



**Develop Your
Creativity**

ASSERTIVE REFUSAL IN PRACTICE, EXPRESSING DIFFICULT EMOTIONS AND ACCEPTING CRITICISM

SCENARIO I



Współfinansowane przez
Unię Europejską



Erasmus+

LIDER:



**STOWARZYSZENIE
KREATYWNI DLA
BIZNESU**

PARTNERS:



Table of content

I GENERAL INFORMATION	3
• Duration of workshop	
• Recipients of the workshop	
• Number of participants	
• Work methods / techniques	
• Materials needed to carry out the meeting	
• The aim of the workshop	
II INTRODUCTION	6
• Introducing the trainer / teachers	
• Ice breaker: Group integration	
• Establish group rules	
• Mind map presentation stages	
III CONTENT	10
PANEL I - Assertiveness in everyday life	10
PANEL II - Expressing difficult emotions	38
PANEL III - Receiving criticism	53
IV END OF THE WORKSHOPS	68
V EVALUATION QUESTIONNAIRE	69
VI MODEL OF THE DIPLOMA	71

I General information



Duration of workshop:

5 clock hours

Recipients of the workshop:

The recipients of the workshops are adults aged 45-70 who are members of the Universities of the Third Age, Senior Clubs, libraries, community centers, thematic circles or other places associating the elderly. The scenario can be used by the elderly, who often have barriers to showing emotions and creative behavior, and all people related to adult education.

Number of participants:

Workshop group for 10 people of both sexes. You can also conduct a workshop in a smaller group of at least 6 people, depending on the premises, but not more than 14 people.

Proposed techniques / methods of work:

- psychodrama,
- work with text,
- dialogue with a partner,
- role play,
- speech technique,
- voice emission,
- body awareness,
- work in groups,
- developing spontaneity,
- improvisation,
- thematic group talks (discussions).

General information

Examples of materials needed to carry out the meeting:

- work cards,
- felt-tip pens,
- markers,
- scissors,
- sticky notes,
- flipchart paper,
- bristol,
- A3, A4 sheets,
- pens,
- Certificates,
- evaluation questionnaire.



Aim of the workshop

Information for the teacher

The main goal is to strengthen assertive behavior in adults with the use of practical exercises, showing methods and ways of expressing difficult emotions and accepting criticism. In older people, there are often barriers to showing emotions and creative behavior. To stimulate creativity, the materials will include activation methods such as: role playing, body awareness, working with text, contact, activities with a partner, emotions, internal monologue and text, dialogue with a partner, developing spontaneity, improvisation.

Thanks to the exercises and the use of the above-mentioned methods, participants will gain skills that will allow them to face the difficult reality that requires from adults extremely important assertiveness and strength, which will allow them to clearly express their emotions.

During the COVID-19 pandemic, expressing emotions has become even more difficult. With limited mobility, having to stay at home, studying remotely, or losing a job, our feelings have changed. The reality around us has also changed, which is why it is more and more difficult to modify our behavior in a new situation. Even if the people around us are close people. Many months of isolation made our vigilance deteriorate and the elderly forgot about the lurking threat.

More and more adults are falling victim to scammers who use false documents and propose deceptively similar real loan offers or the purchase of promotional equipment. In order to stop this wave of fraud, adults should be equipped with skills that will allow them to easily learn to clearly express the JA message and deny potential fraudsters.

It is important to develop methods of effective and efficient coping with stressful situations that require assertive behavior and the use of clear messages from the recipient.

II INTRODUCTION

Work style

Participants sit in a semicircle and the facilitator takes the place in front of the group. The trainer's task is to prepare the seats for the training participants in advance.



The participants are planned to achieve the following results:

- Building self-esteem,
- Building your own awareness,
- Eliminating the feeling of rejection,
- Eliminating the feeling of helplessness,
- Increased self-confidence,
- Strengthening competences in dealing with situational stress,
- Strengthening competences in dealing with situational anxiety,
- The ability to be assertive,
- Acquiring competences in the field of recognizing and managing emotions and awareness of their impact on an individual and a group,
- Acquisition of competence in the field of conducting group discussions.
- Increasing the skills related to speaking, speaking, participating in discussions, contacts with the group.



The course of the workshop

1.1. Introducing the teacher / teachers. Greeting (5 min.)

- First name, Last Name,
- education,
- experience,
- interested.

2. Introductions of the training participants (15 min.)

Writing the name on a sticky note and sticking it on the visible part of the clothes. Then, each of the participants, briefly - in one sentence, presents their expectations regarding the training.

3. Group rules (25 min.)

The tutor prepares a mind map titled with the topic of the training. It creates 4 main branches from the main topic:

- TRAINING OBJECTIVES
- EXPECTATIONS
- RULES
- TRAINING EVALUATION. TIPS FOR THE FUTURE

(identifying aspects of the training that can be improved in the future).

Trainer hangs the prepared mind map in the training room so that it is visible to each of the participants.



Stages of presenting a mind map:

1. Presentation of the main goals of the training recorded on a previously prepared mind map.
2. The facilitator asks the participants about their expectations regarding the training and writes them down on a mind map using the activating method: brainstorming.
3. The instructor defines the 3 most important rules that apply during the training. Additionally, the instructor emphasizes the possibility of implementing 1 principle proposed by the training participants.
4. The last point of the mind map is part of the training evaluation. After the workshop, the tutor asks the participants how they evaluate the training and writes down their comments on a mind map.



III. CONTENT

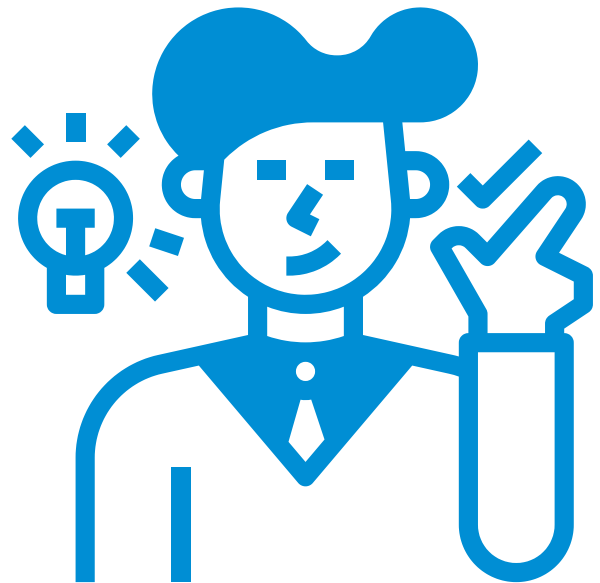
PANEL I

1. Assertiveness in everyday life

Mini lecture

Explanation of terms:

- Criticism
- Criticality
- Assertiveness
- Emotion



Assertiveness – in psychology, a term that means having and expressing one's opinion and direct expression of emotions and attitudes within the limits of the rights and psychological territory of others and one's own, without aggressive behavior, as well as defending one's rights in social situations. It is an acquired skill.

Emotion - A complex pattern of reactions, including experimental, behavioral and physiological elements, by which an individual tries to deal with a personally significant matter or event. The specific quality of the emotion (e.g. fear, shame) is determined by the specific meaning of the event. For example, if meaning is associated with a threat, fear is likely to emerge; if the meaning comes with disapproval from others, shame is likely to be generated. An emotion is usually related to a feeling, but it is different from feeling overt or implicitly involved in the emotional world.

Criticism - An assessment that indicates that something has no value, is not true, or is not appropriate in a given situation

Task 1. Formulating your own experiences (30 min.)

The trainer asks the participants to describe a situation in which they experienced or witnessed the lack of assertiveness. Ideally, this situation should concern the recent past. To this end, he distributes printed worksheets to participants. The facilitator gives the participants 5 minutes to prepare the answer.

EXAMPLE FORMULATION FOR THE TRAINER:

On the worksheets you received, please describe the situation in which you experienced or witnessed a lack of assertiveness. Ideally, this situation should concern the recent past. I give you 5 minutes to prepare your answer. At the end, each of you will discuss the situation written on the worksheet 1.

Each of the participants presents their own experiences in sequence on the basis of prepared WORKSHEET 1 (e.g. people from left to right).

Task for the trainer:

During the presentation of the experiences of each of the participants, the facilitator formulates his own notes. He writes down correctly formulated behavior characterized by a lack of assertiveness and incorrectly constructed examples of lack of assertiveness (2 examples each, if any). This allows participants to understand the definition of assertiveness even better.



WORKSHEET 1

Describe a situation below where you experienced or witnessed a lack of assertiveness. Ideally, this situation should concern the recent past.

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Task 2. Communication errors (20min.)

The facilitator distributes to the participants previously prepared WORKSHEET 2, in which the participants are to indicate errors in the messages presented in task 1 and reformulate the statements so that they sound like a message characterizing assertive behavior.

TEXT FOR THE TRAINER:

Each situation presented by the participants should be written down on the WORKSHEET 2. Then, in the adjacent columns, write down the errors in the presented message and the correctly sounding message.



WORKSHEET 2

Below, in the table, write down all the situations presented by the workshop participants in which they showed a lack of assertiveness or witnessed such behavior. Then write down the errors in the presented messages and write down their correct wording.

SITUATION PRESENTED BY THE PARTICIPANT	ERRORS IN THE PRESENTED MESSAGE (e.g. unnecessary justification and translation, apologizing, no "I" message in the speech)	CORRECT SOUNDING MESSAGE

WORKSHEET 2*

(IN CASE OF NO APPROPRIATE EXAMPLES IN TASK 1)

Below, in the table, write down all the situations presented by the workshop participants in which they showed a lack of assertiveness or witnessed such behavior. Then write down the errors in the presented messages and write down their correct wording.

SITUATION PRESENTED BY THE PARTICIPANT	ERRORS IN THE PRESENTED MESSAGE (e.g. unnecessary justification and translation, apologizing, no "I" message in the speech)	CORRECT SOUNDING MESSAGE
<p>A friend comes to you and asks you to borrow money again:</p> <ul style="list-style-type: none"> • Hi Jarek, I have a request for you. • Hi Michał, I'm listening. • Could you lend me PLN 1,000.00? I'll give you back right after your payday. • Michał, don't be angry, but I don't have enough money to borrow you. I'm sorry, but right now I have more expenses at home. In addition, we go with our daughter for rehabilitation, which costs quite a lot. Besides, you didn't give me back the money I lent you last month. • Jarek, please, I will give you back as soon as I have. • But I really don't, forgive me, but this time I won't lend you. 		

WORKSHEET 2*

Below, in the table, write down all the situations presented by the workshop participants in which they showed a lack of assertiveness or witnessed such behavior. Then write down the errors in the presented messages and write down their correct wording.

SITUATION PRESENTED BY THE PARTICIPANT	ERRORS IN THE PRESENTED MESSAGE (e.g. unnecessary justification and translation, apologizing, no "I" message in the speech)	CORRECT SOUNDING MESSAGE
<p>It's 8:00 in the morning. Krystyna calls her daughter Kasia and asks her to look after her granddaughter:</p> <ul style="list-style-type: none"> • Good morning mom, would you please stay with Victoria in the afternoon? We would like to go shopping with Tomek. • Good morning Kasia, unfortunately I can't do it in the afternoon. I have an appointment with a friend. Or maybe you will go shopping now. I'm at home, I could take care of Victoria. • Mom, we're definitely not going shopping now. I wanted to clean the house. Can't you cancel this meeting or postpone it to the evening hours? • Unfortunately not. My friend returns to Katowice in the evening, after 8 p.m. she has the last train. • I thought I could count on you. • I know I should be there for you at all times, but this is an exceptional situation. We haven't seen each other for several years. • Okay, don't explain yourself anymore. I thought family was important to you. I will ask my friend, she should agree, she never refuses me. 		

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SITUATION PRESENTED BY THE PARTICIPANT	ERRORS IN THE PRESENTED MESSAGE (e.g. unnecessary justification and translation, apologizing, no "I" message in the speech)	CORRECT SOUNDING MESSAGE
<p>Leszek goes to the ATM to withdraw money. He notices that the young boy keeps a short distance from him and tries to look at the pin code with which he wants to carry out the operation. She decides to ask him to leave the ATM:</p> <ul style="list-style-type: none"> Excuse me, would you please go away from the ATM? You cannot stand so close to me. 		

WORKSHEET 2*

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SITUATION PRESENTED BY THE PARTICIPANT	ERRORS IN THE PRESENTED MESSAGE (e.g. unnecessary justification and translation, apologizing, no "I" message in the speech)	CORRECT SOUNDING MESSAGE
<p>It's 01:00 at night. Mrs. Grażyna and her husband are trying to fall asleep, but they are prevented by too loud music from the opposite apartment. It is inhabited by a young couple who have decided to organize a party. Due to the fact that both Mrs. Grażyna and her husband Zygmunt get up to work in the morning, they decide to intervene. Mr. Zygmunt goes to the neighboring apartment and asks the owner to turn down the music:</p> <ul style="list-style-type: none"> • Good evening, if it would be possible for you to turn down the music, I would be grateful. At 05:00 in the morning we both have to get up to work and we want to be refreshed. 		

WORKSHEET 2*

Below, in the table, write down all the situations presented by the workshop participants in which they showed a lack of assertiveness or witnessed such behavior. Then write down the errors in the presented messages and write down their correct wording.

SITUATION PRESENTED BY THE PARTICIPANT	ERRORS IN THE PRESENTED MESSAGE (e.g. unnecessary justification and translation, apologizing, no "I" message in the speech)	CORRECT SOUNDING MESSAGE
<p>Ewa is an employee of a consulting company with many years of experience. Currently, he is preparing a financial report on the project for one of the company's clients. The report must be sent to the Financing Institution by the end of this week, which means it has 4 days left and a lot of work to do. Her immediate supervisor comes to her and asks her to help her teammate solve the problem:</p> <ul style="list-style-type: none"> • Good morning, Mrs. Ewa, I have a request for you to help Mr. Maciek in some matter. He cannot cope with the preparation of a procurement procedure for the project I am servicing. • Mr. Manager, please do not blame me, but it requires commitment from me, and I have to submit a report by the end of the week, I may not be on time with everything. • Mrs. Ewa, please manage your time at work in such a way as to complete all tasks. You are an experienced employee and I really want you to help your colleague. Please remember that we are a team together and if one of us needs help, we must extend a helping hand. One for all, all for one. • Well. If no one else can, I will try to help Maciek. At most, I'll stay at work after hours. 		

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Below, in the table, write down all the situations presented by the workshop participants in which they showed a lack of assertiveness or witnessed such behavior. Then write down the errors in the presented messages and write down their correct wording.

SITUATION PRESENTED BY THE PARTICIPANT	ERRORS IN THE PRESENTED MESSAGE (e.g. unnecessary justification and translation, apologizing, no "I" message in the speech)	CORRECT SOUNDING MESSAGE
<p>It's a beautiful Saturday morning. You went to the playground with your 2-year-old granddaughter. At some point you notice that a 7-year-old boy is forcefully kicking the stroller you have left behind. You say:</p> <ul style="list-style-type: none"> Go away from here. This is our cart. You cannot destroy someone else's property. 		

WORKSHEET 2*

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SITUATION PRESENTED BY THE PARTICIPANT	ERRORS IN THE PRESENTED MESSAGE (e.g. unnecessary justification and translation, apologizing, no "I" message in the speech)	CORRECT SOUNDING MESSAGE
<p>You have been working in a company that accounts for international projects for 3 months. You have a strictly defined scope of responsibilities. One day your best client comes to you with a proposal of a new project and asks you to read its content.</p> <p>The project is prepared in English (approximately 600 pages). You want to talk to your boss about the fact that settling the document in the original language is beyond your competences and you want her to translate the document in an external company:</p> <ul style="list-style-type: none"> • Good morning, Director. Mr. Adam's project is very extensive and I am not able to read it in this form. • Mrs. Anna, then please translate this document into English and treat it as a form of development in our company. • Director, it takes a lot of time. It is as much as 600 pages of documents. • In that case, it gives you 7 days to read this document. • Unfortunately, I am not able to perform this task because I do not have the appropriate competences to translate this document. • Therefore, we must think about a new employee, Ania, who will be able to meet our expectations. 		

WORKSHEET 2 - TRAINER VERSION

Below, in the table, write down all the situations presented by the workshop participants in which they showed a lack of assertiveness or witnessed such behavior. Then write down the errors in the presented messages and write down their correct wording.

EXAMPLE FORMULATION FOR THE TRAINER:

Each situation presented by the participants, write down on the distributed worksheets. Then, in the adjacent columns, list the errors in the presented message and the correct sounding message, respectively.

SITUATION PRESENTED BY THE PARTICIPANT	ERRORS IN THE PRESENTED MESSAGE (e.g. unnecessary justification and translation, apologizing, no "I" message in the speech)	CORRECT SOUNDING MESSAGE
<ul style="list-style-type: none"> • A friend comes to you and asks you to borrow money again: • Hi Jarek, I have a request for you. • Hi Michał, I'm listening. • Could you lend me PLN 1,000.00? I'll give you back right after your payday. • Michał, don't be angry, but I don't have enough money to borrow you. I'm sorry, but right now I have more expenses at home. In addition, we go with our daughter for rehabilitation, which costs quite a lot. Besides, you didn't give me back the money I lent you last month. • Jarek, please, I will give you back as soon as I have. • But I really don't, forgive me, but this time I won't lend you. 	<ul style="list-style-type: none"> • unnecessary apologies • over-translation of your decision 	<ul style="list-style-type: none"> • A friend comes to you and asks you to borrow money again: • Hi Jarek, I have a request for you. • Hi Michał, I'm listening. • Could you lend me PLN 1,000.00? I'll give you back right after your payday. • Michał, I will not lend you money because you have not paid me back the previous debt - PLN 500.00. • Jarek, please, I will give you back as soon as I have. • Pay back your previous debt first. • Please don't refuse me. • You give back PLN 500.00, then I will consider your request. I am not lending you any money yet.

WORKSHEET 2 - TRAINER VERSION

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WORKSHEET 2 - TRAINER VERSION

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WORKSHEET 2 - TRAINER VERSION

Below, in the table, write down all the situations presented by the workshop participants in which they showed a lack of assertiveness or witnessed such behavior. Then write down the errors in the presented messages and write down their correct wording.

SITUATION PRESENTED BY THE PARTICIPANT	ERRORS IN THE PRESENTED MESSAGE (e.g. unnecessary justification and translation, apologizing, no "I" message in the speech)	CORRECT SOUNDING MESSAGE
<p>Ewa is an employee of a consulting company with many years of experience. Currently, he is preparing a financial report on the project for one of the company's clients. The report must be sent to the Financing Institution by the end of this week, which means it has 4 days left and a lot of work to do. Her immediate supervisor comes to her and asks her to help her teammate solve the problem:</p> <ul style="list-style-type: none"> • Good morning, Mrs. Ewa, I have a request for you to help Mr. Maciek in some matter. He cannot cope with the preparation of a procurement procedure for the project I am servicing. • Mr. Manager, please do not blame me, but it requires commitment from me, and I have to submit a report by the end of the week, I may not be on time with everything. • Mrs. Ewa, please manage your time at work in such a way as to complete all tasks. You are an experienced employee and I really want you to help your colleague. Please remember that we are a team together and if one of us needs help, we must extend a helping hand. One for all, all for one. • Well. If no one else can, I will try to help Maciek. At most, I'll stay at work after hours. 	<ul style="list-style-type: none"> • too quick submission • lack of consistency in expressing one's position on the matter • no "I" message • lack of self confidence • the other party manipulates the employee (artificial praise, emphasizing the employee's reliability) 	<p>Ewa is an employee of a consulting company with many years of experience. Currently, he is preparing a financial report on the project for one of the company's clients. The report must be sent to the Financing Institution by the end of this week, which means it has 4 days left and a lot of work to do. Her immediate supervisor comes to her and asks her to help her teammate solve the problem:</p> <ul style="list-style-type: none"> • Good morning, Mrs. Ewa, I have a request for you to help Mr. Maciek in some matter. He cannot cope with the preparation of a procurement procedure for the project I am servicing. • Mr. Manager, he is currently preparing a financial report to be sent by the end of this week. There is still a lot of work to do, and the time is running out. I cannot help Maciek. You have to ask someone else for help. • Mrs. Ewa, please manage your time at work in such a way as to complete all tasks. You are an experienced employee and I really want you to help your colleague. Please remember that we are a team together and if one of us needs help, we must extend a helping hand. One for all, all for one. Mr. Manager, helping Maciek means that I will be doing my overtime duties. I will comply with your request, but only if I receive additional remuneration for it.

KARTA PRACY 2*

Poniżej w tabeli zapisz wszystkie, zaprezentowane przez uczestników warsztatów sytuacje, w których wykazali się brakiem asertywności, bądź byli świadkiem takiego zachowania. Następnie wypisz błędy w przedstawionych komunikatach oraz zapisz ich prawidłowe brzmienie.

SITUATION PRESENTED BY THE PARTICIPANT	ERRORS IN THE PRESENTED MESSAGE (e.g. unnecessary justification and translation, apologizing, no "I" message in the speech)	CORRECT SOUNDING MESSAGE
<p>It's a beautiful Saturday morning. You went to the playground with your 2-year-old granddaughter. At some point you notice that a 7-year-old boy is forcefully kicking the stroller you have left behind. You say:</p> <ul style="list-style-type: none"> Go away from here. This is our cart. You cannot destroy someone else's property. 	<ul style="list-style-type: none"> Fear and meekness, lack of self-confidence, no I AM message and no expression of my feelings 	<p>It's a beautiful Saturday morning. You went to the playground with your 2-year-old granddaughter. At some point you notice that a 7-year-old boy is forcefully kicking the stroller you have left behind. You say:</p> <ul style="list-style-type: none"> Good morning boy <p>I am very upset by your behavior. You cannot destroy other people's things. This is my granddaughter's pram. Please, apologize to us for your behavior.</p>

KARTA PRACY 2*

Poniżej w tabeli zapisz wszystkie, zaprezentowane przez uczestników warsztatów sytuacje, w których wykazali się brakiem asertywności, bądź byli świadkiem takiego zachowania. Następnie wypisz błędy w przedstawionych komunikatach oraz zapisz ich prawidłowe brzmienie.

SITUATION PRESENTED BY THE PARTICIPANT	ERRORS IN THE PRESENTED MESSAGE (e.g. unnecessary justification and translation, apologizing, no "I" message in the speech)	CORRECT SOUNDING MESSAGE
<p>You have been working in a company that accounts for international projects for 3 months. You have a strictly defined scope of responsibilities. One day your best client comes to you with a proposal of a new project and asks you to read its content.</p> <ul style="list-style-type: none"> • The project is prepared in English (approximately 600 pages). You want to talk to your boss about the fact that settling the document in the original language is beyond your competences and you want her to translate the document in an external company: • Good morning, Director. Mr. Adam's project is very extensive and I am not able to read it in this form. • Mrs. Anna, then please translate this document into English and treat it as a form of development in our company. • Director, it takes a lot of time. It is as much as 600 pages of documents. • In that case, it gives you 7 days to read this document. • Unfortunately, I am not able to perform this task because I do not have the appropriate competences to translate this document. • Therefore, we must think about a new employee, Ania, who will be able to meet our expectations. 	<ul style="list-style-type: none"> • no I"" message and expressing your expectations at the beginning of the conversation, • emphasizing "your" guilt and lack of faith in yourself and your competences 	<p>You have been working in a company that accounts for international projects for 3 months. You have a strictly defined scope of responsibilities. One day your best client comes to you with a proposal of a new project and asks you to read its content.</p> <p>The project is prepared in English (approximately 600 pages). You want to talk to your boss about the fact that settling the document in the original language is beyond your competences and you want her to translate the document in an external company:</p> <p>Option I</p> <ul style="list-style-type: none"> • Good morning, Mrs. Director, Mr. Adam's project consists of 600 pages in English. Please, order the translation of the document by a sworn translator who specializes in the translation of documents in the field of biotechnology. My scope of work does not include specialist translation of project documents. <p>Option II</p> <ul style="list-style-type: none"> • Mrs. Anna, then please translate the document as you can. • All right, Director, but I have my conditions. I receive an allowance of PLN 1,500 for additional work that goes beyond my job. Furthermore, I do not take full responsibility for any errors contained in this document.

Experience analysis (20 min.)

The trainer initiates an open discussion about the situations mentioned in **WORKSHEET 2** and encourages the participants to interact. If they are not willing - they choose people to whom they ask specific questions using their names.

TEXT FOR THE TRAINER:

- *Which situation, in your opinion, would be the most difficult to reformulate in everyday life?*
- *Which behavior do you encounter most often?*
- *Which situation is most common in your environment?*
- *Could you reformulate the message now?*
- *Do you understand the mistakes in your behavior?*
- *How would you behave in such a situation now?*
- *What communication errors do you think are the hardest to eliminate?*



Psychodrama I

Task 3 - Role play (40 min.)

The trainer selects the participants in pairs. Each couple has a cutscene to play suggested by the trainer.

TEXT FOR THE TRAINER:

For this sentence, you have to divide into two-person teams. Each team will receive a work card with a description of a situation in everyday life. Your task will be to play a cut-scene in which you will be assertive. Remember to formulate your messages correctly.

IMPORTANT!

The trainer can use the examples of situations presented by the participants in task 1. If they do not occur, the facilitator has 7 scenes from life to be played by the participants.

Each scene must be written on a separate sheet.

The tutor gives a **WORKSHEET 3**.



WORKSHEET 3.1

Please see the cutscene below. Then, together, prepare a cutscene in which you will demonstrate your assertive behavior. Remember about correctly worded messages.

SCENE 1 _ ASSERTIVENESS AT WORK

You are at work. It is 3.30 pm. You have half an hour until the end of your shift. Suddenly, your line manager comes to you and asks you to prepare a sales report for the last three months. He also adds that the report is to be prepared by tomorrow, by 09.00. You know from your own experience that in order to prepare such a report in a reliable manner, 30 minutes is not enough, but a minimum of 3 hours. Moreover, yesterday you promised your son that you will take him to basketball practice today at 5:00 PM. Therefore, you assertively refuse your boss to perform the task he gave you.

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WORKSHEET 3.2

Please see the cutscene below. Then, together, prepare a cutscene in which you will demonstrate your assertive behavior. Remember about correctly worded messages.

SCENE 2_ ON LINE TO THE DOCTOR

You are at the GP surgery and waiting for a check-up with a cardiologist. You should enter the doctor's office right now, because you are first in line. Suddenly the door opens and you are asked to go inside. At this point, you notice that the person behind you stands up, passes you by, and I want to come in front of you, skip the line. In connection with the situation, you assertively remind the person that they should wait their turn.

NOTES

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the entire width of the page. There are no margins, text, or other markings present.

WORKSHEET 3.3

Please see the cutscene below. Then, together, prepare a cutscene in which you will demonstrate your assertive behavior. Remember about correctly worded messages.

SCENE 3_GRANDPARENT SCAM

The landline phone is ringing. You hear a young male voice in the handset. Mr. Bartosz says that he is your grandson and is at a critical point and asks you for financial help. He emphasizes that you are his only lifeline and if you do not help him, he will be evicted onto the pavement and will lose everything he has had so far. He asks for discretion towards other family members. It also ensures very fast and personal cashback. He informs you that he will not be able to pick up the money in person and tells you how to transfer the money (in cash or by bank transfer) or valuables to another person. He asks for the cash to be handed over immediately. Assertively refuse a potential scammer to hand over cash.

Be careful, remember:

- if the interlocutor offers you that you can confirm the authenticity of the calling policeman on 112 - before you call this phone, check whether you have disconnected the previous call
 - The police never ask for money in such or similar situations
 - do not act rashly under time pressure
 - after the conversation, call a loved one on a known phone number to tell about the incident - it cannot be a secret
 - if you are unable to contact your relatives, immediately notify the Police of such an incident by calling 112
- In case of any suspicions that this is not a family member or a real officer but a fraud, or when the calling person acts in the manner described above, PLEASE NOTIFY THE POLICE IMMEDIATELY on 997 or 112.

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WORKSHEET 3.4

Please see the cutscene below. Then, together, prepare a cutscene in which you will demonstrate your assertive behavior. Remember about correctly worded messages.

SCENE 4_ POLICEMAN

Around 3 p.m. the doorbell rings. You look through the viewfinder and you see an old man dressed as a policeman posing as an officer of the Małopolska headquarters. Show your badge with photo. I inform you that the police are investigating a case involving a dishonest bank employee and that the money in your account is at risk. It tells you to withdraw cash from your bank account. To make it more efficient, he ordered a taxi for you, which you will go to the bank and then indicates where the money will be handed over to the police to keep it safe.

Let's remember!

- the cops NEVER accept cash!
- cops NEVER ask for money or other valuables to catch criminals!
- police officers NEVER provide information and activities by phone.
- Before you open the door:
- Look through the door peephole or the window and see who it is.
- If you do not know the visitor - ask about the purpose of his visit, fasten the security chain (if you decide to open the door) and ask for an identity card or business card. An honest person will not be discouraged by your caution and distrust. Check the documents carefully
- If in doubt, make an appointment for a different date, first checking with the administration of the estate or the appropriate institution whether they have sent their employee to our apartment. Besides, you always have to check their IDs. These two points must always be combined.
- If the visitor becomes intrusive, call the police or alert those around you. Try to remember as many details as possible, e.g. the stranger's appearance, the numbers and the brand of the car he possibly visited.
- If we have seniors in our family, don't be afraid to talk to them about safety. Let's take care of them. Let's translate, keep in touch by phone, visit them. Let us show the spots prepared by the police in order to "force" them to be vigilant and cautious. Better to double-check, ask twice, make sure twice, than to lose your life savings.

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WORKSHEET 3.5

Please see the cutscene below. Then, together, prepare a cutscene in which you will demonstrate your assertive behavior. Remember about correctly worded messages.

SCENE 5_POT SHOW

You have been invited by your friend to a pot show, which takes place in the municipal cultural center. After arriving at the venue and watching the show, one of the hosts persuades you to buy the presented products and is very insistent and persuasive about it. Knowing that you are not interested in pots and their price is definitely too high for your financial possibilities, assertively refuse to buy the products from the operator.

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[illegible]

WORKSHEET 3.6

Please see the cutscene below. Then, together, prepare a cutscene in which you will demonstrate your assertive behavior. Remember about correctly worded messages.

Scene 6_Festival of dumplings

The Festival of dumplings is approaching and you have been delegated to represent your circle as a member of the rural housewives group. One of the members insists that you show up in person in a large group of people, which is uncomfortable for you because due to the current situation related to the COVID-19 virus, you limit your contacts with other people. Try to assertively refuse a club member to attend Dumplings Day and justify your decision.

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WORKSHEET 3.7

Please see the cutscene below. Then, together, prepare a cutscene in which you will demonstrate your assertive behavior. Remember about correctly worded messages.

Scene 7_Bus

You are going to see a doctor for a checkup. Your son is ill, so he cannot take you to him, so you are forced to use public transport. The COVID-19 virus is rampant, there are lots of infections, so you follow all applicable public transport laws. Wearing a mask, you get on the bus and choose a seat that is a few chairs away from other passengers, there are few people on the bus except you, so you can easily keep a safe distance. At the next stop, a young girl without a mask gets in and takes a seat next to you, which makes you angry and anxious. Assertively ask the passenger to put on a mask and change the seat to one that will allow you to keep a safe distance.

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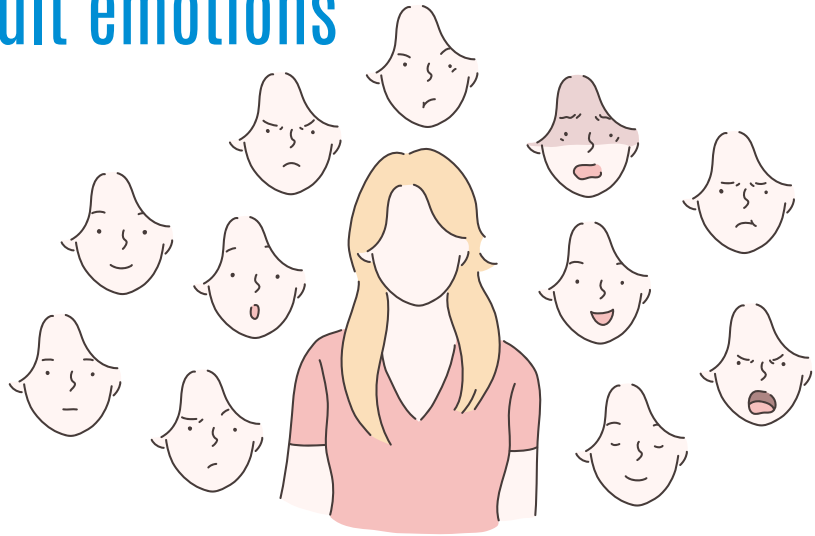
PANEL II

Expressing difficult emotions

Mini lecture

Explanation of terms:

- Emotion
- Mood
- Difficult emotions



Emotion - comes from the Latin "e movere", which means "to move, in motion". Emotions contain information about our needs. According to the American Psychological Association (APA), emotion is defined as "a complex reaction pattern, involving experiential, behavioral and physiological elements." Emotions are how individuals deal with matters or situations they find personally significant.

Mood - the way you feel at a particular time.

Difficult emotions - emotions that make us act or change are difficult. Their perception is a message: attention, something is happening, we must try to understand it, change our behavior or even change our way of thinking about ourselves and others.

Work with text

Task 1 - Types of emotions (15 min.)

The facilitator divides the participants into two groups of 5 people. From among the prepared cards with the types of emotions, participants must assign them to appropriate categories.

EXAMPLE FORMULATION FOR THE LEADER:

There are two categories of emotion on flipcharts. Assign the received cards with the types of emotions in the groups to the appropriate category. You have 7 minutes to complete the task.



WORKSHEET 1

There are two categories of emotions written on the flipcharts. Assign the received cards with the types of emotions in the groups to the appropriate category.

DIFFICULT EMOTIONS	GOOD EMOTIONS

WORKSHEET 1- VERSION FOR TRAINER

There are two categories of emotions written on the flipcharts. Assign the received cards with the types of emotions in the groups to the appropriate category.

DIFFICULT EMOTIONS	GOOD EMOTIONS
ENVY	JOY
FEAR	ACCEPTANCE
DISTRACTION	EXCITEMENT
HATE	DELIGHT
AGGRESSION	TRUST
ANGER	BLISS

CARDS WITH EMOTION TYPES

There are two categories of emotions on flipcharts. Cut them up and hand them over to the participants.

JOY	ENVY
ACCEPTANCE	FEAR
EXCITEMENT	DISTRACTION
DELIGHT	HATE
TRUST	AGGRESSION
BLISS	ANGER

Role play

Task 2 - Emotional puns (35 min.)

The task of each participant is to draw one card with the selected emotion from among the prepared cards. Then the participant without using words has to show this emotion to the other participants so that they can guess its name.

EXAMPLE FORMULATION FOR THE LEADER:

Please, each of you, from among the cards prepared by me, draw one. There is an emotion written on each card. Your task is to show the emotions you have drawn to the other participants. Words cannot be used.



WORKSHEET 2

On the worksheet, write the drawn emotion. Your task is to act out emotions without using words.

DRAWN EMOTION
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WORKSHEET 2- VERSION FOR TRAINER

The types of emotions are written on the card. They should be cut and given to the participants to draw one of the listed emotions.

TYPES OF EMOTIONS
ANGER
WRATH
JOY
SADNESS
DISTRACTION
FRUSTRATION
BOREDOM
FEAR
BOW
HATE
DISAPPOINTMENT
SHAME
UNEASINESS

Improvisation

Task 3 - Real emotions (15 min.)

Workshop participants must imagine that they have encountered one of the 3 situations described in the worksheets. Their task will be to describe the emotions that accompany them and how they deal with them in a stressful situation.

EXAMPLE FORMULATION FOR THE LEADER:

On Job Sheet 3, you have five stressful situations that may happen to you on a daily basis. As instructed, read all the situations listed in the table. Then write down what emotions accompany you in particular situations and how you deal with them. You have 10 minutes to complete the task.



WORKSHEET 3

There are 5 stressful situations listed on Worksheet 3. Familiarize yourself with all the situations listed in the table. Then write down what emotions accompany you in particular situations and how you deal with them. You have 10 minutes to complete the task.

A STRESSFUL SITUATION	ACCOMPANYING EMOTIONS	HOW DO YOU DEAL WITH THEM? (e.g. crying, screaming, cursing)
You are an employee of the accounting office. As soon as you come to work, you are asked to come to the office of your immediate supervisor, who will inform you that you will be fired due to redundancy in the company.		
You're riding on the tram. A young man enters at one of the stops. There is a suspicion that he is under the influence of some intoxicating substances. He approaches other passengers and accosts them. To their lack of reaction, he screams. You can see that it is walking towards you.		
You had an appointment with your friend for a meeting. You come to the place where it is to take place. After waiting for 20 minutes, you get a message from a friend that unfortunately he will not be able to come.		
When returning home from work, you are a participant in a traffic collision due to your fault, as a result of which the car was damaged by another road user.		
You are in the park on a walk, not far from the city center. At some point, you pay attention to a young girl in a T-shirt and pants sweatpants that goes your way. You can see that this girl is trembling and very pale. Suddenly she comes up to you, asking you if you have anything to eat, preferably something sweet, if not, if you could buy her something. She says she is diabetic and hypoglycemic.		

WORKSHEET 3 - TRAINER VERSION

There are 5 stressful situations listed on Worksheet 3. Familiarize yourself with all the situations listed in the table. Then write down what emotions accompany you in particular situations and how you deal with them. You have 10 minutes to complete the task.

A STRESSFUL SITUATION	ACCOMPANYING EMOTIONS	HOW DO YOU DEAL WITH THEM? (e.g. crying, screaming, cursing)
You are an employee of the accounting office. As soon as you come to work, you are asked to come to the office of your immediate supervisor, who will inform you that you will be fired due to redundancy in the company.	<ul style="list-style-type: none"> • sadness, • anger, • fear, • frustration 	<ul style="list-style-type: none"> • talking to someone you trust (complaining), • cry, • stay in the open space, • smoking a cigarette
You're riding on the tram. A young man enters at one of the stops. There is a suspicion that he is under the influence of some intoxicating substances. He approaches other passengers and accosts them. To their lack of reaction, he screams. You can see that it is walking towards you.	<ul style="list-style-type: none"> • fear, • stress, • bow, • horror, • paralysis, • aggression 	<ul style="list-style-type: none"> • talking to a trusted person on the phone, • move away from the point of danger in order to avoid unnecessary confrontation.
You had an appointment with your friend for a meeting. You come to the place where it is to take place. After waiting for 20 minutes, you get a message from a friend that unfortunately he will not be able to come.	<ul style="list-style-type: none"> • anger, • disappointment, • sadness, • frustration, • anger, • envy 	<ul style="list-style-type: none"> • conversation with a loved one, • curse, • relaxing (listening to relaxing music, reading, walking, solving a crossword puzzle, watching a movie etc.) • trying to quickly change your plans and make an appointment with another friend who lives nearby
When returning home from work, you are a participant in a traffic collision due to your fault, as a result of which the car was damaged by another road user.	<ul style="list-style-type: none"> • stress, • fear, • shame, • embarrassment • anger, • horror, • sadness, • self pity, • feeling guilty 	<ul style="list-style-type: none"> • curse, • trying to calm down your thoughts (e.g. slow counting), • rational thinking, • focusing on what is happening here and now, • not looking ahead - focusing on the present and trying to negotiate, • an attempt of a cheerful approach to a collision participant (without aggression with a good attitude)
You are in the park on a walk, not far from the city center. At some point, you pay attention to a young girl in a T-shirt and pants sweatpants that goes your way. You can see that this girl is trembling and very pale. Suddenly she comes up to you, asking you if you have anything to eat, preferably something sweet, if not, if you could buy her something. She says she is diabetic and hypoglycemic.	<ul style="list-style-type: none"> • stress, • horror, • anxiety, • fear, • uncertainty, • bow, • paralysis, • compassion 	<ul style="list-style-type: none"> • rational thinking, • attempt to disable the so-called judging a person by appearances • full concentration on the person and their need here and now • constant conversation with the person needing help

Task 4 - Identifying emotions (10 min.)

Participants choose one of the difficult emotions they usually feel. Then they try to describe it, giving it physical characteristics such as shape, size, color, etc.

EXAMPLE FORMULATION FOR THE LEADER:

Now try, on Worksheet 4, to choose one of the emotions that accompany you in your daily life. Then give it basic physical characteristics such as shape, size, color, strength and speed with which it would be moving. You have 5 minutes for this task.



WORKSHEET 4

On worksheet 4, write down one of the emotions that accompany you in your daily life. Then, give it basic physical characteristics such as shape, size, color, strength and speed with which it would be moving. You have 10 minutes for this task.

TYPE OF EMOTION
What is its shape?	
What's the size?	
What's the color?	
How strong is she?	
How fast is it moving?	

Task 5 - Emotional Expressionism (10 min.)

In the previous activity, the participants characterized the difficult emotions they most often encounter. In this activity, they need to draw this emotion based on the description in task 4.

EXAMPLE FORMULATION FOR THE LEADER:

Using the available colors, try to draw the emotion you described in the previous activity.



WORKSHEET 5

You have 6 colors at your disposal. Use them to paint the emotion that you described in task 4.

MY EMOTION

.....

HER APPEARANCE:

A large, empty rectangular box with a thin blue border, intended for a drawing or painting of a person's appearance.

PANEL III

Taking criticism

Mini lecture

Explanation of terms:

- Criticism
- Constructive criticism
- Destructive criticism



Criticism (*lat. criticus – judgy*) – the act of expressing disapproval of somebody/something and opinions about their faults or bad qualities and a statement showing this disapproval.

There are two types of criticism - constructive and destructive.

Constructive criticism – a type of criticism in which the critic, in addition to criticism, shows or suggests a method of solving the problem that the criticism concerns. Constructive criticism should be about what we do wrong, not what we look like or what our character is. This kind of criticism should be a "lesson", influencing the change of our behavior or work for the better. Thanks to it, we should find out what can be corrected in our misbehavior.

Constructive criticism has the following aspects: educational, creative - helps to build or strengthen the project, developmental - aims to improve the company's operations and raises the level of employee qualifications and related to a given problem / task.

Destructive criticism – criticism aimed at detraction, embarrassing and even injuring. This is a criticism that has a negative impact on people. It causes fear of judgment on the part of people who make the judgment. In addition, it results in emotional harm. An example of destructive criticism is a public, negative evaluation of someone's behavior without providing a different, more indicated, method of solving the problem.

Destructive criticism has the following impact: the person who is criticized may feel attacked and thus threatened, the level of employee motivation is significantly reduced, the criticized person retreats into himself.

**SCENARIO I | ASSERTIVE REFUSAL
IN PRACTICE, EXPRESSING DIFFICULT
EMOTIONS AND ACCEPTING CRITICISM**

Task 1 - A stormy critic (20 min.)

Participants sit in a circle. The teacher distributes a WORK CARD 1 to the participants. Their task is to write down the feelings they experienced during this task. The trainer asks the participants to write down their feelings during the task on the WORKSHEET 1. The trainer stands in the center of the circle and expresses critical messages to all participants, trying to chant so that they sound realistic. Maintains eye contact with participants, making his statements come true. The entire exercise should take approximately 10 minutes. Then, the trainer asks the participants to share their feelings by creating an open discussion (max. 5 min).

EXAMPLE FORMULATION FOR THE TRAINER:

You will hear critical announcements in a moment. Each of you must empathize with the situation and focus on each emotion that will accompany you during the task. I will give you a Worksheet 1. During the task, write down your feelings and things that particularly caught your attention. Remember that during the task you have to play the role as much as possible in order to fully feel "critical" and find yourself in a given situation. Every word, gesture, movement, and body language matters.

Questions for the trainer after completing the task:

- *What did you feel when I spoke the communications?*
- *Which of the messages aroused the greatest emotions in you / the most extreme emotions?*
- *What emotions did you experience during my statements?*
- *Have you heard any of the statements before in your life?*
- *If you have heard, how many times and under what circumstances?*

WORKSHEET 1

You will hear critical announcements in a moment. Get into the situation and focus on every emotion that will accompany you during the task. During the task, write down your feelings and things that caught your attention.

STATEMENT	WHAT DO YOU FEEL? WHAT EMOTIONS DO YOU HAVE?	WHAT PARTICULARLY CAUGHT YOUR ATTENTION? (SIGHT, TONE OF VOICE, GESTURES)
1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		
9)		
10)		

WORKSHEET 1- VERSION FOR TRAINER

STATEMENT	WHAT DO YOU FEEL? WHAT EMOTIONS DO YOU HAVE?	WHAT PARTICULARLY CAUGHT YOUR ATTENTION? (SIGHT, TONE OF VOICE, GESTURES)
1) You're nobody. You can't do nothing.		
2) How can you be such a victim?		
3) You could finally be useful and make a profile of the data on time.		
4) Why can't you be like Adam / Asia? She\he is so decent and tidy and you are always late with everything.		
5) Ola's grandmother is so wonderful. She takes it everywhere and you never manage to organize something interesting for us.		
6) You might start taking care of yourself at last. You look like seven misfortunes.		
7) I don't feel like working with you. You are boring and slow. You bring nothing to our team.		
8) I must be ashamed of you again. You're so embarrassing.		
9) Your jobs is worth nothing. I understand that you are some ordinary rank and file employee? Some ordinary secretary?		
10) We have a house, children and a beautiful garden. And you, what have you got rich in these 15 years? Probably for nothing (mocking laugh).		

Task 2 - Constructive scream (10 min.)

The trainer distributes work cards to participants. Their task is to inscribe three examples of constructive criticism messages.

EXAMPLE FORMULATION FOR THE TRAINER:

On the worksheets you received, write down three examples of constructive criticism messages. You have 10 minutes to complete the task. After this time, each of you will present your examples and the rest will write down any comments.



WORKSHEET 2

On the worksheets you received, write down three examples of constructive criticism messages. You have 10 minutes to complete the task. After this time, everyone will present their examples and the rest will write down any comments.

SAMPLE STATEMENT	COMMENTS
1.	
2.	
3.	

WORKSHEET 2 - VERSION FOR TRAINER

SAMPLE STATEMENT	COMMENTS
<p>1. We have agreed that you will prepare a report by 2 p.m. You didn't do it and I needed this document to meet the rest of the board members. The management board was dissatisfied with this turn of events.</p>	<ul style="list-style-type: none"> • do not criticize under the influence of emotions • talk about tasks, not about the person • explain the consequences of it • specify what you mean
<p>2. Mother, I am very grateful to you that you take care of my child and it would be much more difficult for me without your help. I appreciate your contribution to raising our children, but I would feel better if you would let me make important decisions on my own.</p>	<ul style="list-style-type: none"> • describe your feelings • describe the disturbing behavior in detail from your perspective • start your statement with the positives
<p>3. I'd like to talk to you about our current project. I am very pleased with your involvement in its implementation, I also admire your innovative ideas. At the same time, I am deeply concerned that you take so long to work on the details. Hope you will try to pick up the pace a bit, otherwise we will have long delays.</p>	<ul style="list-style-type: none"> • praise! • combine criticism with good advice

Task 3 - Experienced and conscious critic (10 min.)

Read the description of the scene below in the table. Then, in hand with another person, act out the situation. One person should play the role of the person who gives constructive criticism, and the other the person who assertively accepts the criticism.

EXAMPLE FORMULATION FOR THE TRAINER:

On the worksheets that I have distributed, you have 5 situations in which one person criticizes another. Divide into two-person groups and then act out the situation of your choice. Criticism in your speeches is to be constructive and the reaction to criticism is to be assertive. You have 10 minutes to prepare your speech.

WORKSHEET 3

The worksheet lists 5 situations in which one person criticizes the other. Play the situation with the other training participant. The criticism in your speeches should be constructive and the reaction to the criticism assertive. You have 10 minutes to prepare your speech.

LP.	SITUATION DESCRIPTION	THE STATEMENT OF THE PERSON WHO IS CRITICAL	REACTION OF THE CRITICISED PERSON	NOTE
1)	The situation takes place at a university. You are attending classes at the University of the Third Age. Your task was to prepare a project in the field of social policy. You have completed your task and your work has been verified by the teacher. The lecturer, after his evaluation of the project, provides you with information about some inaccuracies, which he pointed out.			
2)	The situation takes place in a doctor's office. Your doctor informed you that your test results are not satisfactory. You have high cholesterol and your liver is very fatty. Blood sugar levels are also high. He points out that if you do not change your lifestyle and follow a proper diet, your health will deteriorate very quickly, which may even lead to a heart attack.			

WORKSHEET 3

LP.	SITUATION DESCRIPTION	THE STATEMENT OF THE PERSON WHO IS CRITICAL	REACTION OF THE CRITICISED PERSON	NOTE
3)	The situation takes place in the office. One of your employees has been consistently late for work for a long time. Recently, he even happened to be late for a business meeting with a contractor important to the company. You decide to point out to him that his behavior is incorrect and that it may affect not only the perception of him but also of the company.			
4)	The situation takes place at home. It is Sunday and you have invited your daughter with her husband and children for dinner. You love your grandchildren very much and every time they visit you, or you visit them, you try to have a gift for them. This time you also have gifts prepared for them, which you give them immediately after their arrival. Your daughter doesn't like your non-stop giving gifts to your grandchildren. It criticizes your behavior. He has concerns that at some point your grandparents will associate your grandchildren only with gifts.			

WORKSHEET 3

LP.	SITUATION DESCRIPTION	THE STATEMENT OF THE PERSON WHO IS CRITICAL	REACTION OF THE CRITICISED PERSON	NOTE
5)	<p>The situation unfolds at work. During a team meeting to which you belong, one of your colleagues blames you for errors and delays in the project, claiming that you are a more experienced employee and that you should predict failure. You decide to get her attention after the meeting, because you were both responsible for this task on the project and you should both take responsibility for it, regardless of your seniority. In addition, blaming someone entirely is not good for further cooperation.</p>			

WORKSHEET 3 - VERSION FOR TRAINER

LP.	SITUATION DESCRIPTION	THE STATEMENT OF THE PERSON WHO IS CRITICAL	REACTION OF THE CRITICISED PERSON	NOTE
1)	The situation takes place at a university. You are attending classes at the University of the Third Age. Your task was to prepare a project in the field of social policy. You have completed your task and your work has been verified by the teacher. The lecturer, after his evaluation of the project, provides you with information about some inaccuracies, which he pointed out.	- Hello, I have checked your social policy project in the country of your choice. It can be seen that you were fully involved in the work and took a few days to write the draft, but I have some comments on its content. You developed the above issue very theoretically. In your work, I miss current data on this topic, i.e. minimum wage, unemployment rate, natural increase rate.	- Thank you for verifying my project. Indeed, in my study, I should include the current data on this issue. I will try to do it soon.	
2)	The situation takes place in a doctor's office. Your doctor informed you that your test results are not satisfactory. You have high cholesterol and your liver is very fatty. Blood sugar levels are also high. He points out that if you do not change your lifestyle and follow a proper diet, your health will deteriorate very quickly, which may even lead to a heart attack.	- Sir, the results of recent studies do not indicate your health well. According to the results I got, your cholesterol is very high, your liver is very fatty, and your blood sugar level is high, which may be a sign of diabetes. You are an elderly person, so you should take care of your health, change your eating habits and introduce some physical activity, e.g. daily walks. Until now, your lifestyle and diet were not appropriate, which had a negative impact on your health.	- In fact, you are right, I should / should take more care of my health. This is especially important at my age. I will try to follow your recommendations.	

WORKSHEET 3 - VERSION FOR TRAINER

LP.	SITUATION DESCRIPTION	THE STATEMENT OF THE PERSON WHO IS CRITICAL	REACTION OF THE CRITICISED PERSON	NOTE
3)	The situation takes place in the office. One of your employees has been consistently late for work for a long time. Recently, he even happened to be late for a business meeting with a contractor important to the company. You decide to point out to him that his behavior is incorrect and that it may affect not only the perception of him but also of the company.	- Hello, I appreciate your work and your commitment to the duties that have been entrusted to you, but your recent, notorious lateness are not welcome. In addition, you were late for a business meeting with an important business partner, which could have had a negative impact on the company's image. I would be very obliged if you show up on time for work each day. If your delay is due to traffic jams, it may be worth leaving home earlier than usual.	- Yes it's true. Recently, I am not a punctual person. I will try to change this habit and come to work at the right time.	

WORKSHEET 3 - VERSION FOR TRAINER

LP.	SITUATION DESCRIPTION	THE STATEMENT OF THE PERSON WHO IS CRITICAL	REACTION OF THE CRITICISED PERSON	NOTE
4)	The situation takes place at home. It is Sunday and you have invited your daughter with her husband and children for dinner. You love your grandchildren very much and every time they visit you, or you visit them, you try to have a gift for them. This time you also have gifts prepared for them, which you give them immediately after their arrival. Your daughter doesn't like your non-stop giving gifts to your grandchildren. It criticizes your behavior. He has concerns that at some point your grandparents will associate your grandchildren only with gifts.	- Mom, I know that children are important to you and that you enjoy making them happy. Unfortunately, your behavior is not entirely appropriate. You can't give them gifts all the time. Over time, this will become normal for them, and they will stop appreciating their value. You will only associate them with gifts. Try to limit the amount of items you buy for them.	- I have a slightly different opinion on this, but if you feel that my behavior has a negative impact on children, I will try to change them.	

WORKSHEET 3 - VERSION FOR TRAINER

LP.	SITUATION DESCRIPTION	THE STATEMENT OF THE PERSON WHO IS CRITICAL	REACTION OF THE CRITICISED PERSON	NOTE
5)	The situation unfolds at work. During a team meeting to which you belong, one of your colleagues blames you for errors and delays in the project, claiming that you are a more experienced employee and that you should predict failure. You decide to get her attention after the meeting, because you were both responsible for this task on the project and you should both take responsibility for it, regardless of your seniority. In addition, blaming someone entirely is not good for further cooperation.	- Your behavior during the meeting today made me very nervous. We were both assigned to a task in this project, which means that we both bear responsibility for our work. The fact that you shifted all the blame for mistakes and delays in our joint task onto me was very unprofessional on your part. You need to know that admitting a mistake is not a weakness. Next time, try to face the consequences of your decisions and actions.	- I'm sorry you think so. In expressing my opinion, I did not intend to blame you with all the blame. Indeed, it may have been understood by other people that way. Next time, I will think about what I want to say, and before I say it, I will consider how it can be interpreted by others.	

IV End of the workshop (20 MIN.)

The facilitator asks the participants to sit in a circle and each answer the question:

- *What did you like the most about today's workshops?*
- *What will you take for yourself?*
- *What surprised you the most and caught your attention?*
- *How did the workshops affect you?*
- *What things are you going to change in your behavior?*

After the participants have finished speaking, the facilitator would like to thank you for your participation in workshops and the teacher asks you to fill in evaluation questionnaires.

After taking the questionnaires, the teacher will distribute the diplomas.



V Evaluation Questionnaire



ASSERTIVE REFUSAL IN PRACTICE, EXPRESSING DIFFICULT EMOTIONS AND ACCEPTING CRITICISM

DEAR PARTICIPANT/DEAR PARTICIPANT,
WE HOPE THAT THE WORKSHOP WAS INTERESTING FOR YOU AND YOU COULD LEARN MANY INTERESTING THINGS. WE WANT TO RECEIVE FEEDBACK FROM YOU, SO WE WILL BE VERY GRATEFUL FOR YOUR TIME AND FOR COMPLETING THE QUESTIONNAIRE BELOW.
THE QUESTIONNAIRE IS ANONYMOUS.

1.DID THE WORKSHOPS ALLOW YOU TO GET ANSWERS TO THE QUESTIONS THAT HAVE ARISEN IN YOUR LIFE?

☐ DEFINITELY YES ☐ RATHER YES ☐ RATHER NO ☐ DEFINITELY NO

2. DID THE WORKSHOPS PROVIDE YOU WITH USEFUL TIPS AND TECHNIQUES ON HOW TO DEAL WITH DIFFERENT SITUATIONS IN EVERYDAY LIFE, ESPECIALLY WHEN IT COMES TO STRENGTHENING YOUR COMPETENCES RELATED TO CONTACTS WITH THE GROUP?

☐ DEFINITELY YES ☐ RATHER YES ☐ RATHER NO ☐ DEFINITELY NO

3. DID THE WORKSHOPS PROVIDE YOU WITH USEFUL TIPS THAT MAY HELP YOU OVERCOME STAGE FRIGHT RELATED TO CONTACTS WITH A GROUP?

☐ DEFINITELY YES ☐ RATHER YES ☐ RATHER NO ☐ DEFINITELY NO

4. WHICH PART OF THE WORKSHOP DID YOU LIKE THE MOST AND WHY?

.....

.....

5. WOULD YOU LIKE TO TAKE PART IN OTHER THEMATIC WORKSHOPS?

☐ YES ☐ NO

6. 6. IF YES, PLEASE LIST THE TOPICS THAT WOULD BE INTERESTING FOR YOU.

.....

.....

7. SHARE YOUR REFLECTION AND COMMENTS

.....

.....

THANK YOU FOR YOUR CONTRIBUTION.



**Develop Your
Creativity**

CERTIFICATE

IT IS CONFIRMED THAT

.....
(FULL NAME)

TOOK PART IN THE WORKSHOP
"ASSERTIVE REFUSAL IN PRACTICE, EXPRESSING
DIFFICULT EMOTIONS AND ACCEPTING CRITICISM"

DEVELOP YOUR CREATIVITY
ERASMUS PROJECT NO. 2020-1-PL01-KA227-ADU-095783

WORKSHOP FACILITATOR:

PLACE:

DATE:



Współfinansowane przez
Unię Europejską