiding "Very," working together on the second column on page 52.</li> </ul>
1-2 min.	<b>Close in prayer.</b>

# Workshop 10:

## Your Birth and Childhood

---

### Prepare in Advance

1. Read over the entire lesson plan here and in the *Participant's Manual*.

2. Make notes in your *Participant's Manual*.

Mark the following sections where you will add your facilitator material, or take time for discussion:

- Page 53: Action Items

3. Send a reminder to the person bringing light refreshments.

4. Bring with you:

- Your *Participant's Manual* and *Facilitator's Guide*.
- Your own story from the last Action Items.

### Personal Notes:

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
10 min.	<b>Welcome participants and enjoy refreshments.</b>
Approx. 7-10 min. each	<b>Discussion from last week's Action Items:</b> <ul style="list-style-type: none"> <li>• Have participants take turns sharing their story, with a few minutes after each one for positive discussion.</li> </ul>
1 min.	<b>Tell them you are now moving into a new section for stories - The Stages of Life.</b>
2 min.	<b>Page 53:</b> <ul style="list-style-type: none"> <li>• Have them take turns reading the page down to "Action Items."</li> </ul>
5 min.	<b>Page 53:</b> <ul style="list-style-type: none"> <li>• Read the "Action Items" and discuss as needed.</li> <li>• Remind them to bring pictures or memorabilia that go along with their stories.</li> </ul>
1-2 min.	<b>Close in prayer.</b>

# Workshop 11: Your Teen Years

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## Prepare in Advance

- 1. Read over the entire lesson plan here and in the *Participant's Manual*.**
- 2. Make notes in your *Participant's Manual*.**

Mark the following sections where you will add your facilitator material, or take time for discussion:

  - Page 60: Action Items
- 3. Download a picture of Norman Rockwell's "[Girl at Mirror](#)"**
- 4. Read about the painting:**  
<https://artincontext.org/girl-at-mirror-by-norman-rockwell/>
- 5. Send a reminder to the person bringing light refreshments.**
- 6. Bring with you:**
  - Your *Participant's Manual* and *Facilitator's Guide*.
  - Your own story from the last Action Items.
  - The picture of Girl at Mirror and notes about it's story.

## Personal Notes:

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
10 min.	<b>Welcome participants and enjoy refreshments.</b>
Approx. 7-10 min. each	<b>Discussion from last week's Action Items:</b> <ul style="list-style-type: none"> <li>• Have participants take turns sharing their story, with a few minutes after each one for positive discussion.</li> </ul>
5-10 min.	<b>Show them the "Girl at Mirror" and discuss their thoughts on it.</b>
3-4 min.	<b>Page 59:</b> <ul style="list-style-type: none"> <li>• Have them take turns reading the page.</li> </ul>
5 min.	<b>Page 60:</b> <ul style="list-style-type: none"> <li>• Read the "Action Items" and discuss as needed.</li> <li>• Remind them to bring pictures, etc. that go along with their stories.</li> </ul>
1-2 min.	<b>Close in prayer.</b>

# Workshop 12:

## College and Careers

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### Prepare in Advance

- 1. Read over the entire lesson plan here and in the *Participant's Manual*.**
- 2. Make notes in your *Participant's Manual*.**

Mark the following sections where you will add your facilitator material, or take time for discussion:

  - Page 65: Action Items.
- 3. Send a reminder to the person bringing light refreshments.**
- 4. Bring with you:**
  - Your *Participant's Manual* and *Facilitator's Guide*.
  - Your own story from the last Action Items.

### Personal Notes:

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
10 min.	<b>Welcome participants and enjoy refreshments.</b>
Approx. 7-10 min. each	<b>Discussion from last week’s Action Items:</b> <ul style="list-style-type: none"> <li>• Have participants take turns sharing their story, with a few minutes after each one for positive discussion.</li> </ul>
2-3 min.	<b>Page 65:</b> <ul style="list-style-type: none"> <li>• Have them take turns reading the page down to “Action Items.”</li> </ul>
5 min.	<b>Page 65:</b> <ul style="list-style-type: none"> <li>• Read the “Action Items” and discuss as needed.</li> </ul>
1-2 min.	<b>Close in prayer.</b>

# Workshop 13:

## Single or Married Life

---

### Prepare in Advance

1. Read over the entire lesson plan here and in the *Participant's Manual*.
2. Make notes in your *Participant's Manual*.  
Mark the following sections where you will add your facilitator material, or take time for discussion:
  - Page 70: Action Items
3. Send a reminder to the person bringing light refreshments.
4. Bring with you:
  - Your *Participant's Manual* and *Facilitator's Guide*.
  - Your own story from the last Action Items.

### Personal Notes:

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
10 min.	<b>Welcome participants and enjoy refreshments.</b>
Approx. 7-10 min. each	<b>Discussion from last week's Action Items:</b> <ul style="list-style-type: none"> <li>• Have participants take turns sharing their story, with a few minutes after each one for positive discussion.</li> </ul>
4-5 min.	<b>Pages 69-70:</b> <ul style="list-style-type: none"> <li>• Have them take turns reading the page down to "Action Items."</li> </ul>
5 min.	<b>Page 70:</b> <ul style="list-style-type: none"> <li>• Read the "Action Items" and discuss as needed.</li> </ul>
1-2 min.	<b>Close in prayer.</b>

# Workshop 14:

## Life as a Senior

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### Prepare in Advance

**1. Read over the entire lesson plan here and in the *Participant's Manual*.**

**2. Make notes in your *Participant's Manual*.**

Mark the following sections where you will add your facilitator material, or take time for discussion:

- Page 76: Action Items

**3. Choose a suitable reading or comic of your choice. If you have a fun-loving group, you might want to read these revised lyrics, or something similar: <https://www.>**

[aroundthehouse.com/revised-song-titles-baby-boomers-thanks-pat-and-jim-bramich](https://www.aroundthehouse.com/revised-song-titles-baby-boomers-thanks-pat-and-jim-bramich)

**4. Send a reminder to the person bringing light refreshments.**

**5. Bring with you:**

- Your *Participant's Manual* and *Facilitator's Guide*.
- Your own story from the last Action Items.
- The reading, comic, or revised lyrics, of your choice.

### Personal Notes:

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
10 min.	<b>Welcome participants and enjoy refreshments.</b>
Approx. 7-10 min. each	<b>Discussion from last week's Action Items:</b> <ul style="list-style-type: none"> <li>• Have participants take turns sharing their story, with a few minutes after each one for positive discussion.</li> </ul>
2 min.	<b>Introduce the topic of seniors with the reading or comic of your choice.</b>
5 min.	<b>Pages 75-76:</b> <ul style="list-style-type: none"> <li>• Have them take turns reading the page down to "Action Items."</li> </ul>
5 min.	<b>Page 76:</b> <ul style="list-style-type: none"> <li>• Read the "Action Items" and discuss as needed.</li> </ul>
1-2 min.	<b>Close in prayer.</b>

# Workshop 15:

## The Arts and Sciences

---

### Prepare in Advance

1. Read over the entire lesson plan here and in the *Participant's Manual*.

2. Make notes in your *Participant's Manual*.

Mark the following sections where you will add your facilitator material, or take time for discussion:

- Page 79: Action Items

3. Send a reminder to the person bringing light refreshments.

4. Bring with you:

- Your *Participant's Manual* and *Facilitator's Guide*.
- Your own story from the last Action Items.

### Personal Notes:

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
10 min.	<b>Welcome participants and enjoy refreshments.</b>
Approx. 7-10 min. each	<b>Discussion from last week's Action Items:</b> <ul style="list-style-type: none"> <li>• Have participants take turns sharing their story, with a few minutes after each one for positive discussion.</li> </ul>
1 min.	<b>Tell them we now move into a new section for stories - Your Favourite Things</b>
2 min.	<b>Page 79:</b> <ul style="list-style-type: none"> <li>• Have them take turns reading the page down to "Action Items."</li> </ul>
5 min.	<b>Page 79:</b> <ul style="list-style-type: none"> <li>• Read the "Action Items" and discuss as needed.</li> </ul>
1-2 min.	<b>Close in prayer.</b>

# Workshop 16:

## Your Favourite Hymns, Songs, and Choruses

---

### Prepare in Advance

[posts/1952497845642107/](https://www.facebook.com/groups/598340817724490/posts/1952497845642107/)

1. Read over the entire lesson plan here and in the *Participant's Manual*.
2. Make notes in your *Participant's Manual*.  
Mark the following sections where you will add your facilitator material, or take time for discussion:
  - Page 84: Action Items
3. Check out the following Facebook post for a possible discussion: <https://www.facebook.com/groups/598340817724490/>
4. Send a reminder to the person bringing light refreshments.
5. Bring with you:
  - Your *Participant's Manual* and *Facilitator's Guide*.
  - Your own story from the last Action Items.

### Personal Notes:

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
10 min.	<b>Welcome participants and enjoy refreshments.</b>
Approx. 7-10 min. each	<b>Discussion from last week's Action Items:</b> <ul style="list-style-type: none"> <li>• Have participants take turns sharing their story, with a few minutes after each one for positive discussion.</li> </ul>
4-5 min.	<b>Pages 83-84:</b> <ul style="list-style-type: none"> <li>• Have them take turns reading the pages down to "Action Items."</li> </ul>
As needed	<b>If time allows, consider leading a discussion on the Facebook post</b>
5 min.	<b>Page 84:</b> <ul style="list-style-type: none"> <li>• Read the "Action Items" and discuss as needed.</li> </ul>
1-2 min.	<b>Close in prayer.</b>

# Workshop 17:

## Your Favourite Bible Verses, Stories, and Characters

---

### Prepare in Advance

1. Read over the entire lesson plan here and in the *Participant's Manual*.

2. Make notes in your *Participant's Manual*.

Mark the following sections where you will add your facilitator material, or take time for discussion:

- Page 87: Action Items

3. Send a reminder to the person bringing light refreshments.

4. Bring with you:

- Your *Participant's Manual* and *Facilitator's Guide*.
- Your own story from the last Action Items.

### Personal Notes:

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
10 min.	<b>Welcome participants and enjoy refreshments.</b>
Approx. 7-10 min. each	<b>Discussion from last week's Action Items:</b> <ul style="list-style-type: none"> <li>• Have participants take turns sharing their story, with a few minutes after each one for positive discussion.</li> </ul>
2 min.	<b>Page 87:</b> <ul style="list-style-type: none"> <li>• Have them take turns reading the page down to "Action Items."</li> </ul>
8-10 min.	<b>Page 87:</b> <ul style="list-style-type: none"> <li>• Read the "Action Items" and discuss as needed.</li> <li>• Have the participants look over Appendix 5: Topical Bible Verses, on page 143.</li> </ul>
1-2 min.	<b>Close in prayer.</b>

# Workshop 18:

## Your Travels and Visits

---

### Prepare in Advance

**1. Read over the entire lesson plan here and in the *Participant's Manual*.**

**2. Make notes in your *Participant's Manual*.**

Mark the following sections where you will add your facilitator material, or take time for discussion:

- Page 90: Action Items

**3. Workshop 25, “Skeletons in the Closet.” will require extra preparation. Please read the lesson now to start preparing.**

For this class, on the wall I tape many memes, quotes, and Bible verses that are useful for anyone carrying a burden from the past, or for

those helping someone dealing with this.

**Over the next few weeks, gather or make graphics.** I usually print one or two on letter-sized paper. I currently have about 100 pictures I use, but 50 is a good starting number. Use Google for ideas, or watch for them on Facebook. See Appendix 5 for ideas.

**4. Send a reminder to the person bringing light refreshments.**

**5. Bring with you:**

- Your *Participant's Manual* and *Facilitator's Guide*.
- Your own story from the last Action Items.

### Personal Notes:

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
10 min.	<b>Welcome participants and enjoy refreshments.</b>
Approx. 7-10 min. each	<b>Discussion from last week’s Action Items:</b> <ul style="list-style-type: none"> <li>• Have participants take turns sharing their story, with a few minutes after each one for positive discussion.</li> </ul>
4 min.	<b>Pages 89-90:</b> <ul style="list-style-type: none"> <li>• Have them take turns reading the pages down to “Action Items.”</li> </ul>
8-10 min.	<b>Page 90:</b> <ul style="list-style-type: none"> <li>• Read the “Action Items” and discuss as needed.</li> </ul>
1-2 min.	<b>Close in prayer.</b>

# Workshop 19:

## Hobbies, Keepsakes, and Things You Enjoy

---

### Prepare in Advance

1. Read over the entire lesson plan here and in the *Participant's Manual*.
2. Make notes in your *Participant's Manual*.  
Mark the following sections where you will add your facilitator material, or take time for discussion:
  - Page 93: Action Items
3. Send a reminder to the person bringing light refreshments.
4. Bring with you:
  - Your *Participant's Manual* and *Facilitator's Guide*.
  - Your own story from the last Action Items.

### Personal Notes:

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
10 min.	<b>Welcome participants and enjoy refreshments.</b>
Approx. 7-10 min. each	<b>Discussion from last week’s Action Items:</b> <ul style="list-style-type: none"> <li>• Have participants take turns sharing their story, with a few minutes after each one for positive discussion.</li> </ul>
2 min.	<b>Page 93:</b> <ul style="list-style-type: none"> <li>• Have them take turns reading the page down to “Action Items.”</li> </ul>
5 min.	<b>Page 93:</b> <ul style="list-style-type: none"> <li>• Read the “Action Items” and discuss as needed.</li> </ul>
1-2 min.	<b>Close in prayer.</b>

# Workshop 20:

## Your Health and Well-Being

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### Prepare in Advance

1. Read over the entire lesson plan here and in the *Participant's Manual*.
2. Make notes in your *Participant's Manual*.  
Mark the following sections where you will add your facilitator material, or take time for discussion:
  - Page 96: Action Items
3. Send a reminder to the person bringing light refreshments.
4. Bring with you:
  - Your *Participant's Manual* and *Facilitator's Guide*.
  - Your own story from the last Action Items.

### Personal Notes:

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
10 min.	<b>Welcome participants and enjoy refreshments.</b>
Approx. 7-10 min. each	<b>Discussion from last week's Action Items:</b> <ul style="list-style-type: none"> <li>• Have participants take turns sharing their story, with a few minutes after each one for positive discussion.</li> </ul>
1 min.	<b>Tell them we now move from our favourite things to a miscellaneous section.</b>
4 min.	<b>Pages 95-96:</b> <ul style="list-style-type: none"> <li>• Have them take turns reading the pages down to "Action Items."</li> </ul>
5 min.	<b>Page 96:</b> <ul style="list-style-type: none"> <li>• Read the "Action Items" and discuss as needed.</li> </ul>
1-2 min.	<b>Close in prayer.</b>

# Workshop 21:

## Your Praise and Prayers

---

### Prepare in Advance

**1. Read over the entire lesson plan here and in the *Participant's Manual*.**

**2. Make notes in your *Participant's Manual*.**

Mark the following sections where you will add your facilitator material, or take time for discussion:

- Page 100: Action Items

**3. Reminder: Workshop 25, “Skeletons in the**

**Closet” requires extra preparation. Please see Appendix 5 for ideas.**

**4. Send a reminder to the person bringing light refreshments.**

**5. Bring with you:**

- Your *Participant's Manual* and *Facilitator's Guide*.
- Your own story from the last Action Items.

### Personal Notes:

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
10 min.	<b>Welcome participants and enjoy refreshments.</b>
Approx. 7-10 min. each	<b>Discussion from last week's Action Items:</b> <ul style="list-style-type: none"> <li>• Have participants take turns sharing their story, with a few minutes after each one for positive discussion.</li> </ul>
2-3 min.	<b>Pages 99-100:</b> <ul style="list-style-type: none"> <li>• Have them take turns reading the pages down to "Action Items."</li> </ul>
5 min.	<b>Page 100:</b> <ul style="list-style-type: none"> <li>• Read the "Action Items" and discuss as needed.</li> </ul>
1-2 min.	<b>Close in prayer.</b>

# Workshop 22:

## Your Spiritual Fruit and Gifts

---

### Prepare in Advance

- 1. Read over the entire lesson plan here and in the *Participant's Manual*.**
- 2. Make notes in your *Participant's Manual*.**

Mark the following sections where you will add your facilitator material, or take time for discussion:

  - Page 104: Action Items
- 3. Choose one of the spiritual gift surveys and print enough copies for everyone.**
- 4. Send a reminder to the person bringing light refreshments.**
- 5. Bring with you:**
  - Your *Participant's Manual* and *Facilitator's Guide*.
  - Your own story from the last Action Items.
  - Pens or pencils

### Personal Notes:

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
10 min.	<b>Welcome participants and enjoy refreshments.</b>
Approx. 7-10 min. each	<b>Discussion from last week's Action Items:</b> <ul style="list-style-type: none"> <li>• Have participants take turns sharing their story, with a few minutes after each one for positive discussion.</li> </ul>
5-6 min.	<b>Pages 103-104:</b> <ul style="list-style-type: none"> <li>• Have them take turns reading the page down to "Action Items."</li> </ul>
30-40 min.	<b>Page 104:</b> <ul style="list-style-type: none"> <li>• Read the "Action Items" and discuss as needed.</li> <li>• Hand out the spiritual gift surveys and give them approx. 20 minutes to complete them.</li> <li>• Once everyone is finished, have each one give their top three results and discuss any surprises or reassurances.</li> </ul>
1-2 min.	<b>Close in prayer.</b>

# Workshop 23:

## Justice and Compassion

---

### Prepare in Advance

1. Read over the entire lesson plan here and in the *Participant's Manual*.
2. Make notes in your *Participant's Manual*.  
Mark the following sections where you will add your facilitator material, or take time for discussion:
  - Page 108: Action Items
3. Send a reminder to the person bringing light refreshments.
4. Bring with you:
  - Your *Participant's Manual* and *Facilitator's Guide*.
  - Your own story from the last Action Items.

### Personal Notes:

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
10 min.	<b>Welcome participants and enjoy refreshments.</b>
Approx. 7-10 min. each	<b>Discussion from last week's Action Items:</b> <ul style="list-style-type: none"> <li>• Have participants take turns sharing their story, with a few minutes after each one for positive discussion.</li> </ul>
3 min.	<b>Pages 107-108:</b> <ul style="list-style-type: none"> <li>• Have them take turns reading the pages down to "Action Items."</li> </ul>
5 min.	<b>Page 108:</b> <ul style="list-style-type: none"> <li>• Read the "Action Items" and discuss as needed.</li> </ul>
1-2 min.	<b>Close in prayer.</b>

# Workshop 24: Turning Points

---

## Prepare in Advance

**1. Read over the entire lesson plan here and in the *Participant's Manual*.**

**2. Make notes in your *Participant's Manual*.**

Mark the following sections where you will add your facilitator material, or take time for discussion:

- Page 112: Action Items

**3. Reminder: Workshop 25, “Skeletons in the**

**Closet” requires extra preparation. Please see Appendix 5.**

**4. Send a reminder to the person bringing light refreshments.**

**5. Bring with you:**

- Your *Participant's Manual* and *Facilitator's Guide*.
- Your own story from the last Action Items.

## Personal Notes:

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
10 min.	<b>Welcome participants and enjoy refreshments.</b>
Approx. 7-10 min. each	<b>Discussion from last week's Action Items:</b> <ul style="list-style-type: none"> <li>• Have participants take turns sharing their story, with a few minutes after each one for positive discussion.</li> </ul>
3 min.	<b>Pages 111-112:</b> <ul style="list-style-type: none"> <li>• Have them take turns reading the pages down to "Action Items."</li> </ul>
5 min.	<b>Page 112:</b> <ul style="list-style-type: none"> <li>• Read the "Action Items" and discuss as needed.</li> </ul>
1-2 min.	<b>Close in prayer.</b>

# Workshop 25:

## Skeletons in the Closet

---

### Prepare in Advance

**1. Read over the entire lesson plan here and in the *Participant's Manual*.**

**2. Make notes in your *Participant's Manual*.**

Mark the following sections where you will add your facilitator material, or take time for discussion:

- Page 116: Action Items

**3. Send a reminder to the person bringing light refreshments.**

**4. Bring with you:**

- Your *Participant's Manual* and *Facilitator's Guide*.

- Your own story from the last Action Items.
- Memes, quotes, and other graphics to hang on the walls around the class room. Put one or two graphics on each letter-size paper.
- Plasti-tak or masking tape
- Plan to leave early enough to have time to hang the graphics before the class begins.
- If you have a large room, space them well apart. If the room is small, you may need to include a hallway. You want them far enough apart that the participants can move individually around the room clockwise, without disturbing anyone else.

### Personal Notes:

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
10 min.	<b>Welcome participants and enjoy refreshments.</b>
Approx. 7-10 min. each	<b>Discussion from last week's Action Items:</b> <ul style="list-style-type: none"> <li>• Have participants take turns sharing their story, with a few minutes after each one for positive discussion.</li> </ul>
4 min.	<b>Pages 115-116:</b> <ul style="list-style-type: none"> <li>• Have them take turns reading the pages down to "Action Items."</li> </ul>
5 min.	<b>Page 116:</b> <ul style="list-style-type: none"> <li>• Read the "Action Items" and discuss as needed.</li> <li>• Let them know that if any of them feels led to share a story next week, they may do so, but there is no pressure for anyone to write.</li> <li>• Let them know you're doing something different this week, but before you give them instructions, that you're going to pray.</li> </ul>
1-2 min.	<b>Pray.</b> <ul style="list-style-type: none"> <li>• Pray for those who may be struggling with their past.</li> <li>• Pray for those who may be supporting those struggling with their past.</li> <li>• Pray that God will speak to each one as He sees fit during the rest of today's class and throughout the week.</li> </ul>
As needed	<b>Ask the participants to spread out so each person can individually view the memes, quotes, etc. hung on the wall. Let them know:</b> <ul style="list-style-type: none"> <li>• they can take pictures of any that are meaningful to them, or jot down the thoughts on paper to take with them.</li> <li>• these are for anyone struggling with their past, as well as for those looking for resources to help those who are struggling.</li> <li>• that this is a quiet time and reserve talking until they have left the room.</li> <li>• they can spend as much time as needed, and when they are ready, they may quietly leave.</li> <li>• you are available if they need to talk to someone in private. If necessary, direct them to the officers/pastors, or other Christians you know who they can talk to. Offer your prayers.</li> </ul>

# Workshop 26:

## Putting It All Together, Part I

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### Prepare in Advance

**1. Read over the entire lesson plan here and in the *Participant's Manual*.**

**2. Make notes in your *Participant's Manual*.**

Mark the following sections where you will add your facilitator material, or take time for discussion:

- Page 119: end of first paragraph
- Page 121: the URL before the section on introductions
- Page 123: Action Items

**3. Update your own list of stories still to write.**

**4. Send a reminder to the person bringing**

**light refreshments.**

**5. Read over the suggestions for a closing celebration (Appendix 4) and start preparing some ideas.**

**4. Bring with you:**

- Your *Participant's Manual* and *Facilitator's Guide*.
- Your list of stories still to write.
- Several memoirs to show how the authors handled the various topics from the lesson, such as the Title and order of stories, the Introduction, Conclusion, Transitions, Index, etc.
- Possible ideas for a celebration event at the end of the course.

**Personal Notes:**

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
10-20 min.	<p><b>Welcome participants and enjoy refreshments.</b></p> <ul style="list-style-type: none"> <li>• Discuss ideas regarding the celebration to end the course, coming up soon.</li> </ul>
5 min.	<p><b>Discussion from last week's Action Items:</b></p> <ul style="list-style-type: none"> <li>• Ask if anyone has any comments or questions from last week's lesson, or if anyone would like to share a story. Remind them that there is no pressure to do so.</li> </ul>
1 min.	<p><b>Tell them you're now moving into the section on how to finalize their memoirs.</b></p>
5-15 min.	<p><b>Read the first paragraph on page 119.</b></p> <ul style="list-style-type: none"> <li>• Ask each participant to share the topics they still have on their story idea list. This will help others who may not have thought of those topics, and could also lead to some discussion on these ideas.</li> </ul>
10-12 min.	<p><b>Page 121</b></p> <ul style="list-style-type: none"> <li>• Continue taking turns reading down to the URL just before the section on introductions.</li> <li>• Take a few moments to check out and discuss the URL.</li> </ul>
10-20 min.	<p><b>Pages 121-123:</b></p> <ul style="list-style-type: none"> <li>• Continue taking turns reading down to the Action Items, stopping after each section for brief discussions.</li> </ul>
5 min.	<p><b>Page 123:</b></p> <ul style="list-style-type: none"> <li>• Read and discuss the Action Items.</li> </ul>
1-2 min.	<p><b>Closing Prayer</b></p>

# Workshop 27:

## Putting It All Together, Part II

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### Prepare in Advance

1. Read over the entire lesson plan here and in the *Participant's Manual*.
2. Make notes in your *Participant's Manual*, as you see fit.
  - Page 132: Closing Prayer
3. Look through various family memoirs to find examples of the different section topics and be prepared to show them to the class.
4. Check your recipe books, bookshelves, or the public library for samples of the various types of bindings to show to the class. Also check for samples of interesting front covers that might work for a memoir.
5. Prepare to announce what will take place at your Closing Celebration.
6. Bring with you:
  - Your *Participant's Manual* and *Facilitator's Guide*.
  - Samples of various memoirs.
  - Samples of various types of bindings.
  - Samples of various publications and other ways to share their stories (see pages 130-131).
  - I also generally provide them with a copy of the current writing guidelines for *salvationist.ca* and *Faith and Friends*: <https://salvationist.ca/editorial/writer-s-guidelines/>

### Personal Notes:

## Suggested Workshop Lesson Plan

Time	Tasks and Personal Notes
10 min.	<b>Welcome participants and enjoy refreshments.</b>
2-3 min.	<b>Make any necessary announcements regarding the Closing Celebration.</b> <ul style="list-style-type: none"> <li>• Let them know if you plan to take a group photo at the celebration.</li> </ul>
7-10 min. each	<b>Discussion from last week's Action Items</b>
30-60 min.	<b>Pages 125-131:</b> <ul style="list-style-type: none"> <li>• Take turns reading each section. stopping to show samples you may have and discuss as needed.</li> <li>• Provide them with a copy of the writing guidelines for <i>salvationist.ca</i> and <i>Faith and Friends</i>, or at least show them the URL. Note: Use your own denomination's information, if your group is not from The Salvation Army.</li> </ul>
3-5 min.	<b>Pages 133-134:</b> <ul style="list-style-type: none"> <li>• Take turns reading these pages.</li> </ul>
1-2 min.	<b>Closing Prayer</b> <ul style="list-style-type: none"> <li>• Read the closing prayer on page 132 together.</li> </ul>

# Closing Celebration

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## **Prepare in Advance**

Add points as needed for the celebration you're planning..



## Appendix 1: Promotional Poster

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On the next page you will find a sample poster. Feel free to print as many copies as needed, or design your own poster. Be sure to add your name and contact information, etc. at the bottom.

# CONNECTING

## *THROUGH LIFE STORIES*

### Christian Memoir Workshops



Learn more about:

- yourself
- others in the group
- God's fingerprints in your life
- what kind of stories to write
- various ways to share them

**Your Story  
Matters!**

SCAN ME



Learn more about the  
workshops at:  
[saoshawa.ca/life-stories](http://saoshawa.ca/life-stories)

## Appendix 2: Promotional Brochure

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On the following two pages you will find a template for a double-sided promotional brochure. Feel free to print as many copies as needed. You'll note you will need to fill in the necessary information on the back page—the location, day and time, as well as your name and contact information. You can do this by hand or type the information on a label and attach the

labels to the brochures.

Or, feel free to design your own brochures.

I generally carry a few copies in my purse to hand out to people I talk to, as well as following our worship service on the two Sundays leading up to the start of the workshops. I also have them available in the foyer and make myself available to talk to those who may be interested.

We encourage you to share your stories with your family in various ways, such as writing, videotaping, podcasting, voice recording, or having someone else write them for you. Our goal is to make you feel comfortable sharing your stories, including your faith stories, in the way that suits you best.

- **What will the workshops entail?**

Each week, we'll focus on a different life topic, often including stories about your faith and how your story fits into God's bigger story. Your Participant's Manual will include notes on the various topics, as well as basic writing tips and memory joggers. We'll use Scripture references, discuss story ideas, share our stories, and learn from one another.

The goal is to appreciate and encourage each other while glorifying God. Each week, you'll reflect on a topic and come ready to share your story in class.

**The workshops will be held:**

**For more information, please contact:**



This course is from the *Connecting Through Life Stories* initiative of The Salvation Army in Oshawa, ON.

Learn more at [saoshawa.ca/life-stories](http://saoshawa.ca/life-stories)

SCAN ME



# CHRISTIAN MEMOIR WORKSHOPS



## Information and FAQs

# Interactive Fellowship

Experience a supportive and interactive time of fellowship as we share our stories and learn more about each other. Each week, we'll explore a new topic with background information, memory joggers, and relevant Bible verses.

Topics include:

- Our upbringing and community
- Life changes over the years
- Finding God at work in our lives
- Schooling, career, health, hobbies, and interests
- Favourite Bible verses and hymns
- Passions and turning points in our lives

We'll also learn about various ways to share our stories with family, friends, and others, using methods like writing letters, journaling, scrapbooking, blogging, videos, podcasts, and more. Plus, we'll build a timeline and discuss photos, memorabilia, and resources to help us remember and share our stories.

We'd love to have you join us!



- **Do I need to attend every week?**  
Attending each week might not be possible for everyone. However, we encourage you to join us as often as possible and catch up on any missed material.
- **Do I have to share my story during the workshop?**  
You will be encouraged to share your story each week, but there is no pressure to do so. Some topics may be easier for you to discuss than others, and that's perfectly okay. Share at your own pace and comfort level.
- **I lived an ordinary life; what if I don't have an interesting story to share?**  
You'll be surprised to find that you do! Everyone has a story!
- **How much does it cost?**  
You will be required to purchase an inexpensive manual online and print it. You will also need a two-inch binder.
- **Do I have to write?**  
No, writing is not required. While you will be encouraged to write your stories, you don't have to. The important thing is to share your stories in a way that feels comfortable for you.
- **How is it different from other memoir courses?**  
Unlike most memoir courses, which generally focus on writing for publication, our workshops are more inclusive and personal.

# Frequently Asked Questions

- **Why should we share our life stories with others?**

Here are just a few benefits:

- **Understanding:** To learn about different lifestyles, places, and experiences and to help younger generations understand your life and actions.
- **Expression:** To explain your experiences and feelings, gaining new perspectives as you age.

- **Connection:** To feel heard and understood.
- **Legacy:** To leave a legacy of faith by sharing what God has done for you.
- **Insight:** To share life's ups and downs, providing wisdom and guidance.
- **Perspective:** To see the world through the eyes of others.





## Appendix 3: Promotional Announcements

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Following are some sample ideas for promoting your workshops in church. They could be used from the pulpit, on social media, or in a church bulletin. Feel free to reword them as needed.

---

Have you ever thought about writing your life story—but didn't know where to begin? Whether you're a seasoned storyteller or someone who's never put pen to paper, the Christian Memoir Workshops are for you.

(Insert Your Name) is prepared to guide participants through a journey of reflection and writing, helping them shape their memories into meaningful family memoirs. Come along and enjoy the fellowship and spiritual insights shared among the group.

Each workshop offers:

- Writing tips and memory prompts.
- Reflection on how God has moved in your life.
- A welcoming, no-pressure environment.
- Opportunities to share and connect with others.

Even if you don't plan to prepare a document for your family, this is a beautiful way to explore your story—for your own growth, healing, and joy.

Sign up in the foyer before or after the worship service on (dates of two Sundays), or reach out to the facilitator (name and contact information).

---

Your life is as unique as your fingerprints. Learn how to share your experiences and leave a treasured legacy for generations to come. The Christian Memoir Workshops are free and begin on (date, time, location). Learn as you share your stories with others. The facilitator, (name), will be in the foyer before and after the worship service if you have any questions, or email (address and your phone number if you wish.)

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The Christian Memoir Workshops begin on (date, time, location). If you want to write your memoirs or learn how to share your life stories in other ways, come along and receive guidance, motivation, inspiration, and friends who will support you. The facilitator, (name), will be in the foyer before and after the worship service if you have any questions, or email (address and your phone number if you wish.)

---

Coming soon! Christian Memoir Workshops! Experience a supportive and interactive time of fellowship, sharing life stories and getting to know others better. Each week, explore a new topic, along with background information, memory joggers, and more. These weekly free workshops will take place on (date, time, location). The facilitator, (name), will be in the foyer before and after the worship service if you have any questions, or email (address and your phone number if you wish.) This will be your last opportunity to register for this season.



## Appendix 4: Registration Form

---

On the following page is a sample copy of the registration form. Feel free to print as many copies as you like, or design your own form.

Just a reminder that the ideal class size is between five to ten.

# Christian Memoir Workshops

## Registration Form

Please print

Name \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

Check the closest response:

- I have no writing experience.
- I have limited writing experience (examples: letters, Facebook posts, personal emails).
- I have some writing experience (examples: journaling, blogs, newsletters).
- I have written at least two published articles (e.g., magazine articles, a book, a website).

# Christian Memoir Workshops

## Registration Form

Please print

Name \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

Check the closest response:

- I have no writing experience.
- I have limited writing experience (examples: letters, Facebook posts, personal emails).
- I have some writing experience (examples: journaling, blogs, newsletters).
- I have written at least two published articles (e.g., magazine articles, a book, a website).

## Appendix 5: Ideas for Memes for Workshop 25

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Here are a few suggestions for memes to make or look for to use for *Workshop 25: Skeletons in the Closet*:

- A picture of a butterfly with the words: “The butterfly does not look back at the caterpillar in shame. Your past is part of your transformation.”
- A picture of a train with the words: “When a train goes through a tunnel, and it gets dark, you don’t throw away the ticket and get off. You sit still and trust the engineer” (Corrie ten Boom).
- A picture of a laundry room: “Difficult times in life are like washing machines, they twist us, spin us, and knock us around, but in the end, we come out cleaner, brighter, and better than before.”
- A picture of crayons or colouring: “Broken crayons still colour.”
- “God is not in the business of leaving us in a place of ruin.”
- “Every flower that ever bloomed had to go through a whole lot of dirt to get there.”
- “Mosaics are made from broken pieces.”
- “Don’t ruin a good day by thinking about a bad yesterday. Let it go!”



## Appendix 6: Ideas for Closing Celebration

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### Purpose:

You and your participants have worked hard over the past number of months and it's worthwhile celebrating that fact. This does not need to be an extravagant event, but just a time to put learning aside and have a great time of fellowship and celebration.

You don't want this to be a burden on anyone, yourself included, so keep it simple. It doesn't need to be long (about 1 1/2 hours).

### Venue:

Some options to consider would be:

- where you normally meet for each class
- in your home, or one of your participants might host it in their home.
- a quiet area of a local restaurant.
- a nearby park (weather permitting).

### Decor:

This will depend on your budget, time, and venue. We had one event held at a participant's home and she set a lovely table and provided the luncheon herself.

Normally, we use a round table in our church's fellowship room, with a plastic tablecloth, colour-coordinated paper plates and cups, and a small centrepiece (bud vase with a flower, small potted plant, or a fancy candle).

### Food:

- Brunch could include such things as various muffins, quiche, cinnamon buns, bagels, etc.
- Light lunch might include such things as any of the following: various sandwiches, soup,

salad, cheese platter, veggie tray, meat tray, fruit platter, fondue, devilled eggs, quiche, iced tea, punch, etc.

- Dinner could include such things as lasagne, salad, meat tray, or Shepherd's pie, etc.
- For any of the above options, each person could pay a set amount (preferably no more than \$10) to cover the cost of food and beverages.
- Have a potluck.
- Have it catered.
- Each person order what they want at a restaurant.

### Program:

Again, just keep it simple. By now they will be an intimate group and will mostly just want to talk about their plans for the days ahead.

You might want to consider a short devotional (2-3 minutes), or to give them some type of a remembrance of their time together (special bookmark or a card).

One item my participants particularly liked was a lovely blank card I gave them with their name and it's meaning printed on the inside, along with references to who God says they are (see the following page).

You might also consider going around the table and saying a few words of encouragement specific to each person.

Close with a prayer of thanks, celebrating friendships built over the time together, and asking the Lord to continue inspiring each of them to continue writing and sharing their stories with others.

### I am . . .

- a child of God — Jn. 1:12
- accepted — Rom. 15:7
- an heir with Christ — Rom. 8:17
- blessed — Eph. 1:3
- called — 2 Tim. 1:9
- carried by God — Deut. 1:31
- chosen & appointed — Eph. 1:4; Jn. 15:16
- chosen royal priesthood — 1 Pet. 2:9
- complete in Christ — Col. 2:10
- delivered — Ps. 34:17
- empowered by the Spirit — Acts 1:8
- forgiven & cleansed — 1 Jn. 1:7, 9
- free — Gal. 5:1
- God's friend — Jn. 15:15
- God's masterpiece — Eph. 2:10
- guarded by peace — Phil. 4:7
- hidden with Christ — Col. 3:3
- justified — Rom. 5:1
- kept by God's power — 1 Pet. 1:5
- loved with everlasting love — Jer. 31:3
- made new — 2 Cor. 5:17
- more than a conqueror — Rom. 8:37
- never alone — Heb. 13:5
- never condemned — Rom. 8:1
- protected — Ps. 91:4
- redeemed — Eph. 1:7
- renewed — Col. 3:10
- rescued from darkness — Col. 1:13
- rooted & grounded — Eph. 3:17
- sanctified — 1 Cor. 6:11
- sealed with the Spirit — Eph. 1:13
- strengthened — Isa. 40:31
- strong in the Lord — Eph. 6:10
- the light of the world — Matt. 5:14
- the salt of the earth — Matt. 5:13
- upheld by His right hand — Isa. 41:13
- victorious — 1 Cor. 15:57

## A Concluding Note . . .

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Thank you for taking on the role of facilitator for these workshops. I pray this experience has blessed you as much as your leadership has blessed your group. You've helped them remember, reflect, and recognize God's fingerprints in their journeys, while providing accountability and helping them grow closer to the Lord and to each other. That's the kind of work that changes lives!

As you finish this series, take time to rejoice in what God has accomplished through you. You've created space for transformation, connection, and healing, and that is no small feat.

If you choose to facilitate again, you'll bring new insight, confidence, and compassion to the next group. And don't be surprised if your participants want to keep meeting for accountability and connection as they continue writing their stories. Once people begin telling their stories, they often discover how much they still need one another. I've found that each new group brings fresh insight and renewed purpose.

Remember, your story matters too, and God can use it to encourage others in ways you may never fully see. So, thank you for serving so faithfully.

I also want to express my thanks to Lillian for her feedback, and helping with the editing and proofreading. I also truly appreciate Major Patricia Kennedy for getting me started on this initiative and Captains Justin and Colleen Gleadall for their encouragement and support in bringing it to fruition.

These workshops are part of the *Connecting Through Life Stories* initiative to encourage members of our congregation to share their personal "God-moments"—those times when His presence and guidance are evident. We've found this to be a positive experience and wanted to make these lessons available to a broader audience, whether within The Salvation Army or any other Christian denomination.

If you'd like to learn more about our church or the *Connecting Through Life Stories* initiative, we invite you to visit us in person or follow us on social media:

- Website: [www.saoshawa.ca](http://www.saoshawa.ca)
- Facebook: [www.facebook.com/saoshawa](https://www.facebook.com/saoshawa)
- YouTube: [www.youtube.com/saoshawa](https://www.youtube.com/saoshawa)
- Instagram: [www.instagram.com/saoshawa](https://www.instagram.com/saoshawa)
- Podcasts: [www.saoshawa.ca/podcast](http://www.saoshawa.ca/podcast)

Learn more about the *Connecting Through Life Stories* initiative: [www.saoshawa.ca/life-stories](http://www.saoshawa.ca/life-stories)

Gladys Thompson  
The Salvation Army Oshawa Temple  
Volunteer Life Stories Coordinator

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# Every story matters. You can help bring those stories to life.

This Facilitator's Guide equips you to lead others on a meaningful journey of remembering, reflecting, and recognizing God's presence in their lives. With lesson plans, practical ideas, and useful resources, you can feel confident guiding participants as they share the stories that have shaped their faith.

Whether you're a seasoned leader or taking on this role for the first time, this guide is here to support you every step of the way. Participants will have the opportunity to reflect on meaningful moments in their lives, see God's fingerprints in unexpected places, and grow confident in sharing their stories with others.

Your willingness to lead creates a space where stories can inspire others, healing can begin, and faith can grow.

Thank you for stepping into this meaningful role.

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Gladys Thompson's passion for memoirs—including extensive reading on the subject, attending workshops, and writing several books about family members and ancestors—led her to launch *Connecting Through Life Stories* in 2023, a project designed to inspire members of The Salvation Army in Oshawa to share how God has worked in their lives.



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Get more information at  
[saoshawa.ca/life-stories](https://saoshawa.ca/life-stories)