

# Persuasive Narrative Workshop Series

## SESSION 2: Developing Your Persuasive Narrative

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# Persuasive Narrative Workshop Series

Fellows Persuasive Narrative Workshop Series		
Session 1	Introduction to Persuasive Narratives	Feb. 23
<b>Session 2</b>	<b>Building Your Persuasive Narrative</b>	<b>March 23</b>
Session 3	Putting Your Persuasive Narrative to Work	April 27

# Programming Reminders

## ☐ **Thursday, April 8, 9AM – 3PM**

Champion Provider Fellowship Mini College: *Creating a Roadmap for Healthier Communities Through PSE Change*

## ☐ **Tuesday, April 27, 12:15 – 1:15PM**

Persuasive Narrative Series Session #3 (Fellows only)

<https://championprovider.ucsf.edu/events>

# AGENDA



- Introductions
- Overview: Developing Your Persuasive Narrative
- Selecting an Audience
- Selecting an Action
- Finding a Story that Resonates
- Next Steps

# What is a Persuasive Narrative?

- Use of human drama to win interest and support
- Door opener for engaged discussion



# Developing Your Persuasive Narrative



- Define your audience and action
- Empathizing and Connecting
- Story Development

# Define Audience & Actions



- who you need to reach
- what action you need them to take

# Identifying Your Audience



## Who do you need to reach?

- Schools (Administration, Teachers, PTA)
- Government (City, County, State)
- Health Care Providers/Health Plans
- Nonprofits
- Patients, Parents, Community
- Local Business
- Other: \_\_\_\_\_



# What do you need to persuade them to do?

## How can your audience support your work?

- Commit to a specific funding request
- Support a specific PSE
- Collaborate on a grant application
- Provide expertise to your PSE work
- Provide staffing, expertise or other non-fiscal resources
- Use their influence/clout to grow support for a PSE initiative
- Other: \_\_\_\_\_

# Emphasize & Connect



- Look closely at the audience
- emphasize with their needs
- learn how to support their goals

# Connecting with Your Audience

- **What are their professional priorities?**
- **What are their concerns or threats?**
- **How will your action benefit them?**
- **What downsides might they bring up?**
- **What would they need to know?**
  - E.g.: Data to help them understand your PSE initiative and how they might play a role?

# Elements of a Successful Narrative

- Short (About 100-250 words)
- Compelling (strong story arc)
  - Set Up
  - Crisis
  - Resolution
- Human and personal
- Relevant to audience
- Visual (paint a picture)
- Invitation to Action
- Leave them wanting more

# Presenting the Facts...

- High unemployment, especially in low-paying service sector jobs
- Lower-income families struggling to pay rent, utilities, bills
- Families food insecure— many for the first time
- Families stretch budget by buying cheap, typically unhealthy foods which exacerbate existing chronic health issues
- CalFresh under-utilized among Pandemic's newly impoverished

# ...Versus Telling a Story



# Manny's Story

**Manny's been my patient for years – a hard-working, dedicated family man especially proud of his two young children. Manny is pre-diabetic but we've worked together to keep his condition under control.**

**When he came in five months ago, however, I was shocked. He looked 10 years older. His sugar levels had spiked and his spirit seemed broken. Both he and his wife had lost their food service jobs and we're worried about eviction. They were stretching their budget by buying cheap processed foods, which were wrecking the careful diet we'd worked out together and left Manny too ill to even look for new work.**

**Manny was too proud to ask for help but I told him about the CalFresh program. I also reminded him that his health was too valuable to let pride get in the way of seeking help.**

**Last week, Manny was back. He's starting to look like his old self again. He'd signed up for CalFresh, his family was eating better and he and his wife were even taking some online nutrition classes. He's still struggling financially, but with a better diet he has the energy to hunt for new work.**

**I just hope other people who, like Manny, have been devastated by this pandemic will also learn about the government programs that are out there to help.**



# Asthma Meets A Class Act

I love teaching. My students always lift my spirits. So you can imagine how hard it is to miss class when my asthma knocks me out of commission. I've tried to soldier through and do my best, but it all came to a head a few months ago when I had a bad attack and had to be ambulated to the emergency room. I don't know what was worse, the attack, or seeing the fear in my students' eyes.

At the emergency room, they got my asthma under control and told me to get in touch with my provider. All I wanted to do was get back to the classroom, but a fellow teacher told me I couldn't risk putting myself and my students through that trauma again. Doctor Luis has really helped me turn things around. On the spot he referred me to the Asthma Community Linkage and they've been wonderful in helping me get my asthma under control. Do you know, they even gave me a really expensive Dyson Air Purifier for my home. What they don't know is that instead, it's sitting in my classroom. I figured if the air in the room was contributing to my asthma, maybe the purifier could help my students as well. Dr. Luis got a real kick out of that story when I told him last week. He's so proud of the improvements I've made. I feel like I've got a whole team taking caring of me... and my students!





# Knock It Out of the Park

My son loves baseball. He'd play it every day of the year if he could. But he can't. His asthma means that I have to keep him indoors on most days, especially when the wind is blowing. It breaks my heart, but Manny has already missed so many days of school, I can't risk him falling behind any more in school. I go over to Mexicali to pick up some inhalers and meds for him but even so, his wheezing is a problem. It got so bad that we had to rush Manny to the emergency room.

They took good care of him and told me to get in touch with my provider. I'm not sure what they meant, and I didn't have the time to go see a doctor – besides, Manny was feeling better and my husband picked up some more meds in Mexicali. But then he had another bad attack. This time, some people from the Asthma Community Linkage program called me and they arranged for a meeting with a doctor. I didn't really think we needed to go but didn't know what else to do.

Thank God for Dr. Templeton. She referred us to the ACL and they've really jumped in. They told me how dangerous the drugs I'd picked up in Mexicali were and they even arranged for me to get the proper meds at no cost! Manny now has a regular asthma treatment plan and he's doing great. His grades are up since he's attending school more regularly. When we saw Dr. Templeton last week for a follow up appointment, Manny gave her the winning ball from his baseball game – said she'd earned as much as winning homerun had!

# Comments & Questions

# Homework

1. Individual who has benefited from the change you are proposing
2. Describe their situation, background relevant to that change
3. What challenge(s) did they face?
4. What did it look like when they reached the climax?
5. What would you hope the resolution might look like?
6. How would the change you advocate help lead to a successful resolution?
7. How might your target audience see themselves as part of that resolution role?

Find a story that puts a human face to the ask that you'll be making to your audience.

# Homework

- Worksheet: *Meld Your Message Into a Story*
- Due by **April 5** for feedback
- Email: [muriel@brownmillerpr.com](mailto:muriel@brownmillerpr.com)



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# Keep the Conversation Going

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# Thank you



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