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Supplement to *Strong Inside*

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What is our *Supplement to Strong Inside*¹?

This reading supplement to *Strong Inside* has two goals in mind:

- 1) To help you read texts about unfamiliar topics
- 2) To help you internalize relevant themes from *Strong Inside*



First, we include many tools to equip you for a more complete understanding of the text:

- **reading strategies** for building background knowledge, previewing, skimming, and scanning the text
- **textual and stylistic elements** to help you determine settings, nicknames, and perspectives
- a **character list** of people who were influential in Perry Wallace's life
- a **timeline** of key events in Perry Wallace's life
- a **plot summary**, organized by phases in Perry Wallace's life
- a **map** of locations mentioned in the text
- **naming prejudice** worksheets to help you identify the incidents of prejudice in Perry Wallace's life

The second goal is more difficult to ensure, so we need your help completing the worksheets. We focused the supplement on Perry Wallace and his life, and we hope this helps you notice and understand his strategies for adjusting to new (and sometimes unfriendly) situations.

Find this supplement and more online at: <http://www.vanderbilt.edu/elc/resources/supplement-to-strong-inside/>

Use the tools pictured below to help you as you read:

 Want to Know More?²	Expand your knowledge with links to online resources in these boxes.
 Focus on...	Complete activities to further your understanding by following the directions in these boxes.

Reading Strategies

Building Background Knowledge

Before you read *Strong Inside*, consider what you know about the biography's major themes³ of American sports, civil rights, and higher education. Ask yourself the following questions:

- Have you studied these topics previously?
- What can you recall about these topics?

¹ Strong Inside by Andrew Maraniss, 2014, Vanderbilt University Press

² Basketball Art: <https://commons.wikimedia.org/wiki/File:Basketball.png>

³ Academic Reading: A Content-based Approach by Holschuh & Kelley, 1988, Palgrave Macmillan, p. 2

Consult the following websites to build upon your current background knowledge:

Author and Subjects	The Civil Rights Movement in the USA and in Nashville, TN
<ul style="list-style-type: none"> • Strong Inside Book Trailer • Book Reading with Andrew Maraniss • Interview with Perry Wallace 	<ul style="list-style-type: none"> • The South • Civil Rights Movement History • Civil Rights Movement in Nashville
Basketball Rules and Vocabulary	Vanderbilt University and the Civil Rights Movement
<ul style="list-style-type: none"> • Explanation of Basketball Rules • Basic Basketball Vocabulary 	<ul style="list-style-type: none"> • Integrating Vanderbilt • Milestones and Achievements • Black History
The Southeastern Conference (SEC)	The Civil Rights Movement on the Basketball Court
<ul style="list-style-type: none"> • The Southeastern Conference • Vanderbilt's SEC Website 	<ul style="list-style-type: none"> • College Basketball in the South

Thinking before You Read: Previewing the Text

Before reading *Strong Inside*, first browse through the book.⁴ Ask yourself:

- How many pages are in the biography?
- How long do you think it will take to read?

Knowing the approximate length of the chapters will help you be realistic about how much time you will need to read them. Also, because this text is a biography, knowing where you are in the text (beginning chapters, middle chapters, or end chapters) will help you know where you are in the story (Wallace's early years, college years, or later years).

Skimming and Scanning

Before reading *Strong Inside*, it is helpful to glance through the pages and focus on the important parts to better understand what the text is about.⁶ This practice is called **skimming**.

Ask yourself:

- What do the chapter titles mean?
- What will each chapter's content be?
- How are the images related to Wallace's story?
- How are the images related to the chapter title?

You can better understand the organization of the story by skimming the material for important elements, which may help you predict what comes next.

For example, by looking at the front cover, back cover, chapter titles, and images, you can hypothesize that Strong Inside tells the biography of a black⁵ American basketball player, Perry Wallace, who becomes a part of the Civil Rights Movement in America. Furthermore, you can see the first images are of Wallace as a child and the later images are of Wallace as an older man.

⁴ Academic Reading: A Content-based Approach by Holschuh & Kelley, 1988, Palgrave Macmillan, p. 2

⁵ Watch [a video discussing the terms "black" and "African American"](#) in the context of the United States.

⁶ Academic Reading: A Content-based Approach by Holschuh & Kelley, 1988, Palgrave Macmillan, pp. 2-3

A similar skill is **scanning**. Scanning is to quickly look over a text without reading every single word for complete understanding. By looking over the text for names, places, and dates, you can quickly understand the important elements of **who** a specific passage mentions and **where** and **when** the action is taking place.⁷

In *Strong Inside*, Andrew Maraniss shares the life story of Perry Wallace. As you read, you will notice that some passages are not descriptions of Wallace's life. In addition to the main biographical storyline, Maraniss includes stories about people, places, and events that influenced Wallace's life or enrich the description (like what was happening around the world during Wallace's life). These stories are not necessarily essential to the plot, and it might benefit you to skim and scan these passages.

For example, in Chapter 4, Maraniss includes details about Wallace's high school friends. He tells the story of how Wallace's friend Walter Murray and Murray's future wife, Donna, met and fell in love. This information, although a beautiful anecdote, is not essential to understanding the main plot of Wallace's struggle as a black American basketball player at Vanderbilt University.



**Focus on
Reading
Skills**

Consult these reading textbooks for more information and practice:

- *Academic Reading: A Content-based Approach* by Holschuh & Kelley, 1988
- *A Good Read: Developing Strategies for Effective Reading* by Islam & Steenburgh, 2009

Recognizing Textual and Stylistic Elements in *Strong Inside*

Setting

It is important to know when the story's action occurs.⁸ Andrew Maraniss sometimes introduces multiple storylines simultaneously, and it can be difficult to know when the action takes place.

Naming

Andrew Maraniss addresses characters in a variety of ways. Sometimes he uses nicknames, usually indicated by quotation marks (but not always). See the example from pages 43-44:

For example, in the first paragraphs of Chapter 2 (pages 2-3), Maraniss begins the story in 2006 with Perry Wallace as a professor, then jumps:

- *back almost forty years to when he was a senior in college*
- *forward a few years to when Wallace was in graduate school*
- *to the 1960s to his earlier years in college*
- *to before Wallace was even born*
- *to when his parents were children*

Here's Ted McClain, known as "Hound" [...] Here's Tyrone Fizer, T-Y, [...] Here's "Doug," James Douglas, [...] Walker "Slim" Fisher [...]

Other times, Andrew Maraniss might address the same character by a last name or by a first name within only a few sentences. See how he addresses Perry Wallace as both Perry and Wallace in adjacent sentences on page 45:

"Make the right choice," he implored Perry, "make the right choice." Initially, Wallace was certain that the right choice would mean leaving the stifling segregation of the South.

Wallace is also called *Big Junior*, *Duck*, and *Ape Baby* by characters in his life (but not by the author).

⁷ *A Good Read: Developing Strategies for Effective Reading 2* by Islam & Steenburgh, 2009, Cengage Learning, p. 8

⁸ *A Good Read: Developing Strategies for Effective Reading 2* by Islam & Steenburgh, 2009, Cengage Learning, p. 92

In addition, Maraniss identifies schools by using names other than their complete, official title. For example, Vanderbilt University is also Vanderbilt, Vandy, The Commodores, The Dores, VU, Black and Gold, or Nashville, to name a few. Each of these names means Vanderbilt University.

In the text, Andrew Maraniss calls Pearl High School by its mascot's name, the Tigers. He writes about Mississippi State University as Mississippi, MSU, and Starkville (the city where the campus is located). As you read, ask yourself, what exactly is the author talking about:

- the state or the school?
- the city or the school?
- the animal or the school?

Perspective

In general, Maraniss writes the stories in *Strong Inside* using the point of view of the characters involved. This appears in direct quotations, like this example from page 17 where Wallace describes his immediate love for basketball:

“I caught the bug,” Wallace recalled, “and things took off from there.”

At other times, a character remembers words and dialogue, but they may not remember who spoke. Maraniss indicates an unknown speaker with italics (and no quotation marks). For example, on page 12, Wallace remembers being taunted by kids in his neighborhood, but who-said-what is not important:

**He found comfort in attending church with his mother, ignoring the taunts of the neighbor kids as he clutched his Bible on the walk over to the 15th Avenue Church of Christ.
Where you going, Preacher?!
*I'm going to church!***

Maraniss includes characters' thoughts as well, with no indication other than context that the author is using the character's point of view. On page 33, Maraniss shares Father Ryan's basketball coach's inner dialogue:

And then Ryan coach Bill Derrick got an idea. It was one thing for his integrated team to play against Nashville's all-white competition. How about taking the next natural step in his school's stand against the status quo? How about testing his talented team against the very best? How about playing Pearl?

However, there are times when Maraniss uses *italics* to indicate a character's thoughts, as on page 36:

Though his team held a slight height advantage over Pearl, Derrick believed the Tigers' strength and leaping ability would prevent his team from collecting many rebounds, especially on the offensive end. *We're only going to get one shot each time down the court, he thought, so we better make it count.*

As you read, it is important to know whose perspective is being shared.

Character List

We identify characters from *Strong Inside* in three distinct phases of Perry Wallace's life:

- 1) Wallace's Early Years
- 2) Wallace's College Years
- 3) Wallace's Later Years

We list the people in Wallace's life alphabetically and according to these three periods below. To access photos and videos of these characters, look for the basketball and visit the links in the *Want to know more?* toolbox.

Wallace's Early Years

Bill Derrick	Clarence Wallace	Clyde Lee
Coach of the Father Ryan High School basketball team that played against Wallace	Wallace's cousin who introduced him to basketball	One of Vanderbilt's best basketball players who helped recruit Wallace and graduated the year before Wallace started school
Cornelius "Pra" Ridley	David "Big Daddy D" Lattin	Jackie Akins
Wallace's high school basketball coach	Introduced Wallace to a more theatrical dunk	Wallace's high school girlfriend
James Lawson	Parents of Perry Wallace	Principal J.C. Hull
A teacher of nonviolent principles, whose Nashville sit-ins helped Wallace see the possibility for change	Hattie Wallace (mother) and Perry Wallace, Sr. (father)	Wallace's principal at Pearl High School
Pearl High Basketball Team	Roy Skinner	Willie Brown
Ted McClain, Tyrone Fizer, James Douglas, Ervin Williams, Willie Fisher, Melvin Smith, Walter Fisher, Joe Herbert, Tony Moorman	The head coach of the Vanderbilt varsity basketball team who recruited Wallace to play at Vanderbilt	A peer of Wallace who played on Father Ryan's basketball team
Wilt Chamberlain	Walter Murray	Walter Louis Smith
He introduced Wallace to the dunk	Wallace's best friend	Wallace's trumpet instructor

Wallace's College Years

Adolph Rupp	Alexander Heard	Arthur Ashe
University of Kentucky's varsity basketball coach who complained about Wallace's use of dunking	A chancellor of Vanderbilt who encouraged integration and racial equality on campus	A tennis player whom Wallace admired because he did not cause controversy as a black athlete
Beverly Asbury	Bill Ligon	Bill Russell
A Vanderbilt University Chaplain hired by Chancellor Heard to help with race relations	A black basketball player at Vanderbilt after Wallace graduated	A basketball player whom Wallace admired because he spoke proudly about being black

Fellow Black Pioneers at VU	Cassius Clay	Frank Sutherland
Bobbie Jean Perdue, Eileen Carpenter, Bedford Waters, Carolyn Bradshaw, and Morris Morgan	A black boxing champion known as Muhammad Ali whom Wallace admired for his athletic abilities and political activism	The journalist who interviewed Wallace after his final game
Godfrey Dillard	Lew Alcindor	Martin Luther King, Jr.
Wallace's fellow black teammate on Vanderbilt's junior varsity basketball team	A basketball star known as Kareem Abdul-Jabbar whose talent prompted a ban on dunking	Foremost Civil Rights leader who also spoke at Impact '67
Wallace's Roommates	Pete Maravich	Robert F. Kennedy
Paul Watermulder, Hal McClain, and David Lombard	Wallace's fellow SEC basketball player who faced extreme scrutiny	A presidential candidate who spoke at Impact '68
Roy Skinner	Stokely Carmichael	Vereen Bell
Vanderbilt's varsity basketball coach	A Civil Rights leader and Black Panther leader who spoke at Impact '67	A Vanderbilt English professor who advocated for black students like Wallace

Wallace's Later Years

Bob Tallent	David Williams	Ernest Green
The coach of George Washington University's basketball team who asked Wallace to mentor his players	The vice chancellor of Vanderbilt who organized the retirement of Wallace's basketball jersey number	One of the Little Rock Nine and a role model for Wallace
Gabrielle Eugenie Wallace	Jack Greenburg	Jack Ramsey
Wallace's adopted daughter who has Asperger's Syndrome	One of Wallace's law professors who worked on Brown v. Board of Education	The coach of the professional basketball team the Philadelphia 76ers who encouraged Wallace to apply to law school
Joe Bryant	Karen Smyley	Leonard "Lenny" Burg
A student on the basketball team Wallace coached who became a famous basketball player	Wallace's wife and a French professor	Wallace's coworker at Urban League and his roommate
Paul Robeson	Ron Brown	Sam Heys
A black athlete, actor, and singer whom Wallace and Wallace's dad admired for his political activism	He hired Wallace to work at Urban League	The journalist who initiated Wallace's return to Vanderbilt and recognized Wallace as a pioneer



Want to Know More?

[View our interactive timeline](#) to see photos and videos of the characters with chapter references.

Timeline for Perry Wallace from *Strong Inside*

1954: Wallace starts school →	← February 19, 1948: Wallace's birth
1960: Wallace dunks a basketball →	← 1958: Wallace plays basketball for the first time
January 4, 1965: game against Father Ryan HS →	← September 1963: Wallace starts Pearl HS
August 1966: Wallace turned away from church →	← 1966: Wallace's senior season of basketball
May 1966: Wallace chooses to play basketball at Vanderbilt →	← March 19, 1966: Pearl HS wins TSSAA championship
November 19, 1966: Wallace wears SEC jersey for JV match →	← September 14, 1966: Wallace starts freshman semester at Vanderbilt
February 1967: Wallace's mom hospitalized →	← February 27, 1967: Wallace plays in JV game against MSU
Spring 1967: Wallace discusses black undergraduate experience with Vanderbilt administration →	← April 1967: Wallace hears MLK, Jr. and Carmichael speak at Impact '67
Fall 1967: Wallace joins varsity team →	← December 4, 1967: Wallace's first home varsity game
January 1968: Wallace plays at Auburn, MSU, and LSU →	← February 10, 1968: Wallace plays at Ole Miss
March 1968: Wallace hears Robert F. Kennedy speak at Impact '68 →	← April 1968: Wallace participates in memorial march honoring MLK, Jr.
July 25, 1968: Wallace informs Vanderbilt administration on experience as black student and black athlete at Vanderbilt →	← July 1968: Wallace interviewed by Sports Illustrated on black athlete experience
Summer 1969: Wallace moves off-campus →	← Spring 1969: Wallace rejects Raven invitation
February 25, 1970: Wallace wins "Bachelor of Ugliness" from student body →	← August 1969: Wallace's mom dies
March 8, 1970: Wallace gives interview for newspaper on his experience as black student-athlete →	← March 7, 1970: Wallace plays final match of Vanderbilt career
May 31, 1970: Wallace graduates from Vanderbilt →	← May 31, 1970: Wallace moves to Philadelphia, PA
January 1971: Wallace reports to basic training in Missouri →	← Fall 1970: Wallace plays for the Delaware Bluebombers
1972-1975: Wallace studies at Columbia Law School →	← Spring 1971: Wallace moves to Washington, DC, to work for Urban League
June 1983: Wallace and Smyley marry →	← 1981: Wallace meets Karen Smyley
1991: Wallace employed by American University's Washington →	← February 1989: Wallace invited to speak at Vanderbilt
February 21, 2004: Wallace's Vanderbilt basketball jersey retired →	← 1992: Wallace adopts daughter, Gabrielle
	← September 12, 2008: Wallace inducted into Vanderbilt Athletic Hall of Fame



**Want to
Know More?**

[View our interactive timeline](#) to see photos and videos of the characters with chapter references.



Focus on Timelines

The timeline above details Perry Wallace's life. Add to our interactive timeline (or make your own) using facts from the book. Exploring these topics can help you capture the bigger picture of events:

- Godfrey Dillard's life
- Vanderbilt's basketball program
- Integration at Vanderbilt

Content Overview

Wallace's Early Years (Chapters 2-8)

Wallace's parents move from the country to the city of Nashville to raise their children, the youngest of which is Perry Wallace. Wallace is a high-achieving student with many talents, including basketball. He becomes a member of the Pearl High School basketball team and they win the state basketball championship. Wallace accepts a basketball scholarship to attend Vanderbilt University.



Want to Know More?

As you read, click on the links below and learn more about historical and cultural references in this part of the book.

- [The "N-word"](#) (p. 2)
- [Deep South](#) (p. 3)
- [Meharry Medical College](#) (p. 4)
- [Tennessee A&I](#) (p. 4)
- [Fisk University](#) (p. 4)
- [Churches of Christ](#) (p. 5)
- [Brown v. Board of Education](#) (p. 6)
- [Jim Crow](#) (p. 9)
- [Nashville sit-ins](#) (p. 13)
- [Pearl High School](#) (p. 24)
- [Tennessee Secondary School Athletic Association \(TSSAA\)](#) (p. 32)
- [Father Ryan vs. Pearl](#) (p. 35)
- [Big Ten](#) (p. 46)
- [Bill Russell article](#) (p. 47)
- [James Lawson](#) (p. 50)
- [Freedom Riders](#) (p. 65)
- [Map of SEC campuses](#) (p. 65)
- [Jackie Robinson](#) (p. 66)
- [Grand Divisions of Tennessee](#) (p. 73)
- [Texas Western vs. Kentucky](#) (p. 87)
- [Texas Western College](#) (p. 87)
- [Glory Road](#) (p. 93)
- [Black church burnings](#) (p. 95)
- [Dixie](#) (p. 102)
- [Great Migration](#) (p. 107)

Wallace's College Years (Chapters 9-27)

Wallace begins his education at Vanderbilt. He becomes the first black athlete on a varsity SEC basketball team. He endures many hardships motivated by racism and receives little support from the university. He embraces his role as a pioneer.



Want to Know More?

As you read, click on the links below and learn more about historical and cultural references in this part of the book.

- [Governor George Wallace](#) (p. 113)
- [Song of the South](#) (p. 120)
- [Motown](#) (p. 120)
- [The Big Four](#) (p. 121)
- [1967 Impact](#) (p. 171)
- [Confederate flag](#) (p. 179)
- [NAACP](#) (p. 190)
- [Uncle Tom](#) (p. 213)

- [Vanderbilt Hustler](#) (p. 122)
- [Greek system](#) (p. 123)
- [Invisible Man](#) (p. 133)
- [Amos 'n' Andy](#) (p. 143)
- [James Meredith](#) (p. 158)
- [Dante's *Inferno*](#) (p. 159)
- [Allen Ginsberg](#) (p. 167)
- [Student Nonviolent Coordinating Committee \(SNCC\)](#) (p. 168)
- [Black Power](#) (p. 169)
- [Interstate 40](#) (p. 242)
- [Emmett Till](#) (p. 247)
- [Draft lottery for the Vietnam War](#) (p. 267)
- [1968 Impact](#) (p. 268)
- [Assassination of MLK, Jr.](#) (p. 278)
- [Ku Klux Klan](#) (p. 287)
- [Lynching](#) (p. 293)
- [Eldridge Cleaver](#) (p. 297)
- [1968 Summer Olympics Racial Tension](#) (p. 306)

Wallace's Later Years (Chapters 1, 28-30)

Wallace moves away from Nashville to pursue basketball professionally. He graduates from law school, marries, and has a daughter. He returns to Vanderbilt after 18 years. Vanderbilt recognizes him for his pioneering as a black student-athlete.



Want to Know More?

As you read, click on the links below and learn more about historical and cultural references in this part of the book.

- [Joe "Jellybean" Bryant](#) (p. 367)
- [National Guard](#) (p. 369)
- [National Urban League](#) (p. 370)
- [Columbia University Protests](#) (p. 372)
- [1977 Hanafi Siege](#) (p. 379)
- [Roots](#) (p. 387)
- [Asperger's syndrome](#) (p. 398)
- [Sharia law in Nigeria](#) (p. 400)
- [Affirmative action](#) (p. 409)



Focus on Vocabulary

What other unfamiliar words or ideas have you encountered during your reading? List them in a table like the examples above to research on your own. Include the page number so that you can easily refer back to the text.

•	•
•	•
•	•

Map of Important Locations in *Strong Inside*

View our [Storymap](#) and [Google Map](#) to help you locate and understand the events in *Strong Inside*.




Focus on Vanderbilt

Explore some Vanderbilt University campus locations from the book:

- 1) Memorial Gymnasium (Impact '67 photo, pp. 175-181)
 - 2) Kirkland Hall (p. 197)
 - 3) Carmichael Towers (p. 208)
- ... can you find more?


Naming Prejudice

Prejudice is a biased belief about a person or group based on race, religion, nationality, gender, sexuality, ability, or other facets of identity. At some point in each of our lives, we will experience prejudice, whether we act as the witness, the target, or the source.



Want to Know More?

A [Diversity Toolkit](#) was put together by [Vanderbilt's Inclusion Initiative & Cultural Competence Committee](#). These resources will help you identify categories of prejudice and ways to talk about types of injustice. Also, visit the [Office for Equity, Diversity, and Inclusion](#) website for a list of campus resources dedicated to ending bias and injustice.




Focus on Naming Prejudice

What acts of prejudice have you noticed during your reading? Identify examples from the text and list them in a table of your own like the model below.

In the table below, we have identified four examples from *Strong Inside* of interactions motivated by prejudice.

Character affected	Page # and description of act motivated by prejudice	Character reaction
<i>Wallace</i>	<i>p. 16: his peers make fun of him because he speaks differently and does not socialize with them</i>	<i>He continues to obey his parents' wishes. He thinks about the future and how he wants to be successful.</i>
<i>Wallace</i>	<i>p. 47: coaches try to convince him that life at northern schools is better because it is not in the segregated South, but Wallace realizes that the black athletes at northern schools do not receive a full college education, which feels unfair</i>	<i>He considers each school carefully, talks with current black student-athletes, and eventually chooses to stay in the South despite the challenges of being a pioneer.</i>
<i>Wallace & Dillard</i>	<i>pp. 142-3: their white teammates assumed that they had larger-sized penises because they are black</i>	<i>They realize it is a stereotype and are frustrated by it.</i>
<i>Gail Canty & Terry Thomas</i>	<i>p. 274: black female students were unfriendly to Canty because she did not dress conservatively; people verbally attacked the interracial couple</i>	<i>They hid their romance for a long time. They argued. They hoped for peace between whites and blacks.</i>



Focus on Yourself

Complete the tables below as you reflect on your own life experiences with prejudice.

Recall times that you have encountered discrimination as the witness, the target, or the source. Discrimination can activate a range of emotions and even trigger physical reactions. As you recall these events, and perhaps encounter similar situations in the future, [Vanderbilt's Psychological Counseling Center](#) recommends practicing **mindfulness**. Mindfulness “is about becoming aware of our thought patterns, emotional responses, and bodily sensations to gently bring ourselves back to the present moment.”⁹ Research has shown that this type of thinking can help process an array of challenging emotions and reduce impulsive or negative reactions.

⁹ Retrieved from: <https://medschool.vanderbilt.edu/pcc/mindfulness-group>

Mindfulness teaches: notice what you are feeling, consider possibilities for action, and make your own decision about what you would like to do. Perry Wallace demonstrates this thinking process throughout *Strong Inside*, and we have the opportunity to read his thoughts. We hope you will find inspiration as you read about his experiences as a pioneer in the civil rights movement.

Think about a time when you were a witness, a target, or the source of an action motivated by prejudice.

What happened?	
How did others react?	
How did you react?	
Would you change your reaction? If so, how or why?	

Prejudicial actions reflect personal beliefs and assumptions about others, consciously or unconsciously.

What beliefs or assumptions did the situation above reveal in others?	
What beliefs or assumptions did the situation above reveal in you?	
Has the situation above changed your perspective? If so, how?	

This supplement highlights not only Perry Wallace's actions and experiences, but also the people, institutions, beliefs, and events around him that shaped his life. Even though these references were "minor" characters in the book, the interactions they shared with Wallace were essential: they influenced his story in remarkable ways. Wallace's story prompts us to ask:

- Who are the "minor" characters in my life, and how have they shaped my story?
- Am I a "minor" character in someone else's life? How am I affecting their story?
- What assumptions and beliefs do I carry with me? How have my experiences affected my worldview?
- What has shaped my identity: the parts of me that are similar to or different from others?

You have been reading about what shaped Perry Wallace's story as told by Andrew Maraniss. Consider that others may also tell stories from your life. Perhaps it will be your own telling, or voices from lives you have touched. Using the concept of mindfulness, reflect on what aspects of your story you would like told.