



TELL me...

Tell me ... NO

(assertiveness - expressing emotions without violating the rights and dignity of others)

Target Group: Young people who have problems communicating with the environment

Location:

<p>Session 1 3 hours</p>	<p>Activity 1.1 - Name Game Time: 60 minutes Material: Paper and Pens</p> <p>Instruct the participants to write their name and the name of a friend or family member who has influenced their life vertically. Show with yours. Next, they will note an adjective that describes one of their positive traits for each letter of their name.</p> <p>For example, if your name is Jane Doe, you might write:</p> <p>J – Joyful A – Assertive N – Nice E – Energetic D – Delightful O – Optimistic E – Even-tempered</p> <p>Discussion Time::</p> <p>The participant should complete their own name, then do the same for the person who has influenced their lives. Completing this worksheet will help the user to start thinking about themselves, their personality, and the traits and characteristics of others. This will help them stay open-minded and attentive to emotions – both their own emotions and the emotions of others.</p> <p>Activity 1.2 - Fists Time: 60 minutes</p> <p>Activity Itself - 40 Minutes Setting: Divide the group into pairs. The pair will get two different sets of instructions.</p>
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	<p>Instructions for Person 1: Person 2 will make a fst. You MUST get that fst open.</p> <p>Instructions for Person 2: Person 1 is going to attempt to get you to open your fst. You must NOT open your fst unless they ask you politely and assertively.</p> <p>Instruct the group to be calm, to not hurt anybody, and explain that the duos shouldn't talk between them. In fact, place them as far as possible from each other. We don't want groups sharing the solution.</p> <p>Most people will try to pry the fst open. It is an opportunity to efficiently explain assertive communication. Knowing the power of good communication skills is important in building them properly.</p> <p>After 20 minutes, if there are groups that are still trying, say "How you tried to communicate your problem?" - "There's a better way?"</p> <p>Discussion Time: 20 Minutes Discuss with the participants how the directions influenced their actions. Did they consider a peaceful way of asking? Why or why not? What communication role-models do movies and media offer?</p>
<p>Session 2 3 hours</p>	<p>Activity 2.1 - Don't Touch My Horse!</p> <p>Activity Itself: 40 minutes Setting: Make a circle</p> <p>Serious round: Players must make eye contact with someone else, stand confidently, and say a statement with assertiveness. Some serious statements are: "Stay away from me", "Get out of my way", "Leave her alone", "Don't ever speak to me like that again". Go around the circle, and allow the other players to give input.</p>

Silly round: The point is to maintain the tone and assertiveness, but to use funny words that make other players laugh and get them 'out'. Typically, the phrases stay the same, but you replace one of the words for a funny/random word to make a ridiculous statement. "Leave my moustache alone", "Don't touch my jube jubes", "Stay away from my horse!" Last one to laugh, wins!

Discussion time:

You can have the players give the 'actor' a rating out of ten, and include what they did well and what they could do better. For instance, maybe they spoke clear and strong, but broke eye contact half way through. Or maybe they did everything well, and at the last second they broke character and went back to a 'closed posture' to make up for their bout of 'aggression' (often assertiveness is wrongly taken as aggression in people who have no experience standing their ground, or think that it is 'mean' to do so). You will see a huge improvement after some practice.

Activity 2.2 - Accepting Your Emotions

40 minutes

This exercise can help you work on one of the most fundamental skills related to emotional intelligence: understanding and accepting your own emotions.

You'll need a group of people for this activity, but you could also modify it to work with just one pair. Here's how to do it:

- Divide your group into pairs and have them sit far enough away from the other pairs to get a sense of privacy.
- Have each pair decide who will go first.

	<ul style="list-style-type: none"> - Tell the group members that they will each have a chance to share an experience where they felt like a victim. Once one partner has explained the experience, they should explain how they felt as a result of their experience in as much detail as possible, thinking about their specific feelings at the moment and how it impacted them afterward. <p>Allow 15 minutes for each, so for the first partner to share and for the pair to discuss, have them switch roles.</p> <p>Discussion Time:</p> <ul style="list-style-type: none"> - What did you think first when you were told to share a difficult experience with another person? - How did you manage to share it? How did you feel when you shared it with someone else? - How did you feel after acknowledging and accepting your emotions? - Does this exercise help with accepting how certain experiences make us feel and that it is okay to feel a certain way after negative experiences? - Did you feel more at peace after accepting your emotions generated by your experience?
<p>Session 3 3 hours</p>	<p>Activity 3.1 - NASA Task Force 90 minutes Material: Lists in Paper; Pen</p> <p><u>Stage A – Individual Task - 8 minutes</u></p> <p>Read the following passage very carefully. You will need this information in order to undertake your individual task:</p> <p>“You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon.</p>

Due to mechanical failure, your ship was forced to land at a spot some 200 miles from the rendezvous point. During landing, much of the equipment aboard was damaged and since survival depends upon reaching the mother ship, only the most critical items must be chosen for the 200-mile trip. Fifteen items were left intact and undamaged after landing.”

Your task is to list, in order of priority, the 15 items that have been left intact. Using the list below, write number 1 by the most important item, number 2 by the second most important and so on, finishing the task by placing number 15 by the least important. This is all you need to know at this stage. Do not ask for further general information. Use your own discretion for the next 8 minutes and list the items in order of priority.

Provide List

INDIVIDUAL LIST

Box of matches _____

Food concentrate _____

50 feet of nylon rope _____

Parachute silk _____

Portable heating unit _____

Two .45 calibre pistols _____

One case of dehydrated milk _____

Two 100lb tanks of oxygen _____

Stellar map of the moon's constellation _____

Life raft made of rubber fabric _____

Magnetic compass _____

5 gallons of water _____

Signal fares _____

First aid kit containing injection needles _____

Solar powered receiver transmitter _____

Stage B – Group Task GUIDANCE:

Your group is to employ the method of 'group consensus' in reaching its decisions. This means that the ranking of each of the 15 survival items must be agreed upon by each group member before it can become part of the group decision. Consensus is difficult to reach. Not every ranking will meet with everyone's complete approval.

Here are some guidelines to use in reaching a consensus.

1. Avoid arguing for your own individual judgements.
2. Avoid changing your mind only in order to reach an agreement and avoid conflict. Support only solutions with which you are at least able to agree partially.
3. Avoid conflict-reducing techniques, such as majority vote, averaging, or trading, in reaching your decisions.
4. View differences of opinion as helpful rather than a hindrance in decision-making.

REMINDER OF THE GENERAL INFORMATION:

You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical failure, your ship was forced to land at a spot some 200 miles from the rendezvous point. During landing, much of the equipment aboard was damaged and since survival depends upon reaching the mother ship, only the most critical items must be chosen for the 200-mile trip. Fifteen items were left intact and undamaged after landing.

TASK – time: 30 minutes.

By using the process of consensus decision-making, place number 1 by the most important item, number 2 by the second most important item and so on, finishing the task by placing number 15 by the least important.

The correct answer if the youth leader decides to share and good to do so:

- 1 = Two 100 lb. (Tanks of oxygen Needed for navigation)
- 2 = 5 gallons of water (You can't live long without this)
- 3 = Stellar map of moons constellation (Needed for navigation)

- 4 = Food concentrate (Can live for some time without food)
- 5 = Solar powered receiver/transmitter (For communication)
- 6 = 50 ft. of nylon rope (For travel over rough terrain)
- 7 = First Aid Kit containing injection needles (Kit might be needed/needles useless)
- 8 = Parachute silk (Useful for carrying)
- 9 = Life raft (Some value for shelter or carrying)
- 10 = Signal fares (Useless as there is no oxygen)
- 11 = Two .45 calibre pistols (Some use for propulsion)
- 12 = On case dehydrated milk (Needs water to work)
- 13 = Portable heating unit (Lighted side of moon is hot)
- 14 = Magnetic compass (Moons magnetic feld/different earth's)
- 15 = Box of matches (No oxygen)

Activity 3.2 - Rights of Assertiveness

The following list can be adopted (and amended as required) as a set of assertiveness rules by which you can live. They remind you that you have the right to individual needs and can expect them without guilt or doubt (adapted from Smith, 1985).

I have the right to:

1. Judge my thoughts, emotions, and behavior – while others' behavior impacts me, I can choose how I respond.
2. Choose whether I am responsible for solving others' problems – while I have compassion for others' problems, I am not responsible for solving their happiness.
3. Change my mind – nothing in life is constant. We change as an individual, and so do our environments. Therefore, it is not unreasonable for our views and beliefs to change over time.
4. Say I don't know – it's ok to say I don't know.
5. Make mistakes– it is entirely human to make mistakes. I can do so and take responsibility for them. Others may claim a mistake is unthinkable or unforgivable, but failure is essential to human growth.
6. Be independent of others' approval – while it is appreciated, I do not need others' permission to form my view.

	<p>7. Be Illogical – I can make decisions when insufficient information means logic cannot provide an answer or predict what will happen.</p> <p>8. Say I don't understand – it's ok to say I don't understand. It often reflects more on the explanation that the listener's capacity to understand.</p> <p>9. Say I don't care – I genuinely may not be interested in the subject or another's a biased view.</p> <p>While good manners are important, they can lead to a restrictive mindset. We don't have to say yes to everything, and we are ok to disagree with what is said as long as we respect others' perspectives and rights.</p>
<p>Session 4 3 hours</p>	<p>Activity 4.1 40 minutes</p> <p>Setting: For any given complex problem, there are a variety of perspectives and views that can be considered. However, habitually, everyone will only look at his own view, aiming to push his own agenda. This leads to a situation where the group may end up responding to the loudest person who talks the most and is naturally biased towards a particular perspective rather than considering overall important concerns. This exercise helps the team to view the problem from a variety of perspectives that they usually tend to ignore in favour of their own.</p> <p>Come with a current problem, that is important for the participants to discuss. Have 5 in the center starting to discuss the topic, only the 5 in middle can talk, anytime that someone wants to talk needs to tap the shoulder of one in the center and this person makes the decision to exchange their positions. All people should be in the center at some point and not only the same ones, the more assertive ones.</p> <p>Activity 4.2 - Being 1 hour Setting:</p>

Have the participants silted and start by saying “Communicating assertively means clearly and calmly expressing what you want without either being too passive or too aggressive. Learning to communicate assertively doesn't guarantee you will have your needs met but it makes it more likely, and it can improve your relationships with other people.”

Pass around the picture below and even touch on some of the expressions.



Thinking your needs don't matter at all	Recognising that your needs matter as much as anyone else's	Thinking that only your needs matter
Give in	Compromise	Take
Not talking, not being heard	Talking and listening	Talking over people
Trying to keep the peace	Making sure things are fair - for you and others	Looking out for yourself
Allowing yourself to be bullied	Standing up for yourself	Bullying others
Not saying what you think, or not saying anything	Express your point clearly and confidently	Can lead to shouting, aggression or violence
Damages relationships - other people respect you less	Enhances relationships - other people know where they stand	Damages relationships - other people don't like aggression
Damages your self-esteem	Builds your self-esteem	Damages others self-esteem

Tips for communicating assertively

Use “I” statements

Be clear and direct:

“I would like you to give me a refund”

“I think what you have done is good, but I would like to see more of.”

Describe how another person's behaviour makes you feel. This makes other people aware of the consequences of their actions:

“When you raise your voice it makes me scared ..I would like you to speak softly”

“When you don't tell me what you are feeling it makes me confused”

	<p>Stick to your guns - the broken record technique. This involves thinking about what you want, preparing what you might say, then repeating it as necessary: “I would like a refund... Yes, but I would still like a refund ...I've heard what you have said but I still want a refund”</p> <p>Having the participants reflect and write down an Assertive Expression to say to someone in their life (could it be to a family member, a friend, a teacher, a partner ...). Split the participants in pairs and have them Role Play the conversation, while the person expresses their assertiveness the actor should pretend they are the recipient of the expression.</p>
<p>Session 5 3 hours</p>	<p>Activity 5.1 40 minutes Setting: Rating your assertiveness in different situations. Fill in each cell using a scale from 0 to 5. A rating of “0” means you can assert yourself with no problem. A rating of 5 means that you cannot assert yourself at all in this situation.</p>

	Friends of the same gender	Friends of different gender	Authority figures	Strangers	Work colleagues	Intimate relations or spouse	Shop assistants
Saying No							
Giving compliments							
Expressing your opinion							
Asking for help							
Expressing anger							
Expressing affection							
Stating your right and needs							
Giving criticism							
Being criticised							
Starting and keeping a conversation going							

Activity 5.2 - Practice makes perfect

50 minutes

Setting: Give each participants paper and pens. Write the phases of the situation in a board or where participants can see. Ask them to reflect and write what they would respond based on past learnings (if the participants are more or less the same)

Tip: Before responding, consider what your wants and needs might be in each situation.

Your Partner: “| know you have plans for the weekend, but | really need you to watch the kids. | have a friend coming to town, and we made plans.”

Assertive Response:

	<p>Situation: You've just received your food at a restaurant, and it was prepared incorrectly. Your sandwich seems to have extra mayo, instead of no mayo.</p> <p>Assertive Statement:</p> <p>Your Friend: “Hey, can I borrow some money? I want to buy these shoes, but I left wallet at home. I'll pay you back soon, I swear. It won't be like last time.”</p> <p>Assertive Statement:</p> <p>Situation: Your neighbour is adding an extension to their house, and the crew starts working, very loudly, at 5am. It has woken you up every day for the past 5 days.</p> <p>Assertive Statement:</p> <p>Give the participants 30 minutes to reflect calmly, and answer each, after this period ask if someone wants to share their answers with group.</p>
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Extra activity if the team involved is fun:

Handling Aggression – a planned outbreak!

One of my favorite assertive vs aggressive communication exercises involves staging a “planned outbreak.” Unbeknownst to the participants, I have someone primed to burst into the room claiming angrily that they have booked this meeting room and can we please leave so they can set up. Then we will ‘freeze’ the ‘intruder’ and discuss different options for responding to this aggressive outburst, before trying each one out to see what effect it has.