

WORKSHOP IN A BOX

FACILITATOR'S GUIDE

The Waiting Room
REVOLUTION



VERSION 2: MAR 3, 2026



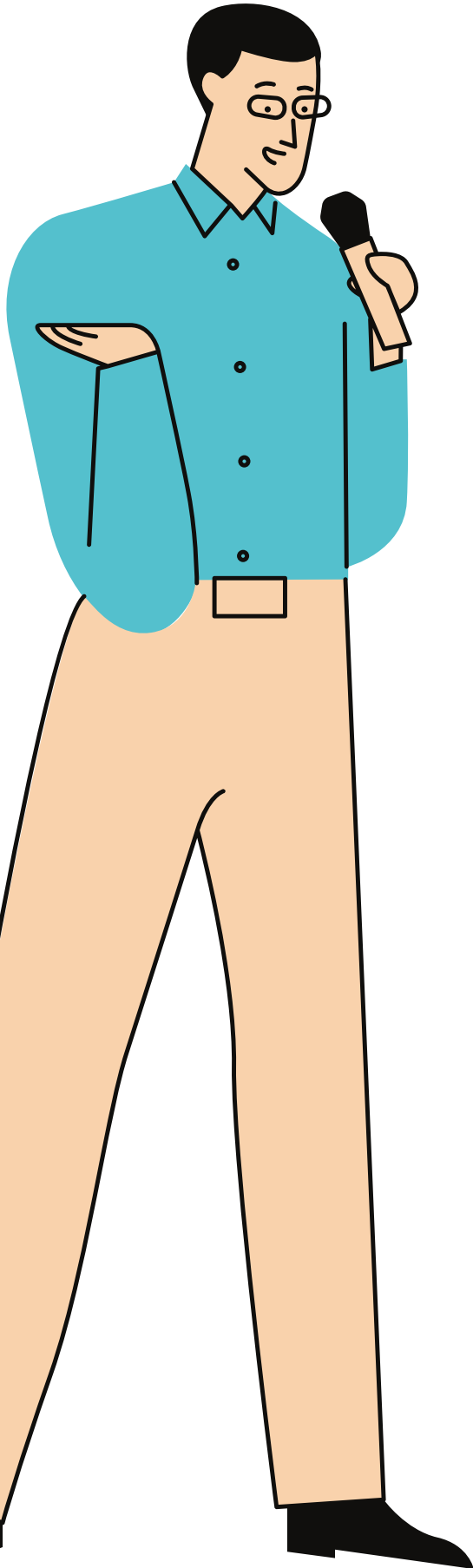


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YOU'RE NOW AN OFFICIAL AMBASSADOR OF THE WAITING ROOM REVOLUTION

THE GOAL of **THE WORKSHOP IN A BOX** is to summarize the Waiting Room Revolution resources and make it easy for **YOU** to lead workshops in your community.



The Waiting Room Revolution was founded by Dr. Hsien Seow, health care researcher, and Dr. Sammy Winemaker, palliative care physician. Through their decades of experience, they saw the systemic gaps that leave patients and families unprepared for what to expect throughout a life-changing illness. Thus they started a social movement to improve the patient, family and provider experience.

The Waiting Room Revolution challenges the status quo by advocating for a more compassionate, transparent, and empowering approach to healthcare. It seeks to empower individuals by bridging the gap between what healthcare providers know and what patients and families are told.

WHAT'S THE WAITING ROOM REVOLUTION?



WHAT ARE THE 7 KEYS?

The 7 keys are the heart of the Waiting Room Revolution. They serve as a framework for action for every patient and family facing a serious illness. They arose from analyzing thousands of patient and family stories about the keys to unlock a better illness experience. The resulting 7 keys are simple, practical actions that can be used right away.

Walk Two Roads

Balance staying positive while also seeking honest, accurate information. This helps you stay hopeful and grounded in reality.



Zoom Out

Every illness has a known pattern to it. Understanding this storyline gives you a birds-eye and long view of where you are at in your illness.



Know Your Style

Your unique way of being will have as much impact on your illness experience as the illness itself. Harness information about your style to gain more control.



Customize Your Order

Ideally you want to tailor your care to match your values. Share what's important to you to ensure that your care matches who you are as a unique person.



Anticipate Ripple Effects

Your inner crew (e.g. family and caregivers) will have a parallel illness journey. Their lives will be affected in multiple ways.



Connect the Dots

You and your inner crew need to play a central role in co-ordinating information. This enhances continuity and safety, especially at transition points



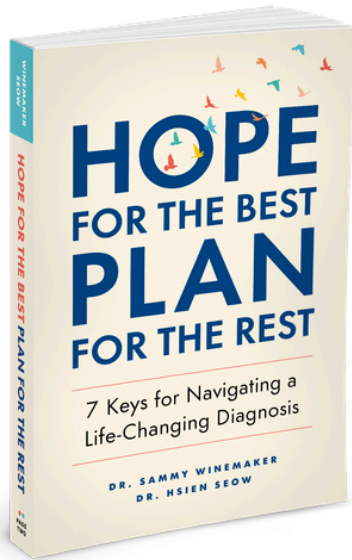
Invite Yourself

Initiate conversations with your healthcare team. Don't assume no news is good news. Passive, polite patients are encouraged to be respectfully assertive.



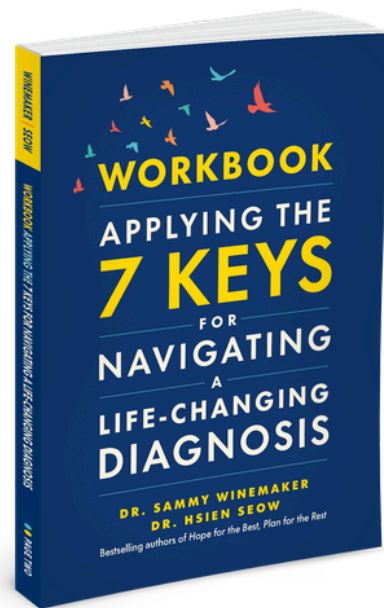
UNPACKING THE 7 KEYS

These 7 keys are explained in several resources:



Hope for the Best,
Plan for the Rest
Book (core resource)

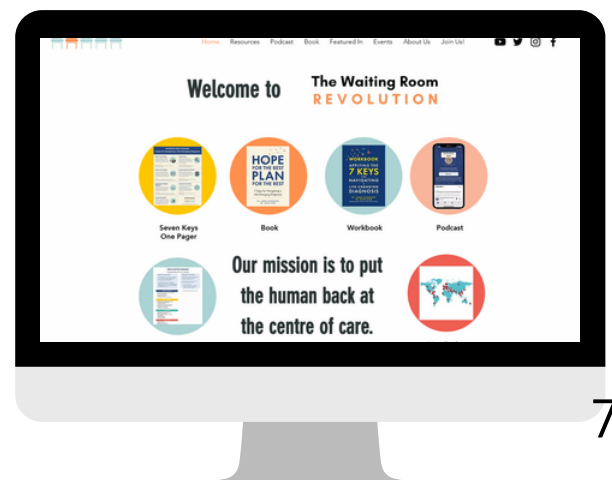
Applying the 7 Keys
Workbook



Podcast and
Youtube Channel



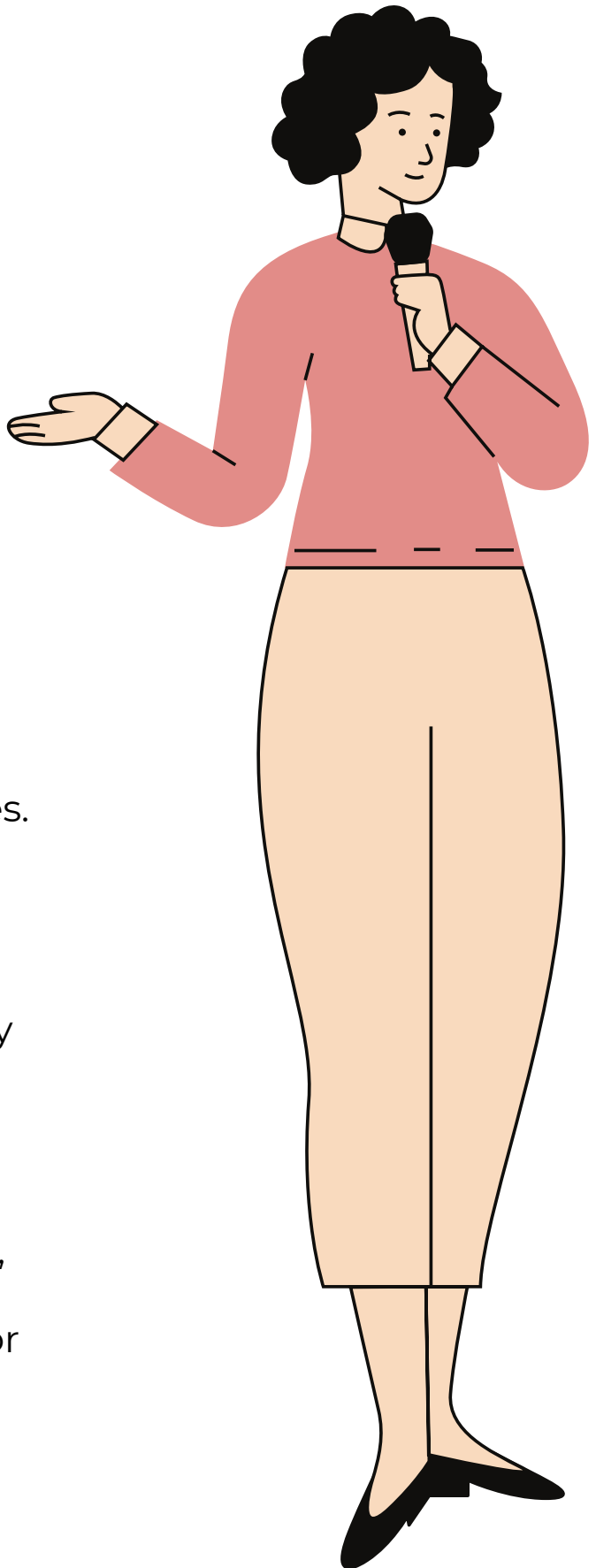
On tools found on
the website



WHO ARE THESE WORKSHOPS DESIGNED FOR?

The workshop in a box was designed to be used by community educators who are trying to activate and support patients and their families in their communities.

The workshops themselves are primarily designed to be taught to the public, which includes individuals with any illness, “family” members, caregivers, and curious citizens. While those with a health care background will find this information helpful, we have separate resources and education specifically for them.



Benefits for Attendees

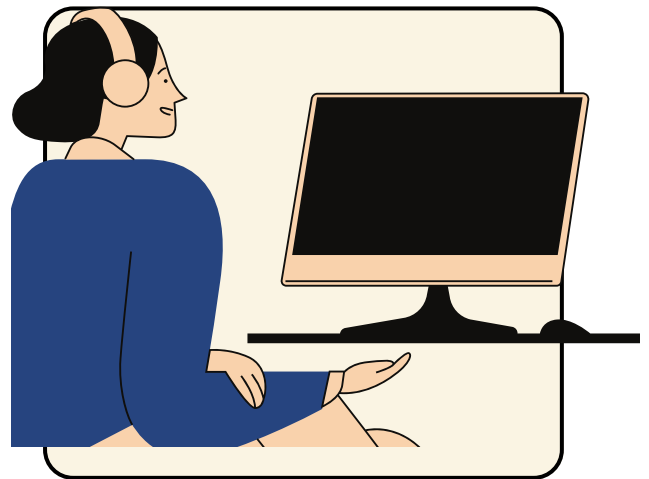


Workshop attendees will feel:

- more prepared and hopeful.
- more empowered and activated
- more confident
- more 'in the know'

This will lead to them to have:

- More personalized care
- More informed decision-making
- More choice and control
- More proactive support and care



This will benefit the system by:

- Less crisis-driven and unwanted care
- Fewer overwhelmed patients and families
- More fulfilled health care providers



**2.
FACILITATOR
NOTES BY
SESSION**

FACILITATOR NOTES FOR THE SESSIONS

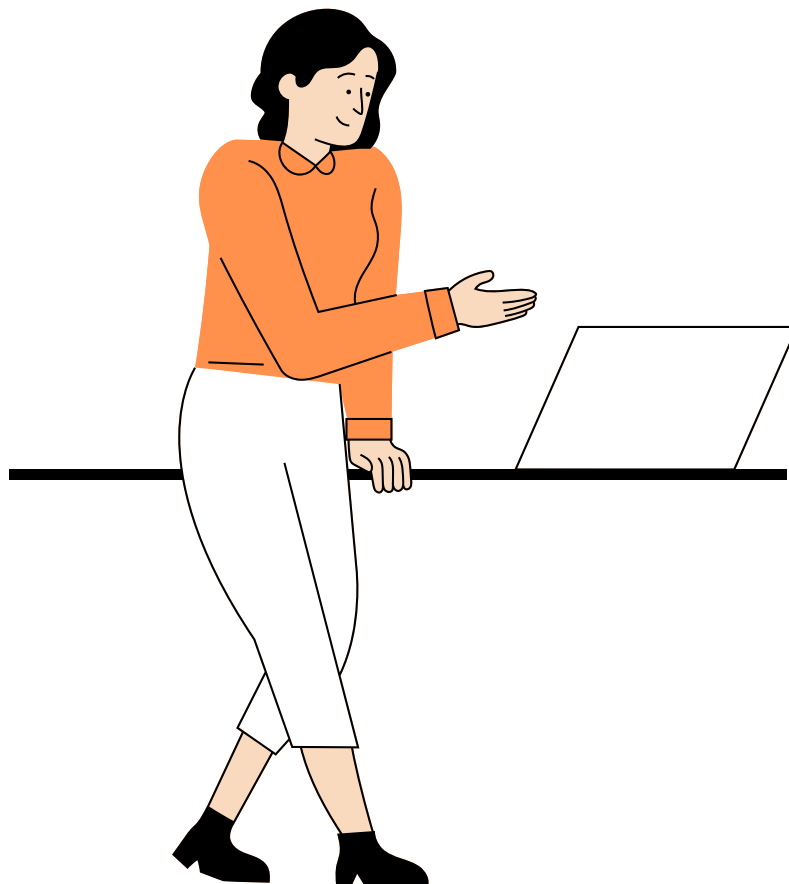
Following the 10 chapters of the Book, Hope for the Best, Plan for the Rest, we provide resources and content for 10 sessions.

The resources include:

- Facilitator guides for each session
- Powerpoint slides with facilitator notes
- Notes relating to the Exercises in the Workbook

Each session guide is divided in 5 suggested sections:

- 1.Pre-reading: Offers suggestions for pre-reading
- 2.Starting off: Suggests ways to begin the session
- 3.What is it?: Explains audio and video clips in the slide deck
- 4.Practice: Offers exercises and activities
- 5.Summary: Suggests ways to conclude the session



As you read the 10 session guides, don't forget to do the following:

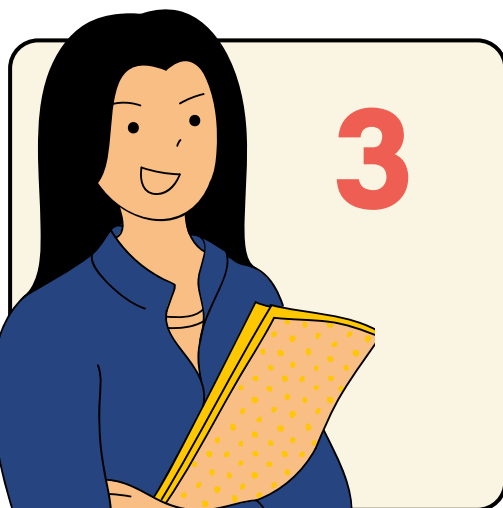


Adapt the content! These are just suggestions. Select content to make it the most relevant to your topic or audience. For instance, if the theme is about Advance Care Planning for caregivers, you might focus more on the keys Customize Your Order and Anticipate Ripple Effects.

Mix and match the suggested activities to fit the timing you have. We provide some example agendas in the next section. You'll know best how to use the time you have to maximize the learnings for your audience.



Make it your own! These facilitator guides are just suggestions. Adapt and modify the content to be most relevant for your audience. Use your strengths to make the content engaging as only you can.



IN THE DARK TO IN THE KNOW

1

Pre-Reading

- Read Ch 1 of Hope for the Best book
- Listen to S1E1 or S10E104.

2

Starting Off

- Invite comments on their reactions on reading the chapter. For instance, do they know someone who had an “in the dark” or an “in the know” experience?
- Use a reflection prompt to discuss, journal, or “think-pair-share.” (e.g. pg. 6 of 7 Keys Workbook) *

3

What is In the Know?

- See slide deck and speaker notes
- Share a story from your experience or the media related to this session

4

Practice

Exercise 1.1: In the Dark or In the Know?

Useful to explore how people are feeling, which can lead to a discussion of how the workshop can help them change their future experience. You could also invite small groups to talk about what they feel and why.

Exercise 1.2: Define a Life-Changing Illness *

Helps the participant reflect on their understanding about the nature of the illness and uncover questions or discrepancies in understanding among family members. Note: This exercise should be discussed and confirmed with their medical team.

Exercise 1.3: How Ready Are You to Be In the Know?

Useful to quickly assess readiness for more information. Note: Exercise 1.1 and 1.3 could be completed by other members of the family or inner crew too

5

Summary

- Use the information discussed to add to “My big picture” (Workbook Exercise 9.1)
- Commitment to action: e.g. Write 3 things to do in the next 30 days.
- Poll: e.g. “Show of hands who feels more in the know” or create a Wordcloud of “one take away from this session” or ask for “one word to describe how you’re feeling now,” etc.

WALK TWO ROADS

1 Pre-Reading

- Read Ch 2 of Hope for the Best book
- Listen to S1E2, S10E106.

2 Starting Off

- Invite comments on their reactions on reading the chapter from the Book. For instance, what did they think about Anya and Susan's story?
- Use a reflection prompt to discuss, journal, or "think-pair-share" (e.g. pg. 12 of Workbook)*

3 What is Walk Two Roads

- See slide deck and speaker notes.
- Share a story from your experience or the media related to this session

4 Practice

EXERCISE 2.1: Declare Your Preference *

Helpful to elicit one's readiness and willingness to walk to roads with others. Could also role play and practice sharing preferences with others.

EXERCISE 2.2: Start Walking Two Roads

This exercise will help people to take the first steps of being able to walk two roads, which is to identify biggest hopes and worries. Note: Once complete, it is helpful to share with the inner crew, so they can all gain better appreciation of what others are thinking and offer support for the emotional impacts of the illness.

EXERCISE 2.3: Let Your Mind Wander

You can gently encourage participants to continue onto Exercise 2.3, which asks them to imagine what-if scenarios, what to prepare for in the future. It is the start of "Plan for the Rest" part of the other road. Exercise 2.3 is well suited as a take-home assignment and can be completed with the inner crew.

EXERCISE 2.4: Help Health Care Providers Face "the Other Road"

This is useful to practice or role play how they might engage with health care providers. They might want to reflect on what common pitfalls they think they will encounter and then practice those strategies. You could brainstorm more responses as a group too.

Discussion: You might review some of the FAQs together with the participants. You should use your expertise to add to the answers provided. Or invite open questions.

5 Summary

- Use the information discussed to add to "My big picture" (Workbook Exercise 9.1)
- Commitment to action: e.g. Write 3 things to do in the next 30 days.
- Poll: e.g. "Show of hands who feels more in the know" or create a Wordcloud of "one take away from this session" or ask for "one word to describe how you're feeling now," etc. **14**

ZOOM OUT

1

Pre-Reading

- Read Ch 3 of Hope for the Best book
- Listen to S1E3 or S10E107

2

Starting Off

- Invite comments on the chapter. E.g. Thoughts about Elizabeth and Carla's story?
- Use a reflection prompt to discuss or journal (pg. 22 of Workbook) *

3

What is Zoom Out

- See slide deck and speaker notes
- Share a story from your experience or the media related to this session

4

Practice

EXERCISE 3.1: Help Me Ask the Right Questions

This is a list of questions that patients can reflect on, to see if they know the answers or have subsequent follow-ups. This could work well as a “think-pair-share” exercise. Note: The information is meant to be asked of their health care providers. But if used in a workshop, the group could brainstorm what other support organizations might have relevant information to help answer these questions (the last question on the exercise).

EXERCISE 3.2: What Are Some Practical Things to Think About? *

This is well suited for a workshop. It is a menu of categories of things to think about over time. Not all categories will be relevant for all patients at the same time. The idea is to identify the things they have already considered and what they might not have thought about. It could be helpful to “think-pair-share” to discuss as a group the local resources, organizations, and supports that relate to these categories.

EXERCISE 3.3, EXERCISE 3.4, and EXERCISE 3.5

These exercises are meant to promote discussion and be completed with a health care provider about what to expect at various stages. As a facilitator, you could review these tools and discuss how they would use it with a health care provider and help them plan on who to use it with, when to introduce it next, and what to say.

Discussion: You might review some of the FAQs together with the participants. You should use your expertise to add to the answers provided. Or invite open questions

5

Summary

- Use the information discussed to add to “My big picture” (Workbook Exercise 9.1)
- Commitment to action: e.g. Write 3 things to do in the next 30 days.
- Poll: e.g. “Show of hands who feels more in the know” or create a Wordcloud of “one take away from this session” or ask for “one word to describe how you're feeling now,” etc. **15**

KNOW YOUR STYLE

1

Pre-Reading

- Read Ch 4 of Hope for the Best book
- Listen to S1E4 or S10E108.

2

Starting Off

- Invite comments on their reactions on reading the chapter. For instance, what did they think about the Bickerson and Rosalie's story?
- Use a reflection prompt to discuss, journal, or "think-pair-share" (pg. 36 of Workbook) *

3

What is Know Your Style

- See slide deck and speaker notes
- Share a story from your experience or the media related to this session

4

Practice

EXERCISE 4.1: Map Your Style *

It is important to read the scoring guide, reflecting on the benefits and cautions of each characteristic. There is no perfect style. There are strengths and things to be aware of for each characteristic. It is also helpful to invite discussions of non-health situations where style was evident and imagine how that will play out when applied to in the illness journey.

EXERCISE 4.2: Mix and Match

This can be done, even if the inner crew is not there. For instance, it can be completed by the patient: what is their sense of their person's style? What are their strengths? Where might they need support?

Discussion: You might review some of the FAQs together with the participants. You should use your expertise to add to the answers provided. Or simply invite open questions.

5

Summary

- Use the information discussed to add to "My big picture" (Workbook Exercise 9.1)
- Commitment to action: e.g. Write 3 things to do in the next 30 days.
- Poll: e.g. "Show of hands who feels more in the know" or create a Wordcloud of "one take away from this session" or ask for "one word to describe how you're feeling now," etc.

CUSTOMIZE YOUR ORDER

1 Pre-Reading

- Read Ch 5 of Hope for the Best book
- Listen to S1E5 or S10E109.

2 Starting Off

- Invite comments on their reactions on reading the chapter. For instance, what did they think about Gary and Mo's story?
- Use a reflection prompt to discuss, journal, or "think-pair-share" (pg. 48 of Workbook) *

3 What is Customize your Order

- See slide deck and speaker notes
- Share a story from your experience or the media related to this session

4

Practice

EXERCISE 5.1: Explore What Makes You Unique

This is a helpful precursor activity to Exercise 5.2. This is a gentle reflection or journal activity and could be assigned as part of pre-reading homework.

EXERCISE 5.2: Define Your Priorities *

This exercise lists some common values relevant when having to make healthcare decisions. It is a fulsome, but not exhaustive, list. It is very valuable to share and discuss this list with their inner crew or substitute decision maker, even if one isn't facing an illness yet. Caregivers will find completing this exercise useful to understand the reasoning behind a patient's decision-making process.

EXERCISE 5.3: Conversation Starters for a Medical Decision & EXERCISE 5.4: Scenarios

Role play: This is ideal to pair off and role play. Have participants practice what they might say to their medical team.

EXERCISE 5.5: Choose a Substitute Decision Maker

If patients already have one, revisit the criteria with their SDM, or discuss anything you they want them to know from earlier exercises (Exercises 5.1- 5.2). It is useful to combine this discussion with information about local resources and legal implications about Advance Care Planning or Legal Power of Attorney that are relevant in your region.

Discussion: You might review some of the FAQs together with the participants. You should use your expertise to add to the answers provided. Or invite open questions.

5

Summary

- Use the information discussed to add to "My big picture" (Workbook Exercise 9.1)
- Commitment to action: e.g. Write 3 things to do in the next 30 days.
- Poll: e.g. "Show of hands who feels more in the know" or create a Wordcloud of "one take away from this session" or ask for "one word to describe how you're feeling now," etc. **17**

ANTICIPATE RIPPLE EFFECTS

1 Pre-Reading

- Read Ch 6 of Hope for the Best book
- Listen to S1E6 or S10E110.

2 Starting Off

- Invite comments on their reactions on reading the chapter. For instance, what did they think about Michelle and Kenisha's story?
- Use a reflection prompt to discuss, journal, or "think-pair-share" (pg. 60 of Workbook) *

3 What is Anticipate Ripple Effects

- See slide deck and speaker notes
- Share a story from your experience or the media related to this session

4 Practice

EXERCISE 6.1: Map the Ripple Effect

This is useful to help people start to map out those who are affected by the illness, are in the inner crew, and are in the support community around them. This would also work well as a pre-reading assignment.

EXERCISE 6.2: Draft the Job Description*

This exercise helps a person identify how people in the various rings might support the patient and what roles they might play. They'll want to have conversations with those people, so they know what is being asked of them. Revisiting this over time is useful as roles and needs change over time. The exercise ends with naming the main caregiver(s).

EXERCISE 6.3: Invite an Open Caregiving Discussion & EXERCISE 6.4: Create a Vow

Role play: Ideal to pair off and have participants discuss the relevance of this activity to them, taking on the patient or caregiver role, and practice what they might say. It can prepare them for a real dialogue about the critical role of "caregiver," exploring questions and needs.

EXERCISE 6.5: Create a "Plan B" for Breaks & EXERCISE 6.6: Caregiver Self-Reflection

These exercises focus on the caregiver role exclusively but can be done with input from both patient and caregiver. It can help to brainstorm various ideas for respite, but also to discuss and acknowledge potential limitations and supports. These are recommended if your workshop has a lot of caregivers.

Discussion: You might review some of the FAQs together with the participants. You should use your expertise to add to the answers provided. Or invite open questions.

5 Summary

- Use the information discussed to add to "My big picture" (Workbook Exercise 9.1)
- Commitment to action: e.g. Write 3 things to do in the next 30 days.
- Poll: e.g. "Show of hands who feels more in the know" or create a Wordcloud of "one take away from this session" or ask for "1 word to describe how you're feeling now," etc

CONNECT THE DOTS

1 Pre-Reading

- Read Ch 7 of Hope for the Best book
- Listen to S1E7 or S10E111.

2 Starting Off

- Invite comments on their reactions on reading the chapter. For instance, what did they think about Michael and Mary Anne's story?
- Use a reflection prompt to discuss, journal, or "think-pair-share" (pg. 72 of Workbook) *

3 What is Connect the Dots

- See slide deck and speaker notes
- Share a story from your experience or the media related to this session

4 Practice

EXERCISE 7.1: Identify Your Illness Manager

This is a quick exercise to identify who might be the "illness manager" on the team and emphasizes the need to stay organized. This works well as a pre-reading assignment.

EXERCISE 7.2: Identify Your Health Care Providers*

EXERCISE 7.3: Identify Your Health Care Quarterback

This is a powerful exercise to help people start to map out all the health care providers involved in their care, how and when to contact them, and what they understand their role to be. It segues nicely into Exercise 7.3 to identify who their health care "quarterback" is. Most importantly, after completing these exercises, they should confirm their understanding with their health care providers, who may work at different settings of care or institutions. When they have that discussion, they might also want to show them Exercise 6.2 and show their health care providers who is on their inner crew team, and what their roles are.

EXERCISE 7.4: Keep Track of Your Medical History

Encourage people to complete the worksheet and put a printed copy in an easy-to-reach place (e.g. on fridge, beside bed) or take a picture to save on your phone for medical appointments.

Discussion: You might review some of the FAQs together with the participants. You should use your expertise to add to the answers provided. Or invite open questions

5 Summary

- Use the information discussed to add to "My big picture" (Workbook Exercise 9.1)
- Commitment to action: e.g. Write 3 things to do in the next 30 days.
- Poll: e.g. "Show of hands who feels more in the know" or create a Wordcloud of "one take away from this session" or ask for "1 word to describe how you're feeling now," etc

INVITE YOURSELF

1 Pre-Reading

- Read Ch 8 of Hope for the Best book
- Listen to S1E8 or S10E112.

2 Starting Off

- Invite comments on their reactions on reading the chapter. For instance, what did they think about Michael and Mary Anne's story?
- Use a reflection prompt to discuss, journal, or "think-pair-share" (pg. 82 of Workbook) *

3 What is Invite yourself

- See slide deck and speaker notes
- Share a story from your experience or the media related to this session

4 Practice

EXERCISE 8.1: Understand Passive vs Respectfully Assertive vs Aggressive

This helps people to identify a middle ground, where they can have a voice, but still being respectful. This is well-suited as a pre-reading exercise.

EXERCISE 8.2: Strategies to Invite Yourself

This is an alternative workshop exercise, where people can review the strategies and decide which ones might they implement, and plan to do so at the next visit. You could even brainstorm as a group more ideas to add to the list.

EXERCISE 8.3: Ask Open-Ended Questions*

This is well suited for a workshop. It encourages people to write out their pressing questions, and then revising them to be open-ended, which leads to more useful information.

EXERCISE 8.4: Renew Your Vows

This is a very powerful exercise to do with your health care providers. It might take a few visits. As a role-play exercise, participants could revise the questions in their own words, and practice having this discussion with another person, who pretends to play the role of their "most responsible provider" or health care "quarterback" (see Exercise 7.3).

Discussion: You might review some of the FAQs together with the participants. You should use your expertise to add to the answers provided. Or invite open questions.

5 Summary

- Use the information discussed to add to "My big picture" (Workbook Exercise 9.1)
- Commitment to action: e.g. Write 3 things to do in the next 30 days.
- Poll: e.g. "Show of hands who feels more in the know" or create a Wordcloud of "one take away from this session" or ask for "1 word to describe how you're feeling now," etc.

PUTTING IT ALL TOGETHER

1 Pre-Reading

- Read Ch 9 of Hope for the Best book
- Listen to SIE10
- Complete the My Big Picture exercise

2 Starting Off

- Invite comments on their reactions on the course so far
- Use a reflection prompt to discuss, journal, or “think-pair-share.” (e.g. pg. 92 of Workbook)

3 What is Putting it All Together

- See slide deck and speaker notes
- Share a story from your experience or the media related to this session

4 Practice

EXERCISE 9.1. My big picture*

Have each participant review their My Big Picture. Sharing this final exercise with others will start important conversations. Encourage them to generate a list of people whom they would want to share this with, including health care providers, and a plan for when and how. Remind them that to revisit this over time. The QR code in their workbook will allow them to print a new copy of the tool if things change.

Possible Discussion Topics:

- Which was your favorite key and why?
- Which key did you find the most challenging and why?
- What was the most valuable piece of advice or learning and why?
- Did you share any exercises with your inner crew? How did that go?
- Which exercise was the most helpful to you?
- Which exercise are you still struggling with?
- What surprised you most about the course?
- Are there lingering questions you're still thinking about? See if the group can discuss together, as there is no one way to walk an illness journey.

5 Summary

- Commitment to action: e.g. Write 3 things to do in the next 30 days.
- Poll: e.g. “Write a sentence on what you learned from this course” or “1 word to describe how you're feeling now,” etc.
- **Evaluation*:** Use the handout or put up the QR code (preferred) so that we have standardized assessments of the impact. As a facilitator and ambassador, we will send your individual results but will also collate the results from workshops taught around the world. Don't forget to share what other courses or resources you can offer them after this course is done. Many will want to stay in touch with you!

DEMYSTIFYING DYING

Note: Session 10 is optional. It's designed for facilitators who have competence and experience working in the field of hospice palliative care. Before teaching this session, we recommend facilitators reflect if they feel comfortable answering questions about palliative care and can attend to the strong emotions that may arise when discussing dying and death.

1 Pre-Reading

- Read Chapter 11 of Hope for the Best book
- Listen to S1E9 or S10E105

2 Starting Off

- Invite comments on reading the book chapter. For instance, what did they think about Brad and Priya's story in Chapter 11 of the book?
- Suggest the following prompt to discuss, journal, or "think-pair-share:" Think about your past experiences with death, such as observing or directly caring for friends or family who were dying. Does this affect your own worries, fears, or desires, for you face your own mortality?

3 What is Demystifying Dying

- See slide deck and speaker notes
- Share a story from your experience or the media related to this session

4 Practice

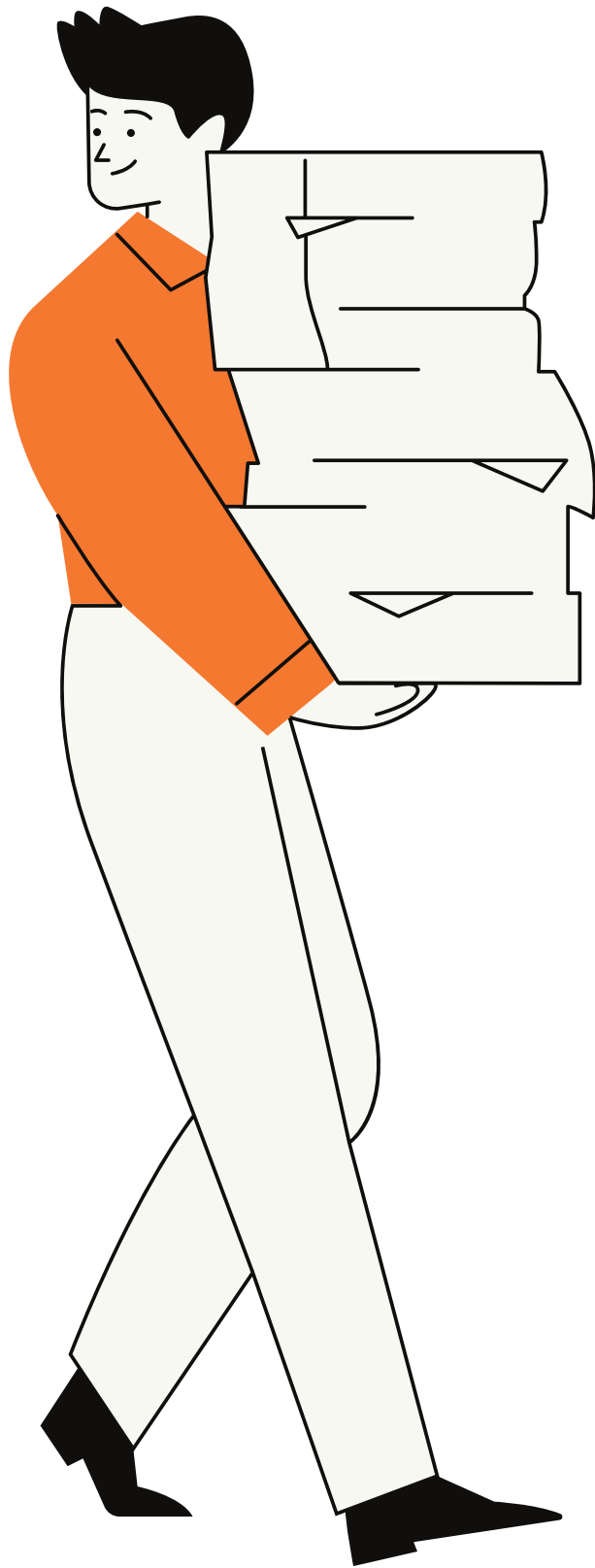
Topics you could discuss, considering your interest, expertise, and role in the community:

- What supports or services are available in the community to help in their illness journey? How do they access those services?
- Debunk myths about dying (refer to book)
- Discuss questions people have around palliative care
- Discuss grief and bereavement
- Discuss legacy leaving project ideas

5 Summary

- Poll: e.g. "Do you feel more knowledgeable about dying?" or create a Wordcloud of "one take away from this session" or ask for "1 word to describe how you're feeling now," etc.





Workshop Agendas

- Below we provide a few common example agendas so you have ready-to-go workshops or course offerings.
- Our sessions can be mixed and matched in different ways.
- We have grouped our sample agendas into 8-10 hour, 4 hour, and 1 hour workshops.
- But you can adapt the number, order, and timing of sessions to meet the needs of different groups.

8 - 10 HOUR WORKSHOP

Full Day Workshop

This agenda works well for a full day class or 2 half-days (e.g. over a weekend)

Time	Session	Topic
8:30 - 9:00	1	In the Dark to In the Know
9:00 - 10:00	2	Walk Two Roads
10:00 - 11:00	3	Zoom Out
11:00 - 12:00	4	Know your style
12:00 - 1:00	LUNCH BREAK	
1:00 - 2:00	5	Customize your order
2:00 - 3:00	6	Anticipate Ripple Effects
3:00 - 4:00	7	Connect the dots
4:00 - 5:00	8	Invite yourself
5:00 - 5:30	9	Putting it all Together

For each Session follow this format:

- *Starting off* (**10 mins**)
- *Teaching the key* (**10 mins**)
- *Applying the key* (**35 mins for 2 exercises**)
- *Summary* (**5 mins**)*

WEEKLY WORKSHOP

Weekly Book Club

This agenda works well for a 10-week book club, podcast club or course. Some facilitators like to have individuals read the whole book first, then do 10 weeks using the workbook as a group, to go deeper in each key. Others like to read a book chapter as homework, and do the workbook together as a group.

Week	Topic
1	In the Dark to In the Know
2	Walk Two Roads
3	Zoom Out
4	Know your style
5	Customize your order
6	Anticipate Ripple Effects
7	Connect the dots
8	Invite yourself
9	Getting to the tipping point
10	Putting it all Together



When using just the book:

For each week, follow this format:

- Review and reflect on the key (**30 mins**)
 - what advice was valuable?
 - what was most challenging?
 - what surprised you most?
- Make a plan to use the key (**20 mins**)
- Summary (**10 mins**)

Using book and workbook

For each week, follow this format:

- Starting off (**10 mins**)
- Teaching the key (**10 mins**)
- Applying the key (**35 mins for 2 exercises**)
- Summary (**5 mins**)

SHORT/TOPIC BASED WORKSHOP

Four Hour Workshop:

7 Keys Crash Course for Patients & Families

Here are some examples if you are short on time or if you want to focus on a specific topic. They could be done in a morning or afternoon, or split up into 2 sessions.

Time	Session	Topic
8:00 - 8:30	1	In the Dark to In the Know
8:30 - 9:00	2	Walk Two Roads
9:00 - 9:30	3	Zoom Out
9:30 - 10:00	4	Know your style
10:00 - 10:30	5	Customize your order
10:30 - 11:00	6	Anticipate Ripple Effects
11:00 - 11:30	7	Connect the dots
11:30 - 12:00	8	Invite yourself
12:00 - 12:30	9	Putting it all Together



For each Session follow this format:

- *Starting off (5 mins)*
- *Teaching the key (5 mins)*
- *Applying the key (15 mins)*
- *Summary (5 mins)**

SHORT/TOPIC BASED WORKSHOP

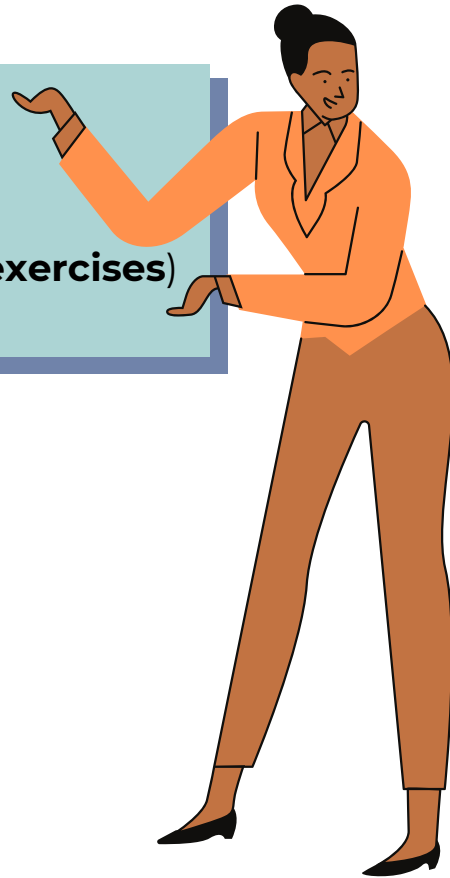
Four Hour Workshop:

Advance Care Planning 101

Time	Session	Topic
8:00 - 9:00	1	In the Dark to In the Know
9:00 - 10:00	2	Walk Two Roads
10:00 - 11:00	3	Know your style
11:00 - 12:00	4	Customize your order

For each Session follow this format:

- *Starting off (10 mins)*
- *Teaching the key (10 mins)*
- *Applying the key (35 mins for 2 exercises)*
- *Summary (5 mins)**



SHORT/TOPIC BASED WORKSHOP

Four Hour Workshop:

How to Be an Activated Family & Caregiver

Time	Session	Topic
8:00 - 9:00	1	In the Dark to In the Know
9:00 - 10:00	2	Walk Two Roads
10:00 - 11:00	3	Anticipate Ripple Effects
11:00 - 12:00	4	Connect the dots

For each Session follow this format:

- *Starting off (10 mins)*
- *Teaching the key (10 mins)*
- *Applying the key (35 mins for 2 exercises)*
- *Summary (5 mins)**



LUNCHTIME WEBINAR/MEETING

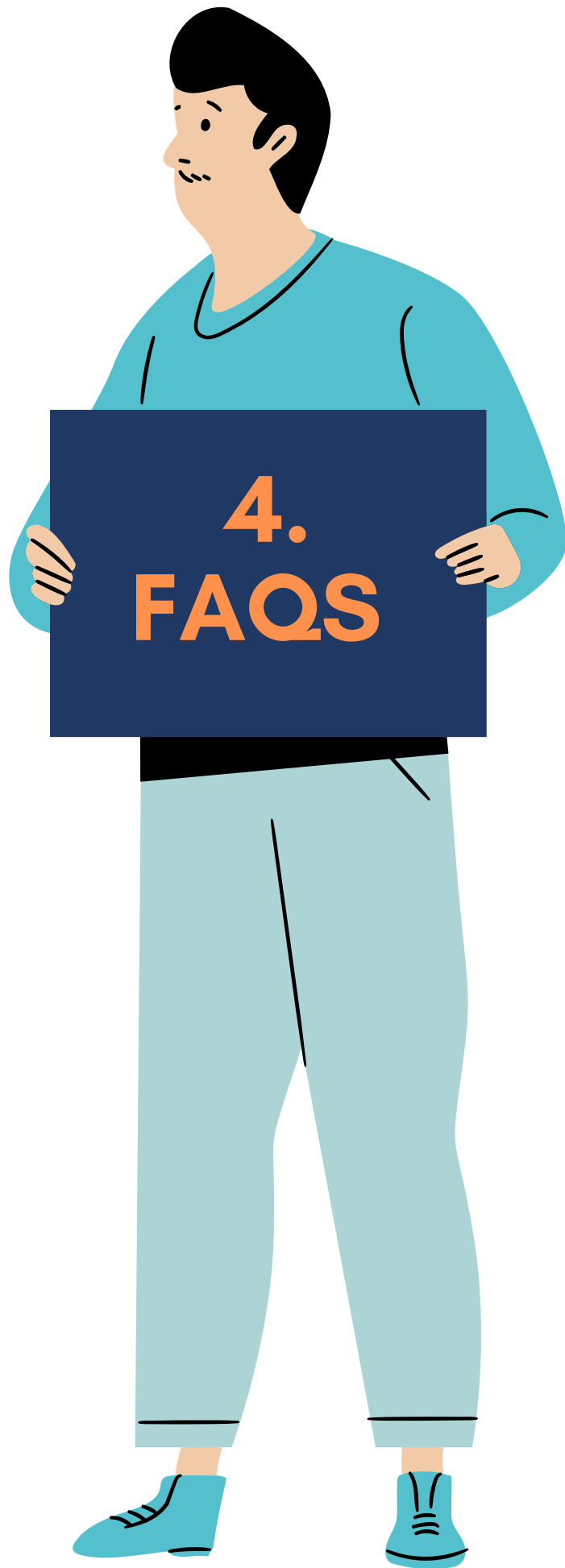
One Hour Workshop:

7 Keys for more choice and control

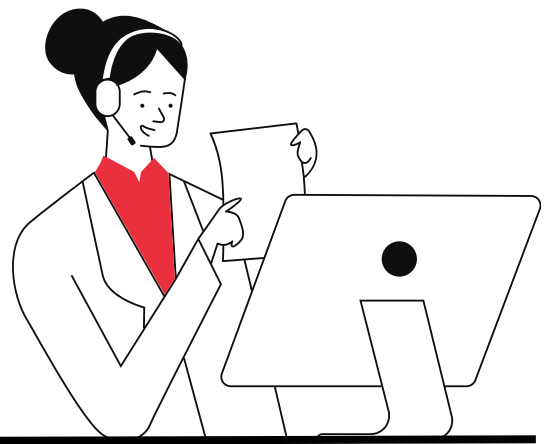
Here are some suggestions for what you might discuss during a lunchtime webinar or meeting presentation. These can be useful as introductory talks to share the 7 keys and also market your expertise, services, and course offerings.

Time	Topic
10 mins	Introduction: Introduce yourself and your expertise
5 mins	In the dark to In the Know: Benefits of being activated
35 mins	Overview of the 7 keys: 5 mins / Key
10 mins	Next steps: Explain next steps, e.g. your services or other workshops





FREQUENTLY ASKED QUESTIONS



1 Do I have to offer the workshops exactly as described in the facilitator guides?

The guides offer a variety of suggestions to make it easy to get started, but we encourage you to mix and match the sessions and exercises to fit different timings and audience needs. Make the workshops your own. Add in your own logo. Reference regional tools and resources. Play to your strengths as a facilitator.

2 Can I use the materials freely? Are there copyright issues to be aware of?

Anything in this Workshop-In-A-Box was created for you to use freely. However, the Hope for the Best Book and the 7 Keys Workbook cannot be reproduced, stored, or transmitted without the prior consent of the publisher. This includes the worksheets accessible by QR code to our website, which are referenced on pages 23, 25, 27, 31, 32, 44, 74, 77, and 95 of the 7 Keys Workbook. If you intend to use these worksheets, please have participants purchase an individual copy of the Workbook.

FREQUENTLY ASKED QUESTIONS



3 Are there any other issues to be aware of when using these materials?

There may be times when your own views or when regional or organizational material might be different or extend beyond what we talk about in the 7 keys. Thus, we have included a Disclaimer, shown below. This is also included at the beginning of each slide deck that you need to show your participants.

Disclaimer: This educational program is provided for informational purposes only. While we strive to ensure accuracy and relevance, we do not guarantee or endorse any modifications, interpretations, or adaptations made by third parties. Any changes or additions to the program's content are the sole responsibility of those making such modifications.

We are not liable for any statements, representations, or advice offered by individuals who use or adapt this material. Users assume full responsibility for their interpretation and application of the content. By accessing this program, you acknowledge and agree that the original creators and providers are not responsible for any errors, omissions, or outcomes resulting from third-party use.

For official guidance or verification, please refer to qualified professionals in the relevant field.

FREQUENTLY ASKED QUESTIONS



4 Can I adapt the tools and resources?

Because some of our tools were co-created with other organizations, we ask that you contact us directly if you want to adapt or translate any of our tools: info@waitingroomrevolution.com. Feel free to incorporate locally-created resources and tools, that would be relevant to the individuals in your community, into the workshops.

5 Can I charge for offering the workshops?

We recognize that our facilitators come from different sectors, vary in support, and work differently. Plus your time, the materials, space, refreshments, etc. all carry a cost.

- If you have philanthropic funding support to offer the courses and materials for free—amazing! Some non-profits can obtain bulk discounts and sell the materials at regular price as a fund-raising effort.
- Other facilitators may want to use this as part of their business (e.g. doulas, coaches, etc.) and would need to charge to recoup their costs and make a living wage. For example, you might charge to provide the workshops to an individual or a group. You decide what to charge.
- Note: If you purchase the books and/or workbooks in bulk at a discount, you can then charge for these materials as part of your workshop offerings. Or you can require participants to purchase these materials on their own.

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