



**Develop Your
Creativity**

SELF-WORTH AS A COMPONENT OF SELF-ESTEEM AND SETTING BOUNDARIES

SCENARIO II



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the European Union**

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I General information



Duration of classes:

6 clock hours

Recipients of the workshops:

Workshop participants are groups of adults interested in drama as a way to learn how to draw boundaries. This scenario can be used by anyone interested in the subject of a self-esteem, assertiveness, self-care and setting boundaries, including preparation of a people entering the labour market, skillfully transforming destructive beliefs into those which will be supporting or healthy for adults.

Number of participants:

10 of both genders. It is also possible to conduct workshops in a smaller group of at least 6 people, depending on the conditions of the premises.

Proposed techniques / methods of work:

- Mini lecture
- Integration activities
- Drama
- Group work
- Individual work
- Brainstorming
- Imagining techniques.

General information

Materials needed for workshops:

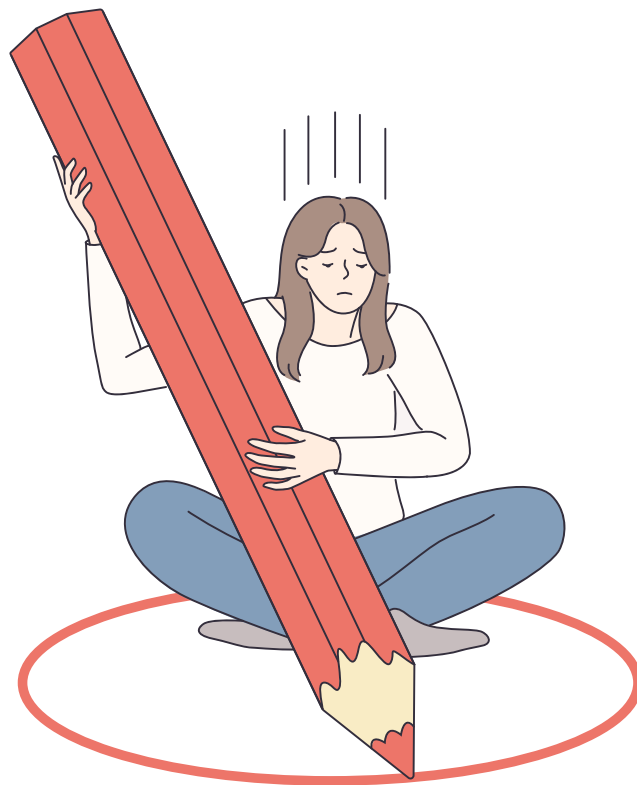
- Printed Work cards with role plays
- Mirror
- Markers
- Sticky notes
- Flipchart
- Pens
- Certificates
- Evaluation Survey.



Purpose of workshops

Information for the teacher

Setting boundaries via drama techniques and role plays (short scenarios) stimulating real-life situations in which someone tries to breach a line and step out from own comfort zone. They're basically brief skits in which volunteer participants get to play various roles in a circumstance and practice saying no, setting boundaries, learning how to react to unexpected events that may cross their boundaries, expressing what they want or don't want to say, do, or achieving a certain goal.



II INTRODUCTION (40 MIN.)

Introduction to the topic of drama in setting boundaries

Role play facilitation can be challenging! Emotions can arise, and the demands of the people can differ greatly. While one person may require extensive guidance during a role play, another may prefer to sweat it out alone. Role plays can be an excellent learning opportunity for people with a wide range of needs when they are set up carefully and heavily assisted. Boundary-setting abilities, such as confident stance, eye contact, voice, facial expressions, body language, and verbal tactics, are practiced through role plays. Participants should not use role plays to practice grab releases or strikes. In relationships, boundaries are the restrictions and standards that people define for themselves. Healthy boundaries allow you to say "no" when you want to, but they also allow you to open yourself to closeness and intimate connections.

Role plays are not:

A chance for a certain workshop participant to sort out a specific scenario that occurred in real life. If a participant suggests a scenario for role play and it becomes clear that it is a situation that occurred in their life down to the last detail, we recommend suggesting a made-up scenario that includes key elements of the suggested scenario but differs enough from the actual event that it does not become all about rehashing the event that occurred. While reviewing events in our lives is beneficial and can be healing/therapeutic, it is unlikely that this exercise will assist the entire group if it becomes all about one individual in particular.

This scenario will help you broaden your competence on building self-esteem and working with negative beliefs in setting boundaries.



The course of the workshop

1. Introduction of the trainer/trainer (10 min.)

- Name
- Education,
- Professional experience
- Interests
- Anything the trainer would like to add – for example: a personal experience in learning how to set boundaries

2. Establishing group rules (15 min.)

The trainer distributes colorful sticky notes to participants and asks the question:

“To feel good and safe together, I need ...”.

It gives participants about 5 minutes to think about their needs that their boundaries would be respected by others. The trainer asks participants to write their responses on the sticky notes and stick them on the flipchart.

The trainer gives some examples:

“To feel good and safe together, I need to be respected by others by calling me (write a name you would like to be called by).”

“To feel good and safe together, I need to be respected by others by lack of criticisms and an open mind”

“To feel good and safe together, I need to be respected by others by being silent when I speak”

“To feel good and safe together, I need to be respected by others by not laughing when I play my part unless it meant to be funny”

“To feel good and safe together, I need a space not to be close to others in a physical way (for example 50 cm)”

- Trainer explains how important is to come up with own ideas to look after our personal (physical and emotional space)
- When the task is completed and sticky notes are stucked on the flipchart, the leader reads them out loud, asks if everyone agrees to the rules. After reading all the cards, the presenter asks, if there are any additional rules, that should be on the flipchart. If yes, the leader adds them on the flipchart.

GROUP INTRODUCTION (15 min.)

ASK PARTICIPANTS TO INTRODUCE THEMSELVES BY COMPLETEING THE SENTENCES. Prepare the sentences to be readable on the flipchart.

- My name is.....
- I work as.....
- Boundaries for me are....
- Drama for me is.....
- I feel confident ...
- I do not feel confident...
- I would like...
- My favourite colour is...

Say thank you to all participants for their introduction. You can take part in this activity as the first one or as the last person to close the introduction circle.

III. MERITORITY

Setting Up Role Plays



There are generally one of two basic frameworks for setting up role plays:

1. Explain what role plays are and why they are important to the participants. Solicit suggestions from the audience for possible scenarios to act out in role plays. As ideas come to mind, jot them down. Choose a few role plays as a group that will allow participants to practice different boundary-setting abilities. Remember to ask the group which scenarios they think are the most relevant and useful. To make this decision fast and with minimal discussion, a tally of hands for those interested in each role play can be employed. Encourage individuals to volunteer to act out the scene, explaining that participation is entirely voluntary and that watching as well as performing can provide valuable learning opportunities. This strategy has the advantage of allowing participants to take ownership of the circumstances they are acting out. The scenarios have a strong sense of realism, and there is a lot of "buy-in" from the participants.

2. Hand out a selection of paper slips with various situations printed on them. Form groups of 2-4 persons and practice the scenario with them. After around 5-10 minutes of practice time, groups that are willing to share their role plays with the entire group can do so. Because participants are working primarily with their small group and have an opportunity to rehearse before sharing with the entire group, this method often puts less pressure on them to "act."

Self – esteem

People who have problems in setting boundaries may have an unstable self-esteem. It depends on what they hear from others in different life moments from being a child and being forced to do things under the “polite” etiquette. When child is forced to listen to others and do what is told, even when they think differently, or want different things, the lack of confidence arises. When a child whose boundaries were not respected becomes an adult, it is much more difficult for this adult to set boundaries and it might be seen as lack of politeness. This is quite normal for children who do not yet have an identity. However, in the case of adults it is rather associated with immaturity and lack of the knowledge how to be assertive and how to set up boundaries to protect mental health.

Self-esteem is developed in a stable (healthy) manner. Regardless of what others say or think about the person, the person has a strong attitude of himself / herself and sees himself / herself in a positive light. Of course, the comments can influence people’s self-perception a little, but it doesn't change the fact, what they think about themselves, much because of one person's viewpoint who isn't personal view of group. And even if it was, the person with healthy boundaries and solid self – esteem can face and manage every situation.



Self-esteem that is adequate (healthy) takes into account both strengths and deficiencies of an individual.

It is founded on true events, facts, and accomplishments - that is, what the person has actually accomplished in their life (the person has proof of it - fact - objective truth). A person is aware of what they have done well and what they are doing incorrectly. They choose assignments, that are at the right level of difficulty within their abilities and boundaries. They can grow up as a result of this, and they are less likely to become frustrated and vulnerable. They know how to look after their boundaries. Performance in these tasks, as well as awareness of their accomplishments, abilities, and shortcomings, contribute to the development of mature and healthy self-esteem and self-satisfaction and leads to setting proper and healthy boundaries internally and externally. This is, nevertheless, contentment with a definite purpose. Because a person understands that he/she is not one-dimensional, it does not obscure flaws and does not change the way they think about themselves. The individual understands that he/she is capable of both accomplishments and failures. And this is OK and that, on the other hand, is not a problem. They are willing to accept constructive criticism in order to improve their own development and work around their boundaries.



Types of boundaries (See annexes 1 for detailed description with examples)

- Physical boundaries
- Emotional boundaries
- Time boundaries
- Sexual boundaries
- Intellectual boundaries
- Material boundaries



IV SUMMARY OF THE WORKSHOPS

TASK 1. (20min.)

The leader gives the participants small cards. He asks them to create their “SET OF HEALTHY BOUDRIES” on a piece of paper. When they are finished, the leader asks them to imagine, that they attach this card in a public place or on the main square in the city or at work. The leader gives the participants 5 minutes. After 5 minutes the leader asks the participants to imagine that the pages would stay in these places forever, that someone would be able to read them even in half a century, e.g. their children, grandchildren. Again, gives participants a moment to imagine this situation. Ask for the reflection and tell them, they have another 5 min to come up with other ideas they would like to add on the “SET OF HEALTHY BOUDRIES” paper.

TASK 2. (20 min)

Ask them to add an emotion they felt while creating every rule. The Six Basic Emotions include sadness, happiness, fear, anger, surprise and disgust.



TASK 3 (20 min.)

After the experiment ask participants to put the rules in pages in their pockets or set them aside.

- What did you feel when you imagined that the rules - “SET OF HEALTHY BOUDRIES” could be visible for everyone and be displaced in a public place?
- Who could read it?
- What could they do with this knowledge “SET OF HEALTHY BOUDRIES”?
- What did you feel knowing the “SET OF HEALTHY BOUDRIES” would be there forever?

After completing the task, participants can share what they wrote on the group forum.



TASK 3 (20 min.)

After the experiment ask participants to put the rules in pages in their pockets or set them aside.

- What did you feel when you imagined that the rules - "SET OF HEALTHY BOUDRIES" could be visible for everyone and be displaced in a public place?
- Who could read it?
- What could they do with this knowledge "SET OF HEALTHY BOUDRIES"?
- What did you feel knowing the "SET OF HEALTHY BOUDRIES" would be there forever?

After completing the task, participants can share what they wrote on the group forum.



TASK 4 (40 min .)

Explain to participants what role plays are and what their purpose is. Include an explanation, how drama helps to practice setting up boundaries. Ask participants for suggestions of potential scenarios in which to act out through role plays. Ask participants to write their examples on the flipchart by random. The participants can have some time to prepare own script for this role play.

If they do not come with own idea, propose your scenarios. For example:

A stranger at a shop is asking you for money. You only have a bank card, but you are not really willing to support the stranger. The stranger is following you at the car park.

Chose two people to play this scenario (1 role for the stranger and 1 for the shopper). You can add 2-3 people as the crowd. Add 1 observer (someone who is only watching the situation and is not part of this role play).

Repeat this activity with 2 other pairs.

At the end of this task as participants to reflect

- 1.What is a reflection of the stranger?
- 2.What is a reflection of the shopper?
- 3.What is a reflection of the crowd?
- 4.What is a reflection of the observer?
- 5.What did you like the most about this activity?



TASK 5 40 min

Have 1 pair of volunteers to act out the scene and let them know that participation is voluntary, and one can learn from watching in addition to doing. Ask 1 observer to volunteer and write down reflection while the chosen / volunteered pair is acting. They can write own script and add some emotions they would like to underline in this task.

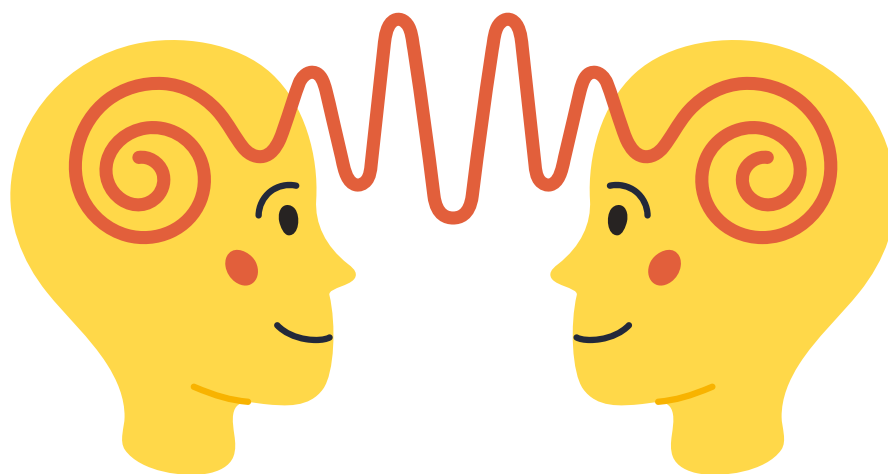
First part of scenario for acting:

A mother is jealous and is criticizing the way the person dressed for their party. Under a very polite manner is unkind and is making comments such as: you look fat in this dress. People will be staring at you. I worry about you. Put something else to cover your legs. Listen to my good advice. You won't regret it...

Ask the pair / group to come up with own idea how to put boundaries in place in a healthy and polite manner.

At the end of this task as participants to reflect

1. What is a reflection of the stranger?
2. What is a reflection of the shopper?
3. What is a reflection of the crowd?
4. What is a reflection of the observer?
5. What did you like the most about this activity?



TASK 6 (40 min)

Your work colleague is using you since day 1. She / he is friend from a childhood and helped you to get this job. This friend of yours is asking you to prepare reports as he/she keeps saying...sorry I forgot, but you are the best and you owe me” with a fake vulnerable smile.

Because you already know how to set up boundaries by attending this workshop, you are able to recognise which boundaries have been cross, you are able to name the boundaries and you know exactly, that you do not want to do it anymore.

- How would you draw the line? (1 person acts as a colleague, the other one as an employee whose boundaries are being crossed”). You can write a script together. You can ask the group to help you to write the scenario.
- At the end of this task as participants to reflect
 - 1.What is a reflection of the stranger?
 - 2.What is a reflection of the shopper?
 - 3.What is a reflection of the crowd?
 - 4.What is a reflection of the observer?
 - 5.What did you like the most about this activity?
- Debrief. Debriefing after each role play is essential. Ask the boundary-crosser, “How did that feel when they said _____?” Ask the boundary-setter, “How did it feel to say _____?” Ask the audience members what they observed. When was the moment that the boundary sunk in? What worked?
- Thank the performers for their contribution.

V ACTIVITIES



Activity 1

Explain to participants what role plays are and what their purpose is. Include an explanation, how drama helps to practice setting up boundaries. Ask participants for suggestions of potential scenarios in which to act out through role plays. Write 5 examples down.

If they do not come with own idea, propose your scenarios. For example:

- A stranger at a shop tries to get your name and number, and you don't want to share these - chose two people to play this scenario
- While on a trip, your friends want you to drink alcohol with them, but you don't want to - chose 6 people who will be trying to convince one individual to have a drink with them
- Your boss wants you to work late without any overtime payments arrangement and you do not want to do it for free anymore - chose 1 person to play a boss part and one for the employee.

You can also have participants volunteer to act out the scene and let them know that participation is voluntary, and one can learn from watching in addition to doing.

At the end have a discussion and ask the group some questions:

1. What is your reflection?
2. What have you learnt?
3. What did you like the most about this activity?

Activity 2

Have 1 pair of volunteers to act out the scene and let them know that participation is voluntary, and one can learn from watching in addition to doing.

A scenario to for acting:

– A colleague in crisis is calling at 11 pm in the middle of the week urgently needing your support while you're in bed already. She / he keeps calling and calling but you haven't answered yet.

While you want to support your colleague, you are not able to be available to them every moment of every day, but you decided to pick up the phone after 10 times of ringing.

How would you draw the line? (1 person acts as a colleague, the other one as a "helper")

Debrief. Debriefing after each role play is essential. Ask the boundary-crosser, "How did that feel when they said _____?" Ask the boundary-setter, "How did it feel to say _____?" Ask the audience members what they observed. When was the moment that the boundary sunk in? What worked?

Thank the performers for their contribution.



Activity 3

In setting boundaries time is crucial. Taking a step back maybe helpful to cool down your emotions and think about your reaction when someone is crossing your boundaries for example at work.

Steps to calm down

1. Stop what you're doing. One of the best ways to calm down is to stop interacting with what makes you upset or even angry. When you are in the middle of an uncomfortable situation, simply say: Excuse me, I just need a minute or two to think about this (the request) and I will get back to you. And leave the room.
2. Re-focus your thoughts. When we're anxious, upset, or even angry your body goes into "flight or fight" mode (adrenaline). Find a quiet place (for example toilets) and breath. Inhale... exhale... Inhale... exhale... Inhale... exhale... (repeat 6 times)
3. Think about the plan. Think what you would really like to say to this person and just say it! If you're alone say it out loud. How did it sound? Any good? Try again. And again.
4. Prepare your response: for example: I don't feel comfortable with your request as it's too much for me at the moment. Ask someone else.
5. Get back to the room you left and look around. Inhale... exhale... Inhale... exhale... Inhale... exhale... Do it discretely.
6. You are ready for the conversation you left at some point

Practice, practice, practice.



Activity 4

Identify Your Boundaries

1. Name 5 situations that cause you to feel upset, useless, angry, frustrated. Write them down

- 1) Number (5-1)
- 2) Number (5-1)
- 3) Number (5-1)
- 4) Number (5-1)
- 5) Number (5-1)

2. Number those situations from 5 to 1 (5 - the strongest emotions; 1- calmest)

3. Have a think why did you number those situations in this particular order. Write down your reflection

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4. Write down 1 main emotion that you identify for each of the situations written down (The Six Basic Emotions are: sadness, happiness, fear, anger, surprise and disgust).

- 1) Emotion.....
- 2) Emotion.....
- 3) Emotion.....
- 4) Emotion.....
- 5) Emotion.....

5. Act as yourself in this situation and represent this chosen emotion. You can stand in front of the mirror and play your part

6. Do you like yourself in this situation?

7. Identify what is the root cause of this negative emotional state?

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8. What can you do to to feel better?

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9. Reflect. Write your reflection down

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10. Give yourself a hug



Activity 5

1. What are your core values? Make a list of 5

- 1)
- 2)
- 3)
- 4)
- 5)

2. Identify 5 things that could threaten your ability to live these values?

- 1)
- 2)
- 3)
- 4)
- 5)

3. Name 5 boundaries you may need to draw to help address these threats

- 1)
- 2)
- 3)
- 4)
- 5)

4. Name 5 core values to live more fully

- 1)
- 2)
- 3)
- 4)
- 5)



5. List 5 potential people that you trust, that have good boundaries in place. What are some of their boundaries you've observed?

- 1)
- 2)
- 3)
- 4)
- 5)

6. Pick one person out of those 5 and act as this person.

7. Reflect - what have you learnt about yourself? About your core values? About your boundaries?

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Activity 6

Why do I have to communicate my boundaries? What about if I don't want to? What about if the role of this "very liked person that always says "yes" to everything even thinks "no" suits me?

In order to fully live your life, it's recommended that you look after yourself and live in harmony with your thoughts. When you say "yes" to everything but think "no" to something, your mind, body and feelings are in conflict. That is why it's healthier for you to communicate your boundaries and if you think "no" you have a right to say it. If you're scared that some people stop liking you, it's really ok. That also means they didn't like you for who you really are but for the fact that you always say "yes", and you do everything for them. It could be a good test for a true friendship.

Try to communicate your needs to those around you. Set your boundaries. It is not fair or realistic to expect people to respect boundaries that they don't know about. This doesn't have to be a grand gesture. It can be simple adjustments to interactions: for example, instead of saying yes to everyone right away, you can say: give me 1 hour and I will think about it.

What does this look like for you?

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This time helps to think what you would really like to say and plan what you're going to say.

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Write a script of this conversation and act as you were in this situation already.

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If you do this acting in advance, you'll be more confident saying what you really would like to say.

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How was it? What's your reflection?

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Activity 7

Here's a formula to consider while drafting your personal boundary statement. Some may be short and sweet. Some may need more work.

Take some steps starting from the easiest ones to draft you plan. Remember what you've learnt so far. Remember to use "I" statement to express your feelings and opinions when you feel someone is crossing your boundaries

STEP 1 DESCRIBE the situation and the feelings that result using "I" statements. Write down your own examples of "I" statements based on your current life situation and boundaries that you feel were crossed

FOR EXAMPLE:

I feel uncomfortable when I hear gossip about me in the office or "I" feel upset when I am interrupted during my presentation, or I get stressed when I am asked to stay late at work with no or very little notice.

etc...

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STEP 2 REFLECT

How was it? What's your reflection?

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Activity 8

STEP 3 EXPRESS your desired results

I feel uncomfortable when I hear gossip about me in the office.

Express your desired result:

I would like to hear it personally from you if you have anything to say to me.

Or somethings else:

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.....

I feel upset when I am interrupted during my presentation

Express your desired result:

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.....

I get stressed when I am asked to stay late at work with no or very little notice.

Express your desired result:

.....

.....

Your own examples:

I

Express your desired result:

.....

.....

I

Express your desired result:

.....

.....

I

Express your desired result:

.....

.....



STEP 4 STATE consequences (positive or negative)

EXAMPLES:

This will allow me to feel respected at work and develop better relationships with my colleagues, etc....

Your own examples:

This will allow me

.....

STEP 5 SUMMARISE

I feel uncomfortable when I hear gossip about me in the office (I statement – summarise the problem)

I would like to hear it personally from you if you have anything to say to me (expressing a desire)

This will allow me to feel respected at work and develop better relationships with my colleagues (consequences that are working for you)

STEP 6 REFLECT

STEP 7 SAY IT OUT LOUD in front of the mirror

STEP 8 PRACTICE practice, practice

Reflect:

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Activity 9

Accepting compliments when you feel your boundaries have been crossed

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How do you feel when you hear a compliment that is not necessarily true?

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How do you react to it?

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Do you think that saying compliments affects relationships with people?
Justify your answer.

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How do you recognise a complement that may cross someone's boundaries?

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Write down examples of compliments that made you feel embarrassed.

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Write down examples of compliments that made you feel embarrassed

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.....

And your response to it

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.....

It is time for acting now. Imagine you just heard a compliment, that put you in a very uncomfortable position. What would you like to say to this person? How would you say it? What tone of voice would you use? What position will you stand in to show this person you do not like this type of compliments? Act, as if you were in this situation for real. You can record yourself, watch the recording and reflect. Any area for improvement?

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Time for reflection

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Activity 10



Describe your perfect assertive person

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Why is this person different from you?

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Who is this person?

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What is the body language of this person?

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What is the tone of voice of this person?

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Have a think what this person would like to say and how this person would act if:

1. Someone said that the person is incompetent
2. Someone stole something from this person
3. Someone said some bad things about this person
4. Someone was trying to manipulate this person to do something bad
5. Someone said inappropriate comments about the appearance of this person

Write it down what would this perfect assertive person say?

1.
2.
3.
4.
5.

Act as you were this person. Stand in front of the mirror and play your part

How was it? Were you any good? What have you learnt from this perfect assertive person?

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Time for reflection.



VI WORKSHEETS

Worksheet 1 Fill in the blanks with your own!



Boundaries... What do boundaries mean for you?

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What is your own definition of boundaries?

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Write down 5 things other people do to you and you do not like it

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Write down 5 things other people say to you and you do not like it

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What is your idea to tell them to stop?

What is your reflection?



Worksheet 2 Fill in the blanks with your own!

A boundary is a rule that you make about how others can treat you. Imagine, you are a superhero and for one day you can be whoever you would like to be. On the left column write down the things you do not like about yourself that make you feel powerless.

On the right side write down the things you would like to do / say to other people to set some boundaries up if you were a superhero.

YOU	SUPERHERO



Try to act as your described superhero.



How would you stand? Describe your position

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What can you say about your posture?

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What can you say about the posture of your superhero?

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What is your reflection?

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Worksheet 3 Fill in the blanks with your own!

In the Worksheet 3 you described your superhero. Your task for this worksheet is to list your limitations

What stops you to act as the superhero you described above? Please list it

What would you like to hear from your superhero to build your confidence?

What would you say to your friend if she/he could not set boundaries? Please write your advice down.

What is your reflection?

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Remember:

- 1.A boundary is a rule that you make about how others can treat you
- 2.Setting a boundary means letting other people know what is and is not OK for them to do to you.
- 3.You have the right to set boundaries about anything that can hurt you or that makes you feel uncomfortable.

Worksheet 4 Fill in the blanks with your own!

Worksheet 4 Fill in the blanks with your own!

List your ideas of what you can say when others are crossing your boundary

1.

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2.

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3.

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4.

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5.

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6.

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7.

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8.

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9.

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10.

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And now stand in front of the mirror and practice

- 1.Say exactly what you mean so that others understand. Use a serious tone of an elderly schoolteacher you didn't like at school
- 2.Say exactly what you mean so that others understand. Use a serious tone of a priest
- 3.Say exactly what you mean so that others understand. Use a serious tone of the worst boss ever
- 4.Say exactly what you mean so that others understand. Use a funny tone of the bus driver
- 5.Say exactly what you mean so that others understand. Use a funny tone of a child

Did you have fun? Which part did you like the most? What are your thoughts?
Write it down

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What is your reflection?

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Worksheet 5 Fill in the blanks with your own!



Remember:

1. A boundary is a rule that you make about how others can treat you
2. Setting a boundary means letting other people know what is and is not OK for them to do to you.
3. You have the right to set boundaries about anything that can hurt you or that makes you feel uncomfortable.
4. Don't let others change your mind or make you feel bad about your boundaries.

Add some more of your own rules

- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....

Read them out loud 5 times. Try to shout them out! How does it feel?

.....

.....

.....

What is your reflection?

.....

.....

Worksheet 6 Fill in the blanks with your own!

Setting up boundaries "I" statement

"I" statement is a way of speaking that will help you to avoid an emotional trap by reducing feelings of blame in the process of learning "how to set up boundaries". Try to complete a task, where you will complete 10 "I statements". Who is this person you are talking to? (Write it down in brackets)?

Think about 10 "I" statements and complete the sentence.

Example: "I feel uncomfortable when you call me "my little princess" in front of my friends. I am 30 and I would like to be called by my name" (To my mum)

1. "I feel uncomfortable when you

.....

2. "I feel uncomfortable when you

.....

3. "I feel uncomfortable when you

.....

4. "I feel uncomfortable when you

.....

5. "I feel uncomfortable when you

.....

6. "I feel uncomfortable when you

.....

7. "I feel uncomfortable when you

.....

8. "I feel uncomfortable when you

.....

9. "I feel uncomfortable when you

.....

10. "I feel uncomfortable when you

.....

Read those sentences out loud in a position of superhero. Try to memorise it and repeat few times.



Are you happy with those “I” statements?

.....

.....

.....

What would you do differently? What would you say differently?

.....

.....

.....

What is your reflection?

.....

.....

.....

Worksheet 7 Fill in the blanks with your own!

Personal boundaries are the rules we set for ourselves, to protect our space, to protect our freedom, to look after ourselves. What are your reasons you need your set of boundaries?



Write it down

1. Boundary 1

Why do I need this boundary?

Which actor reminds me of this boundary?.....

Try to play the role while thinking about the reason "why do I need this boundary?"

Were you any good? Do you want to try again?

2. Boundary 2

Why do I need this boundary?

Which actor reminds me of this boundary?.....

Try to play the role while thinking about the reason "why do I need this boundary?"

Were you any good? Do you want to try again?

3. Boundary 3

Why do I need this boundary?

Which actor reminds me of this boundary?.....

Try to play the role while thinking about the reason "why do I need this boundary?"

Were you any good? Do you want to try again?

4. Boundary 4

Why do I need this boundary?

Which actor reminds me of this boundary?.....

Try to play the role while thinking about the reason "why do I need this boundary?"

Were you any good? Do you want to try again?

5. Boundary 5

.....

Why do I need this boundary?

Which actor reminds me of this boundary?.....

Try to play the role while thinking about the reason "why do I need this boundary?"

Were you any good? Do you want to try again?

.....

6. Boundary 6

.....

Why do I need this boundary?

Which actor reminds me of this boundary?.....

Try to play the role while thinking about the reason "why do I need this boundary?"

Were you any good? Do you want to try again?

.....

What would you do differently?

.....

.....

.....

What is your reflection?

.....

.....

.....

Remember:

- A person with healthy boundaries can say "no" to others whenever the person would like to say "no". It is OK to still be friends with people you say "no" to and limit their actions that cross your boundaries.
- Boundaries should be based on your values, or the things that are important to you.
- Do not be afraid to look after yourself and your needs.

Worksheet 8 Fill in the blanks with your own!

Setting Boundaries. Read the statement. Memorise it. Say it out loud. Record yourself and watch the recording. Practice 4 times. Record again. Write down your thoughts.

Situation 1: You missed few days of work due to a some private matters which are hard for you to discuss with others. When you get back to work, a coworker asks why you were off work. You feel this information is too personal and do not want to share with anyone.

How would you form your statement to be assertive and out boundaries in place?

1. Read the statement
2. Memorise it
3. Say it out loud
4. Record yourself and watch the recording
5. Practice 4 times
6. Record again
7. Write down your thoughts.



Situation 2: Your sister asks you to watch her 3 children on Friday night as she wants to go out with her friends. You already have plans for this evening, and you really would like to go and see your friends too.

How would you form your statement to be assertive and out boundaries in place?

1. Read the statement
2. Memorise it
3. Say it out loud
4. Record yourself and watch the recording
5. Practice 4 times
6. Record again
7. Write down your thoughts.

.....

.....

.....

Situation 3: Your work colleague is asking you whether you could lend her 500 Euro for until the next pay. You already got your pay yesterday and your colleague too. You already have plans and you said "no" to your colleague. But the person keep asking you over and over.

How would you form your statement to be assertive and out boundaries in place?

.....

.....

.....

Remember:



What to Say:

- You always have the right to say "no" to other people. When doing so, express yourself clearly and assertively, so there is no doubt about what you want and what you don't want.

What to Do:

- Use Confident Body Language, stand firm with open hands, face the other person, remember about the eye contact and use an appropriate volume of your voice.
- Be Respectful and firm in the same time. Try to memorise few sentences to be ready to set boundaries. It's okay to be firm, but your message will be better received if you are polite and respectful.

What is your reflection?

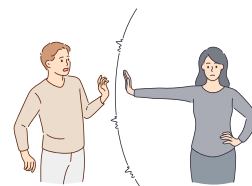
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Worksheet 9 Fill in the blanks with your own!

Respond to the following practice questions as if you were really in each situation. Think about the language you would use to state your boundary. Imagine yourself in this situation. Write your response down.



Examples:

Situation 1: You notice your coworker has been eating your food in the fridge. You bring you lunch everyday and you are on a healthy diet. You do not want anyone to eat your food.

Response:.....

.....

Situation 2: Your mum calls you at 11 pm to discuss issues she is having with your father. You do not want to be involved in their arguments and you need to wake up at 5 am.

Response:.....

.....

Situation 3: You invited two friends (a couple) over for the evening, but now it's getting late. You would like to get ready for bed, but your friends seems unaware of how late it is and are asking whether you would like to watch another movie. "It is Friday night, and they are having fun and haven't seen you for ages" - they say. But you are tired.

Response:.....

.....

What would you like to hear if you were in their shoes?

Situation 1.....

.....

Situation 2.....

.....

Situation 3.....

.....

What is your reflection?

.....

Worksheet 10 Fill in the blanks with your own!

Imagine your future 1, 5, 10 even 15 years from now. You are at a party, that is celebrating your life, your successes, your accomplishments. There are to be four speakers at your party. The first is from your family (your mum, your dad, your sibling). The second person is a speaker that is your best friend since you were a child; it is someone, who can give a sense of who you are as a person and what you accomplished in life. The third person is your coworker. The fourth speaker is a volunteer from an organisation you are supporting since ages.

Think deeply.



What would you like each of these speakers to say about you and your life?

What kind of husband, wife, father, or mother would you like their words to reflect?

What kind of son or daughter you are?

What kind of friend?

What kind of coworker?

What character would you like them to have seen in you?

Take the time to write down your response for the different speakers. How do you let them know that you would like them to use your words?

Family

Best Friend

Coworker

Volunteer

How do you let them know that you would like them to use your words? What would you say to them?

What is your reflection?

VII ANNEXES EXPLANATION (60 MIN.)



•PHYSICAL BOUNDARIES

Refer to an individual body, privacy, and personal space – this are the basic examples of physical limits. People may find public expressions of affection to be pleasurable or distressing. Examples of physical boundaries are: personal space, comfort with contact with other including animals, physical demands such as the desire to relax, eat food, and drink water are all examples of physical boundaries. It's quite acceptable to state that an individual doesn't want to be touched or that the person requires more space. It's also OK to express hunger or need for relaxation in an assertive and polite way.

Healthy physical boundaries might sound like:

- *"I am exhausted. I need to lay down now."*
- *"I am not a big hugger. I am a handshake person. Can we shake hands instead of hugging"?*
- *"I am allergic to peanuts. I cannot have them in my diet. Can you please make sure you do not add them to the meal?"*
- *"Don't go into my office without asking me first please."*

Summary

Receiving improper or unwanted touch, being denied your physical requirements (such as being instructed to keep walking when you are weary or that you must wait to eat or drink), or having someone come into your personal space in an unwelcome manner are all examples of physical boundary violations (entering your room without permission, for example). On a scale of mild to severe, this can occur. Serious physical abuse or neglect is the result of the most serious transgressions.



·EMOTIONAL BOUNDARIES

It's all about respecting and honoring feelings and energy when it comes to emotional boundaries. Setting emotional boundaries entails understanding how much emotional energy you're capable of absorbing, knowing when to share and when not to share, and minimizing emotional sharing with others who don't respond well. Respecting emotional boundaries entails recognizing others' feelings and ensuring that their ability to process emotional information is respected.

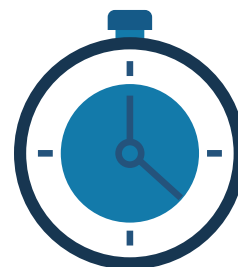
Healthy emotionall boundaries might sound like:

- *"When I share my feelings and emotions with you and get criticised or put off, it makes me totally shut down and I feel hurt. I can only share what I really feel with you if you are able to respond with a respect to me".*
- *"I am so sorry you are having such a difficult time. But at the moment a lot of stuff is going on in my life and I am not in a position to in all of this information and show you some empathy. Do you think we can have this conversation later?"*
- *"I am having a hard time and really need to talk. Are you in a place to listen right now?" I do not need your advice. I just need to be listened to".*

Summary

The following are examples of emotional boundary violations:

- Feelings are dismissed and criticized.
- Posing inappropriate questions in the context of the relationship
- Reading or going through personal and emotional stuff is a good way to start.
- Demanding that people defend their emotions
- Assuming we understand how others feel
- expressing one's feelings to others
- Without their permission, you're "emotionally dumping" on them.
- Sharing emotional information with your children that isn't acceptable



• TIME BOUNDARIES

Refer to an individual body, privacy, and personal space – this are the basic examples of physical limits. People may find public expressions of affection to be pleasurable or distressing. Examples of physical boundaries are: personal space, comfort with contact with other including animals, physical demands such as the desire to relax, eat food, and drink water are all examples of physical boundaries. It's quite acceptable to state that an individual doesn't want to be touched or that the person requires more space. It's also OK to express hunger or need for relaxation in an assertive and polite way.

Healthy physical boundaries might sound like:

"I am exhausted. I need to lay down now."

"I am not a big hugger. I am a handshake person. Can we shake hands instead of hugging"?

"I am allergic to peanuts. I cannot have them in my diet. Can you please make sure you do not add them to the meal?"

"Don't go into my office without asking me first please."

Summary

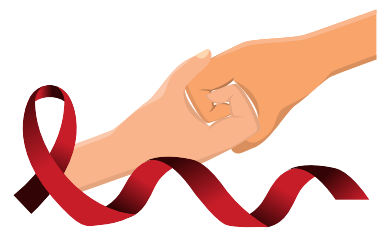
Receiving improper or unwanted touch, being denied your physical requirements (such as being instructed to keep walking when you are weary or that you must wait to eat or drink), or having someone come into your personal space in an unwelcome manner are all examples of physical boundary violations (entering your room without permission, for example). On a scale of mild to severe, this can occur. Serious physical abuse or neglect is the result of the most serious transgressions.

·SEXUAL BOUNDARIES

Healthy sexual boundaries include: consent, agreement, respect, understanding of preferences, needs and wishes, and privacy. No means no. Always. You do not have any sexual “responsibilities” towards your partner, husband, wife or other people in higher position for example your boss. The phenomenon of sexual harassment exists, where employees are treated instrumentally, are subject to expressing opinions, outsource more tasks to be performed than a person can perform, gives tasks below the requirements that customers must meet, especially in a homogenic environment with women only. It is important to set boundaries not only at home, within friends’ groups but also at work.

Healthy sexual boundaries might sound like:

- *Obtaining permission*
- *Discussing and requesting what you want*
- *Saying no*
- *Keeping the other person's privacy private*



Sexual boundary violations include:

Sulking, punishing, or becoming enraged if someone refuses to have sex are all examples of sexual boundary violations, not requesting permission, under duress, people are pushed to engage in sexual behaviors they don't want to do, unwelcome sexual remarks, leering, when it comes to contraception, lying is a big no-no, when it comes to your medical history, lying is a big no-no, critiquing the sexual preferences of others, unwanted physical contact, touch, assault, or rape

Summary

Nowadays, various groups of people might face significant difficulties in finding a job. The employer may be inaccessible, may start to dictate the conditions, request sexual favors, may demand more and more, may do not submit comments on employee rotation, may apply wrong decisions, may say, that people / human resources may be replace each time. People who are looking for a job and know some companies with a tense atmosphere, terror and employee but with a vacancy, are in a very difficult situation, a conflict, as the question arises: do I pay the price by working for this company? Or maybe they say: this time will be different; I am strong enough to draw the boundaries. Having healthy sexual boundaries in place will help you to be healthy and happy.

·INTELLECTUAL BOUNDARIES

The term "intellectual boundaries" refers to the bounds you set for yourself in terms of your thoughts, ideas, and curiosity. Respect for other people's ideas is a healthy intellectual boundary, and it can be crossed when your opinions and inquiry are shut down, ignored, or belittled. Respect and a willingness to communicate and comprehend are essential in this situation. Thinking about whether or not it is an appropriate time to talk about something is also part of maintaining healthy intellectual limits.

Healthy intellectual boundaries might sound like:

- *"I understand we differ, but I won't let you dismiss me like that".* I don't like when you say I am stupid only because I do not understand your way of expressing yourself.
- *I'd like to talk about it more, but I don't believe it's the greatest time to do it during Easter / Christmas / Family dinner.*
- *We don't get very far when we discuss this in a way, we are having this conversation. I believe it is best to avoid the subject at this time and give ourselves more time to think about it*
- *I understand that we have opposing viewpoints on this. I respect that. Please respect it too.*

Summary

Is this to say that you have to accept everyone's beliefs and opinions? Certainly not. It's also crucial to understand the distinction between healthy and bad conversation. You have every right to draw a line in the sand if someone expresses an idea that is intrinsically harmful—racism, sexism, xenophobia, homophobia, and so on. You have complete control over how the boundary is established. It may sound like you're letting the individual know you don't tolerate their behavior, or that you're separating yourself from them, or that you're cutting them off. You don't have to engage in "intelligent" conversation with someone who is abusing you or others.

·MATERIAL BOUNDARIES

Material limits refer to things like your house, car, clothes, jewelry, furniture, money, and other valuables. It is beneficial to know what you may and cannot share, as well as how you expect the individuals with whom you share your products and materials to treat them. Limiting how your possessions are treated is healthy and minimizes resentment in the long run.

Healthy material boundaries might sound like:

- *My car is not available for any loan. I am the only individual covered by the policy and I do not want to risk losing my policy terms.*
- *I am unable to provide any additional funds. You already got the full funding. I would be pleased to assist you in any other manner.*
- *Can you please return the money you borrowed from me 2 months ago? You said you return the loan over a month ago. I just wanted to let you know that I need everything back by Friday.*

Summary

When your belongings are destroyed or stolen, or when they are "borrowed" too frequently, your material boundaries are broken. The use of materials (money and possessions) to manipulate and control relationships is another material transgression. We become more aware of boundaries as we establish them. We help people show up for us by setting limits, and we also get better at showing up for them.

VIII Evaluation Questionnaire



SELF-WORTH AS A COMPONENT OF SELF-ESTEEM AND SETTING BOUNDARIES

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 WORKSHOP PROVIDE YOU WITH USEFUL TIPS AND TECHNIQUES ON HOW
TO DEAL WITH AND ANALYSE THE SITUATION IN RELATION TO SETTING HEALTHY
BOUNDARIES?

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

2. DID THE WORKSHOP PROVIDE YOU WITH USEFUL TIPS AND TECHNIQUES ON
HOW TO BUILD SELF-ESTEEM?

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

3. 1. DO YOU FEEL THAT AFTER THIS WORKSHOP YOU HAVE MORE INFLUENCE AND
CHANCES TO ACHIEVE YOUR GOALS?

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

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

.....

.....

5. WAS THE TOPIC OF THE WORKSHOP INTERESTING FOR YOU?

☐ YES ☐ NO

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

.....

.....

.....

.....

7. SHARE YOUR REFLECTION AND COMMENTS.

.....

.....

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.....

.

THANK YOU FOR YOUR CONTRIBUTION.



Develop Your
Creativity

CERTIFICATE

IT IS CONFIRMED THAT

.....
(FULL NAME)

TOOK PART IN THE WORKSHOP
"SELF-WORTH AS A COMPONENT OF SELF-ESTEEM
AND SETTING BOUNDARIES"

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

WORKSHOP FACILITATOR:

PLACE:

DATE:



Co-funded by
the European Union