

# EMOTIONAL AWARENESS

WORKSHOPS LEARNING ACTIVITIES



# Teamwork

(n) act of working together

## THE NEED FOR THE TOOL



The way young and adults learners understand their emotions and relationships influences their adaptive or maladaptive pathways to learning and/or empowerment. Emotions, emotional development and emotional awareness are therefore, imperative to both young and adults learners positive personal development in meeting learning needs at three levels: knowledge, skills and attitudes.

This tool focuses on relevant facets of emotions with an emphasis on emotional awareness aspects, regarding both young & adults learners development. Further, the tool outlines four fundamental types of workshop learning activities with different learning styles in order to provide a positive learning experience through experiential learning.

### REFLECTING ON EXPERIENCE WORKSHOP ACTIVITIES

This workshop is used to capture the motivation, imagination and energy of the learners. It encourages learners to look back on their own personal or professional behavior in a way that prepares them for new learning and change.

### ASSIMILATING AND CONCEPTUALIZING WORKSHOP ACTIVITIES

This workshop is used to provide learners with new information. It provides outside information in the form of theories, data and facts, or can inform the learners about themselves. Further, it encourages learners to apply concepts to their own lives.

### EXPERIMENTING AND PRACTICING WORKSHOP ACTIVITIES

This workshop encourages learners to use knowledge in a practical way. It provides an opportunity for learners to practice and involve themselves in new skills and behaviors in a safe environment to try out before putting them into practice in the “real world.”

### PLANNING FOR APPLICATION WORKSHOP ACTIVITIES

This workshop provides a stimulus for implementing and utilizing new learning outside the workshop context. It prepares learners for and increase the likelihood of transfer of and application of acquired knowledge, skills and attitudes.

For this purpose, this tool was developed. The following are some generic workshops tackling emotional awareness skills that you can use right away or tailor them further to suit your specific learning objectives.

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# WORKSHOP-HANDOUTS & INSTRUCTIONS

## ASSERTIVE BEHAVIOR



The definitions for Assertive, Passive, Aggressive, and Passive Aggressive should be read from the handout. After each is read, ask participants to think about their own behavior and write down at least one personal example of situations in which they typically act assertively, passively, aggressively, etc.

### HANDOUT-1.: ASSERTIVE BEHAVIOR

Assertive Behavior includes standing up for your rights without infringing on the rights of others. Assertive behavior results in an **“I win; you win”** outcome. Assertion involves expressing beliefs, feelings and preferences in a way which is direct, honest, appropriate and shows a high degree of respect for yourself and for others.

1. Ex. 1.: “When you talk, I can’t hear the movie. Please keep it down.”
2. Ex. 2.: “I really like it when you wear that shirt. You look great!”

Passive or Nonassertive Behavior is when someone gives up their own rights and (directly or indirectly) defers to the rights of another person. Passive behavior results in an **“I lose; you win”** outcome. Passive behavior includes violating your own rights through inaction or by failing to express your thoughts, feelings or desires.

1. Ex. 1.: “We can do whatever you want. Your ideas are probably better.”

Aggressive Behavior is when someone stands up for their own rights without regard for others. Aggressive behavior results in an **“I win; you lose”** outcome. Aggression is self-expression which demands, attacks or humiliates other people, in a way which shows lack of respect for others.

1. Ex. 1.: “Hey, I’m in a hurry. Get out of my way.”

Passive-Aggressive Behavior occurs when someone acts out aggressive impulses in an indirect way. When people act passive-aggressively, they attempt to get what they need or want indirectly or manipulatively, which is an indirect attempt to control or punish others.

1. Ex. 1.: “I’m sorry I’m so late. I didn’t realize this was such a big deal.”
2. Ex. 2.: “Oh, don’t bother, I’ll just have to do it myself.”

## TYPES OF ASSERTION



### BASIC ASSERTION

Simple expression of standing up for personal rights, beliefs, feelings or opinions.

1. Ex.: When being interrupted, “Excuse me, I’d like to finish what I’m saying.”

### EMPATHIC ASSERTION

Recognition of other person’s situation or feelings followed by another statement standing up for speaker’s rights.

1. Ex.: “I know you are feeling angry and frustrated while you wait for a response. But, the best I can do is give you an estimate of how long it will take.”

### ESCALATING ASSERTION

Start with a “minimal” assertive response... Other fails to respond... Gradually escalate the assertion?...increasingly firm without being aggressive.

1. Ex.: “I know what you have to say is important but I really want to finish what I was saying.” “I really want to finish before you begin to speak.”

### CONFRONTIVE ASSERTION

Describe what was to be done... Describe what actually occurred... Express what you want.

1. Ex.: “I told you to complete the forms by November 15th, and you agreed to do so. Now it is January 15 and you are telling me that you forgot the forms but you still expect to complete our business on time. What is it that you want me to do?”

### I-LANGUAGE ASSERTION

Description of behavior: “When you \_\_\_\_\_ ,”

How it affects you life: “It affects \_\_\_\_\_ ,”

Describe your feelings: “and I feel \_\_\_\_\_ ;”

Describe your desire: “Therefore, I would like \_\_\_\_\_ .”

1. Ex.: “When you shout, I am unable to work with you and I feel angry. Therefore, I would like for you to stop shouting and tell me what you want.”

# WORKSHOP IMPLEMENTATION

## EMOTIONS ANALYSIS



### REFLECTING ON EXPERIENCE: FOUR CORNERS SORTING EXERCISE - 25 MIN.

1. Post signs on the four corners of the room that read: ASSERTIVE, PASSIVE, AGGRESSIVE, and PASSIVE-AGGRESSIVE.
2. Describe different situations and ask participants to move to one of the corners of the room based on how they would probably act in that situation.
  - **Ex. 1.:** Your friend offers to give you a ride to a job interview and is half an hour late and you miss the interview.
  - **Ex. 2.:** The person who lives in the next room is playing their stereo loud enough that you can't study.
  - **Ex. 3.:** You are in line at the movies and some people cut in line in front of you.
  - **Ex. 4.:** You have a new boyfriend or girlfriend who you really like but you don't really like the way they kiss.
  - **Ex. 5.:** You get a "C" on an essay test but you think you deserve a "B."
3. After everyone has chosen a corner, you can ask someone from each corner to give an example of an action that would constitute that type of behavior:
  - **Ex.** Assertion, Passivity, Aggressivity, or Passive-Aggressivity.
4. If you think someone is mislabeling their behavior, you can discuss the discrepancy
  - **Ex.** What makes you think that that behavior is aggressive?

### ASSIMILATING AND CONCEPTUALIZING: AREAS FOR PERSONAL ASSERTIVENESS - 25 MIN

1. Have participants identify and write down one area in which they currently tend to act passively, aggressively, or passive-aggressively in which they would like to learn to act more assertively.
2. Have each participant share their area for improvement in small groups, you may be able to have all participants share with the whole group. With a larger group, participants can break into groups of four or five and share with one another.

## EMOTIONS AWARENESS



### EXPERIMENTING AND PRACTICING: ROLE PLAY PRACTICE - 45 MIN

1. Ask for volunteers to practice some of these assertion skills. When a participant agrees to do a role play, ask them come to the front.
2. Ask them what situation they would like to role play and which skills from "Types of Assertion" they would like to practice. Identify other participants to play different roles. The facilitator should direct or suggestions if the volunteer gets stuck.
3. After the role play, ask for positive feedback or other suggestions from the other participants. Can they think of any other strategies about how the role play could be performed or be done in a different way?

### PLANNING FOR APPLICATION: ACTION PLAN - 25 MIN

1. Have participants identify and write down specific assertive techniques that they would like to use in one or more specific situation in the coming week.
2. Have each participant share their action plan. In a small group, you may be able to have all participants share with the whole group. With a larger group, participants can break into groups of four or five and share their action plan with one another.

### PLENARY SESSION: BRINGING IT TOGETHER - 25 MIN

This session raises an awareness about the complexity and diversity of emotions. Such awareness is useful, in the identification, analysis and understand of one's behaviours and attitudes as well as the skills to deal and recognise one's emotions and those of others.

### DEBRIEF:

1. Hold a focused discussion on how to apply these knowledge of the complexity and diversity of emotions in the participants working environment.
  - **Ex.** What did you like about the way Actor-1, etc. dealt with the situation?
  - **Ex.** Can you think of any other strategies that Actor-1, etc. could have used?
  - **Ex.** Let the group share their ideas on how they might apply their action plans.