



# BYMBE

Bringing Young Mothers back to education

# BYMBE EMPOWERMENT PACK

## 105

Erasmus+: KA2 – Cooperation for Innovation and the Exchange of  
Good Practices – Strategic Partnerships for adult education  
[Agreement N° 2017-1-AT01-KA204-035007]



Co-funded by the  
Erasmus+ Programme  
of the European Union



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## Introduction

Even if young mothers make the decision to go back to training, it is recommendable in preparation to the later training to involve the young mothers in an empowerment training to ease the re-entering in education of NEETS and improve their chances to be able to keep on the professional training till the end. Many young people who are not in education, employment or training have had poor previous experiences of education. They will need to be encouraged to engage in learning in the future. Young people will need to learn how to overcome the most often barriers to learning that they may experience, for example: course content and format, behavior, attendance or attitude; lack of basic skills and learning to learn competence

This Empowerment Pack focuses on solving the above problems. It is based on Emotional Intelligence development as it teaches to understand and manage your own feelings and behaviors as well as to understand the people around you and interact successfully in a group and in social context.

The handbook includes practical training on the above with 80% of the time devoted to participatory training methods. The methodology of the training will be presentation/lecture (no more than 20% of the time in “small bites) and different techniques and methods for active and interactive learning, like for example:

1. Knowledge of our own emotions. Knowing yourself, the full perception of feeling, while it still lasts, is a key component of emotional intelligence. Our ability to observe our feelings at any time is of particular importance for the development of our skills and self-discovery. If we do not notice our true feelings, we become their slaves. People who are more confident in their feelings, manage better their life, as they have a clear attitude toward their personal solutions - from choosing a partner in life to choosing the job.
2. Managing emotions. Control over feelings and expressing them in adequate shape is a skill that is closely linked to understanding itself. What are the ways to comfort themselves from the anxiety, sadness or irritability – as well as what happens if we fail to deal with these basic emotional issues. People with weak skills in this area are constantly struggling with feelings of distress, while those who manage them masterfully, may recover much more quickly.
3. Skills for self motivation. The mobilization of emotions for a goal is important for exclusive attention, motivation, and personal mastery, as well as creative forces. Emotional self-control (deposition of reward and suppression of disorder) is a basic pillar of any accomplishment. In addition, the ability to act in the State that athletes call "flow"-

uncompromising consciousness – leads to outstanding results in all areas. People with such abilities are usually more productive and efficient in everything they undertake.

4. Recognition of emotions of others. Empathy, another ability that is closely connected with the emotional awareness - is perhaps the most basic human ability. Where's the empathy, what is the social cost of indifference and the reasons to engender empathy altruism. Empathic people are more sensitive to subtle social signals that suggest the needs or desires of others. This makes them better suited for professions in the fields of medicine, education, sales and management.
5. Stable relationships. The art of connection largely assumed a skill to manage the emotions of others. They nourish the popularity, leadership and effective interpersonal communication. People with similar talents do well in situations which require smooth communication with others-they are just ' social stars. "

## How to work with this handbook

This handbook is divided into four chapters:

1. Developing self-awareness: the ability to recognize and understand our own feelings. We start by building vocabulary for emotions, differentiating feelings from deeper emotions, recognizing the physical and behavioral aspects of these emotions, how they affect us and with what consequences. This will help girls avoid pitfalls of negative emotions and use the power of positive emotions.
2. Developing self-management. Girls will learn how to manage their emotions more successfully. They will achieve better emotional self-control, adaptivity, initiative, optimism and persistence towards achieving goals.
3. Develop social awareness. At this step girls will learn about social environment – how social contexts and groups affect the behavior of people and to understand the underlying emotions and motivations of other people. Like for example why their family doesn't support their desire to go back to school.
4. Develop social skills (relationship management). Girls will learn to recognize supporters in their social environment. They will improve their communication skills, conflict management skills, skills for working in group environment. This will help them find and use support for persisting on their journey back to education, overcome negative influences, integrate in training groups.

Each chapter is divided into 3 sub-categories:

- Theoretical Background – here you can find the theoretical background for the training, that can be used to prepare the presentations.
- Developing Skills – here you can find exercises for the developing the related skills
- Evaluation – here you can find short Evaluation Sheets to measure the progress of the training participants

At the end of the Handbook is given an example of a training programme with the theory, exercises and evaluation, organized into 20 training units of 50 minutes each. The training programme can be adapted to the needs and size of the participants in each training.

If the masculine form is used when referring to persons in order to simplify legibility, this always refers to both male and female persons.

# Chapter 1: Developing self- awareness

## Objectives

The ability to recognize and understand our own feelings. We shall start by building vocabulary for emotions, differentiating feelings from deeper emotions, recognizing the physical and behavioral aspects of these emotions, how they affect us and with what consequences. This will help girls avoid pitfalls of negative emotions and use the power of positive emotions.

## Key aspects

- **Emotional Awareness:** Recognizing one's emotions and their effects.
- **Accurate Self-Assessment:** Knowing one's strengths and limits.
- **Self-Confidence:** A strong sense of one's self-worth and capabilities.

## Tools

- Theoretical Background
- Developing skills
- Evaluation Sheets

## 1.1. THEORETICAL BACKGROUND: Emotional Intelligence (EI)

### WHAT IS EMOTIONAL INTELLIGENCE AND AWARENESS?

**Emotional intelligence (EI)** is the capability of individuals to recognize their own, and other people's emotions, to discern between different feelings and label them appropriately, to use emotional information to guide thinking and behavior, and to manage and/or adjust emotions to adapt environments or achieve one's goal(s).<sup>1</sup>

It is generally said to include three skills: **emotional awareness**; the ability to harness emotions and apply them to tasks like thinking and **problem solving**; and the ability **to manage emotions**, which includes regulating your own emotions and cheering up or calming down other people.

Studies have shown that people with high EI have greater mental health, job performance, and leadership skills although no causal relationships have been shown and such findings are likely to be attributable to general intelligence and specific personality traits rather than emotional intelligence as a construct.

We probably all know people, either at work or in our personal lives, who are really good listeners. No matter what kind of situation we're in, they always seem to know just what to say – and how to say it – so that we're not offended or upset. They're caring and considerate, and even if we don't find a solution to our problem, we usually leave feeling more hopeful and optimistic.

We probably also know people who are masters at managing their emotions. They don't get angry in stressful situations. Instead, they have the ability to look at a problem and calmly find a solution. They're excellent decision makers, and they know when to trust their intuition. Regardless of their strengths, however, they're usually willing to look at themselves honestly. They take criticism well, and they know when to use it to improve their performance.

People like this have a high degree of emotional intelligence, or EI. They know themselves very well, and they're also able to sense the emotional needs of others.

As more and more people accept that EI is just as important to professional success as technical ability, organizations are increasingly using EI when they hire and promote.

### *Characteristics of Emotional Intelligence*

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<sup>1</sup> [https://en.wikipedia.org/wiki/Emotional\\_intelligence](https://en.wikipedia.org/wiki/Emotional_intelligence)

In his book titled "Emotional Intelligence – “Why It Can Matter More Than IQ” 1995, Daniel Goleman, an American psychologist, developed a framework of five elements that define emotional intelligence:

- **Self-Awareness** – People with high EI are usually very self-aware. They understand their emotions, and because of this, they don't let their feelings rule them. They're confident – because they trust their intuition and don't let their emotions get out of control. They're also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas so they can perform better. Many people believe that this self-awareness is the most important part of EI.
- **Self-Regulation** – This is the ability to control emotions and impulses. People who self-regulate typically don't allow themselves to become too angry or jealous, and they don't make impulsive, careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no.
- **Motivation** – People with a high degree of EI are usually motivated . They're willing to defer immediate results for long-term success. They're highly productive, love a challenge, and are very effective in whatever they do.
- **Empathy** – This is perhaps the second-most important element of EI. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way.
- **Social Skills** – It's usually easy to talk to and like people with good social skills, another sign of high EI. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.

### *How to Improve Your Emotional Intelligence?*

The good news is that EI can be learned and developed. As well as working on your skills in the five areas above, use these strategies:

- Observe how you react to people. Do you rush to judgment before you know all of the facts? Do you stereotype? Look honestly at how you think and interact with other people. Try to put yourself in their place, and be more open and accepting of their perspectives and needs.

- Look at your work environment. Do you seek attention for your accomplishments? Give others a chance to shine – put the focus on them, and don't worry too much about getting praise for yourself.
- Do a self-evaluation. What are your weaknesses? Are you willing to accept that you're not perfect and that you could work on some areas to make yourself a better person? Have the courage to look at yourself honestly – it can change your life.
- Examine how you react to stressful situations. Do you become upset every time there's a delay or something doesn't happen the way you want? Do you blame others or become angry at them, even when it's not their fault? The ability to stay calm and in control in difficult situations is highly valued – in the business world and outside it. Keep your emotions under control when things go wrong.
- Take responsibility for your actions. If you hurt someone's feelings, apologize directly – don't ignore what you did or avoid the person. People are usually more willing to forgive and forget if you make an honest attempt to make things right.
- Examine how your actions will affect others – before you take those actions. If your decision will impact others, put yourself in their place. How will they feel if you do this? Would you want that experience? If you must take the action, how can you help others deal with the effects?

## SELF-CONFIDENCE

The concept self-confidence as commonly used is self-assurance in one's personal judgment, ability, power, etc. One increases self-confidence from experiences of having mastered particular activities. It is a positive belief that in the future one can generally accomplish what one wishes to do. Self-confidence is not the same as self-esteem, which is an evaluation of one's own worth, whereas self-confidence is more specifically trust in one's ability to achieve some goal, which one meta-analysis suggested is similar to generalization of self-efficacy. -confidence typically refers to general self-confidence. Psychologists have long noted that a person can possess self-confidence that he or she can complete a specific task (self-efficacy) (e.g. cook a good meal or write a good novel) even though they may lack general self-confidence, or conversely be self-confident though they lack the self-efficacy to achieve a particular task (e.g. write a novel). These two types of self-confidence are, however, correlated with each other, and for this reason can be easily conflated.<sup>2</sup>

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<sup>2</sup> <https://en.wikipedia.org/wiki/Self-confidence>

Most of us now what self-confidence means: we usually define it in relation to what we want to do, but feel too anxious, nervous or worried about! So, for one person self-confidence might be about speaking in public. For another, it might be about being confident in social situations. For a third, it might mean having the confidence to approach potential business partners. But whatever the situation that reveals our lack of confidence, the definition of confidence that is implicit here is always something about being self-assured, showing self-reliance, or not being anxious or nervous.

Another common definition of self-confidence centers on being assertive, on getting what you want. This is about standing up for yourself, about having the presence, the personal power, if you like, to regard yourself as equal to others and to behave in a way that reflect this. Although you may not know it at the moment, there are some key factors which make you feel less confident. An important one is not being in control - or at least not feeling that you're in control. If you think of situations where you feel less confident, you are almost certain to recognize that the common factor is that they are beyond your control.

This is why you can increase your confidence by rehearsing for some situations: going on stage, being in an interview, taking an exam - all of these things can be rehearsed to some extent, and the more you do so, the more confident you feel when you're in the situation "for real."

#### FOCUSING ON OWN STRENGTHS. RESILIENCE

One way to deal with this is to focus mentally on your strengths. In all situations, you have some abilities and skills which are helpful, strengths which can help you survive the stress, and get you through the anxiety. Again, the rote to success is based - in part - on thinking positively, on keeping your strengths in mind and not allowing self-doubt to swamp you with negative thoughts and feelings. Of course this may be difficult when you are experiencing a rush of mental thoughts and feelings which serve to confuse you. Mental confusion often goes with a lack of confidence. Indeed, it's a very common symptom of a lack of confidence, and it's a by-product of the stress response you experience when faced with a challenge that you're not sure you can cope with.

Self-confidence is often mentioned in relation to **Resilience**. The phenomenon of resilience is a natural process; it is part of many people's lives. Resilience – the ability of an individual or a social system to develop and grow in very difficult conditions; the ability, capability to cope, recover after experiencing extremely hard traumatic events.

Resilience is built in a specific way depending on the specific circumstances and each individual case. Unconditional acceptance of an individual (and not of any behaviour) will encourage self-confidence. Possessing skills normally stimulates self- confidence.

## SELF-CONFIDENCE AND SELF-AWARENESS

There are many ways you can go about building your self-awareness. These tips only scratch the surface of what it means and the effect it can have on your life.

Building up your self-awareness also builds your self-confidence. You gain clarity about who you are and what you believe in, and this can only help as you live your life to the fullest.

Always remember: „We are each gifted in a unique and important way. It is our privilege and our adventure to discover our own special light.” Mary Dunbar

One of the most important factors in building your self esteem and confidence is your self awareness. But what exactly is it, why is it important and how can you become more self aware?

Being self aware is knowing:

- What you want in your life?
- Your strengths and weaknesses?
- What motivates you and makes you happy?
- What you want to change about yourself or about your life?
- Your achievements so far?
- How you relate to others?
- You need to improve as a person?
- Your most important beliefs and values?
- How you see yourself as a person?

### *Why is self awareness important?*

If you want to change your life in any way you need to know yourself before you can act. You need to know what you need to do to head in the right direction and you can't do that until you know yourself.

In addition, being self aware will mean that you will be better able to choose a suitable career and lifestyle which will satisfy you. Self awareness can enrich your quality of life because you can then move closer to living your values and realizing your dreams.

## 1.2. DEVELOPING SKILLS

### *Exercise „My feeling“*

**Introduction:** Knowing how we feel is part of our self-awareness. The more we are aware of our feelings, the better we can control our behaviours and understand those of others. This exercise helps participants to become more aware of their emotions and learn to describe them. It also encourages them to think of ways to get to a target emotion, such as happiness.

**Directions:** Run this exercise at the beginning or after a break as you are about to start a session. When the participants come in, ask them “How do you feel?”. Invariably, most people would say they are fine. Once everyone is seated, explain that you just asked everyone if they were fine. Ask, “Why do we almost always say we are fine, even though when we are not?” Expand the conversation based on the responses you get. Use the following as example questions:

- “Do you find it easy to talk about your feelings?”
- “What makes it hard to talk about your feelings?”
- “Can you consciously shift your feelings from one to another?”

**Debrief and discussion:** Explain that it is beneficial to know the range of feeling a person can experience so you are aware of how else you can feel and how others might be feeling at any given moment. You can then take steps to change the way you feel. Questions: Do you think you came up with many emotions? Was it easy? Are you surprised there are so many emotions? Was it easy to switch from one emotion to another?

### *Exercise „ Express a feeling “*

**Introduction:** Participants sit in a circle. One volunteers to express a feeling nonverbally to the one next to him/her, who passes it on to the next, and so on until it goes all around the circle Try several rounds and variations of the exercise – for instance, ask one participant to choose a rumor that exists in the group and express it nonverbally.

**Debrief and discussion:** 1. "What was easy to communicate without words? Hard?" 2. "What part of your body did you use most?" 3. "Did you learn any ways to improve your nonverbal communications or to make your meaning clearer?" 4. "Did you find yourself exaggerating your usual expressions or adding new ones?"

## *Exercise „Experiences“*

**Introduction:** Use this exercise to motivate people and help them to view an experience differently. This exercise is fairly simple to execute and yet quite effective. The essence of the exercise is to show that even the most negative experiences can be quite educational and useful in the long run and that if one does not see the benefits, others might be able to see it and bring it to their attention. This exercise is also useful to practice improving emotional intelligence and empathising with others.

### **Directions:**

Help your partner to see the positive aspects of a negative experience.

- Divide the participants to pairs. If you have an odd number of people, use a group of 3.
- Ask each person to think of something bad that has happened to them recently. This should be something that is over and is *not* an on-going issue.
- Allow one minute for people to think of this.
- Ask groups to start the first round. One member in each group should describe the experience to the other member in their group.
- The other member should then tell the same story, though this time highlighting all the positive aspects of the experience.
- Both partners should then work together to explore and summarise all the good points related to the experience.
- Allocate 15 minutes for this round.
- Swap roles and ask the groups to repeat the exercise so the other member can share their experience and explore positive outcomes.
- After another 15 minutes for the second round, bring everyone back together.
- Follow with a discussion to ask about their experience. Note that during discussions no one should be forced to share their bad experience with the whole class. Many people feel much more comfortable to share their experience with just one person but may find it very uncomfortable or even embarrassing when they have to share it with the whole class. Your aim during discussions is to highlight the incredible power of positive thinking versus negative thinking.

**Debrief and discussion:** What do you think of the experience you have gone through now that you have considered it from a positive angle? What does this say about negative experiences in life? Were you surprised about any positive element that your partner identified that you have not

considered before? What do you plan to do in the future now that you have seen the power of positive thinking and self-analysis?

## DEVELOPING SKILLS

### *Exercise „High and low Self-Confidence “*

**Introduction:** Your level of self-confidence can show in many ways: your behavior, your body language, how you speak, what you say, and so on.

**Directions:** Look at the following comparisons of common confident behavior with behavior associated with low self-confidence. Which thoughts or actions do you recognize in yourself and people around you?

Confident Behavior	Behavior Associated With low Self-Confidence
Doing what you believe to be right, even if others mock or criticize you for it.	Governing your behavior based on what other people think.
Being willing to take risks and go the extra mile to achieve better things.	Staying in your comfort zone, fearing failure, and so avoiding taking risks.
Admitting your mistakes, and learning from them.	Working hard to cover up mistakes and hoping that you can fix the problem before anyone notices.
Waiting for others to congratulate you on your accomplishments.	Extolling your own virtues as often as possible to as many people as possible.
Accepting compliments graciously. “Thanks, I really worked hard on that prospectus. I’m pleased you recognize my efforts.”	Dismissing compliments offhandedly. “Oh that prospectus was nothing really, anyone could have done it.”

**Discussion and debrief:** As you can see from these examples, low self-confidence can be self-destructive, and it often manifests itself as negativity. Confident people are generally more positive – they believe in themselves and their abilities, and they also believe in living life to the full.

### *Exercise „My Personal Experience of Coping with Adversity“*

**Introduction:** Deepen the understanding about resilience through participants' personal experiences.

**Directions:** Divide the group into small groups, 3 or 4 participants each, at random. Ask them to share within the group for 20 minutes about a time when they had to cope with adversity, focusing on the ways in which they coped – what, who and how helped them cope. Allow time for the small groups' findings to be shared within the large group.

**Discussion and debrief:** Summarise, focusing only on the conclusions drawn as to the support factors in the process of coping with the adversity.

### *Exercise „Self-confidence Collage“*

**Introduction:** Many people lose their self-confidence when they forget about their hopes, aspirations, and abilities – or when they let others eclipse them with hurtful comments.

One particular exercise that will certainly remind you what a valuable individual you are, is making a self-collage, and hanging it on a wall in your bedroom.

**Directions:** Take a large piece of poster board and a stack of magazines to go through, then browse their pages to find pictures that represent yourself, your talents, abilities, and aspirations. This will help you remember who you are, and what you are capable of – not what others say you are capable of.

### *Exercise „What Do You Believe about Yourself?“*

**Directions:**

1. **Read** How Baby Elephants Are Trained (Below)
2. **Complete** the Worksheet-“What I Believe”

#### ***How Baby Elephants Are Trained***

Elephants in captivity are trained, at an early age, not to roam. One leg of a baby elephant is tied with a rope to a wooden post planted in the ground.

The rope confines the baby elephant to an area determined by the length of the rope. Initially the baby elephant tries to break free from the rope, but the rope is too strong.

The baby elephant "learns" that it can't break the rope.

When the elephant grows up and is strong, it could easily break the same rope. But because it "learned" that it couldn't break the rope when it was young, the adult elephant believes that it still

can't break the rope, so it doesn't even try!

**Discussion and debrief:** Humans operate in a similar way. We learned something about ourselves at an early age and still believe it as an adult. Even though it may not be true, we operate as if it is. Fortunately, humans are born with the ability to make conscious choices - an important step in changing how you perceive yourself. Now use the Worksheet "What I Believe" to uncover the beliefs you learned when you were young that continue to influence your self-esteem. Then ask yourself if these beliefs support or hinder you in increasing your self-esteem.

### *Worksheet "What I Believe"*

#### **WHAT I BELIEVE WORKSHEET**

**Instructions:**

- ✓ Print and Complete the What I Believe Worksheet to identify your beliefs.
- ✓ Keep your completed Self Confidence Worksheet handy. The next time you are feeling low self-esteem, unhappy or are judging yourself harshly read your What I Believe Worksheet and identify the beliefs that detract from positive self-esteem and then create a new belief to boost self-confidence. Then notice your attitude change.

---

1. Write the beliefs you learned about yourself when you were young from your:

a. Mother:

b. Father:

c. Siblings:

d. Friends:

e. Teachers:

f. Others:

2. Which of these messages continue to dominate your thoughts today?

3. Which messages support and which messages detract you're your confidence, happiness

and satisfaction?

4. Are these messages truth or simply a belief (a thought that has been thought so often that you believe it is truth)?
5. Which messages do you want to change to improve your self-esteem?
6. Write the new thoughts you choose to believe to support your positive self-esteem, confidence and happiness:

### *Exercise „To feel powerful and confident“*

**Directions:** The activity is designed to transform your attitude, feelings and actions when you're experiencing low self-esteem. When your confidence is low, how do you react? Do you: Blame others? Withdraw? Get angry? Cry?

This self-confidence activity gives you the tools to transform uncomfortable and painful situations allowing you to feel powerful and confident.

**Instructions:** Use our **Self Confidence Worksheet** to explore and identify what makes you feel good and bad.

### *Self Confidence Worksheet - Sample Responses*

#### **Part 1: Feeling Good**

- **Think of a situation** in which you experienced confidence and a feeling of satisfaction and self worth. Then answer the following questions:
- **Describe the situation:** It was my birthday. I was at my party that my friends Jane, Eve and Bo has made for me. I was surrounded by my friends and family. I was glad to see my friends and let them know how much I appreciate them. And the food was great too!

- **What were you saying/thinking to yourself about this situation (your self talk)?** I'm so happy to be with my friends and family. I'm so grateful for the wonderful people in my life. I am loved

- **How did you feel - physically and emotionally?**

Happy

Loved

Graceful

Beautiful

Comfortable in my body

- **What actions did you take?**

I easily hugged people

I expressed my love for my friends in our conversations

I asked for advice about my new project

I laughed a lot

## **Part 2: Feeling Bad**

- **Think of a situation** in which you experienced a lack of confidence and low self esteem. Then answer the following questions:

- **Describe the situation:** I went on a job interview, for a position I was excited about. I got stuck in traffic and because I couldn't get a signal on my cell phone I was unable to call and say I'd be late. I was so nervous during the interview that I didn't do a good job answering the questions.

- **Think of a current situation** in which you experienced a lack of confidence that you would like to change if you could.

What is the situation?

What do you say to yourself about the situation (self talk)

How do you feel physically? What sensations and feelings do you have in your body?

What do you do as a result of this?

**Discussion and debrief:** Using the information that you have learned about yourself in Part One, ask yourself "When I am in this situation:

What positive statement could I say to myself to be reminded of my power?

What could I do that would help me feel differently? (For example, create a visualization in which I remember how I felt in Part One)

What could I do differently, next time I am in this situation?

What actions would empower me? “

### 1.3. EVALUATION

For evaluation of the progress and understanding of the participants can be used different methods. We suggest here Evaluation Sheets with open questions. If the trainer/social worker feels that the participants may feel judged when presented with an evaluation sheet he/she may use for evaluation open discussion (brainstorming) and may be mind map to document the group understanding of the concepts and skills we want to evaluate. For the discussion the same questions, as in the evaluation sheet can be used.

#### *Evaluation Sheet 1*

Answer these questions:

- What is Emotional Intelligence?  
.....
- What are the main characteristics of Emotional Intelligence?  
.....
- Identify at least 3 situations that can help you to develop your emotional intelligence:
  - 1. ....
  - 2. ....
  - 3. ....
- Where am I: what have I achieved until now and what I want to achieve further after the training?

*Evaluation Sheet 2*

Answer these questions:

- Why self-confidence is in relation with resilience?

.....

- Make a list of the factors that contribute to high or low self-confidence:

.....

- Have you had a very difficult situation in your life? How did you deal with it? Did anyone or something help you?

.....

- Where am I: what have I achieved until now and what I want to achieve further after the training?

.....

## Chapter 2: Developing self-management

### Objectives

Girls will learn how to manage their emotions more successfully. They will achieve better emotional self-control, adaptivity, initiative, optimism and persistence towards achieving goals.

### Key aspects

- Emotional Self-Control:
- Maintaining integrity, acting congruently with one's values.
- **Adaptability:** Flexibility in handling change
- **Achievement:** Striving to improve or meeting a standard of excellence.
- **Initiative:** Readiness to act on opportunities.
- **Optimism:** Persistence in pursuing goals despite obstacles and setbacks.

### Tools

- Theoretical Background
- Developing skills
- Evaluation Sheets

## 2.1. THEORETICAL BACKGROUND

### AUTONOMY & SELF-REGULATION

**Self-Regulation** - This is the ability to control emotions and impulses. People who self-regulate typically don't allow themselves to become too angry or jealous, and they don't make impulsive, careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no.

Regulation of emotion is the ability to respond to the ongoing demands of experience with the range of emotions in a manner that is socially tolerable and sufficiently flexible to permit spontaneous reactions as well as the ability to delay spontaneous reactions as needed. It can also be defined as extrinsic and intrinsic processes responsible for monitoring, evaluating, and modifying emotional reactions. Emotion self-regulation belongs to the broader set of emotion-regulation processes, which includes the regulation of one's own feelings and the regulation of other people's feelings.<sup>3</sup>

One example of a situation that requires self-regulation is when you go on a diet with a goal of losing X number of kilo. In order to be successful, you must stick to a diet and exercise plan, at least until you reach your target weight. This means being able to say no to certain foods that are not part of your meal plan, getting yourself to eat certain food that you might not like very much, being able to motivate yourself to get up and do your daily workout, and other things that are needed to achieve your goal. In this case, good self-regulation may spell the difference between achieving your ideal weight and being healthy, or spiraling out of control into obesity and ill health.

The ability to regulate emotions is closely related to **autonomy**. This is the ability to make your own decisions without being controlled by anyone else.

Self-regulation is one part of the five elements of emotional intelligence, a concept developed by psychologist Daniel Goleman. In addition to self-regulation, emotional intelligence includes knowing your emotions, motivating yourself, managing relationships and recognizing and understanding the emotions of others.

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<sup>3</sup> <https://en.wikipedia.org/wiki>

Daniel Siegel defines self-regulation as “the way the mind organizes its own functioning... fundamentally related to the modulation of emotion...Emotion regulation is initially developed from within interpersonal experiences in a process that establishes self-organizational abilities.”<sup>4</sup>

Autonomy & Self-regulation is one of those things that most people are unable to define, but EVERYONE notices when it’s missing. A person may be unable to self-regulate if:

- He prevents himself from falling asleep by slapping his own face or thrashing his limbs around even when he can barely keep his eyes open, or
- She giggles to herself, which escalates into uncontrollable laughter or crying for a long period of time in an inappropriate situation, and cannot stop herself, or
- He doesn’t understand the difference between feeling hungry or full. He doesn’t recognize the feeling of needing to use the bathroom until it’s almost too late. Mild stressors, such as temporarily misplacing a toy, send her into a panic.

#### *Autonomy & Self-regulation in our life.*

- **Self-regulation is a cognitive process that begins in infancy.** Every time a caregiver responds appropriately to an infant’s cries, vocalizations, gestures, eye contact or other nonverbal communication, the infant is learning cause and effect. The infant learns to modify his or her own behavior so that basic needs are met.
- **Self-regulation is an “executive function” of the human brain.** Individuals with neurological conditions such as ADHD, autism, seizure disorders, traumatic brain injury, and even those undiagnosable folks who aren’t quite neurotypical may find difficulty with self-regulation.
- **Self-regulation is intertwined with emotional development.** We all feel satisfaction when our needs are met, and some level of distress when we are not fulfilled. Most people learn how to soothe themselves during times of distress. Most people also learn when it is appropriate to express or suppress different types of emotion.
- **Self-regulation is intertwined with social development.** This means that every time a person interacts with another person, new social cues are absorbed, and behavior subtly adapts to new people and situations. The psychologist Lev Vygotsky, who was one of the first researchers to study self-regulation, wrote, “Through others we become ourselves.”
- The most important: SELF-REGULATION IS AN INTEGRATED LEARNING PROCESS.

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<sup>4</sup> Siegel D., “The developing Mind”, 1<sup>st</sup> edition, ISBN-13: 978-1572307407

## What can you do if someone whom you love is in a constant state of dysregulation?

Remember: this is a learned behavior, and no one learns it alone. The pattern for learning self-regulation is always the same, and always has been for the history of humanity. We start in a state of equilibrium with another person: some type of interaction, movement or a quiet state. Then a challenge is introduced, and we become imbalanced. Finally, we find our way back to a state of regulation.

Here's a beginner's list of ways to teach self-regulation:

1. Play a game that involves starting out slow, going faster and faster, then slowing down again, such as patty-cake or singing nursery rhymes.
2. If your child will walk with you, make it a game for the child to match your pace. Give the child plenty of time to adjust to your speed. Start off walking slowly, then walk quickly, jog and walk slowly again.
3. Using chalk outdoors or masking tape indoors, write instructions on the ground for different types of movement to do with your child. For example, write "Walk," then 8-10 feet later write "Hop," then "Crawl," then "Run," then "Skip," and finally "Walk" again. Even better if there's a happy surprise at the end of the walk.
4. Many traditional kids' games are based on self-regulation, such as "Simon Says," "Red Rover," "Red Light, Green Light" and "Mother May I?"
5. Board games or simple collaborative games also provide an opportunity self-regulation, by requiring turn-taking and careful observation of other players' movements.
6. Community-based outings are another great way to teach self-regulation. This is one of the reasons my family loves to go to amusement parks: a certain type of behavior is expected while waiting in line, then we get to experience the excitement of a ride together, and we calm ourselves as we choose another ride and go wait in line for it.
7. Taking a break from a preferred activity and doing something different, then returning to the preferred activity, is excellent practice for self-regulation.

### *Managing non-verbal communication*

An important aspect of self-regulation is recognising the ways in which emotions can be communicated non-verbally. Non-verbal communication is also known as 'body language' and can communicate the way we feel as powerfully, if not more powerfully, than the words we use. It is extremely important to know that **our non-verbal communication affects both the emotions of other people as well as our own emotions.**

### *Communication characteristics*

According to Merriam-Webster online dictionary communication is: “the act or process of using words, sounds, signs, or behaviours to express or exchange information or to express your ideas, thoughts, feelings, etc., to someone else”. <http://www.merriam-webster.com/dictionary/communication>

The communication process:

- a Sender – the person who has a “First Thought” that he/she wants to share with the other person/s;
- a Message – which is the result of the Sender Coding his Thought in words, gestures, tone of voice and so on;
- a Medium – the way the Message is delivered (written, by phone, personally....);
- a Receiver – the person who receives and Decodes the message into a “Second Thought”;
- Feedback – the information that the Receiver returns to the Sender, related to the Message.

### *Coding in verbal communication*

The main form of coding are words. They convey the main part of the message, when it is in written form. When the communication is in person, as it is usually in training, an important part of the message is conveyed also through non-verbal communication. The words we use depend on our vocabulary, experience, personal understanding of the world.

For example, the word “dangerous” would mean one thing to a person that likes driving racing cars and climbing high mountains, but completely another thing to a person who tries to avoid all possible risks.

**Coding in non-verbal communication** is extremely important because nonverbal communication (vocal aspects and body signals) represents two-thirds of all communication.

Nonverbal communication consists of:

- facial expressions (better smile than frown);
- movements of hands and body (use open gestures, avoid crossing legs and hands, avoid hiding hands in pockets or behind the back);
- body posture (stand or sit with erect body – in this way you will look more confident and your voice will sound better);
- orientation of the body (always face your audience when presenting);

- eye contact (try to have eye contact with all your trainees/mentees, but avoid staring);
- body contact (a pat on the shoulder or the hand can show empathy and understanding, but it may be also misunderstood or may not be acceptable according to the cultural background of the trainees/mentees);
- distance (the appropriate distance between speaker and listeners also depends on the cultural context);
- head-nods (use head-nods to show that you are paying attention, that you listen or agree)
- appearance (clean, well-groomed, appropriate clothes);
- the sound of the voice (voice tone and variations, speed of the speech, stress and so on).

Non-verbal communication conveys emotions and attitudes towards others more effectively than words. That is we can say something very positive to another person, but if we do it with a raised or agitated tone of voice for example, the other person is very likely to get offended. That is why it very important to recognize how emotions influence our nonverbal communication and to learn to regulate it.

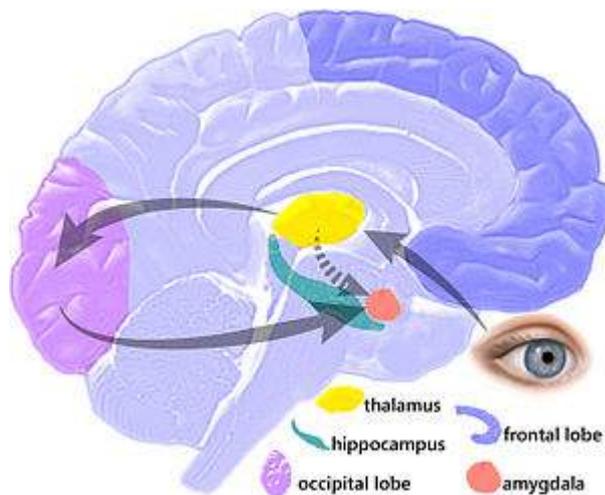
What is even less known and recognized is the influence of non-verbal coding on our own feelings. If we take a posture that is typical for expressing confidence and feeling of success, very soon we are going to start to feel more confident and optimistic. If we make gestures of power and self-confidence very soon we are going to feel more self-confident.

## EMOTIONAL HIJACK OR AMYGDALA HIJACK AND HOW TO CONTROL IT

Amygdala hijack is a term coined by Daniel Goleman in his 1996 book *Emotional Intelligence: Why It Can Matter More Than IQ*.<sup>5</sup> Drawing on the work of Joseph E. LeDoux, Goleman uses the term to describe emotional responses from people which are immediate and overwhelming, and out of measure with the actual stimulus because it has triggered a much more significant emotional threat.

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<sup>5</sup> [https://en.wikipedia.org/wiki/Amygdala\\_hijack#cite\\_note-nadler-1](https://en.wikipedia.org/wiki/Amygdala_hijack#cite_note-nadler-1)



Amygdala hijack—fear caused by optical stimulus. Source: Wikipedia

*Emotional hijacking* happens when our rational mind is overpowered by our emotions. It is easiest to recognize when we are in a state of fear or anger. Remember a time when you suddenly and uncontrollably felt angry at someone or something and started shouting for example. Why this happens and why it is hard but possible to control is explained by psychologists and neurobiologists.

First of all we must start by saying that this is completely normal and biologically encoded in our brains and bodies. From the times that people were still living in wild nature under constant danger, our bodies developed a mechanism to provide us with speed of action and thus save our lives. For example when a person is in danger (which is perceived by our sensory organs, ex. eyes) the signal for the danger goes faster to the amygdala (part of our limbic system) than to the neocortex (our rational mind) and triggers the so famous “Fight or Flight” response. In this way it saves time, but also in order to do this it overrides our rational mind. It happens in an instant and our emotions seize power over our actions.

Although this could save our lives in a situation where we are facing a lion for example, in our nowadays lives this brings us more trouble than benefit. This response is triggered any time we feel threatened, which happens very often in social situations. For example, somebody says something offensive about us. We get emotionally hijacked and start shouting back. But does this reaction save our life now or cause us more trouble? Usually aggressive behavior provokes more aggression on the other side and we go into a downward spiral of fighting. That is why it is worth learning to recognize and control this state. But how?

Turns out it is an easy job: Just give time for the neocortex (our rational mind) to take back control and start thinking. All our brain needs is a few seconds. If we manage to control ourselves for a few seconds, we win. How can we do this? Here are some strategies:

- Breathe – first thing we should do is take a few deep breaths (7 - 10) and concentrate our mind on the breath. Very often this will be enough, because it will give us the necessary time.
- Label – just the simple act of finding a name for the way we feel provokes our rational mind to take over. Think: What do I feel now? Why?
- Distract yourself - in situations like this, watching television or listening to music can help in distracting us from anger provoking thoughts.
- Muscle Relaxation – try to progressively relax your muscles. Remember that the way you behave influences your feelings. Unclench you jaw and fists, stop the nervous thumping with your leg. Relax your brows, stop frowning. Relax your shoulders and neck.

## 2.2. DEVELOPING SKILLS

### *Exercise „List of Self-Regulation Skills“*

**Introduction:** Using this list of skills and examples of activities, you could brainstorm some things that you already do or that you might be able to do to support young people’s development of self-regulation. These could be through activities, games, something set up in the environment, methods of guidance, etc. that are appropriate for the target group. Clancy Blair and others describe the following self-regulation skills as being associated with “successful school adjustment.”<sup>6</sup> Examples of activities are suggested for each skill.

1. Move or act in a deliberate or purposeful fashion  
Examples: .....
2. Adapt successfully to familiar settings  
Examples: .....
3. Focus and maintain attention on something  
Examples: .....
4. Ignore distractions  
Examples: .....
5. Follow requests or instructions  
Examples: .....
6. Attempt to regulate others  
Examples: .....

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<sup>6</sup> Blair, Clancy. (July 2003). "Self Regulation and School Readiness. ERIC Digest." Champaign, IL: ERIC Clearing House on Elementary and Early Childhood Education.

7. Create “rules” for a game or play sequence  
Examples: .....
8. Inhibit an inappropriate response  
Examples: .....
9. Alternately shift your attention and refocus it  
Examples: .....
10. Inhibit movement or speech when appropriate  
Examples: .....
11. Regulation of emotions in appropriate social interaction  
Examples: .....
12. Regulation of attention  
Examples: .....
13. Use of strategies in the carrying out of cognitive tasks  
Examples: .....
14. Ability to communicate needs, wants, and thoughts in language  
Examples: .....
15. Ability to sustain attention  
Examples: .....
16. Ability to be curious and enthusiastic when doing new activities  
Examples: .....
17. Can inhibit impulsivity and follow directions  
Examples: .....
18. Can take turns in speech and/or behavior  
Examples: .....
19. Shows sensitivity to others' feelings, particularly other children  
Examples: .....
20. Can keep information in his/her mind when trying to solve a problem  
Examples: .....
21. Able to inhibit impulsive responses when formulating and carrying out a response  
Examples: .....

*Exercise „List of Emotion-Regulation Skills for personal happiness“*

**Introduction:** These ten emotion regulation skills are essential for personal happiness, success, and smooth-running relationships.

1. Identifying which specific emotions you're feeling.

For example, do you know the difference between feeling jealous and feeling envious? How about the difference between shame and embarrassment? Do you recognize when you're feeling anxious, angry, or ashamed? Are there some emotions you're better at identifying in yourself than other emotions? (Many people have a hard time identifying when they feel ashamed but an easier time recognizing when they feel anxious.)

2. Identifying which specific emotions someone else is feeling.

For example, do you notice when your partner is reacting angrily because they are feeling anger + embarrassment, instead of just recognizing the anger element.

Try to label others' emotions correctly rather than just labelling others as "in a bad mood."

You'll be able to provide more effective reactions if you can correctly identify which specific emotions other people are having. If you realize you're unsure, you can ask the person to help you understand.

3. The ability to start and persist with pursuing goals even when you feel anxious.

If you can tolerate feeling anxious you'll be less likely to avoid trying new things, more likely to try things a second time if it didn't go well the first time, and less likely to abandon projects before they've become successful.

4. The ability to tolerate awkwardness.

Can you communicate clearly and directly when it makes sense to do this even when you're feeling awkward? For example, when you need to explain to someone why you've decided not to use their service. Or, do you avoid these situations?

5. The ability to have intimate conversations rather than stonewall, avoid, or flee.

For example, if your partner wants to talk about having another baby and you're not on the same page, do you flat out refuse to have the conversation (termed "stonewalling,") try to change the subject whenever it comes up, or disappear from the room when the subject is raised?

6. The ability not to crumble when someone is pressuring you.

For example, can you stand your ground when a salesperson is trying to upsell you or is trying to make a sale by making you feel afraid.

7. The ability to soothe your own emotions.

For example, do you know how to make yourself feel better when something goes wrong or you realize you've made a mistake with something?

8. The ability to soothe other people's emotions.

Do you feel confident in your ability to comfort other people when they're distressed?

9. Can you wait?

For example, are you able to wait till tomorrow to eat the rest of the dessert you made when you've already had one portion.

10. Do you know how to manage your positive emotions?

For example, do you regularly schedule activities you know you'll look forward to?

**Directions:** Though quiet reflection time, “doing nothing”, sounds easy, it’s not. Most of us are programmed to do, act, accomplish. We do not value being, reflecting, processing. Even in the face of all the research that tells us the value of mindfulness practices, it’s hard for most of us to choose to pause and take a few minutes through-out the day to refresh or nurture ourselves. We have too many things to do! But if you want to improve your capacity to self-regulate, and simultaneously enhance well-being, relationships, and quality of life, expanding **awareness is the first step**. Start building self-regulation skills with simple steps:

- Sit quietly 15 minutes a day
- Train yourself to sense your emotions via sensations in your body
- Build your emotional vocabulary
- Observe your emotions a few times per day – without trying to ‘fix’ or change or act on them
- Notice how your feelings affect your thoughts and where they come from
- PAC before you act: Pause. Acknowledge your thoughts and feelings. Clear your mind.

*Exercise: Influencing our own emotions, by taking the right non-verbal coding.*

**Introduction:** after explaining the theoretical background on how our nonverbal communication influences our own feelings, explain that we are going to now experiment and feel this influence on ourselves and also practice boosting our self-confidence via nonverbal gestures.

**Implementation:** All participants exercise:

- taking the right posture associated with self-confidence – the body is straight, shoulders back, legs apart at the level shoulders, head is up looking straight ahead

- walking with confidence
- smiling (the group may try the “false smile” exercise – hold a pen between the lips, forcing a false smile and report how they feel after forcing a false smile for 60 sec.)
- open and confident hand gestures.

**Debrief and discussion:** Ask the participants how they felt before the exercise and how they feel after it. Did something make a particular impression on them? Which of the non-verbal cues was most powerful: posture, walk, gesture or smile? How they felt while doing it.

### *Exercise “Emotional Hijack”*

The emotional hijack has the following components:

1. Trigger – what causes the reaction
2. Reaction (spontaneous)
3. Strong emotion
4. Feeling of regret after that

#### **Part 1: Individual task**

Remember 2 situations when you were emotionally hijacked.

Situation 1, Please describe it:

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What caused the situation (trigger)?

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How did you react? How did other people react?

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What was the result?

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What could you have done in a different way?

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Situation 2, Please describe it:

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What caused the situation (trigger)?

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How did you react? How did other people react?

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What was the result?

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What could you have done in a different way?

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**Part 2: Group work**

In your group, discuss the described situations.

What is common between them? What is the resemblance between the triggers (causes for them)?

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What can you conclude from that?

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What can be done in a different way in order to manage the situation better?

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*Exercise „How to self-regulate?“*

**Introduction:** There is an Indian story called "The Two Wolves." It starts with an old Cherokee telling his grandson about a battle that often goes on inside people. He says, "My son, the fight is between two wolves. One is evil. It is angry, envious, jealous, sorrowful, regretful, greedy, arrogant, self-pitying, guilty, resentful, inferior, dishonest, proud, superior, and egotistical. The other is good. This wolf is joyful, peaceful, loving, hopeful, serene, humble, kind, benevolent, empathetic, generous, truthful, compassionate, and faithful." His grandson thinks for a while, and then asks: "Which wolf wins, Grandfather?" The old Cherokee simply replies, "The one you feed."

"How to self-regulate? This instruction encourages the participants in the group to work toward keeping harmful or disruptive emotions in check and thinking before acting. People who self-regulate are better able to see the good in other people, identify opportunities where others might not, act in accordance with their values and have clear goals and motivations. Most important, they are able to maintain this mindset during emotionally challenging situations. Although self-regulation is key to healthy behavior, traumatic or emotional incidents can make this process difficult and even lead to self-dysregulation.

Once people learn how to self-regulate, they may be better prepared to handle life's obstacles and make the most of the situation at hand. Use these tips to teach self-regulation techniques to maintain the mental and physical health:

1. Emphasize the importance of identifying the specific emotions they/others feel.

Self-regulation is one part of the five elements of emotional intelligence, a concept developed by psychologist Daniel Goleman. In addition to self-regulation, emotional intelligence includes knowing your emotions, motivating yourself, managing relationships and recognizing and understanding the emotions of others. Before the participants can master emotional intelligence, the first step is understanding their feelings. While nearly everyone can determine the difference between feeling happy and sad, knowing how emotions like jealousy and envy, and shame and embarrassment differ is fundamental to properly dealing with emotions. Ask the participants if they can explain the similarities and differences between these emotions and which ones they identify with. By practicing self-regulation, the members of group will be better able to respond to situations when they understand the emotions other people are experiencing. For example, if a person's spouse is upset, knowing whether he or she is feeling embarrassment along with anger will determine how that person should respond. If the people are unsure, suggest that they ask their spouse for help understanding exactly how he or she feels.

2. Enhance self-regulation through goal setting.

Reaching goals affects motivation, self-efficacy and learning, making goal-setting essential to improving self-regulation skills. Goals make it easier for people to self-evaluate and understand the progress they have made. Encourage to establish clear goals to focus their attention on positive behaviors that must be performed to meet these goals. Incorporate specific performance standards and recommend setting proximal, short-term goals, as they tend to result in higher motivation and better self-regulation. Make sure that the aspirations aren't overly easy to attain because that will not motivate them. Goals that are too difficult will have the same effect, so work with your group to find objectives that are moderately challenging for the best results.

3. Encourage adaptability.

If the participants in the group are showing difficulty with adapting to life changes, their ability to self-regulate will be inhibited. It is important that they cope well with change and adapt their behavior to different situations easily. People who resist change often experience unhealthy levels of stress and anxiety that can lead to poor physical and mental health. Consider using the Transactional Model of Stress and Coping - a framework for assessing the processes behind coping with stressful or

emotional events - to assist the people in viewing changes objectively and analyzing the different ways they can respond. Working with this model will help to re-frame their negative thoughts and see change as a positive opportunity for self-development.

#### 4. Practice strategies for self-awareness.

One of the most essential factors for self-regulation is self-awareness. A large part of having good self-awareness knows your strengths and weaknesses. Help to identify what makes them angry or feel negative. For example, what is it about other people's behavior that triggers their anger? It may be beneficial to make a list of all triggers and the regrettable responses they've had. Then, identify the behaviors or actions that were not useful and replace them with positive alternatives.

## 2.3. EVALUATION

For evaluation of the progress and understanding of the participants can be used different methods. We suggest here Evaluation Sheets with open questions. If the trainer/social worker feels that the participants may feel judged when presented with an evaluation sheet he/she may use for evaluation open discussion (brainstorming) and may be mind map to document the group understanding of the concepts and skills we want to evaluate. For the discussion the same questions, as in the evaluation sheet can be used.

### *Evaluation Sheet 3*

Answer this questions :

- What is self-regulation?  
.....
- What are the indicators that you know you have self-regulatory skills?  
.....
- Self-assessment checklist. Please make a self-assessment checklist. Write down:
  - How are you expected to behave in school
  - What should be your behavior that helps you integrate well in school society.
- Where am I? Where am I: what have I achieved until now and what I want to achieve further in this training?

## Chapter 3: Developing social awareness

### Objectives

At this step girls will learn about social environment – how social contexts and groups affect the behavior of people and to understand the underlying emotions and motivations of other people. Like for example why their family doesn't support their desire to go back to school.

### Key aspects

Social awareness/consciousness as a person's ability to recognize and understand other people's feelings and react in different social situations. Powers relating to social consciousness, are:

- **Empathy** – the ability to understand emotions, needs and concerns of others.
- **Organizational awareness**-the ability to understand the policies and rules in a community or organization and how they affect the people in it.
- **Guidance on services for others**-ability to anticipate, recognize and meet the needs of others

### Tools

- Theoretical Background
- Developing skills
- Evaluation Sheets

## 3.1. THEORETICAL BACKGROUND

### SOCIAL AWARENESS AS PART OF EMOTIONAL INTELLIGENCE

Social awareness is the third of the areas of emotional intelligence. Social awareness/consciousness enables a person to understand and respond to the feelings of others. The ability of a person to respond in different social situations helps to better interact with others so as to achieve the best in this interaction. Understanding the feelings of others is essential for emotional intelligence. According to Daniel Goleman, powers relating to social consciousness, are:

**Empathy:** ability to understand emotions, needs and concerns of others.

- Attention to emotional cues and listening to them.
- Display sensitivity and understanding of other points of view.
- The giving of aid, based on the understanding of the needs and feelings of others

**Organizational awareness:** the ability to understand the policies and rules in a community or organization and how they affect the people in it. The realization of social situations means carefully considering what people want, and plan to communicate with them in a way that is designed to meet those needs.

- Respecting and making connections with people from different backgrounds.
- Understanding of different worldviews and sensitivity to diversity.
- Awareness of diversity as an opportunity. Understanding of key messages in a community or organization.
- Detection of important social networks understanding of what formed the views and actions of others

**Orientation in services to other:** the ability to anticipate, recognize and meet the needs of others.

This means:

- Understanding the needs of people and directing them to the possibilities for satisfying them.
- Offering appropriate assistance.
- Counseling and offering ideas that develop the strengths and skills of others.
- Confirmation and rewarding the strengths, achievements, and the development of others.
- Giving positive feedback and identify people's needs for development.

Empathy means to care for and share the emotional experiences of other people. Empathy is a basic of human behavior. The development of the science of human behavior assumes that empathy is innate. Research during the 80's of last century, made in Michigan University challenge this assumption by showing that the level of empathy decreased over the past 30 years. The increase of social exclusion through the increased use of electronic communication and social networking is one of the theories used to explain this conclusion. Ultimately, it's much easier to say negative things to others when we are not face to face with them. And so we do not feel required to deal with the problems of others, and to respond to their needs because it is the easiest option. It's a lack of emotional intelligence.

The problem is that when there is no empathy and when one does nothing to understand the needs of others, there is a significant loss of confidence and isolation, people close in their own world. More important, however, is that when a person meets the needs and feelings of others, he/she receives their trust.

Empathy means to 'wear the shoes' of someone else, that is to understand the perspective of someone else. Since we are social beings, we constantly find ourselves in situations where we can be more empathetic. If we are looking for a better relationship with others and share with them, we show trust and expect them to share. So, we improve our social consciousness, we realize what others feel by what they say and how they act.

A person's ability to communicate with others and to understand them is an important skill. But it is important to control this, so as not to burden ourselves. Some believe that it is very easy to sympathize with others, and to answer to their needs. But overcoming the problems that humans share with us, can lead to feelings of exhaustion. While we take care of the emotions of others, we have to care for our own emotional well-being and balance, so that we can control how far we can be empathetic.

## HOW TO DEVELOP SOCIAL CONSCIOUSNESS?

The development of social awareness is improving our abilities to connect with others-verbal, nonverbal and social.

- One of the first steps to develop social consciousness is learning to identify those situations that make us feel uncomfortable. The knowledge that we through our behavior can change some of the circumstances, making us feel bad is one of the possible steps to change.
- In the same aspect we can learn to recognize the behavior of others, making us angry and aroused, i.e. giving rise to negative feelings with us. How we react in these situations? We

tend to judge others before we know and consider all the facts? We succumb to stereotypes? When we put myself in the place of others, we become more open and willing to accept their views and needs. Even if we doubt we can change the behavior of the other, at least we can learn not to react negatively, and to turn the situation into a positive one.

- It is important to be able to apologize to the other for any omissions, errors, lack of sensitivity in given situations. The ability to make self-assessment helps us to see our own weaknesses and accept that we are not perfect and that we can change some of our behavior.
- Look for more feedback from others on how we interact with them. When it is negative, we have to accept to change our behavior.
- Sometimes nonverbal communication is more important than what we have to say. To pay attention to interactions with others means to be aware of what they say, how they say it and what they do.
- Active listening also helps to develop our emotional intelligence in this aspect. This means, the importance of improving listening skills. When you listen, use the following phrases and questions "tell me more ... ", " what happened then? ", " tell me a little bit more about ... ".
- Awareness of how our actions affect others – before taking these actions. If our decision will affect the other, put ourselves in their place. How would they feel if we did this or said this? Do we want to experience something like this? This also leads to a change in some of our actions and words.

## SENSITIVITY TO DIVERSITY AND DIFFERENCE

To be socially conscious is important as it affects our reactions to people and situations. The basis of social consciousness is self-consciousness. Self-consciousness, it is important to understand the feelings and emotions of others, while self-government is necessary to ensure that your reaction/response is appropriate for the situation. The empathic response requires an awareness of diversity and sensitivity to the needs and emotions of others.

Sensitivity to diversity includes acceptance and respect, while recognizing our individual differences and uniqueness.

The practice of sensitivity to social situations is a habit, which largely corresponds to the one of "7 habits of highly effective people", developed by Stephen Covey, who says: "**try first to understand, then to be understood**".

The exercises in this part of the manual will encourage the participants in the group to develop specific skills for recognizing and understanding the feelings of others. They will improve their awareness of their place in the social environment and their better representation in it with the aim of better social inclusion.

### 3.2. DEVELOPING SKILLS

Exercise Name	<i>Getting to know each other with photos/maps</i>
Methods	Photo language, self reflection, sharing in a large group
Duration	20 minutes
Material/room	Materials: For the participants: the set of images with different scenes, pieces from the magazines and newspapers Setting: Comfortable room, no tables, chairs in a circle,
Nr of participants	10-14
Introduction:	The moderator requires each participant to come close to scattered photos, to examine them well and everyone to choose a photo with which they associates their condition (how they feels, what they are, what they can say about themselves).
Directions:	Each participant selects a photo and sits inside the circle. Sequentially or by choice everyone presents why they chose the specific picture and what they are thinking about it.
Discussion and debrief:	After the end of the presentation, the presenter asks questions to the participants if the photo contributed their presentation; was there anything that they want to share about using photo language. Summarize.

Exercise Name	<i>Living the story</i>
Methods	Individual work, sharing in a large group, discussion
Duration	30 minutes
Material/room	Materials:

	For the participants - texts Setting: Comfortable room, no tables, chairs in a circle,
Nr of participants	10-14
Introduction:	The moderator selects from the literature or from the press several different stories that contain a description of feelings and emotional states and prepares them for use. This is done with the idea that understanding the feelings of others is linked to empathy skill. Focuses on the development of the ability, not only for understanding but also for entering /mentally/ in the inner world of the partner and feeling its internal state. The moderator stresses that the exercise has a research nature and will help them to develop their skills in understanding feelings.
Directions:	The moderator distributes to participants the texts. They have to try to identify with the character, and to commemorate the feelings, thoughts and behavior in their place. When discussing, they have to capitalize on empathic skills and their applicability in the communication and in other situations of everyday life.
Discussion and debrief:	The moderator focuses the discussion on the study of the participants own opportunities for empathy, and provokes them to the critical understanding of the need to develop the capacity for empathy. The host summarizes the results with the help of the participants. They talk about the development of the skill of empathy as an opportunity to get a better understanding of the feelings of others, to improve communication and expand the potential of the individual. The session could end with homework, in which participants develop their skills to understand the feelings.

Exercise Name	<i>To understand the other</i>
Methods	Individual work, sharing in a large group, discussion
Duration	20 minutes

Material/room	Setting: Comfortable room, no tables, chairs in a circle,
Nr of participants	10-14
Introduction:	The moderator starts the exercise with explaining what empathy is and why to be empathetic improves communication and relationships with others. The moderator then presents the essence of the exercise.
Directions:	Alternately, the moderator reads stories and makes the participants to consider.
Discussion and debrief:	The group discussion is held with the purpose of understanding of empathy and how it can manifest itself in different situations. The moderator encourages sharing from each participant.
Annexes, Weblinks, Videos, Pictures, further material	Consider the following situations: <ol style="list-style-type: none"> <li>1. You are at the checkout at the grocery store. The sales person does very slow account of the purchased products because he/she is new to their work. Even though you may be disappointed, you can understand that when someone learns something, he's not doing so quickly. You can imagine that you are a cashier, who probably is very depressed that people are eager to work and grumble. If you are involved, you can decide to be patient and understanding.</li> <li>2. Imagine that your friend just realizes that her parents are getting divorced. Maybe your parents are still married and you have no experience with this. But you might want to consider how you will feel to hear this news and respond in a way that you want someone to respond, if you were in the shoes of your friend. You might say: "I'm sorry to hear that. What are you going to do?"</li> </ol>

Exercise Name	<i>In others' shoes</i>
Methods	Work in couples, discussion

Duration	30 minutes
Material/room	Material: For participants-cards with situations  Setting: Comfortable room, no tables, chairs in a circle,
Nr of participants	10-14
Introduction:	When we put ourselves in the shoes of another person, we are often more sensitive to what the person is experiencing. Practicing to be more conscious of other people's feelings, we can create a more acceptable and respectful community.
Directions:	The group is divided into pairs. One of the pairs gets one card with another person's situation and tells the situation their partner, but as if she is experiencing it. Speaking in the first person she tries to share how she feels/app/. Her partner in the pair needs to express empathy for the situation verbally and nonverbally, listening to the story. Then the couple discusses how empathy is demonstrated, how the person, which tells the story is feeling and what she wishes her interlocutor to do differently. They can use statements like, "I can tell that you really listened to me, because you kept in contact with me during the entire conversation, and it made me feel like you care about my story".
Discussion and debrief:	In a large group is discussed how empathy has taken place of in the pairs conversations, and each pair shares their experiences. The moderator draws attention to the interaction with other people. Driving participants to ask themselves the following questions: <ul style="list-style-type: none"> <li>- Did I listen actively? Was I too busy to listen to?</li> <li>- Did I ask the other on the content of what she says, and her feelings and emotions for she said?</li> <li>- What did my partner need while telling me this story?</li> <li>- Did I change my body language, facial expressions, tone of voice and other items, to satisfy the needs of the other</li> </ul>

	person?
Annexes, Weblinks, Videos, Pictures, further material	Application: Friends of Villy are talking all the time about the upcoming party for the completion of school (prom), what clothes they will buy, what hairstyle they will have, in what kind of restaurant would be the party, etc. Villy wants to go, but the tickets are very expensive, and pretty soon her mother has lost her job.
	Martin works at the same pizza place more than a year and has always done a great job. One day he accidentally double-charged the customer the amount due. His new boss thinks that Marty has done it on purpose in order to steal the money and fired him.
	Sonia understands that a bad rumor is spreading about her and that behind this is her ex-boyfriend.
	Susy always admired the clothes of her girlfriend Emma. One day, when they go to a party, Susy asks Emma to allow her to wear her very expensive blue sweater. Emma allows, but then mockingly tells the rest of the group of friends that Susy can't afford nice clothes and that is why she wears hers.
	Kathy dances very well and has rehearsed for months for an upcoming presentation at the Festival of the city. During a dress rehearsal she stumbles and falls. One of her friends, present at the rehearsal, makes a video with her mobile phone and post the fall in Internet the same day.
	Anna at the age of 17 just found out that she was pregnant, and the father of her child is her ex-boyfriend with which they have separated recently, because he's gone to work abroad.

Exercise Name	<i>Significant other</i>
Methods	Work in groups, discussions
Duration	50 minutes
Material/room	Material:

	<p><i>For the facilitator:</i> poster, markers, tape</p> <p>Setting:</p> <p>Comfortable room, no tables, chairs in a circle,</p>
Nr of participants	10-14
Introduction:	<p>The moderator introduces the exercise by explaining that every person in their life from an early age communicates with different people. Some of them simply pass through our life, but others remain very important and significant. This can be parents, neighbors, friends, relatives, teachers, educators and other adults. The moderator stresses that the maintenance of contacts with these people is an opportunity for a better understanding of ourselves and the world around us. The moderator offers the participants to look at their lives and think about those people who are important to them.</p>
Directions:	<p>The moderator divides the participants into groups of three. He/she asks each participant in the trio to tell about the important people who they met in their life as specified: why they felt them significant? What are the pleasant moments spent with them. What's been important in communication with them? What hinders and what helps in communication? How they have managed to keep the relationship or how to recover it? Small group sharing is 20 minutes, each of the trio should be included. After the expiration of the time in the large group participants discuss how they felt during the talks, what was important to them and what in the behavior and communication has been valuable. The moderator records on a poster listed significant others in groups (parents and relatives, teachers, social workers, other adults – acquaintances, neighbors, friends). Participants examine the resulting groups and comment on what hinders or helps communicating with them and what can be changed.</p>
Discussion and	The emphasis is on the need to maintain and expand contacts with

debrief:	them, and important moments in the mutual communication. The moderator highlights methods for understanding of feelings, good behavior patterns and their value for human relations. Parallel with that, the focus is on the relationships and if they're broken up how they can be built again.
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Exercise Name	<i>Network of support</i>
Methods	Individual work, visualizing, discussions in a bigger group
Duration	50 minutes
Material/room	<p>Materials:</p> <p>For the participants: a ball of solid and thick yarn; small, square pink and blue sheets; markers for each participant; paper clips.</p> <p>Setting:</p> <p>Comfortable room, no tables, chairs in a circle,</p>
Nr of participants	10-14
Introduction:	<p>The moderator prepares the necessary materials and frees enough space in the room for the participants to be able to perform the exercise. All participants are provided with chairs with backs. This exercise can be seen as a continuation of the previous one, but with the deepening of the rationalization of the supporting network and understanding how to navigate to others for help. The moderator reminds that the person communicates with others and gets support (understanding, sympathy, advice, knowledge, information, care, service, joyous experiences, etc.). This support is like an invisible thread that people create around themselves. The moderator offers of participants to think of whom they support most often and also who supports them.</p>
Directions:	<p>The participants and the moderator are seated in a circle. The moderator gives them pink and blue paper and paper clips. Each player receives three blue and three pink papers and six clips. The</p>

	<p>moderator specifies the task: to reflect on and to create a network for support and the instructions include the mode of action and the various stages of the task. “We will work in two stages: the first will lay out the colored pieces of paper that you received from me, then we're going to fix a strong network of resistant strands to the ball. First: write legibly on each pink piece of paper the name of the person who you support and how you do it (for example: Maria – help in the preparation of food/shopping, encourage her to take the exams). On each piece of paper should have only one name and the ways in which you are supporting them. After you are done with the pink, take the blue. Consider who you get support from and what kind of support it is. Write on every piece of paper the name of one person and the ways in which they support you. Second: once all are completed with the two colors, the moderator takes the ball, ties one end to the back of the chair and gives the ball to any their participant. He puts the thread around the back of the Chair, so that there is a straight line from the moderator’s chair up to her chair and without breaking the thread passes the ball to another participant. The second participant repeats the procedure, careful not to break the thread, attach it to their chair and passes on to the third. This continues until the ball goes through all and back to the moderator. Between their chairs is set up a network of stretched thread. The idea is thus to visualize the network of social contacts. Third: After shaping the network each participant takes their notes and the thread that comes attached to his chair with a paperclip all the blue notes – this is the support that he receives, and the thread that comes out of his chair placed – this is evidently the support that he gives. Participants should be careful not to tear the thread. When all pieces are placed, participants discuss the forms of support that they give and receive, and the feelings that they are experiencing.</p>
Discussion and	The focus is on both sides of the getting and giving support, the

debrief:	necessary actions in order to experience it and the feelings of giving and receiving support in the process of communication. Visualization of network assists the rationalization of the many directions of links in communication, focusing on the opportunities for the expansion of social contacts.
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Exercise Name	<i>A different day</i>
Methods	work on cases, discussions in a group
Duration	50 minutes
Material/room	Materials: For the participants: Case study box Setting: Comfortable room, no tables, chairs in a circle,
Nr of participants	10-14
Introduction:	The presenter selects a variety of case studies/app/and puts them written in a box. The presenter introduces the exercise in recalling that every individual is unique and inimitable. One can run very quickly, another can paint, third can't see but he can orientate himself in the space with other senses. Every single person is a valuable and meaningful. Wealth is in diversity and in acceptance. And people are alike in that each one needs understanding, sympathy, support. In communicating with other people we meet some of these needs.
Directions:	Participants are seated in a circle. In the middle is placed the box with case studies. The moderator makes the following statement: "Today is a different day. Each of you will look at the world through the eyes of another person, you will determine what this other person needs and what kind of support he needs. Let each of you take on a slip of paper out of the box, to read it, to reflect on its contents and to try to understand the other person's point of view. You have 5 minutes for reflection ". After the expiry of the time

	referred to by the moderator the participant reads in front of all his slip of paper. And says what this person needs. All participants together consider ways to provide support. Another participant then read their case and so the procedure is repeated until at least five participants get involved. The proposals may be written by the moderator on a flipchart and should be summarized.
Discussion and debrief:	The moderator with the help of the participants summarizes, focusing on the feelings of the participants, the way they experience the feelings of others, their needs, the support they need and the ways in which one can receive it.
Annexes, Weblinks, Videos, Pictures, further material	<p>Sample case studies</p> <p>Case study 1:  <u>Between friends:</u> «Sometimes I think to quit school. Constantly rushing from school to work. I always feel tired and I have no time for anything, I turned into a robot. It's hard to work and study. I need the money and cannot afford to give up work. I don't know what I'm going to do with the school, but I cannot go on like this» put yourself in place of the girl. Describe the sentiments/overt and hidden/and possible behavior in its place.</p> <p>Case study2:  <u>A young woman and an employer in conversation:</u> «I think that something's not right here. I came here yesterday and the day before, we talked on the phone for a place at the gas station, which you manage. Although we had an appointment at a specific time and both times you were not there. You probably don't want to take me? If so, tell me not to expect it. " put yourself in the place of the woman. Describe the sentiments/overt and hidden/and possible behavior in its place.</p> <p>Case study 3:  <u>Young people seeking and giving housing to rent</u> «Already second time talking with you and constantly changing conditions. We're left</p>

with the impression that there is a problem, which you do not want to mention. I Insist on clarification immediately, because we cannot waste any more time. " put yourself in the place of young people. Describe the sentiments/overt and hidden/and possible behavior in their place.

#### Case study 4

Between friends: «I don't know what to do. Niki constantly avoids me. I think he is dating someone else. I get goose bumps just to think. I can't stand it anymore. I will soon burst» put yourself in the place of the girl. Describe the sentiments/overt and hidden/and possible behavior in its place.

#### Case study 5

Between father and daughter: „Just as I look at him and butterflies flutter in my heart. He has the warmest eyes, the most subtle fingers. In the company he is the most witty and is always at the center. I can see the envy in the eyes of others, when he hugs me. If something happens, I don't know what I'd do. " put yourself in the place of the girl. Describe the sentiments/overt and hidden/and possible behavior in its place.

#### Case study6

**Between youngster and employer:** "I don't understand why you still see me and say that the place is busy. I have the feeling that my origin is crucial, because on the door of the house is a plate that says you are looking for waiters for your restaurant. I am graduated from such a school, but surely it's not that important compared to other things. Do you have something against other ethnicities?», put yourself in the place of the young man. Describe the sentiments/overt and hidden/and possible behavior in his place.



## Chapter 4: Developing social skills (relationship management).

### Objectives

Girls will learn to recognize supporters in their social environment. They will improve their communication skills, conflict management skills, skills for working in group environment. This will help them find and use support for persisting on their journey back to education, overcome negative influences, integrate in training groups.

### Key aspects

- Developing others.  
The development of the other focuses on the recognition of the achievements and strengths of people and the ability to give feedback on this.
- Inspiring leadership.  
The good relationship is based on the ability to listen and to accept the thoughts and feelings of others.
- Initiate and manage change.  
Change is critical in situations when you're in a difficult situation, without support and with a sense that you're "at the bottom". People with well developed skills to manage change are willing to challenge the situation, accept and continue.
- Influence.  
Listening to other people, makes them feel important and valuable. This strategy allows you to influence the others, by making them feel important.
- Conflict management  
Ability to accept different points of view and to demonstrate self-control and respect for all.
- Teamwork and cooperation.  
Skill for shared objectives and joint efforts to achieve them, encouraging the participation of all and sharing of responsibilities and achievements.

### Tools

- Theoretical Background
- Developing skills
- Evaluation Sheets

## 4.1. THEORETICAL BACKGROUND

### SOCIAL SKILLS /RELATIONSHIP MANAGEMENT

Relationship management is related to skills development for interpersonal communication. This refers to our ability to provoke the best in others, the ability to inspire others and to influence them, the ability to communicate and build relationships with them, to help others to change, to grow, to resolve conflicts. In order to build these abilities, one needs to develop key social skills - skills that people use to communicate and interact with each other, through language and non-verbal - through gestures, body language and appearance. Methods of interaction between people are an expression of their experiences and emotions. When we have the ability to convey messages, thoughts and feelings to others, we manage better to identify also the experiences and feelings of the others around us. So he manage relationships with others in a constructive and creative manner, both for ourselves and for others.

Relationship management is part of a larger picture. This is one of the four elements of emotional intelligence (self-awareness, self-management, social awareness and relationship management). Relationship management skills may be the most important element, because one of the most important life values is the creation of healthy and effective links with other.

The development of social skills means a person realizes how to communicate with others and how to manage relationships with others. In each communication people broadcast emotional signals that affect everyone. The more skilled people are in the art of social life, the better they control those signals.

Very often, young girls who have become mothers and interrupted their education have difficulties in dealing with early maternity, lack of proper support from the family for rearing the baby, confusion, on the priorities and values in life. These difficulties are accompanied by missing or poorly developed skills for sharing, because when they declare in a recognizable way their needs they will receive a reply from others. The ability to express their own emotions, as well as an understanding of the experiences and emotions of others leads to understanding and support to meet the needs.

The development of social skills is the realization of how to communicate with others, the messages that are sent, and how they can improve their methods of communication in order to make the interaction more effective. It is a process that starts from a very early age. Studies have shown that early development of social skills plays a significant role for the good of the child and its welfare later when it enters into the adult world. Underdeveloped social skills lead to problems in school, affect the ability to learn and often cause aggressive behavior during childhood and adolescence. Later, this

has a negative impact on social development and the ability to create social connections and interactions.

Young people who have deficits in developing healthy social skills, are vulnerable to:

- not following and non-compliance with the rules and regulations, including the requirements set by their parents and relatives;
- provoking negative reactions in others, leading to a higher risk of rejection from their social circle;
- become victims of abuse and involvement in trafficking and prostitution;
- the occurrence of symptoms of depression, aggression and anxiety;
- low intelligence and poor school performance;
- lack of ability to create connections, distrust and closing themselves;
- lack of resilience to cope with difficult situations;
- inaptitude to resolve problem situations and conflicts;
- unrecognition of the own strengths and resources;
- development of criminal behavior;

Social skills training helps manage your relationship with the other and is used by people to inspire, influence, and develop others. These skills are important for children, for young people, for parents, for professionals. Relationship management skills focus on the power of influence in relations with others. All relationships have a positive or negative impact. These skills focus on building positive relationships through management of responses in different circumstances.

Some people are "born leaders". They manage to mobilize and coordinate the efforts of large groups of individuals. There are people with abilities to enter smoothly into contact with others, skillfully to rely on their feelings and reactions, to guide and organize, as well as to steer the disputes that inevitably arise in every human activity. They are natural leaders -people who possess the ability to reach decisions on the path of negotiations: this is the talent of the moderator, who prevents conflicts or eases those who have already started. There are also people who easily communicate with others and respond appropriately to the feelings and concerns of others - in other words, practicing the art of the relationship. They are excellent "team players". There are those who possess the ability for social analysis: this is the ability to capture and recognize the feelings, motives and the care of others. For all those people are saying that they have well developed social skills.

There are described<sup>7</sup> six vital social skills necessary for the management of relations with others. These are the:

- Developing others.

The development of the other focuses on the recognition of the achievements and strengths of people and the ability to give feedback on this. This competence conforms to the basic human need, associated with the need for a person to be fully appreciated, and recognized. If a person is appreciated by others, this enhances the development of his/her abilities and potential.

- Inspiring leadership.

Inspiration is a skill necessary for managing relationships with people and groups, as well as the ability to connect with people emotionally. The good relationship is based on the ability to listen and to accept the thoughts and feelings of others.

- Initiate and manage change.

The initiation of change is a skill that is important when you there is the need for change. This competence provokes new situations and makes convincing arguments and logic, when a change is needed. Change is vital in situations when there is no support and there is a sense that you're "at the bottom". People with well developed skills to manage change are willing to accept the challenge and to continue with it. This helps to overcome the barriers that stop important changes in personal and professional plan.

- Influence.

This skill is essential in managing relationships. It is acquired by listening to other people, which makes them feel important and valuable. This strategy allows you to influence the others, by making them feel important.

- Conflict management.

Relationship management skills include the ability for constructive conflict management. People with conflict management skills are able to accept different points of view and to demonstrate self-control and respect for all. People with such skills are able to deal with difficult people and situations and to seek solutions that everyone can accept.

- Teamwork and cooperation.

People with skills for effective relationship management have stressed the importance of teamwork. Teams that work well together, are more productive and efficient. This is the skill

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<sup>7</sup> Goleman, D. Emotional intelligence

for shared objectives and joint efforts to achieve them, encouraging the participation of all and sharing of responsibilities and achievements.

According to the author of the theory of emotional intelligence, Daniel Goleman, the development of social skills means:

- Better skills for analyzing and understanding of relationships.
- More skillful conflict resolution and negotiation on issues.
- Better problem solving in relationships. More established and adept at communication.
- More popular and communicative, friendly, engaged.
- More sought after by their peers.
- More concerned and behaved.
- The harmony within the group.
- More sharing, cooperation and readiness to help. More democracy in relations with other.

Each of the following exercises will encourage the participants in the group to develop specific competencies that are relevant to the above skills and need to address the situation of the target group of increased vulnerability due to lack of education and realization.

## 4.2. DEVELOPING SKILLS

Exercise Name	<i>Getting to know each other through dolls</i>
Methods	Self reflection, sharing with others
Duration	20 minutes
Material/room	Materials: For the participants: dolls and animal figures Setting: Comfortable room, no tables, chairs in a circle
Nr of participants	10-14
Introduction:	The moderator shows the dolls and explains that they are necessary for the next exercise, which aims to present each participant in an unusual way for him. The moderator says that this unusual exercise

	will bring a lot of pleasant emotions at all. Given the instruction: "go to the table with the toys, there's a variety of Plush Dolls and animals. Choose your toy, which you like most. Sit back, browse the doll relaxed. After 3 minutes I will give you a signal, after which everyone will present himself, by describing some characteristics of the chosen puppet. For example, I'm the good giraffe who sees everything 2 km from here.
Directions:	Participants choose their toy, take a good look at it. The moderator facilitates the process of presentation through the doll, while ensuring that each participant presents himself. The moderator supports good atmosphere, encourages humor and good ideas.
Discussion and debrief:	After the end of the presentation, the moderator asks participants if they felt good in this presentation, if they felt similarly sometime when meeting other people, how they would react if their unknown peer is presented in a similar manner. After answering, the moderator briefly summarizes the positive emotions and the ability of each to be presented in an attractive way. He/she offers participants to remember the characteristics of the doll, which have impersonated them and to reminisce about them when they are in a new situation.

Exercise Name	<i>Origami</i>
Methods	Individual task with instruction, sharing in a big group, analysis
Duration	10 minutes
Material/room	Materials: For the participants: paper sheet A4 Setting: Comfortable room, no tables, chairs in a circle
Nr of participants	10-14
Introduction:	This is a quick and easy activity that shows how different instructions are interpreted differently by different people and

	stresses the importance and understanding of ways of communication.
Directions:	Give everyone a piece of paper the size of a sheet of A4. Tell the group that you will begin to give them instructions on how to fold the paper to create origami shape. Emphasize that while giving them instructions, they must keep their eyes closed and may not be able to ask any questions. Start with sequential instructions that alternate folding sheets and detachment of the piece (for example, the upper right corner), and then ask them to expand the paper and put it in front of themselves. Compare the papers of each and the shapes to which they have arrived.
Discussion and debrief:	Specify that each sheet looks different, although you have given the same instructions to all. What does this mean? Ask the group if they think the results would have been better if they kept their eyes open or were allowed to ask questions. Usually communication is not easy, all information we receive we interpret differently, which is why it is very important to know, how ask questions and confirmation of understanding ensures that we are understood and we understand correctly what was said by the other.

Exercise Name	<i>A story</i>
Methods	Individual work, discussions in a bigger group, analyzing
Duration	20 minutes
Material/room	Materials: For the participants: a paper sheet A4 Setting: Comfortable room, no tables, chairs against each other
Nr of participants	10-14
Introduction:	The exercise concerns the experience of personal experience, when I communicate with another person, the importance of communication, expressing an emotion and how they may affect

	the good communication. Divide the group into pairs, distribute them in two groups and give separate instructions to both groups without one knowing the other task.
Directions:	<p>Group 1: Every person in one group must be seated on a chair against a participant from the other group (the selected pair). You only have to listen to the guy across the row, but not to communicate and not to react in any other way (without facial expressions, nod, smile, etc.).</p> <p>Group 2: Each one should consider something good, fun or interesting, he would like to share with the person from the pair. To share in the most emotional and noisy way.</p> <p>Ask participants to share their experiences as follows:</p> <p>Group 2: What are the difficulties you encountered when there was no reaction in the partner, when you were talking? What were your feelings, what were your assumptions, what is the impact on the continuation of communication?</p> <p>Group 1: What were the difficulties, when you listened, but couldn't react with emotions? Did this destruct your active listening? What were your feelings, what was the impact on the continuation of communication?</p>
Discussion and debrief:	<p>The Group is going to analyze the methods usually used to show that we're listening to.</p> <p>non-verbal: nod, facial expression, eye contact, body language- verbal: positive sounds (mm, aha etc), tone of voice, open and closed questions, paraphrasing, summarizing</p> <p>Ask participants to discuss how they understand the verbal and non-verbal cues. What factors can prevent good communication, understanding and promotion of the process of communication.</p>

Exercise Name	<i>House of feelings</i>
Methods	Individual task with instruction, sharing in a big group, analysis

Duration	<i>25 minutes</i>
Material/room	<p>Materials:</p> <p>For the participants: box with paper, poster, glue, tape</p> <p>Setting:</p> <p>Comfortable room, no tables, chairs in a circle</p>
Nr of participants	10-14
Introduction:	<p>The moderator prepares the boxes for each group. In each box there are 20 rectangular cartons and 10 triangular. On each of them is written one word /feeling, object, quality/. The moderator prepares for each group materials for a poster, glue and duct tape. The presenter introduces the topic, emphasizing that the feelings are the emotional coloration of human behavior. They are an important part of the essence of man and are associated with his inner world and perception of the world and communicating with others.</p>
Directions:	<p>The participants are divided into groups. For each group there is a box of cards, one poster, glue and duct tape. The moderator offers, each group to read their cards, take only those that express feelings and comment in the small group. Then make their "House of feelings" by sticking selected cartons to the poster and framing it. Work time is 15 minutes. After completion of the work, the groups present the "houses". After the presentation the participants all together discuss the positive and negative feelings and their manifestations in behavior.</p>
Discussion and debrief:	<p>The moderator analyses with the help of the participants, focusing on emotions and their impact on the perception of the world and behavior. Summarize with the help of participants, recalling that the skills of understanding feelings are especially important because they are the emotional coloration of human life.</p>

Exercise Name	<i>The perfect mirror</i>
Methods	Individual work with text, discussion in pairs
Duration	25 minutes
Material/room	Materials: For the participants: Worksheet «The perfect mirror» Setting: Comfortable room, no tables, chairs in a circle
Nr of participants	10-14
Introduction:	The host asks the question how often and when a man looks into a mirror, window or other reflective surface. Encourages different and original answers, because people differ, but one can be different and by itself at different stage of his life. The observation of our own reflection, as well as the observation of other people gives us unique information about who we are and where we are at this point - smiling or thoughtful, among others or aside from them. The moderator gives the instruction: "Group in pairs. Each pair will receive a worksheet called "Perfect mirror". Read the story. Talk about the story, and what it and reminds you of and what feelings it provokes. "
Directions:	Couples work for 10 minutes. After that the moderator gives the next task: "now let each participant in a couple to consider and share an internal quality characteristic that she has, which wouldn't be visible to the mirror and after that a characteristic that according to them their partner has, which is not visible at first sight. So, the pair will share a total of 4 invisible qualities. " Couples work another 5 min. Optional 2 or three pairs name shared qualities.
Discussion and debrief:	The moderator explores what feelings the exercise provoked and summarizes them. Deepens the knowledge of participants that touching the inner world of a person (his own or those of the other) can provoke very strong feelings. Communication is also associated with such feelings, especially when it's between people who are

	<p>important to each other. Communication is much more apparent than at the surface, from the simple function to inform each other, by skillful formulation of questions and answers. It is interaction, it is attitude, again to yourself and to others. The moderator reinforces, especially shared qualities in pairs, and the trust that is necessary for such an approach.</p>
<p>Annexes, Weblinks, Videos, Pictures, further material</p>	<p>Worksheet "The mirror"</p> <p>Many years ago there lived a master of mirrors. He chose only the best glass for their mirrors without spots, cracks or bumps. He bought the best quality silver to cover the glass and put it so cleverly that the mirrors never darkened. The master wanted his mirrors to be so precise that when you see a reflection in them, to wonder whether it is the image or man himself.</p> <p>After many years of work, the man became known as the master that makes the most exact mirrors. But gradually he noticed that things are looking bad - people who bought a mirror seemed to leave the shop less happy than when they entered it. Some even became sad when they saw their reflection in the mirror. Still others, a few days after the purchase of the mirror, covered it with a scarf or veil.</p> <p>The master thought of his life's work and the satisfaction that the construction of mirrors gave him before. Something wasn't enough. There was something more than the perfect glass and the silver frame. The master remembered that when he saw the people in the store, he saw more than their physical features - he sees some light, glow or beauty that seemed to disappear in the mirror. He started planning, wanted to create a mirror that reflects not only the physical features of the person but also the glow that accompanied them. The master began to study the holographic photography and how laser beam may modify the image. Finally, he realized that the crystals in the human eye were similar to an inverted mirror and</p>

	instead of reflecting the real image, the eye somehow penetrates into the inner world and the spirit of man. That is why the beauty of a person is reflected not in the mirror, but in the eyes of the one who looks at it. From that moment the master sold the mirrors with the words: "use that mirror, but look in the people's eyes. .."
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Exercise Name	<i>Card game</i>
Methods	Work in a large group, discussion
Duration	50 minutes
Material/room	Materials: For the participants: card set with written feelings Setting: Comfortable room, no tables, chairs in a circle
Nr of participants	10-14
Introduction:	The moderator prepares a set of cards with one feeling written on each card. This exercise deepens the understanding of the nonverbal expression of feelings and their recognition. The moderator draws attention to non-verbal ways of expressing feelings and possibilities for their recognition.
Directions:	Participants are seated in a circle. The facilitator distributes cards so that each participant to receive two or three cards. Participants examine their cards, but so that others can not see what is written on them. Each participant must enact one of the feelings written on the cards, without speaking. Others observe the performance and try to recognize the feeling. This continues until everyone has enacted one feeling. After that the participants present the feelings from their second card. Nonverbal presentation ends, when each participant performs all the feelings of their cards and others have tried to identify them. The ensuing discussion is aimed at discussing the ways of expression of feelings and ways of recognizing them.
Discussion and	The moderator opens the discussion and draws the attention to

<p>debrief:</p>	<p>non-verbal ways of expressing feelings. He/she focuses on body language, posture, facial expression, gesture, gaze and expression on the face. The moderator encourages the sharing of observations and opinions of the participants. Focuses on the methods of identification, the accompanying difficulties and skills to uncover the depth of feelings, and tries to involve actively all participants. In the summary, the focus is on the development of skills for expression and recognition of feelings and their relationship with human personality and functioning among others.</p>
<p>Annexes, Weblinks, Videos, Pictures, further material</p>	<p>Cards: "Feelings"</p> <p>Nervous</p> <p>Contempt</p> <p>Furious</p> <p>Upset</p> <p>Destroyed</p> <p>Angry</p> <p>Proud</p> <p>Concerned</p> <p>Tense</p> <p>Guilty</p> <p>Happy</p> <p>Jubilant</p> <p>Annoyed</p> <p>Anxious</p> <p>Contents</p> <p>Stunned</p> <p>Confused</p> <p>Crushed</p> <p>Disappointed</p> <p>Embarrassed</p> <p>Joyful</p>

	<p>Sorrowful</p> <p>Amazed</p> <p>Scared</p> <p>Ashamed</p> <p>Lone</p> <p>Hopeful</p>
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Exercise Name	<i>Chairs</i>
Methods	Structured exercise, discussion
Duration	15 minutes
Material/room	<p>Materials:</p> <p>Chairs in the room</p> <p>For the participants: instructions for each participant</p> <p>Setting:</p> <p>Comfortable room, no tables, chairs in a circle</p>
Nr of participants	10-14
Introduction:	The moderator prepares three types of instructions written on a small sheet of paper. He/she gives to each participant an instruction (a, b or c). The variations are distributed among the participants evenly. The moderator instructs them not to show each other the instruction. He asks everyone to participate and to follow the instructions they have received.
Directions:	Participants work on their task 10 min. The moderator intervenes only when the task is at risk of being terminated earlier. After the end of the 10 min. the participants gather in the big group for discussion.
Discussion and debrief:	The discussion includes the questions: Did you follow the instructions? How did you socialize with people who wanted to do the task in a different way? Did you argue, did you cooperate? If you were confronted, what did you do? The moderator summarizes the results and makes connection with the essence of the conflict, as

	well as the reasons which provoke the conflict.
Annexes, Weblinks, Videos, Pictures, further material	A instruction: arrange all chairs in the room in a circle. (10 min.) B instruction: arrange all the chairs near the door. (10 min.) C Instruction: arrange all the chairs near the window. (10 min.)

Exercise Name	<i>My needs in conflict situation</i>
Methods	Brainstorming, sharing, self-reflection, discussion
Duration	35 minutes
Material/room	Materials: For the participants: poster, markers Setting: Comfortable room, two or three empty tables, no chairs
Nr of participants	10-14
Introduction:	The presenter introduces the topic that one of the important social skills is a person's ability to solve conflict situations. Encourages each participant to consider recent conflict situation and to share it. It is important to note that the sharing can include no names, only if the participant so desires. If it concerns another participant in the group, this must be by mutual agreement.
Directions:	The speaker is chosen, which tells of the conflict situation - participants, occasion, the characteristics of the dispute, any inequality in the situation (for example, hurt, offended, etc.). Give participants the opportunity to ask questions about the case clarified. Give a few minutes for the self-reflection and everyone present shares how she feels and what she thinks about the conflict. In the next stage of the exercise, each participant must complete the sentence using three of feelings from of the flip chart (annex.) "When I am....., I need a .. ....". It's recorded on a flip chart three feelings. Recurring emotions are indicated with the number of ticks against any of them. Follows the same task, but already in the other party's role in the conflict. Compare the two sheets of flipchart.

Discussion and debrief:	With the help of the moderator the participants compare their ideas, find the common and discuss the different. The moderator summarizes for their common ones. He/she steers the discussion towards deriving of the general rules in solving a conflict situation.
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Exercise Name	<i>Team work</i>
Methods	Work in small groups, collage, presentations, discussion
Duration	40 minutes
Material/room	Materials: For the participants: flipchart, marker, glue, straw, paper sheets, scissors, paper clips, magazines Setting: Comfortable room, two or three empty tables, no chairs
Nr of participants	10-14
Introduction:	The group is divided into two or three small groups. For the preparation of the task can be given an energizing game to each team, which aims to rallying, teamwork, etc (e.g. Island in the ocean, a common drawing, etc.) Each team will work on a task, in which everyone is included and after the end of the exercise will share what was his role.
Directions:	Each team based on the strengths of the members of the team must design a project for the future. "Imagine that the organization where you work is being closed. It is necessary to reflect your strengths and how to use them in the situation. Prepare a poster to promote the idea: 20 min to develop the idea, and then 20 minutes to prepare.
Discussion and debrief:	The performance of the team in the task. How everyone felt during the work. Roles they had?

Exercise Name	<i>Feedback</i>
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Methods	Sharing, Self reflection, discussion
Duration	10 minutes
Material/room	Setting: Comfortable room, two or three empty tables, no chairs
Nr of participants	10-14
Introduction:	This exercise will show the participants how to give feedback.
Directions:	Everyone sits in a circle. Each participant must give the person at his left a compliment following the pattern: Today you...../I like that...../because..... You have 3 minutes to think about a compliment and then each participant will present their opinion of the person at their left side. Pay close attention to non-verbal signals.
Discussion and debrief:	<ul style="list-style-type: none"> <li>- What did you feel when you gave compliments?</li> <li>- What did you feel when they said nice things about you?</li> </ul>

### 4.3. EVALUATION

For evaluation of the progress and understanding of the participants can be used different methods. We suggest here Evaluation Sheets with open questions. If the trainer/social worker feels that the participants may feel judged when presented with an evaluation sheet he/she may use for evaluation open discussion (brainstorming) and may be mind map to document the group understanding of the concepts and skills we want to evaluate. For the discussion the same questions, as in the evaluation sheet can be used.

#### *Evaluation Sheet 5*

Answer these questions:

- Arrange a variety of communication skills in a scale of 1 to 10, in accordance with the importance of each of them for good communication between people. Star from № 1.  
.....
- What are the key social skills to make a good relationship with others?  
.....
- What change is important to you yourself and how you will achieve it? Which social skills will you use?

- .....
- Where am I: what have I achieved until now and what I want to achieve further after the training?

## Training Modules - Example training programme

The programme can be adjusted to the needs of the country, applying it and to the number of people in the training. The theoretical background for the presentations is given in each Module respectively under the title: Theoretical Background. The exercises are described in Module respectively under the title: Skills Development.

### 1) Building the Self- awareness – 5 Units a 50 min.

Unit Nr	Activity. Nr.	Duration	Topic	Exercise Name/Method
1	1.1	15 min	Feelings	Exercise „My feeling”
	1.2.	15 min	Theoretical input on Emotional Intelligence	Presentation
	1.3.	20 min	Expressing feelings	Exercise „Express a feeling“
2.	1.4.	30 min	Positive thinking and self-analysis	Exercise „Experiences”
	1.5	20 min	Where am I	EVALUATION SHEET 1
3	1.6.	20 min	Theoretical input on self confidence and self-awareness	Presentation
	1.7.	15 min	Understanding our own self-confidence	Exercise „High and low Self-Confidence “
	1.8.	15 min	Resilience	Exercise „My Personal Experience of Coping with Adversity”
4	1.9.	30 min	Developing self-confidence	Exercise „Self-confidence Collage”
	1.10.	20 min	Developing self-confidence	Exercise „What Do You Believe about Yourself?”
5	1.11.	20 min	Developing self-confidence	Exercise „To feel powerful

				and confident”
	1.12.	15 min	Where am I	EVALUATION SHEET 2
	1.13.	15 min	Plan ahead	Discussion to close the topic and planning by the group for further development in the field.

## 2) Building the Self-management – 5 Units a 50 min.

Unit Nr	Exerc. Nr.	Duration	Topic	Exercise Name/Method
1	2.1.	30 min	Introduction to the topic of self-regulation	Exercise „List of Self-Regulation Skills“
	2.2.	20 min	Theoretical background on self-regulation	Presentation
2.	2.3.	30 min	Understanding self-regulation	Exercise „List of Emotion-Regulation Skills for personal happiness“
	2.4.	20 min	Theoretical Background on influence of non-verbal communication on our emotions	Presentation
3	2.5.	10 min	Practice self-regulation via nonverbal coding	Exercise: Influencing our own emotions, by taking the right non-verbal coding.
	2.6	10 min	Discussion on the previous exercise	Discussion
	2.7.	20 min	Theoretical background on emotional hijack	Presentation
	2.8.	10 min	Emotional hijack	Emotional Hijack Exercise Part 1
4	2.9.	30 min	Emotional hijack	Emotional Hijack Exercise

				Part 2
	2.10.	20 min	Developing self-regulation tools	Exercise „How to self-regulate?“ Part 1
5	2.11.	20 min	Developing self-regulation tools	Exercise „How to self-regulate?“ Part 2
	2.12.	15 min	Where am I	EVALUATION SHEET 3
	2.13.	15 min	Plan ahead	Discussion to close the topic and planning by the group for further development in the field

### 3) Building the Social awareness – 5 Units a 50 min.

Unit Nr	Exerc. Nr.	Duration	Topic	Exercise Name/Method
1	3.1.	20 min	Welcome, Introduction	Introduction through photos/maps
	3.2.	30 min	Empathy	To feel the history
2.	3.3.	20 min	Understanding of the other and a manifestation of solidarity in different situations	To understand the other
	3.4.	30 min	Active listening, empathy	In other people's shoes
3	3.5.	50 min	Discovering yourself through the establishment of important people to me. How they make me feel? Explore the world by significant others.	The Significant other
4	3.6.	50 min	Understanding of the underlying network. Dynamics of group process	Network of support

5	3.7.	40 min	Reflection on the needs of the other. Building a support network.	A different day
	3.8.	10 min	Were am I?	EVALUATION SHEET 4

#### 4) Building the social skills (relationship management) – 5 Units a 50 min.

Unit Nr	Exerc. Nr.	Duration	Topic	Exercise Name/Method
1	4.1.	20 min	Presenting self-analysis on the strengths through language of symbols	Getting started with dolls
	4.2.	10 min	The importance and understanding of ways of communication	Origami
	4.3.	20 min	Experience of personal experience, when I communicate with another person The importance of the means of communication, expression of emotions and how they may affect the good communication	One story
2.	4.4.	25 min	Understanding the feelings	House of feelings
	4.5.	25 min	Provokes feelings in communicating Interaction through trust and sharing your feelings.	The perfect mirror
3	4.6.	50 min	Non-verbal ways of showing feelings and their	Card game

			identification by others.	
4	4.7.	15 min	Experience of a situation of conflict and ways to avoid conflict	Chairs
	4.8.	35 min	Understanding of the conflict and the needs of each of the parties in it. Dynamics of feelings to resolve conflict	My needs in conflict situation
5	4.9.	40 min	Reflection on the strengths in the performance of the team task Dynamics of relations within the team	Implementation of team task
	4.10.	10 min	Skill for giving positive feedback	Feedback
	4.11.	10 min	Were am I?	EVALUATION SHEET 5



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