



Develop Your
Creativity

AGGRESSIVE, MANIPULATIVE AND SUBMISSIVE BEHAVIOUR

SCENARIO IV



Co-funded by
the European Union

LEADER:



PARTNERS:



Table of content

I. GENERAL INFORMATION	3
· Recipients of the workshop	
· Number of participants	
· Proposed techniques / methods of work:	
· Examples of materials needed to carry out the meeting	
· Aim of the workshop	
· Work style	
II INTRODUCTION	6
1. Introducing the trainer / trainers.	
2. Introductions of the training participants	
3. Group rules	
PANEL I – Aggressive, manipulative and submissive behaviour in everyday life	
1. Mini lecture	
2. Experience analysis	
PANEL II	
EVALUATION FORM	57
MODEL OF THE CERTIFICATE	59

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I General information



Duration of workshop:

6 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:

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

General information

Examples of materials needed to carry out the meeting:

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



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;
- Building ability to work under stress;
- Eliminating the feeling of rejection;
- Eliminating attempts for manipulation;
- Eliminating the feeling of helplessness,
- Increased self-confidence;
- Strengthening competences in dealing with situational anxiety;
- Strengthening competences in dealing with situational stress;
- Acquiring competences in the field of recognizing and managing emotions and awareness of their impact on an individual and a group level;
- Acquisition of competence in the field of conducting group discussions;
- Increasing the skills related to speaking, listening, participating in discussions, contacts with the group;
- Developing skills to protect yourself when you are object of aggressive, and/or manipulative behaviour;
- Developing skills to tackle submissive behaviour.



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

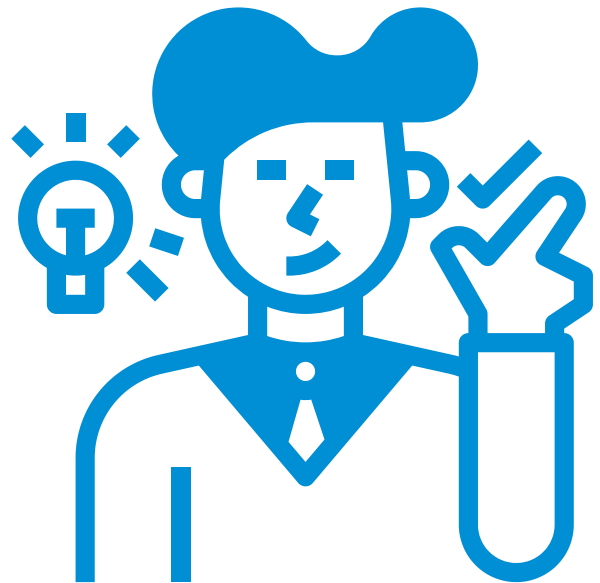
PANEL I

1. Aggressive, manipulative and submissive behaviour

Mini lecture

Explanation of terms:

- Manipulative Behavior
- Manipulation
- Submissive behaviour
- Aggression
- Behaviour
- Criticism
- Criticality
- Emotion



Manipulative Behavior- – Manipulative behavior includes actions a person uses to gain influence or control over someone else. These behaviors may include:

- Lying
- Denying
- Passive-aggressive behavior
- Silence
- Criticizing
- Withholding
- Blaming

Getting a person outside of their comfort zone to take an advantage. People who manipulate others may have difficulty identifying and expressing their wants and needs appropriately and healthily.

Manipulative behavior can also serve other purposes. For instance, control and manipulation can help the manipulator by:

- Causing doubt and confusion
- Helping them avoid conflict
- Concealing their true intentions
- Allowing them to avoid responsibility for their behavior
- Not having to change their behavior

Manipulation - is the practice of using indirect tactics to control behavior, emotions, and relationships.

Submissive behaviour - submissive (or passive) behavior means shying away from saying what you really mean and not seeking to achieve your needs, particularly when someone else has conflicting needs. A submissive person is a shrinking violet, avoiding upsetting others either because they fear them or they fear to hurt their feelings.

Aggression – spoken or physical behaviour that is threatening or involves harm to someone or something; actions or behavior that use threats or force against others; In psychology, the term "aggression" refers to a range of behaviors that can result in both physical and psychological harm to yourself, others, or objects in the environment. Aggression centers on hurting another person either physically or mentally. While we all may feel aggressive on occasion, when aggression becomes pervasive or extreme, it may be a sign of an underlying mental health condition, a substance use disorder, or another medical issue.

Aggression can serve a number of different purposes, including:

- Expressing anger or hostility
- Asserting dominance
- Intimidating or threatening
- Achieving a goal
- Expressing possession
- Responding to fear
- Reacting to pain
- Competing with others

Behaviour - the way that someone behaves; In psychology, behavior consists of an organism's external reactions to its environment. Other aspects of psychology, such as emotions, thoughts, and other internal mental processes, don't usually fall under the category of behavior. Behavior may be modified according to positive or negative reinforcements from the organism's environment or according to self-directed intentions.

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

Criticality -the fact of being extremely important.

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.



Task 1. Formulating your own experiences (20 min.)

The trainer asks the participants to describe a situation in which they showed, witnessed or experienced aggressive behaviour in daily life. Ideally, this situation should concern the recent past. To this end, he distributes printed worksheets to participants. The facilitator gives the participants 20 minutes to prepare the answer.

EXAMPLE FORMULATION FOR THE TRAINER:

On the worksheets you received, please describe the situation in which you showed, witnessed or experienced aggressive behaviour in daily life. Ideally, this situation should concern the recent past. I will give you 20 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 showed, witnessed or experienced aggressive behaviour in daily life. Ideally, this situation should concern the recent past.

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Task 1.2 - Communication errors (25 mins.)

The trainer 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 aggressive 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.

Task 2.1 Formulating your own experiences (20 mins.)

The trainer asks the participants to describe a situation in which they showed, witnessed or experienced manipulative behaviour in daily life. Ideally, this situation should concern the recent past. To this end, he distributes printed worksheets to participants. The facilitator gives the participants 20 minutes to prepare the answer.

EXAMPLE FORMULATION FOR THE TRAINER:

On the worksheets you received, please describe the situation in which you showed, witnessed or experienced manipulative behaviour in daily life. Ideally, this situation should concern the recent past. I will give you 20 minutes to prepare your answer. At the end, each of you will discuss the situation written on the worksheet 2.

Each of the participants presents their own experiences in sequence on the basis of prepared WORKSHEET 2 (e.g. people from left to right).

Task for the trainer:

During the presentation of the experiences of each of the participants, the trainer formulates his own notes. He writes down correctly formulated behavior characterized by manipulation and incorrectly constructed examples of attempts to tackle it (2 examples each, if any). This allows participants to understand the definition of manipulation in daily life.



WORKSHEET 2

Describe a situation below where you showed, witnessed or experienced manipulative behaviour in daily life. Ideally, this situation should concern the recent past.

[illegible]

Task 2.2 - Communication errors (15 mins.)

The trainer 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 manipulative 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.

Task 3.1 Formulating your own experiences (20 mins)

The trainer asks the participants to describe a situation in which they showed, witnessed or experienced submissive behaviour in daily life. Ideally, this situation should concern the recent past. To this end, he distributes printed worksheets to participants. The facilitator gives the participants 20 minutes to prepare the answer.

EXAMPLE FORMULATION FOR THE TRAINER:

On the worksheets you received, please describe the situation in which you showed, witnessed or experienced submissive behaviour in daily life. Ideally, this situation should concern the recent past. I will give you 20 minutes to prepare your answer. At the end, each of you will discuss the situation written on the worksheet 3.



WORKSHEET 3

Describe a situation below where you showed, witnessed or experienced submissive behaviour in daily life. Ideally, this situation should concern the recent past.

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 width of the page. There are no margins, text, or other markings on the paper.

Each of the participants presents their own experiences in sequence on the basis of prepared WORKSHEET 3 (e.g. people from left to right).

Task for the trainer:

During the presentation of the experiences of each of the participants, the trainer formulates his own notes. He writes down correctly formulated behavior characterized by submissive behaviour and incorrectly constructed examples of attempts to tackle it (2 examples each, if any). This allows participants to understand the definition of submissive behaviour in daily life.

Task 3.2 - Communication errors (15 mins.)

The trainer distributes to the participants previously prepared WORKSHEET 3, 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 aggressive behavior.

TEXT FOR THE TRAINER:

Each situation presented by the participants should be written down on the WORKSHEET 3. Then, in the adjacent columns, write down the errors in the presented message and the correctly sounding message.



Task 4. Discussion about the different types of behavior - Aggressive, manipulative and submissive behavior (30 mins.)

TEXT FOR THE TRAINER:

How you will tackle the different types of negative behavior- aggressive, manipulative and submissive behavior. How you will react if you are facing such aggressive, manipulative or submissive behavior?



WORKSHEET 4

Write down 10 successful strategies to tackle the negative behaviours- - aggressive, manipulative and submissive behavior.

10 successful strategies to tackle the negative behaviours- - aggressive, manipulative and submissive behavior.

Task 5. Different situations of aggressive, manipulative and submissive behaviour (30 mins.)

The trainer asks participants to list different situations about aggressive, manipulative and submissive behaviour where they need to present the situation, to point out the errors of the presented messages and write down their correct wording.



WORKSHEET 5

Below, in the table, write down all the situations presented by the workshop participants in which they showed, witnessed or experienced aggressive, manipulative and submissive behaviour. 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 5.1*

(IN CASE OF NO APPROPRIATE EXAMPLES IN TASK 5)

Below, in the table, write down all the situations presented by the workshop participants in which they showed, witnessed or experienced aggressive, manipulative and submissive behaviour. 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>Peter walks on the street and he meets unexpectedly his old neighbour Ivan:</p> <ul style="list-style-type: none"> - Hi Ivan, how are you doing? - Hi Peter, why you are asking me? - Just in politeness. - No, this is not a politeness. What exactly you want? - Nothing. I just asked a normal question. 		

WORKSHEET 5.2*

(IN CASE OF NO APPROPRIATE EXAMPLES IN TASK 5)

Below, in the table, write down all the situations presented by the workshop participants in which they showed, witnessed or experienced aggressive, manipulative and submissive behaviour. 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>At 9.15 minutes Philip enters his boss's office.</p> <ul style="list-style-type: none"> - Good morning Sir! I am bringing you the analysis that you asked me for. - Why you bringing them today? - Sir, i am bringing you as we agreed last week. - No, that's not right! I asked you to bring them yestarday. What I should do with you? - Sir, i remember that the deadline was for today. - How dare are you to dispute with me? 		

WORKSHEET 5.3*

(IN CASE OF NO APPROPRIATE EXAMPLES IN TASK 5)

Below, in the table, write down all the situations presented by the workshop participants in which they showed, witnessed or experienced aggressive, manipulative and submissive behaviour. 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>Ivan goes to work with his car. Kiril travels in his car for training. Ivan is late and therefore in a hurry, and tries to overtake Kiril on the road, but fails and crashes his car. Kiril jumped out of his car, saw his damaged left door, became furious at what had happened, and punched the other driver.</p> <p>Cyril: Idiot, I will kill you! Who will pay for my repairs, I have no insurance?</p> <p>Ivan fails to answer and defend himself, and is already shattered by Cyril's punches.</p>		

WORKSHEET 5.4*

(IN CASE OF NO APPROPRIATE EXAMPLES IN TASK 5)

Below, in the table, write down all the situations presented by the workshop participants in which they showed, witnessed or experienced aggressive, manipulative and submissive behaviour. 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>Anna and Stoyan are lovers. During their relationship, Stoyan shot videos of them making love. However, Anna meets a new young man and falls in love with him. He proposes marriage to her and she decides to end her relationship with Stoyan.</p> <p>Stoyan: I am furious that you abandoned me and rejected me. I'm posting your intimate videos on the internet if you don't come back to me!</p> <p>Anna: Please, please, don't! Don't do it, I love him!</p> <p>And Stoyan really uploads them on the Internet.</p> <p>After what happened, her new lover left her. Anna disappears from society because everyone makes fun of her.</p>		

WORKSHEET 5.5*

(IN CASE OF NO APPROPRIATE EXAMPLES IN TASK 5)

Below, in the table, write down all the situations presented by the workshop participants in which they showed, witnessed or experienced aggressive, manipulative and submissive behaviour. 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>Petya and Nikola have a relationship. Nikola makes Petya stay at home alone.</p> <p>Nikola: You will not leave the house and you will not see any of your friends. Otherwise we will no longer be together.</p> <p>Petya: Please, I want to be together! I will not see anyone!</p>		

WORKSHEET 5.6*

(IN CASE OF NO APPROPRIATE EXAMPLES IN TASK 5)

Below, in the table, write down all the situations presented by the workshop participants in which they showed, witnessed or experienced aggressive, manipulative and submissive behaviour. 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>Simo and Polya go to a restaurant. There they meet other young people. Simo is amused and after drinking he turns to Polya: Simo: Give me money to make new friends!</p> <p>Polya replies: I can't give it to you because they are complete strangers.</p> <p>Simo: Then we are breaking up with you.</p> <p>Polya crying: Please, let us do not break up.</p>		

WORKSHEET 5.7*

(IN CASE OF NO APPROPRIATE EXAMPLES IN TASK 5)

Below, in the table, write down all the situations presented by the workshop participants in which they showed, witnessed or experienced aggressive, manipulative and submissive behaviour. 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>Peter is a former prisoner. That's why they don't want to hire him anywhere. So he hides from his new employer that he has now been released from prison. He is hired. But his friend Vasil knows about the prison and when he sees him in work at the shop he tells him: I will betray you if you do not give me money! Peter: Please don't! Do not do it! I have no money.</p>		

WORKSHEET 5 - TRAINER VERSION

In the table below, write down all the situations presented by the workshop participants in which they showed, witnessed or experienced aggressive, manipulative and submissive behaviour. 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
<p>Peter walks on the street and he meets unexpectedly his old neighbour Ivan:</p> <ul style="list-style-type: none"> - Hi Ivan, how are you doing? - Hi Peter, why you are asking me? - Just in politeness. - No, this is not a politeness. What exactly you want. - Nothing. I just asked a normal question. 	<p>Verbal aggression; Fear; Manipulation; no "I" message.</p>	<p>Peter walks on the street and he meets unexpectedly his old neighbour Ivan:</p> <ul style="list-style-type: none"> - Hi Ivan, how are you doing? - Hi Peter, why you are asking me? - Just in politeness. - No, this is not a politeness. What exactly you want? - Nothing. I just asked a normal question. If you need help and I can do it please tell me.

WORKSHEET 5.1 - TRAINER VERSION

In the table below, write down all the situations presented by the workshop participants in which they showed, witnessed or experienced aggressive, manipulative and submissive behaviour. 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."

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WORKSHEET 5.2 - TRAINER VERSION

In the table below, write down all the situations presented by the workshop participants in which they showed, witnessed or experienced aggressive, manipulative and submissive behaviour. 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
<p>At 9.15 minutes Philip enters his boss office.</p> <ul style="list-style-type: none"> - Good morning Sir! I am bringing you the analysis that you asked me for. - Why you bringing them today. <p>Sir, i am bringing them as we agreed last week.</p> <ul style="list-style-type: none"> - No, that's not right! I asked you to bring them yestarday. What I should do with you? - Sir, i remember that the deadline was for today. - How dare are you to dispute with me? 	<p>Verbal aggression; Fear in the servant; No I message.</p>	<p>At 9.15 minutes Philip enters his boss office.</p> <ul style="list-style-type: none"> - Good morning Sir! I am bringing you the analysis that you asked me for. - Why you bringing them today. <p>Sir, i am bringing them as we agreed last week.</p> <ul style="list-style-type: none"> - No, that's not right! I asked you to bring them yestarday. What I should do with you? - Sir, i remember that the deadline was for today. - How dare are you to dispute with me? <p>- I'm not arguing with you. I'm just trying to remind you that we talked about today. Maybe you've got a date wrong from a lot of work.</p>

WORKSHEET 5.3 - TRAINER VERSION

In the table below, write down all the situations presented by the workshop participants in which they showed, witnessed or experienced aggressive, manipulative and submissive behaviour. 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
<p>Ivan goes to work with his car. Kiril travels in his car for training. Ivan is late and therefore in a hurry, and tries to overtake Kiril on the road, but fails and crashes his car. Kiril jumped out of his car, saw his damaged left door, became furious at what had happened, and punched the other driver.</p> <p>Cyril: Idiot, I will kill you! Who will pay for my repairs, I have no insurance? Ivan fails to answer and defend himself, and is already shattered by Cyril's punches.</p>	<p>Aggression - verbal and non-verbal (physical), violence, assault, threat to kill, damage to the physical and mental health of the victim, no self-message, fear in the victim.</p>	<p>Ivan goes to work with his car. Kiril travels in his car for training. Ivan is late and therefore in a hurry, and tries to overtake Kiril on the road, but fails and crashes his car. Kiril jumped out of his car, saw his damaged left door, became furious at what had happened, and punched the other driver.</p> <p>Kiril: Why aren't you careful? If you drove slowly, you would have avoided the accident.</p> <p>Ivan: I was in a hurry. Sorry, I'll pay the damages.</p>

WORKSHEET 5.4 - TRAINER VERSION

In the table below, write down all the situations presented by the workshop participants in which they showed, witnessed or experienced aggressive, manipulative and submissive behaviour. 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
<p>Anna and Stoyan are lovers. During their relationship, Stoyan shot videos of them making love. However, Anna meets a new young man and falls in love with him. He proposes marriage to her and she decides to end her relationship with Stoyan.</p> <p>Stoyan: I am furious that you abandoned me and rejected me. I'm posting your intimate videos on the internet if you don't come back to me!</p> <p>Anna: Please, please, don't! Don't do it, I love him!</p> <p>And Stoyan really uploads them on the Internet.</p> <p>After what happened, her new lover left her. Anna disappears from society because everyone makes fun of her.</p>	<p>Verbal aggression, violence, threat, damage to the physical and mental health of the victim, no I message; fear, shame and humiliation of the victim.</p>	<p>Anna and Stoyan are lovers. During their relationship, Stoyan shot videos of them making love. However, Anna meets a new young man and falls in love with him. He proposes marriage to her and she decides to end her relationship with Stoyan.</p> <p>Stoyan: I love you and I want to be with you! Therefore, if you do not return to me, I will post your intimate videos on the Internet.</p> <p>Anna: Please, please, don't! Don't do it, I loved you, but now I love him!</p> <p>And Stoyan does not post the videos on the Internet.</p>

WORKSHEET 5.5 - TRAINER VERSION

In the table below, write down all the situations presented by the workshop participants in which they showed, witnessed or experienced aggressive, manipulative and submissive behaviour. 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
<p>Petya and Nikola have a relationship. Nikola makes Petya stay at home alone.</p> <p>Nikola: You will not leave the house and you will not see any of your friends. Otherwise we will no longer be together.</p> <p>Petya: Please, I want to be together! I will not see anyone!</p>	<p>Manipulation, threat, no I message; fear, shame and humiliation of the victim.</p>	<p>Petya and Nikola have a relationship. Nikola makes Petya stay at home alone.</p> <p>Nikola: I love you and I'm jealous of you. I would like you to be just mine and not see any of my friends.</p> <p>Petya: Please, I want to be together too! I will not see anyone because I love you.</p>

WORKSHEET 5.6 - TRAINER VERSION

In the table below, write down all the situations presented by the workshop participants in which they showed, witnessed or experienced aggressive, manipulative and submissive behaviour. 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
<p>Simo and Polya go to a restaurant. There they meet other young people. Simo is amused and after drinking he turns to Polya: Simo: Give me money to make new friends!</p> <p>Polya replies: I can't give it to you because they are complete strangers.</p> <p>Simo: Then we are breaking up with you.</p> <p>Polya crying: Please, let us do not break up.</p>	<p>Manipulation, Verbal aggression, fear of the aggressor's behavior, obedience, no I message</p>	<p>Simo and Polya go to a restaurant. There they meet other young people. Simo is amused and after drinking he turns to Polya: Give me money to make new friends!</p> <p>Polya replies: I can't give it to you because they are complete strangers.</p> <p>Simo: Please, Polya, help me with money to treat my new friends.</p> <p>Polya crying: Please, let us do not break up, I will lend you money.</p>

WORKSHEET 5.7 - TRAINER VERSION

In the table below, write down all the situations presented by the workshop participants in which they showed, witnessed or experienced aggressive, manipulative and submissive behaviour. 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
<p>Peter is a former prisoner. That's why they don't want to hire him anywhere. So he hides from his new employer that he has now been released from prison. He is hired. But his friend Vasil knows about the prison and when he sees him in work at the shop he tells him: I will betray you if you do not give me money! Peter: Please don't! Do not do it! I have no money.</p>	<p>Manipulation, imputation of guilt, fear, shame, humiliation in the victim.</p>	<p>Peter is a former prisoner. That's why they don't want to hire him anywhere. So he hides from his new employer that he has now been released from prison. He is hired. But his friend Vasil knows about the prison and when he sees him in work at the shop he tells him: I am in a difficult situation and I have no money, so please lend me money, if you do not give it to me I will be forced to tell your employer that you are a former prisoner.</p> <p>Peter: Please don't! Do not do it! I have no money, but I will do my best to help you.</p>

Experience analysis (20 min.)

The trainer initiates an open discussion about the situations mentioned in **WORKSHEET 5** 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?
- Do you understand the mistakes in your behavior?
- How would you behave in such a situation now?
- Which situation is most common in your environment?
- Could you reformulate the message now?
- What communication errors do you think are the hardest to eliminate?
- Which behavior do you encounter most often?



Psychodrama I

Task 6 - Role play (30 mins.)

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

TEXT FOR THE TRAINER:

For this cutscene, 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 aggressive. 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 3 scenes from life to be played by the participants.
- Each scene must be written on a separate sheet.
- The tutor gives a WORKSHEET 6,7,8.



WORKSHEET 6

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

Aggression on the street

You walk down the street with the phone in your hand and write to your girlfriend. At the same moment, a passer-by pushes you and you drop your phone and it breaks and you start arguing with this person.

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WORKSHEET 7

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

DATING A MARRIED MAN

A girl is dating a married man. He makes her hide from his family and his friends so that no one will know that he has a love affair with her. The girl is madly in love with him. He constantly imposes a sense of guilt on her and she is forced to do whatever he wants.

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WORKSHEET 8

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

Work on New Year's evening

Maria has been working for 5 years in a confectionery. It's New Year's, and she's made the right amount of cakes for the holiday. Her boss arrives and says that she has to make 7 more cakes because they have accepted a quick order from one of the largest hotels in the city. Maria replies to her boss that she has done her job and will go to celebrate with her family. And her boss says that if she does not fulfill her task, he will fire her from January 1. Maria obeys and stays at work, because otherwise her family will be left without food and will not celebrate the New Year.

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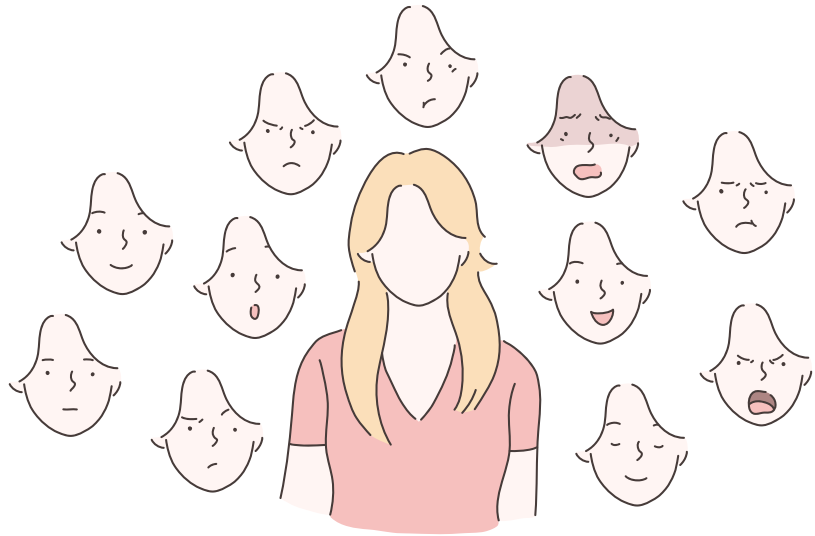
PANEL II

Expressing of emotions and their relation with Aggressive, manipulative and submissive behaviour

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 7 - Types of emotions (20 mins)

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 TRAINER:

"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 20 minutes to complete the task."



WORKSHEET 9

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
	JOY
DISTRACTION	EXCITEMENT
FEAR	ACCEPTANCE
ANGER	BLISS
HATE	DELIGHT
AGGRESSION	TRUST

WORKSHEET 9- 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 8 - Emotional puns (20 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 10

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

DRAWN EMOTION
<hr/>

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WORKSHEET 10- 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
JOY
ANGER
FEAR
FRUSTRATION
DISTRACTION
BOREDOM
SADNESS
SHAME
UNEASINESS
HATE
DISAPPOINTMENT
SHAME
UNEASINESS

TASK 8 - IDENTIFYING EMOTIONS (15 MINS.)

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

EXAMPLE FORMULATION FOR THE TRAINER:

"Now try, on Worksheet 10, 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 15 minutes for this task."



SCENARIO IV | AGGRESSIVE, MANIPULATIVE
AND SUBMISSIVE BEHAVIOUR

WORKSHEET 11

Now try, on Worksheet 10, 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 15 minutes for this task.

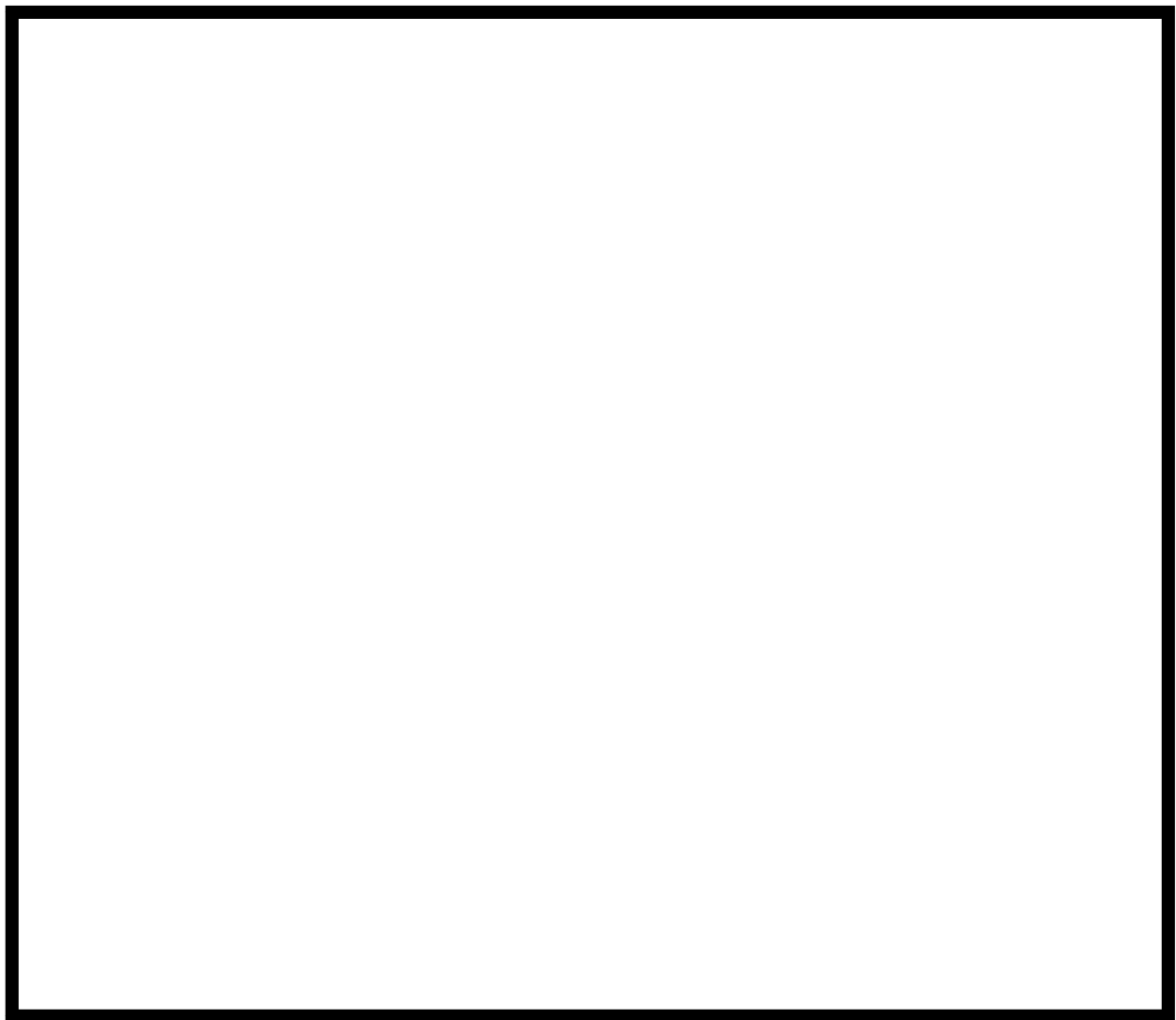
TYPE OF EMOTION
What is its shape?	
What's the size?	
What's the color?	
How strong is she?	
How fast is it moving?	

Task 9 - Emotional Expressionism (15 mins.)

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 8.

EXAMPLE FORMULATION FOR THE TRAINER:

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



Task 10- Debriefing (1 hour)

Participants need to discuss what they learned from the workshop, how they will use the learned new knowledge in their everyday life.

EXAMPLE FORMULATION FOR THE TRAINER:

„Now at Task 10, we will debrief today's workshop. I would like to hear your opinion about the workshop, what you learned and how you will use the learned knowledge in your daily life.”



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



AGGRESSIVE, MANIPULATIVE AND SUBMISSIVE BEHAVIOUR

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?

.....

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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.

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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
AGGRESSIVE, MANIPULATIVE AND SUBMISSIVE
BEHAVIOUR

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

WORKSHOP FACILITATOR:

PLACE:

DATE:



Co-funded by
the European Union