

THIRD EDITION

Completely revised and expanded

# Wellbeing through groupwork

A **MANUAL** FOR FACILITATORS WHO ARE PROMOTING HEALTH



Western Health Board

Bord Sláinte an Iarthair

# Authors

(in alphabetical order)

Thelma Birrane,  
*Sessions 18 and 19*

Colm Byrne,  
*Sessions 23, 38, 39, 40,  
54-57, 61, 65, 66, 67,  
83, 84, 90-94, 96*

Maura P. Byrne,  
*Sessions 20, 21, 25-33,  
35, 36, 37, 69, 74, 76,  
77, 78, 81, 82, 103, 105*

Ursula Clarke,  
*Sessions 34, 43, 49, 53, 63*

Claire Connolly,  
*Sessions 47, 59, 60*

Pippa Coughlan,  
*Sessions 48 and 58*

Esther Mary D'arcy,  
*Session 95*

Berni Divilly,  
*Sessions 41, 44, 46, 62*

Fiona Donovan,  
*Session 104*

Fiona Falvey,  
*Sessions 8, 9, 10,  
How to Use the Manual*

Evelyn Fanning,  
*Sessions 71, 86-89*

Paul Gillen,  
*Sessions 6, 42, 85*

Siobhan Hourigan,  
*Sessions 15, 16, 45*

Eleanor Hough,  
*Sessions 51, 52, 64*

Jacky Jones,  
*Sessions 24, 36-40, 54 57,  
65, 66, 67, 70, 75, 78, 79,  
80, 90-94, 97, 98, 100*

Mary Kilraine Hannon,  
*Sessions 9 and 10*

Breda Lymer,  
*Sessions 11-14, 106-110*

Frank Monaghan,  
*Working with Mixed Ability  
Groups in a Workshop Environment*

Lisa McGeehan,  
*Resources and References*

Geraldine Nolan,  
*Sessions 1-5*

Colette Parker,  
*Sessions 72, 73, 99, 101, 102*

Irene O'Byrne  
*Session 8*

Edel O'Donnell,  
*Sessions 18 and 19*

Cliona Sheehan,  
*Sessions 7, 22, 50, 68*

Kate Walshe,  
*Sessions 15, 16, 17, 99*

## Foreword

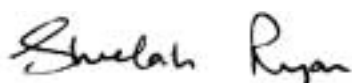
*Wellbeing Through Groupwork* is a manual for those who are involved in promoting health through participative learning. In addition to expanding knowledge, skills and attitudes, the participative learning process empowers the individual and the learning group. It is thus a powerful vehicle for promoting the health of both the individual and the community.

Since the launch of the previous edition of this manual I have seen the publication of numerous national and regional strategies for maintaining and improving our health, and with them a national commitment to promoting the health of individuals and communities within healthy environments. I have witnessed the coming of age of a comprehensive health promotion service within our region.

This latest edition of *Wellbeing Through Groupwork* is timely. It is responding to the growing demand for health-related courses in the community. It builds on twenty years of experience gained from the extensive use locally and nationally of the two previous editions. I am very proud that we have become models of best practice in this field while continuing to adapt and respond to changing needs.

This edition has a number of new sessions, including community development, a cardiovascular lifestyle change course, a course on coping with bullying, sessions on mental health, food safety, tobacco and alcohol use. The general layout has been changed in order to facilitate the creation of fully comprehensive and integrated courses from an extensive menu of sessions. In this way health promotion courses can be better tailored to the needs of our clients.

I sincerely hope that you find this manual useful in your health promotion work.



Dr Sheelah Ryan  
Chief Executive Officer  
Western Health Board

# Contents

## Section 1

### *Developing a Healthy Lifestyle*

SESSION		PAGE
1	Lifestyle - Risk Factors for Heart Disease	10
2	Analysing Food Diaries - Weight	12
3	Analysing Food Diaries - Fats, Sugar, Calcium	14
4	Analysing Food Diaries - Salt, Fibre	16
5	Food Hygiene and Safety in the Home	18
6	Becoming More Active	20
7	Looking After Myself - How does my garden grow?	22
8	Exploring Ways of Dealing with Smoking in the Home	24
9	Understanding Sexuality 1	27
10	Understanding Sexuality 2	30
11	What is Stress?	33
12	Dealing with Stress	35
13	Health and Stress	36
14	Self Confidence and Stress	37
15	Stress Management 1	38
16	Stress Management 2	41
17	Time Management	43
18	Mental Health Promotion 1	46
19	Mental Health Promotion 2	48
20	Depression 1	50
21	Depression 2	52
22	Exploring Your Health Through Art	54
23	The Health Career	56
24	Making Health Behaviour Changes	58
25	Cardiac Rehabilitation - Lifestyle Change Course 1	60
26	Cardiac Rehabilitation - Lifestyle Change Course 2	63
27	Cardiac Rehabilitation - Lifestyle Change Course 3	66
28	Cardiac Rehabilitation - Lifestyle Change Course 4	68
29	Cardiac Rehabilitation - Lifestyle Change Course 5	70
30	Cardiac Rehabilitation - Lifestyle Change Course 6	72
31	Cardiac Rehabilitation - Lifestyle Change Course 7	74
32	Cardiac Rehabilitation - Follow up 1	76
33	Cardiac Rehabilitation - Follow up 2	78

# Contents

## Section 2

### ***Communication and Life Skills***

SESSION		PAGE
34	Introduction to Assertiveness	82
35	Definition of Assertiveness using Transactional Analysis	86
36	Expressing Feelings	89
37	Saying No or Yes	91
38	Bullying 1 - What is Bullying	93
39	Bullying 2 - Personal Experiences of Bullying	95
40	Bullying 3 - Dealing with Bullying Behaviour	97
41	Anger and Health	99
42	Anger Management	101
43	Handling Criticism	103
44	Conflict Resolution	104
45	Listening	107
46	Body Language	109
47	I Value Myself	112
48	How Guilt can Affect our Health	115
49	Self-Esteem	117
50	What I See - Body Image	118
51	Self-Esteem and Balancing Core Beliefs	121
52	Building Self-Confidence: Self-Confidence and Goals	123
53	Appreciation	125
54	Put Downs 1	128
55	Put Downs 2	130
56	Dealing with Differences 1	132
57	Dealing with Differences 2	134
58	Adapting to Loss	136
59	Control in Relationships 1	138
60	Control in Relationships 2	140
61	Responsibility for Change	142
62	My Rights as a Person	144
63	Assertion Skills - Setting Limits	146
64	Experience of Loss and Grieving	148

# Contents

## Section 3

### *Health and Wellbeing for Different Population Groups*

SESSION		PAGE
65	Rights Within Families 1	150
66	Rights Within Families 2	152
67	Rights Within Families 3	154
68	Dealing with Difficult Family Situations	156
69	A Day in the Life of a Carer	158
70	Caring for an older person - Setting Limits	160
71	Accident Prevention for Older People - Reducing the Risk of Falls	162
72	Parenting Teenagers	164
73	Conflict with Teenagers	166
74	Conflict with Teenagers around Gender and Sexuality	168
75	Conflict with Teenagers - Housework	170
76	Criticism of Parents by their Children - 1	172
77	Criticism of Parents by their Children - 2	174
78	Teenagers and Drugs	176
79	Menopause 1 - Personal Experience	178
80	Menopause 2 - Getting Support from Others	180
81	Men's Health - Changing Roles 1	182
82	Men's Health - Changing Roles 2	184
83	Men and Medical Check ups	186
84	Reducing Stress through Assertiveness for Men	188
85	Men as Fathers	190
86	Parenting - Dealing with Fears	192
87	Parenting - Finding Time for Me	194
88	Parenting - Spending Quality Time with your Children	196
89	Parenting - Dealing with Misbehaviour	198
90	Introduction to Pregnancy	200
91	Nutrition and Pregnancy	202
92	Development of the Foetus and Labour	204
93	Breastfeeding	206
94	Caring for a New Baby	208
95	Pelvic Floor Exercises	211

# Contents

## Section 4

### ***Healthy Communities***

SESSION		PAGE
96	Alcohol Abuse - Limiting the Damage	216
97	Violence Against Women - Myths and Beliefs	218
98	Violence Against Women - Case Studies	219
99	Violence Against Women - Intervention and Supports	220
100	A Healthy Community	222
101	Isolation and Loneliness	224
102	Living with Fear - What to do About it?	227
103	Drugs Education - What Works	229
104	A Health Promoting Home	231

## Section 5

### ***Group Development***

SESSION		PAGE
105	A Start-up Session	234
106	Getting Your Group Started - Who Are We?	237
107	Getting Your Group Started - Our Vision for this Group	238
108	Getting Your Group Started - Structure of this Group	239
109	Getting Your Group Started - Planning for the future of this Group	240
110	Getting Your Group Started - Evaluation of Progress to Date	241

# Contents

## Section 6

### **Handouts**

(in alphabetical order)

	PAGE
A Comprehensive Approach to Being Assertive	246
A Healthy Community	247
Assertion Skills	248
Assertive Ways of Expressing Feelings	249
Becoming More Active 1: What is Physical Activity?	251
Becoming More Active 2: Possible Barriers to Becoming Active	252
Becoming More Active 3: Answer to Barriers	253
Becoming More Active 4: Benefits of Physical Activity	254
Becoming More Active 5: Physical Activity and Health Benefits	255
Becoming More Active 6: Ten Week Programme	256
Becoming More Active 7: Motivational Tips	258
Body Language	259
Building Self-Confidence	260
Bullying Case Studies	261
Calcium Sources	262
Caring for an Older Person 1	263
Caring for an Older Person 2	264
Causes of Anger	265
Childhood Messages and Self-Esteem	266
Circles of Time	267
Completed Sample	268
Conflict Reflection	269
Conflict Resolution	270
Control in Relationships	271
Coping with Misbehaviour	272
Dealing with Misbehaviour	273
Dealing with Stress	274
Definitions of Mental Health	275
Different Reactions to Anger	276
Different Ways of Dealing with Conflict	277
Effects of Stress	278
Expressing Feelings Assertively	279
Falls Prevention Guidelines	280
Falls Risk Assessment Checklist	281
Fibre Content	282
Food Diary	283



# Contents

Giving Criticism	284
Giving Feedback Observer Sheet	285
Goal Setting	286
Good Listening Skills	287
Ground Rules	288
Health Behaviour Changes	289
Health Promotion Responses to the Alcohol Problem	290
Healthy Lifestyle Habits	291
Housework and Teenagers: Time-Wasters	292
How I Learned About Relationships and Sexuality	293
Important Health Factors Within and Outside the Home	294
Increasing Confidence	295
Isolation and Loneliness	296
Lifestyle Change Assessment	297
Lifestyle Change Contract	298
Lifestyle Change Contract Review	299
Lifestyle Risk Factors	300
Male Violence Against Women - A	303
Male Violence Against Women - B	304
Male Violence Against Women - C	305
Managing Stress	306
Men's Health - Changing Roles	307
Minor Problems that can arise during Pregnancy	308
My Bill of Rights	309
My Diamond	310
Owning Feelings	311
Pelvic Floor Exercises	312
Qualities of a Mentally Healthy Person	314
Receiving Criticism	315
Relaxation Technique	316
Responsibility for Change	317
Rights in Action	318
Salt Content	319
Sample Food Diary	320
Sample for the Flip Chart	321
Saying No Assertively	322
Self-Confidence and Stress	323
Self-Esteem - A Gift to Myself	324
Signs of Menopause	325

# Contents

Symptoms of Stress	326
The Good Enough Parent	327
The Stages of Grief	328
Time Management 1	329
Time Management 2	330
Time Management 3	331
Violence Against Women - Definitions of Violence	332
Violence Against Women - Principles of Service Delivery	333
Violence Against Women - Services in your Area	335
Ways of Coping with Stress	337
What Assertiveness Is	338
What is Anger?	339
What is Stress?	340

## Section 7

### *Notes for Manual Users*

	PAGE
How to use the Manual	342
Working with Mixed Ability Groups in a Workshop Environment	343
Evaluation	348
Resources and References	353

## Section 1

# Developing a Healthy Lifestyle

- 1 Lifestyle - Risk Factors for Heart Disease
- 2 Analysing Food Diaries - Weight
- 3 Analysing Food Diaries - Fats, Sugar, Calcium
- 4 Analysing Food Diaries - Salt, Fibre
- 5 Food Hygiene and Safety in the Home
- 6 Becoming More Active
- 7 Looking After Myself - How does my garden grow?
- 8 Exploring Ways of Dealing with Smoking in the Home
- 9 Understanding Sexuality 1
- 10 Understanding Sexuality 2
- 11 What is Stress?
- 12 Dealing with Stress
- 13 Health and Stress
- 14 Self-Confidence and Stress
- 15 Stress Management 1
- 16 Stress Management 2
- 17 Time Management
- 18 Mental Health Promotion 1
- 19 Mental Health Promotion 2
- 20 Depression 1
- 21 Depression 2
- 22 Exploring Your Health Through Art
- 23 The Health Career
- 24 Making Health Behaviour Changes
- 25 Cardiac Rehabilitation - Lifestyle Change Course 1
- 26 Cardiac Rehabilitation - Lifestyle Change Course 2
- 27 Cardiac Rehabilitation - Lifestyle Change Course 3
- 28 Cardiac Rehabilitation - Lifestyle Change Course 4
- 29 Cardiac Rehabilitation - Lifestyle Change Course 5
- 30 Cardiac Rehabilitation - Lifestyle Change Course 6
- 31 Cardiac Rehabilitation - Lifestyle Change Course 7
- 32 Cardiac Rehabilitation - Follow up 1
- 33 Cardiac Rehabilitation - Follow up 2

# Session 01

## Lifestyle - Risk Factors for Heart Disease

### Introduction

Heart disease is known as a multifactorial disease i.e. many risk factors make an individual susceptible to it. However, the main risk factors - smoking, high blood pressure, stress, high blood cholesterol - can be changed, so we can take steps to reduce our risk of heart disease.

This session covers a discussion of the risk factors associated with heart disease. It is a good session to start a healthy lifestyle course, as it gets the group thinking about exercise, cholesterol, blood pressure, smoking and weight. It also includes an explanation of a food diary which will be used in later sessions.

---

### Objectives

Participants will:

- be able to list the risk factors for heart disease
- be able to identify their own risk factors and the changes they could make in their lifestyle to reduce the risk of heart disease
- know how to complete their food diaries

---

### Materials

Handout - Lifestyle Risk Factor  
 Height and weight tables  
 Scales  
 Handout - Food Diary  
 Flip chart and markers  
 Pens  
 Body-mass index charts

---

### Activities

1. Warm-up	10 minutes
2. Introduction to topic of heart disease by facilitator and explanation of why we are working out risk factors	10 minutes
3. Individual completion of Risk Factors Handout Calculation of individual scores	30 minutes
4. Discussion of results	20 minutes
5. Explanation of food diary by facilitator	15 minutes
6. Closing round	5 minutes

---

Total time: 90 minutes

---

## Explanation of the Food Diary

The purpose of a food diary is to keep a check on our food intake. You may wish to keep a food diary before commencing a healthy eating course to see what changes you may have to make to achieve a healthy diet, or you may record your food intake while being on a weight reducing diet to check your progress.

The minimum length of time you should record your food intake is one week (to include weekdays and weekend). The food diary will be used on future sessions to analyse your own calorie intake, sugar, fat, salt and fibre intake.

For this reason it is essential that food intake be measured and recorded accurately, otherwise there is little point in continuing to attend the lifestyle course.

Give out the food diary. Discuss using completed sample food diary.

---

## Closing round

Ask each participant to name one change they'll make to reduce their risk factors for heart disease.

---

## Points of Interest

It is important for the facilitator to emphasise that this is only a rough method of calculating an individual's likelihood of developing heart disease and is not a diagnosis.

Participants usually need help in filling out the risk factor handout particularly the sections on weight, family history, blood pressure and cholesterol level in diet.

The facilitator needs to watch out for people who may feel anxious because they got a 'high' score.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 02

# Analysing Food Diaries - Weight

### Introduction

This session follows one where the purpose of the food diary, and how to fill it in was explained. The emphasis of this session is on weight reduction. This programme is not designed for people who are within the correct weight range and who want to 'slim' for fashion reasons.

People in the Western World have a tendency towards obesity. This is as a result of lack of exercise, eating more food than is burned off and eating the wrong kinds of food. Also there is a tendency to serve larger portions in some countries. For example, American portions are much larger than those served in Mediterranean countries.

---

### Objectives

Participants will be able to:

- identify how much weight they need to lose to achieve their ideal body weight
- analyse their food diaries with the purpose of adopting new eating habits

---

### Materials

Flip chart and markers  
Scales  
BMI chart  
Pens and paper  
Pocket calculator (optional)  
Food labels  
Food pyramids

---

### Activities

- |  |            |
|--|------------|
| 1. Warm-up   | 10 minutes |
| 2. Introduction (update on latest nutrition information) and input from the facilitator on food pyramid  | 15 minutes |
| 3. Facilitator should move around the small groups to help in converting the food diary to recommendations in the pyramid. Break up into groups of three to analyse food diaries in relation to the food pyramid, and identify where changes need to be made. Food labels can be used to clarify where foods fit on food pyramid | 40 minutes |
| 4. Feedback to large group   | 20 minutes |
| 6. Closing round - ask each participant to name one change they'll make in their eating habits   | 5 minutes  |

---

Total time: 90 minutes

---

### **Points of Interest**

Food labels are very important. Most people don't realise the amount of fat and sugar in tins, packets etc. If you have a number of participants in your group who are within the correct weight range but believe themselves to be overweight, you might consider running a session on Body Image or Self Confidence.

The Health Promotion Service of the Western Health Board has many suitable leaflets, handouts and booklets available to facilitators free of charge.

---

### **Evaluation**

See Section 7 - Notes for Manual Users

## Session 03

# Analysing Food Diaries - Fats, Sugar, Calcium

### Introduction

Many of the diseases which affect us in Ireland today are linked to an unhealthy diet. Fats and sugars are two of the nutrients which we are consuming to excess and calcium is a nutrient which we often lack in our diets, leading to osteoporosis in later life. The diseases resulting from too much fat and sugar include diabetes, heart disease, cancer, obesity, gout and gallstones.

---

### Objectives

Participants will be able to:

- identify the role of fats, sugar and calcium in the diet
- analyse their food diaries to work out their approximate level of fat, sugar and calcium intake
- identify the words used on food labels to describe different types of fat and sugar
- work out changes they could make to their own diets to decrease their fat and sugar intake and increase their calcium intake

---

### Materials

Flip chart and markers

Pens and paper

Handouts with lists of foods and their sugar content

Selection of food labels, e.g. biscuits, cakes, cooking oil, various low-fat spreads, tomato sauce, tinned beans

Handout - Calcium Sources

---

### Activities

- |  |            |
|--|------------|
| 1. Introduction and warm-up  | 15 minutes |
| 2. Analysing food diaries - participants will go through a typical day's food intake and work out their main sources of fat, sugar and calcium   | 20 minutes |
| 3. Participants break up into groups of three, discuss their findings and identify areas where reductions or substitutions could be made   | 15 minutes |
| 4. Participants feed back to big group   | 20 minutes |
| 5. Facilitator uses food labels to explain different words used to describe fat and sugar, e.g. saturated fat, unsaturated, hydrogenated vegetable fat, sucrose, dextrose, sorbitol, honey | 15 minutes |
| 6. Closing round. Ask participants to say one thing they will change about their diet  | 5 minutes  |

---

Total time: 90 minutes



---

**Points of Interest**

Sugar and fat are dealt with in the same session because they are often found in the same foods.

It is important to emphasise that new eating habits will not be achieved overnight and is a life time choice.

Low literacy groups would need food photographs, pictures from magazines, samples of foods and their labels to understand the principles of healthy eating.

---

**Evaluation**

See Section 7 - Notes for Manual Users

## Session 04

# Analysing Food Diaries - Salt, Fibre

### Introduction

Some of the diseases which are common in Ireland today are due to poor eating habits. These include an excessive intake of salt which can lead to high blood pressure, and an insufficient fibre intake which may lead to many bowel disorders e.g. constipation, piles, diverticular disease. We can make changes to reduce our intake of salt and increase our fibre intake and the first step is to analyse our food diaries.

---

### Objectives

Participants will be able to:

- identify the diseases caused by too much salt and not enough fibre
- analyse their food diaries to check their intakes of salt and fibre
- identify the changes they could make in their present eating habits
- analyse food labels and be able to recognise different terms used for salt and fibre

---

### Materials

Flip chart and markers

Pens and paper

Lists of foods with high, medium and low levels of salt and fibre

Handout - Salt Content

- Fibre Content

Food labels

Recipes on healthy cooking from Community Nutrition and Home Management Services

---

### Activities

- |  |            |
|--|------------|
| 1. Warm-up and introduction  | 5 minutes  |
| 2. Facilitator goes through lists of foods examining salt content and fibre content  | 15 minutes |
| 3. Facilitator goes through food labels and writes on flip chart different chemical names for salt and fibre used on food labels | 10 minutes |
| 4. Participants analyse their food diaries to work out their levels of salt and fibre intake                                     | 15 minutes |
| 5. Participants break into groups of three to discuss their food diaries in relation to activity                                 | 15 minutes |
| 6. Participants feed back information to large group   | 15 minutes |
| 7. In the large group distribute some healthy cooking recipes and discuss food preparation and cooking                           | 15 minutes |
| 6. Closing round. Ask participants to say one thing they will change about their diet  | 5 minutes  |

---

Total time: 90 minutes

---

**Points of Interest**

One of the issues that can arise in this session is that some foods high in fibre are also high in salt. It is important for the facilitator to point out that it's not always possible to achieve the ideal diet and that sometimes compromises have to be made.

---

**Evaluation**

See Section 7 - Notes for Manual Users

## Session 05

# Food Hygiene and Safety in the Home

### Introduction

Nowadays people purchase food in a variety of places - restaurants, fast-food takeaways, shops, supermarkets. The number of reported incidents of food poisoning remains at a high level. There are, however, a number of simple ways we can make sure that our food is safe after we bring it home.

---

### Objectives

The participants will:

- identify what conditions help harmful bacteria grow
- identify easy rules to stop bacteria from growing
- be familiar with guidelines for handling, storing, cooking and chilling food

---

### Materials

Flipchart and markers

Handout - Leaflets from the Food Safety Promotion Board,  
Abbey Court, Lower Abbey Street, Dublin. Tel. 1850 0404567

---

### Activities

1. Warm up	5 minutes
2. Introduction to topic of food safety by facilitator	5 minutes
3. Discussion of topic of cleaning hands and kitchen surfaces	20 minutes
4. Discussion of topic of separation of different foods	20 minutes
5. Discussion of topic of correct cooking methods	20 minutes
6. Discussion of topic of correct refrigeration	20 minutes
7. Closing activity	5 minutes

---

Total time: 90 minutes

---

### Description of Activities

Warm up and introduction

Do a round and ask each person to say their favourite recipe/food. Briefly introduce the topic of food hygiene and food safety in the home, using handouts from the Food Safety Promotion Board.

### Discussion Groups 3-6

In small groups, allow people to read the handout related to each issue, summarise as a group, and identify changes they need to make in their own home. Allocate 10 minutes (small groups) per topic and 10 minutes feedback to large group for topic.

### Closing Activity

Refer participants on to other relevant training sessions, e.g. assertiveness, making a complaint, asking for what you want.

---

### Points of Interest

The general public often feel that keeping food safe is the responsibility of others. The above activities can be carried out in small groups to give the participants the opportunity to re-examine their practices of food handling in the home.

# Session 06

## Becoming More Active

### Introduction

This session will allow participants to explore how they can become more active. It will allow them to identify their own barriers to taking part in regular activity and provide some motivational tips to help them overcome these barriers.

---

### Objectives

Participants will be able to:

- identify what constitutes physical activity
- identify what prevents them from being more active
- identify some solutions to these barriers
- list the benefits of being more active
- choose a ten-week plan to help them become more active

---

### Materials

Flipchart and markers

Handouts - Becoming More Active 1: What is Physical Activity?

- Becoming More Active 2: Possible Barriers to Becoming Active
- Becoming More Active 3: Answers to Barriers
- Becoming More Active 4: Benefits of Physical Activity
- Becoming More Active 5: Physical Activity and Health Benefits
- Becoming More Active 6: Ten Week Programme
- Becoming More Active 7: Motivational Tips

---

### Activities

1. Warm up and introduction	15 minutes
2. Brainstorm - What is Physical Activity?	10 minutes
3. Brainstorm - The barriers to becoming more active	5 minutes
4. Small group work - Devise solutions to the barriers	10 minutes
5. Feedback and discussion	20 minutes
6. Break	15 minutes
7. Brainstorm - The benefits of regular physical activity	10 minutes
8. Discussion	15 minutes
9. Making a plan	15 minutes
10. Closing round	5 minutes

---

Total time: 120 minutes

---

## Description of Activities

Warm up and introduction

The warm up should be activity based. Introduce the session.

Brainstorm - What is Physical Activity?

Facilitator writes the categories on the flipchart

- a. Activities of daily living
- b. Recreation and leisure
- c. Exercise
- d. Sport

Participants will list appropriate activities under each category.

Use Handout Becoming More Active 1 - What is Physical Activity?

Brainstorm - The barriers to becoming more active

Ask the participants to list their main barriers to becoming active or staying active.

Write all answers on the flipchart.

Small Group Work - Devise solutions to the barriers

Ask participants to write possible solutions to these barriers using Handout Becoming More Active 2: Possible Barriers to Becoming Active

Feedback and discussion

Take feedback from small groups. Facilitator uses Handout Becoming More Active 3 - Answers to Barriers to help with discussion.

Brainstorm - The benefits of regular physical activity

Do this under the following headings: Physical, Social, Mental. Write all answers on the flipchart.

Use Handout Becoming More Active 4 - Benefits of Physical Activity.

Discussion

Give out Handout - Becoming More Active 5 - Physical Activity and Health Benefits and discuss.

Making a plan

Ask participants to list two benefits they hope to gain from being more active. Encourage participants to choose an activity plan that suits them. Participants will use Handout - Becoming More Active 6 - Ten Week Programme. Distribute Handout - Becoming More Active 7- Motivational Tips.

Closing round

Do a suitable closing round.

---

## Points of Interest

To learn how to get the maximum health benefits from walking - contact the Irish Heart Foundation at (01) 6685001 about their Walking for Health Workshop, or contact Health Promotion Services at (091) 548323 for the Western Health Board Region.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 07

# Looking After Myself - How does my garden grow

### Introduction

This exercise can be used to allow participants the opportunity to look at their own lives in a non-threatening way. Through the use of visualisation they can picture themselves as a seed or plant and see what kind of environment they are presently living in. After doing this, they can then look at the areas they need to change or care for to improve their present situation.

---

### Objectives

Participants will be able to:

- identify people, events and environmental situations that are stunting their personal growth at the moment
- analyse and identify “fertilisers” or “weeding” that they can do to promote their growth

---

### Materials

Crayons, paint, paint brushes and A3 paper  
Newspaper to cover work areas  
Jars for water

---

### Activities

1. Warm-up	10 minutes
2. Visualisation	10 minutes
3. Painting their image	15 minutes
4. Sharing	20 minutes
5. Large group discussion	20 minutes
6. Adding changes	10 minutes
7. Closing round	5 minutes

---

Total time: 90 minutes

---

### Description of Activities

Warm up

Choose a suitable warm-up.

Visualisation

- (i) Slowly become aware of your own breathing. Take in a breath through your nose and exhale slowly. Do this two or three times... If you are conscious of the person next to you acknowledge that and then start being aware of your own breathing and your own body. Now become aware of each part of your body. How are you sitting, are your shoulders held high and rigid, if so allow them to drop and relax. Are there any other parts of your body that you are holding. Release them and relax. Listen to your breathing and allow yourself to empty your mind of all the thoughts that may be racing around at the moment. Allow your imagination to take over.



(ii) I would like you to imagine yourself as a seed - any seed. See yourself as this seed... what kind of seed are you... where are you... look carefully around... are you planted outside in a garden or in a pot? What kind of earth are you in... stony, moss peat,... are you well covered or is there very little earth? Concentrate on how you are feeling. Take your time. How far have you grown? Has your seed broken the surface of the earth? Have you any flowers or leaves? Be aware of smells around you. Now look and see is there anything hindering your growth... have you space to grow... is there enough water and sun where you are... do you need anything else... are you happy where you are... are there any weeds around you... is there anything you need? Allow yourself a moment to be where you are... now without losing that image slowly come back to the room and in silence paint the image of what you saw. The seed... where it was... what was around it."

### Painting the image

The paints and paper should be laid out and ready so that it is easy for people to move straight into the painting. Leave the music on, as it creates a good atmosphere.

### Sharing

After the images are painted, ask people to break into fours and share their own image. What similarities are there between their own lives and the life of the seed? What does their seed need? Each person takes five minutes.

### Large group discussion

The facilitator can ask general questions focusing mainly on peoples' needs and whether those needs are being met at the moment.

### Adding changes

Now go back to your picture and put into it what your seed needs to grow and be aware of what that might be in reality eg. water might translate into thirst for affection. Identify the barriers standing in the way of what you need. Name what you need.

### Closing round

The participants name one thing they will do in the coming week to meet a need that is not being met at present.

---

## Points of Interest

The visualisation is the key thing in this exercise. As they analyse their paintings encourage them to find definite comparisons between their own lives and their pictures. Certain elements come up such as the lack of water, which could symbolise that the person is drying up through lack of stimulation. Sun also can be something people may not have, which may indicate a lack of fun and humour in their lives. Space is also a very common issue. This can be addressed when talking about barriers and what they can do about their situation.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 08

# Exploring Ways of Dealing with Smoking in the Home

### Introduction

This session should ideally be used with a group of people who have already done some work together. The aim of the workshop is that participants will gain an understanding of how to address the issue of people smoking in their home. Other related sessions, which could be used in conjunction with this session, or as a follow on, include: My Rights as a Person; Rights within Families; Expressing Feelings; Dealing with Differences.

---

### Objectives

Participants will have:

- identified techniques for asking for what they want
- identified techniques for negotiating for a smoke free home

---

### Materials

Flip chart paper  
Blank sheets of paper  
Pens  
Markers

---

### Activities

1. Warm up	10 minutes
2. Asking for what you want	45 minutes
3. Break	10 minutes
4. Negotiating with the people you live with	45 minutes
5. Closing round - Solutions/Compromise	10 minutes

---

Total time: 120 minutes

---

### Description of Activities

Warm up

Ask participants to identify a situation during the past month where they found it difficult to ask for what they want. Facilitator should lead this giving her/his own example, e.g. asking someone to stop doing something you don't like.

Asking for what you want

Divide group into two and give the groups an example of a case study. (See next page) Ask them to read it, discuss and answer the questions. Appoint a spokesperson to feedback to the main group. Take feedback in large group and discuss.

Points which could come up in the discussion:

- Mary/John have a right to a smoke free environment
- Their families have a right to smoke
- Compromise may be necessary

Negotiating for a smoke free home

Divide the group into two. Ask the groups to devise a plan for negotiating for a smoke free home. Appoint a spokesperson to feedback to the main group.

Note: Focus on rights and assertiveness. Mention that a person acting assertively respects their own rights while also respecting the rights of others

- a. What are the rights of the smoker?
- b. What are the rights of the non-smoker?
- c. What are the barriers to asking for a smoke free home?  
For example, feeling mean asking someone to smoke outside in the cold/rain
- d. How can you overcome these barriers?

Feedback in large group and discuss

Closing Session - Solutions/Compromise

Facilitator asks participants to come up with a possible solution to smoking within the home. Facilitator can give examples, e.g. Identify a smoking zone in the house; smoke outside; what would help? Information on passive smoking, cessation support.

---

## Evaluation

Facilitator will know from observation and feedback if the objectives were met

Resources:

Information leaflets on passive smoking, Smoking Cessation Advice Kits, available from Health Promotion Services, Irish Cancer Society, or acute hospitals.

---

## Case Studies

Case study One

Mary's husband and two of their children smoke in their home. Neither she nor her youngest child smoke. Mary knows that passive smoking is harmful and would like to have a smoke free home. She doesn't think that the smokers in the family will agree to this because they outnumber the non-smokers.

1. What rights does Mary have?
2. What rights do her husband and children have?
3. Whose rights are paramount?
4. How should Mary approach the issue?
5. What are the possible outcomes?

### Case study Two

John is a non-smoker whose wife smokes in their home. His wife has a very stressful job and says that smoking relieves her stress when she gets home from work. John is concerned about both of their health and would like if Mary quit smoking or, at least, didn't smoke in every room. However he is nervous of broaching the subject as he doesn't want to seem unsupportive of his wife's addiction.

1. What rights does John have?
2. What rights does his wife have?
3. Whose rights are paramount?
4. How should John approach the issue?
5. What are the possible outcomes?

Mary/John have a right to a smoke free environment.

Their families have a right to smoke.

Solution/Compromise: Smoke in only one room or outside the house.

# Session 09

## Understanding Sexuality 1

### Introduction

This and the next session in the manual is suitable for use with male or female adults. These sessions should be used late in a self-development course as the group may need a high level of trust and familiarity with each other to feel secure about sharing. The facilitator should point out to the group that s/he is not an expert on sexuality and is there to facilitate the discussion.

---

### Objectives

Participants will be able to:

- identify some factors which influence their relationships and sexuality
- understand how past experiences influence present experience
- identify one way in which to improve their sexual health

---

### Materials

Flip chart and markers  
Handout - How I Learned About Relationships and Sexuality  
Crayons and pastels  
Box of bits and pieces from inside or outside the house  
(twigs, stones, toiletries, clothes, magazines, etc.)  
Glue and tape  
Copies of suitable extracts from novels and poems

---

### Activities

- |                                      |            |
|--------------------------------------|------------|
| 1. Warm-up - creating a story        | 20 minutes |
| 2. Experiences of growing up, Part 1 | 45 minutes |
| 3. Experiences of growing up, Part 2 | 45 minutes |
| 4. Closing Round                     | 10 minutes |

---

Total time: 120 minutes

---

### Description of Activities

Warm up - creating a story

Welcome participants and introduce the session. Introduce the warm-up by inviting participants to create a group story about a parent of a 10 year old boy/girl. Facilitator offers the opening sentence and then each person in turn adds a sentence, e.g. Joan loved the long days of Summer when Conor was on holidays from school... Tell the group that they can be as imaginative as they like. If the story is developing and flowing well, you may decide to do a second round in the group. When the round is complete, ask participants to say what it was like for them to engage in the story.

### Experiences of growing up, Part 1

Give a short introduction to this activity. Introduce the work by saying that you will be giving participants an opportunity to reflect on different experiences of growing up and also to recall what it was like for themselves. They will be invited to share as much or as little as they wish with their colleagues. Extracts from novels can be recorded on a tape in advance or you may wish to read them yourself. Alternatively, you may wish to seek volunteers from the group, being careful not to put pressure on anyone to read. Decide in advance of the workshop the two or three extracts that you will read in the group. When the extracts have been heard, divide the group into threes and ask them to discuss what they heard. Distribute the handout - How I Learned About Relationships and Sexuality to help this process. Return to the large group and discuss.

Questions facilitator might ask during the discussion:

How did you feel when you heard others' experiences of growing up?

Were these experiences similar or different to your own?

How have your experiences shaped the way you are today?

### Experiences of growing up, Part 2

Place the box of bits and pieces as well as a box of crayons in the centre of the group. Give a large flipchart page to each participant. Invite the participants to close their eyes for a few moments and to recall their own childhood and their experience of growing up. You may wish to remind them to recall other family members. Say: "Think about how you learned about relationships and sexuality. See if you remember any specific experiences... What were they like... Recall the messages you got around relationships and sexuality... Who were the people who helped/supported you? Become aware of your feelings around what it was like for you growing up. When you are ready, open your eyes and return your attention to the room".

Invite participants to select anything from the centre of the floor that would help them to express their experiences of growing up and to place them on the flipchart page. Reassure participants that there is no right or wrong way to do this exercise but to trust themselves and their own creativity.

Allow fifteen minutes for them to gather their symbols and to place them on their flipchart paper in whatever way they wish. When this activity is completed, invite participants to pair off and to share their work. This may mean moving around the room to look at other participants' work. Return to the large group and discuss.

Questions facilitator might ask during the discussion:

What was it like for you to reflect on your childhood experience of relationships and sexuality?

What surprised you? Disappointed you?

Did you hear anything that reassured you? Anything that helped you feel more secure about your own life journey?

Do you see any connections between childhood experiences and your present understanding of relationships and sexuality?

Closing Round:

Review session briefly and invite participants to finish the sentences:

“One thing that would have helped me when I was growing up was...”

“One thing I will ensure for my future is...”

---

### Points of Interest

We have all experienced relationships and sexuality in our growing up. In order to be at ease with our sexuality and acquire positive attitudes towards our bodies, we need to take the time to reflect on our sexual journey.

Our memories of childhood experiences vary greatly. Some people may find that they cannot recall any experiences in a particular area or it may be that when they share with others in a group, another participant's disclosure can trigger off a flood of memories for them. Others may have clear memories of specific situations and experiences.

There may be experiences that participants prefer not to share in the group and that is fine. Again, reassure participants about sharing only what they want to share. You may also wish to acknowledge that sometimes when we reflect on these issues, we may feel hurt or betrayed. It is important to acknowledge what was absent as well as the positive experiences.

Reflecting on our own experiences is not about finding fault with ourselves or others from our past. It is more to do with naming and appreciating what was good and thinking about what could have been different. This in turn helps us to be more aware of how we feel about our relationships and sexuality today.

Suggested readings for 'Experiences of growing up, Part1'

Dunne, Miriam, *Blessed Art Thou A Monk Swimming*, Headline Book Publishing, 1997

Magorian, Michelle, *Goodnight Mister Tom*, Pearson Schools, 2000

O'Connor, Frank, "The Genius" from *My Oedipus Complex and other Stories*, Penguin, 1963

Olds, Sharon, "The Moment" in *The Dead and The Living*, Random House, 1984

---

### Evaluation

See Section 7 - Notes for Manual Users

# Session 10

## Understanding Sexuality 2

### Introduction

This session should be used when the group has developed a good level of trust and familiarity with each other. It aims to increase awareness of messages we receive about relationships and sexuality.

---

### Objectives

Participants will be able to:

- reflect on expectations of being male or female
- recognise that stereotyping can often limit our growth and development
- become aware of implicit and explicit values in messages we receive from the media about relationships and sexuality

---

### Materials

Flip chart and markers  
Magazines, advertisements from newspapers  
Glue and sellotape  
Copy of advertisements from television  
Words of songs appropriate to group

---

### Activities

Warm up	10 minutes
Introduction	5 minutes
Gender stereotypes	45 minutes
Media representation of relationships and sexuality	45 minutes
Closing round	15 minutes

---

Total time: 120 minutes

---

### Description of Activities

Warm up

Do a round and ask participants to name their favourite television programme, film, magazine, newspaper or website, and why.

Introduction

Facilitator introduces the session and explains that it aims to increase our awareness of messages we receive about relationships and sexuality.



## Gender stereotypes

Write sentence stems on the flipchart and ask participants to complete the sentences:

"I think men should/should not..."

"I think women should/should not..."

"As a man I am expected to..."

"As a woman I am expected to..."

This exercise is particularly useful if there is a good balance of males and females in the group. Care is needed to ensure that stereotypes are not compounded in the group. Write responses on flip chart. These can be displayed on the wall.

Questions facilitator might ask the group:

What differences do you notice in the words used for men/women?

What does it tell you about society's attitudes towards men and women?

Are men and women born equal but different, or are the differences due to their upbringing?

How equal is our society's treatment of men and women?

How do your own experiences affect the relationship you have with your spouse/partner?

In what way have your expectations of yourself or your spouse/partner limited your growth?

In what way has this exercise helped you as a person?

## Media representation of relationships and sexuality

Introduce this part of the session by referring to the ways in which we are influenced by the spoken and unspoken messages about human relationships and sexuality. Explain that for the purpose of this session you are going to look at media messages and what they mean to the group.

Divide the group into small groups of four and distribute a number of magazines to the participants (or words of pop songs or advertisements from television), and invite them to look through the chosen media to ascertain how relationships and sexuality are presented. For a more comprehensive analysis, divide the tasks according to the small groups, e.g. one group could review the letters page in magazines, another the ads, another the fashion pages or the special features while others review pop songs or ads from television.

Some questions that may be written up on the flip chart in advance:

What is your reaction to the messages being presented in magazines, pop songs or ads?

How are relationships and sexuality portrayed?

How do you feel about what is presented?

How realistic are they?

Are any of the messages the same? Different?

Ask each group to share their discoveries and ask one person in each group to take notes (allow 10-15 minutes). Take feedback and facilitate discussion in the large group.

Facilitator's questions:

Why are magazines so popular?

Who are the magazines targeted at? Why?

What are the overriding themes in the advertisements and pop songs?

What can you take from this exercise that will help you and your children?

Closing round

Facilitator asks each participant to think of one thing they will do as a result of this session.

---

## **Evaluation**

See Section 7 - Notes for Manual Users

# Session 11

## What is Stress?

### Introduction

During this session we will look at what stress is and identify our own areas of stress. We will do this individually, in threes and in the large group. Emphasise rules, particularly confidentiality. Handout on Ground Rules could be used here also.

---

### Objectives

Participants will be able to:

- identify their own areas of stress
- prioritise these, i.e. most difficult to least difficult
- identify one area of stress to work on during the course

---

### Materials

Flip chart and markers  
Blu-Tack  
Pens and paper  
Handout - What is Stress?  
- Effects of Stress

---

### Activities

- |  |            |
|--|------------|
| 1. Introduction by facilitator.  | 5 minutes  |
| 2. Warm-up: Say your name and why you want to do the course on Positively Coping with Stress (this session and next three in this book)  | 10 minutes |
| 3. Discussion: How do you know you are stressed?<br>- too much - too little!   |            |
| Step 1 - Ask in threes   | 10 minutes |
| Step 2 - Large group feedback. Write on flip chart   | 10 minutes |
| Step 3 - Give out Handout - What is Stress? and discuss in large group   | 10 minutes |
| 4. Make a list of own areas of stress individually   | 10 minutes |
| 5. Prioritise these 1-10, 10 being the most stressful  | 5 minutes  |
| 6. Choose one to work on during the course   | 5 minutes  |
| 7. Having chosen one identify:<br>- who else is involved?<br>- is it at a particular time?<br>- where does it happen?<br>- how am I affected? (emotional, mental & physical sensations).<br>Handout - Effects of Stress can be used here | 20 minutes |
| 8. Closing round: Say your name and how you feel now   | 5 minutes  |

---

Total time: 90 minutes

---

**Points of Interest**

Some groups can find this session difficult because of confidentiality and knowing each other's business. Use ground rules. It is important for the facilitator to emphasise that although other people or events might trigger stress, the responsibility for dealing with stressful situations belongs to the person who feels the stress. Stress management is NOT about changing other people.

---

**Evaluation**

See Section 7 - Notes for Manual Users

# Session 12

## Dealing with Stress

### Introduction

During this session we will explore ways of dealing with stress. Each participant will choose one area of stress and identify ways of dealing with it.

---

### Objectives

Participants will be able to:

- identify ways of dealing with stress and choose one way
- identify ways of incorporating this into dealing with stress
- experience relaxation techniques

---

### Materials

Flip chart and markers

Paper and pens

Handout - Ways of Coping with Stress  
- Relaxation Technique

Tape recorder and relaxation tape (optional)

---

### Activities

1. Introduction and warm up: Short introduction to session from the facilitator then ask the participants to say their name and one area of stress they have experienced during the week 10 minutes
2. Brainstorm: Ways of dealing with stress  
Step 1 - Ask in threes 10 minutes  
Step 2 - Ask large group and write on flip chart 10 minutes
3. Give out Handout - Ways of Coping with Stress followed by discussion and comparison with step 2 10 minutes
4. Refer to the first session, activities 6 and 7, and ask participants to choose one way of coping with their own stressful situation 5 minutes
5. Identify and plan for the coming week how you are going to implement your chosen way 10 minutes
6. Handout - Relaxation Technique 10 minutes  
Quick relaxation technique - body shake out 5 minutes  
15-minute guided relaxation by facilitator or tape 15 minutes
7. Closing round: Say name and how you are feeling now 5 minutes

---

Total time: 90 minutes

---

### Points of Interest

Participants can bring mats, scented candles, appropriate music, etc.

---

### Evaluation

See Section 7 - Notes for Manual Users

# Session 13

## Health and Stress

### Introduction

In this session we will look at how stress can affect our health and how a healthy lifestyle can help us to cope with stressful situations.

---

### Objectives

Participants will be able to:

- identify the connections between a healthy lifestyle and managing stress
- identify one area of their own lifestyle they wish to change
- choose a way to implement this

---

### Materials

Flip chart and markers  
 Handout - Healthy Lifestyle Habits  
 Tape recorder and relaxation tape (optional)

---

### Activities

- |  |            |
|--|------------|
| 1. Introduction and warm-up: Short introduction to session by facilitator and then ask participants to say their name and how their own awareness of stress is developing  | 10 minutes |
| 2. Brainstorm: Health and Stress -<br>How does our health help us to cope with stress?<br>Step 1 - In threes   | 10 minutes |
| Step 2 - In large group  |            |
| Step 3 - Write on flip chart   | 10 minutes |
| Step 4 - Give out Handout - Healthy Lifestyle Habits   |            |
| 3. Discussion on Handout   | 10 minutes |
| Step 5 - Choose one area to work on during the week and plan how to implement this   | 10 minutes |
| 4. Step 6 - Guided relaxation by tape or facilitator   | 15 minutes |
| 5. Step 7 - Progress report<br>- How are we doing so far?<br>- How are we coping with working on our own area of stress?<br>- What is helpful?<br>- What is difficult?<br>Discussion in pairs, then large group. | 15 minutes |
| 6. Closing round: Say your name and one thing you are looking forward to this week   | 5 minutes  |

---

Total time: 85 minutes

---

### Evaluation

See Section 7 - Notes for Manual Users

# Session 14

## Self-Confidence and Stress

### Introduction

In this session we will explore the connection between self-confidence and stress.

---

### Objectives

Participants will be able to:

- identify the connection between self-confidence and stress
- identify areas of their lives where they feel confident
- identify areas of their lives where they lack self-confidence
- relate these areas to the stressful situations they selected

---

### Materials

Paper and pens

Handout - Self-Confidence and Stress

---

### Activities

1. Introduction and warm-up:  
Facilitator gives short introduction to the session and asks participants to say their name and how they are getting on with dealing with their stressful situations 10 minutes
2. Distribute Handout  
Discuss in threes 20 minutes  
Discuss in large group 1 10 minutes
3. Choose your own area to work on 10 minutes
4. Plan to build up confidence and integrate with plans from Sessions 11, 12 and 13 30 minutes
5. Closing round: Say name and one thing you have taken from the course that you can use daily in dealing with your stressful situations 5 minutes

---

Total time: 85 minutes

---

### Points of Interest

Lack of assertiveness skills can lead to stress and low self-confidence. A four week course on stress management could be followed by some sessions on assertiveness.

---

### Evaluation

See Section 7 - Notes for Manual Users

# Session 15

## Stress Management 1

### Introduction

Explain to the group that stress is an everyday occurrence. Not all stress is bad. In fact, a certain amount of stress is desirable and essential for life. Whether the stress you experience is the result of major life changes or minor everyday events, it is how you respond to these experiences that determines the impact stress will have on your life.

This session will help us identify what causes us stress, how it affects us and we will learn one breathing technique to help us reduce our stress.

---

### Objectives

Participants will be able to:

- identify what causes them stress
- identify their own responses to stress
- demonstrate the relaxation response / breathing technique

---

### Materials

Flipchart and markers  
 Towel / floor mat  
 Warm socks  
 Colour markers  
 Relaxation tape or soft music  
 Tape recorder  
 Colour dots

---

### Activities

1. Introduction and warm up	15 minutes
2. Brainstorm - causes of stress	10 minutes
3. Small groups	10 minutes
4. Input on theory of stress	10 minutes
5. Demonstrating breathing technique	10 minutes
6. Practising technique	10 minutes
7. Music and relaxation	10 minutes
8. Large group	10 minutes
9. Closing round	5 minutes

---

Total time: 90 minutes



## Description of Activities

### Introduction and warm up

Introduce the session and do a suitable warm up. Establish ground rules. Ask participants what they expect to get from the course

### Brainstorm - causes of stress

Ask participants what causes them stress. Write responses on flipchart and discuss.

### Small groups

Ask participants to break into small groups. Ask each group to identify how they experience stress in their body, e.g. headache, vomiting. Ask one person in each small group to put the effects and responses of their body to stress on post-it notes. Make one big collage of responses. Ask all the participants to take time to read all the responses and make comments.

### Input on theory of stress

Do a short input on the theory of stress, see Points of Interest. Large group discussion.

### Demonstrating breathing technique

Ask participants to lie flat on the floor or sit on a chair and breathe in and out. Ask the participants to breathe in and out 5 times, and note how they are breathing. The facilitator now demonstrates the breathing technique/relaxation response. Demonstrate it three times. Lying flat on the floor or on a chair take a big breath in through the nose allowing the abdomen to have the pregnant look. Then breathing out through the mouth, allow the abdomen to fall and pull in the belly fully. The facilitator invites the participants to do the breathing exercise, (Shoes off, glasses off, hands on abdomen). either sitting on a chair or lying flat on the floor. The facilitator checks the technique of each participant. Invite them to return to a sitting position slowly as there is an increase in oxygen, and some may feel light headed.

Take feedback on the effects of the breathing technique/relaxation response.

### Music and relaxation

Invite the participants to return to the lying position or chair position and play quiet music for 10 minutes, practising the breathing technique. At the end of the time, invite the participants to very slowly return to their chairs.

### Large group

Take feedback on their ability to do the exercise.

### Closing round

Encourage the participants to practice the breathing technique/relaxation response for five minutes twice a day morning and evening. Give them two colour dots to post in a place at home to remind them to do the exercise.

---

## Points of Interest

The groundwork for the modern meaning of 'Stress' was described by Cannon, a physiologist at Harvard around the turn of the century. He was the first to describe the 'fight or flight response' as a series of biochemical changes that prepare you to deal with threats or danger. It is what we describe as the 'adrenaline rush'.

Selye, a researcher on stress, was able to trace exactly what happens in your body during the fight or flight response. He found that any problem, imagined or real, can cause the cerebral cortex (the thinking part of the brain) to send a message to the hypothalamus, which stimulates the sympathetic nervous system to make a series of changes in your body.

These changes are experienced as follows:

Your heart rate increases, breathing rate increases, muscle tension increases, metabolism increases and blood pressure increases. Your hands and feet get cold as blood is directed away from your extremities and digestive system. You may have diarrhoea, or vomiting or going to the bathroom several times. You experience butterflies in your stomach. Your diaphragm and your anus tighten. Your pupils dilate to sharpen your vision and your hearing becomes more acute.

Benson in 1975 discovered the relaxation response. The same mechanism that turns the sympathetic nerve on to fight stress can turn the parasympathetic nerve on to lower our stress level. Three minutes after you shut off the danger signals, the fight or flight response burns out. Your metabolism, heart rate, breathing rate, muscle tension, and blood pressure all return to their normal levels or lower levels of activity.

---

## Evaluation

See Section 7 - Notes for Manual Users

# Session 16

## Stress Management 2

### Introduction

The purpose of this session is to enable participants to identify the issues that cause them stress and to explore mechanisms for dealing with causes of stress. During this session the participants will practise the breathing relaxation technique.

---

### Objectives

Participants will be able to:

- identify what causes them stress
- identify mechanisms for dealing with the causes of stress
- practice relaxation techniques

---

### Materials

Flipchart and markers  
Handout - Dealing with Stress  
Tape recorder and relaxation tape

---

### Activities

1. Warm up and introduction	15 minutes
2. Causes of stress	10 minutes
3. Small group work	30 minutes
4. Dealing with stress	20 minutes
5. Relaxation technique	10 minutes
6. Closing round	5 minutes

---

Total time: 90 minutes

---

### Description of Activities

Warm up and introduction

Do a suitable warm up. Introduce the session.

Causes of stress

Display the flip chart sheet from session 1, Stress Management 1, on causes/triggers of stress. Invite participants to add any other personal causes of stress.

### Small group work

Ask each participant to focus on their causes of stress from the list.

Divide into groups of three and discuss. How do I currently deal with causes of stress? What could I do differently?

Ask each group to write down each cause of stress and the most useful way of dealing with it, on a sheet of flipchart paper. Display flipchart sheets on the wall. Invite all participants to read the wall displays. Invite feedback and comments.

### Dealing with stress

Distribute Handout - Dealing with Stress. Discuss in large group.

### Relaxation technique

Demonstrate and allow participants to practice the breathing relaxation technique.

### Closing round

Do an appropriate closing round.

---

## Evaluation

See Section 7 - Notes for Manual Users

# Session 17

## Time Management

### Introduction

We often talk about how to manage our time. We wonder why some things get done faster than others. We say things like, 'I have no time to do xyz'. We talk about having too much time on our hands. We say, 'Time is money'.

If we had more time would life be any different? If we had less time would life be any different?

This session will explore some of these questions and give methods to manage our time

---

### Objectives

Each participant will:

- consider their time management at work
- identify new ways of managing time

---

### Materials

Flip chart and markers

Colour pens

Post-it notes

Handouts - Time Management 1, 2 and 3

---

### Activities

1. Introduction and warm-up	15 minutes
2 Getting started	15 minutes
2. Getting a task done	10 minutes
3. Getting through the paper work	15 minutes
4. Good tools for time management	15 minutes
5. Recognising the urgent	10 minutes
6. Closing round	10 minutes

---

Total time: 90 minutes

---

### Description of Activities

Introduction and warm-up

Introduce the session and do a warm-up. Make ground rules. Ask participants where they work and what they hope to get from this session.

Getting started

Ask participants to write down the first ten things they do when they come into work. Ask each participant to review the ten things and ask them are they part of a task that they are about to do at work.

Ask each participant to consider their individual list and put them in order of: 'essential' versus 'nice to do'. 'Essential' meaning must do this work to complete the task. 'Nice to do' meaning doing something which is not related to the task.

Divide the group into pairs and ask each pair to discuss their findings. Take feedback from pairs in the big group.

#### Getting a task done

Ask participants to write down three specific tasks that they do at work.

Ask what they consider important in doing a task and list the tasks on a flipchart.

Review the tasks on the flipchart and ask:

Are the tasks listed in sequence?

Is there a plan to the way you organise your work in relation to the specific task to be completed?

Discuss how we might improve the management of our time when doing a task.

Refer back to the three specific tasks as examples.

Give out Handout - Time Management 1

#### Getting through the paper work

Have a general discussion with the participants about all the paperwork on their desks.

Give out Handout - Time Management 2 and discuss.

Consider T.R.A.F.

Ask each participant to identify one item of paper on their desk that could fit into:

Toss, Refer, Action, File.

Ask the participants what the barriers are to using this method?

Can you use this method at work?

Remind participants of how satisfied they felt when a job was completed, or when they helped others to complete a job. Putting a completed job away is a time management skill.

#### Good tools for time management

Ask the participants to write down on Post-it notes, their tools for managing time

Put all the Post-it notes on a few big flip chart sheets. If possible, arrange the tools by themes.

Ask the participants to circulate and read all the ideas.

Some ideas to consider;

A master list - allocate time over a year to do specific tasks.

Have a calendar with the tasks written in.

Have a daily "to do list" - this gives a 25% increase in efficiency.

Prioritise your 'to do list'.

If feeling overwhelmed at work, review your list, go to priorities.

New tasks arrive e.g. telephone call, a drop in from a colleague requesting information on a task. How does this affect your time?

Write all of your tasks down - over time you will manage your time better.

### Recognise the urgent

Ask participants to write on Post-it notes six tasks that they frequently do, one on each Post-it. Ask them to put the tasks under the following headings on the flipchart.

---

<b>Urgent</b>	<b>Important</b>	<b>Urgent &amp; Important</b>
---------------	------------------	-------------------------------

After they have put their tasks (on Post-it notes) on the flip chart, ask them if they would like to make some changes. Suggest that they consider the following:

The urgent is not important

The important is seldom urgent

The urgent and important is critical

Consider high priority and the impact if not done

Ask the participants now to put the letters A, B, C, D, E, in front of the tasks they have written up. Would they like to make changes?

**A** Must do

**B** Should do

**C** Nice to do

**D** Delegate

**E** Eliminate

Review the flip chart and ask for general observations. Give out Handout - Time Management 3.

Closing round

---

### **Points of Interest**

This session is suitable for community or workplace groups.

---

### **Evaluation**

See Section 7 - Notes for Manual Users

# Session 18

## Mental Health Promotion 1

### Introduction

The purpose of this session is to explore the concept of mental health and our understanding of it. Mental health is often thought of in the context of mental illness, however it is a topic that is relevant to everyone. We all need to look after our mental health and not just think about it when we go through difficult times.

---

### Objectives

Participants will be able to:

- define Mental Health
- identify the characteristics of a mentally healthy person

---

### Materials

Flip chart and markers  
 Old Magazines - Papers  
 Glue  
 Handout - Definitions of Mental Health  
           - Qualities of a Mentally Healthy Person

---

### Activities

1. Warm-up and Introduction	10 minutes
2. Brainstorm	10 minutes
3. Large group discussion	15 minutes
4. Small group work	10 minutes
5. Feedback	10 minutes
6. Collage	15 minutes
7. Feedback	15 minutes
8. Closing Round	5 minutes

---

Total time: 90 minutes

---

### Description of Activities

Warm-up and Introduction

Introduce session. Ask participants to say their name and share one good thing that happened them during the week.

Brainstorm

Ask participants to brainstorm all the words that they associate with the term mental health. Record on the flip chart.



### Large Group Discussion

Have a general discussion about the brainstorm. What words came up, were they positive or negative and why? In society in general is mental health viewed in a positive or negative way? It is important at this stage to stress that this session will focus on positive mental health and not mental ill health.

### Small Group work

In small groups, ask participants to come up with two sentences to define mental health.

### Feedback

Ask a participant from each small group to feedback their definitions to the large group. Give out the Handout - Definitions of Mental Health. Discuss definitions with the group.

### Collage

In small groups ask participants to create a collage, one per group, which represents the characteristics of a mentally healthy person.

### Feedback

Ask a representative from each group to explain their collage. After all groups have given their feedback, make a list of some of the common words/themes that describe a mentally healthy person. Distribute Handout - Qualities of a Mentally Healthy Person.

### Closing Round

Ask each participant to say one thing they learned from the session

---

## Points of Interest

The focus of this session is on positive mental health not mental ill health.

It is important that these sessions are done with a group that has worked together previously and has established trust and clear ground rules. These should not be just "stand alone" sessions. Facilitator should ensure that they have names of appropriate referral agencies in the event of needing this information.

---

## Evaluation

See Section 7 - Notes for Manual Users

# Session 19

## Mental Health Promotion 2

### Introduction

The purpose of this session is to identify the things that influence our mental health, and explore ways of maintaining positive mental health.

---

### Objectives

Participants will be able to:

- identify the things that influence their mental health
- identify ways to maintain and promote their mental health

---

### Materials

Flip chart and paper  
Paper and pens  
Post-its

---

### Activities

1. Warm-up and review	15 minutes
2. Small group work	10 minutes
3. Large group work	15 minutes
4. Individual work	10 minutes
5. Small group work	15 minutes
6. Large group work	15 minutes
7. Closing round	10 minutes

---

Total time: 90 minutes

---

### Description of Activities

Warm-up and review

Ask participants to say their name and one thing that makes them feel good about themselves. Review previous session.

Small group work

Divide into small groups and give Post-its to each group. Ask them to think about the things that influence their mental health either positively or negatively. Ask them to write these on Post-its.

Large group work

Ask each group to place their Post-its on the flip chart. In the large group discuss the words on the flip chart and discuss how these things influence mental health either positively or negatively, or both. Group words together and produce a list of the determinants of mental health.

### Individual Work

Ask each participant to think of a time when they felt down. Ask them to think about the reasons why they felt this way.

Ask participants to list the things that helped them to work through their situations.

### Small group work

In small groups ask the participants to share what coping strategies they came up with. Ask each group to write out all the strategies they came up with on A4 sheets of paper - one strategy per sheet. Get groups to display their A4 sheets on the floor and ask participants to circulate and read them.

### Large group work

Allow for discussion and comments here on reactions to the different strategies displayed.

Processing questions may include:

- Was that exercise difficult to do and why/why not?
- Was it difficult to come up with ways of coping?
- What do you think of the different ways identified?
- Are they all positive ways of coping?
- Are some strategies only suitable for certain situations?
- Are there other ways of coping that have not been identified?
- Did you learn some new ways you had not already thought of?
- Can we draw up a general list of positive ways of coping?

### Closing Round

Ask participants to say one thing they will do in the future to promote their mental health.

---

## Evaluation

See Section 7 - Notes for Manual Users

# Session 20

## Depression 1

### Introduction

This and the next session on depression could be included in a Self-Development or Women's Health course. It may be necessary to discuss this topic late in the course as the group may need a high level of trust with each other to feel secure about sharing. The facilitator could point out to the group that she/he is not an expert on depression and is there to facilitate the discussion. Most of us will feel depressed, low or fed-up during our lives. The purpose of this session is to discuss these feelings in a safe situation and identify how feeling depressed can affect our lives.

---

### Objectives

Participants will be able to:

- identify some of the circumstances that can evoke depression
- recognise how depression affects them

---

### Materials

Flip chart and markers  
Pens and paper

---

### Activities

1. Warm-up activity/Introduction	10 minutes
2. What is depression?	15 minutes
3. What can evoke feelings of depression?	15 minutes
4. Feedback	30 minutes
5. How do you feel, think or act when depressed?	15 minutes
6. Feedback	20 minutes
7. Closing round	5 minutes

---

Total time: 110 minutes

---

### Description of Activities

Warm up

Any warm-up activity that will increase trust in the group or set the scene will do, e.g. completing the sentence "I feel happy when... ; I feel depressed when..."

What is Depression?

Ask the participants to draw some image or symbol that describes themselves when depressed, e.g. a black hole, outside their skin, etc. ask for a few volunteers to share their pictures with the group.

What can evoke feelings of depression?

Facilitator asks the participants to form groups of three or four and make a list of all the things which they think can trigger feelings of depression. Examples: loss, grief, too much stress, powerlessness, etc. Group selects a spokesperson.

Feedback

In large group ask the spokesperson to give examples. Discuss a few as appropriate. Facilitator could pose a number of questions:

What is the difference between feelings of depression - a normal response to everyday life, and behaving depressedly for long periods?

What's behind behaving depressedly? This could be:

- Low self-esteem,
- Unexpressed anger or grief,
- Unequal position of women in society,
- Wanting to control others, etc.

Reaction to feelings of depression

Ask the same small groups to identify the way they feel, think and act when depressed. These can be physical, emotional or mental responses. Examples: headache, forgetfulness, despair, sleeplessness, apathy, etc.

Feedback

Take examples from each small group and discuss as appropriate. Closing round - Go around the group and ask each participant to identify one thing they found helpful during the session.

---

### Points of Interest

Facilitator could have the names and phone numbers of appropriate self-help groups in the area and statutory agencies. This session could be followed by some assertiveness sessions, for example - Expressing Feelings. Facilitator will need to be able to distinguish between feeling depressed and behaving depressedly. Facilitator could also have some information on how women look for treatment for depression more often than men. Do women feel depressed more often or simply seek help more?

---

### Evaluation

See Section 7 - Notes for Manual Users

# Session 21

## Depression 2

### Introduction

This session follows on from Depression 1. It will be a more personal session as it will ask participants to describe personal experiences of depression and identify what they found helpful and unhelpful. This session requires sensitive handling. Facilitator should avoid prescribing answers or solutions to participants' depression and discourage group members from doing likewise.

---

### Objectives

Participants will be able to:

- identify and describe one episode of depression they have experienced
- identify what they found helpful and unhelpful

---

### Materials

Paper and pens  
Crayons/coloured pens

---

### Activates

1. Warm-up	5 minutes
2. Activity 1	15 minutes
3. Discussion in small groups	20 minutes
4. Activity 2	20 minutes
5. Feedback	25 minutes
6. Closing round	5 minutes

---

Total time: 90 minutes

---

### Description of Activities

Warm-up

Any warm-up activity that will build trust in the group will do.

Activity 1

Facilitator asks each participant to write about one episode of depression they have experienced in the past and to draw a picture or symbol to depict themselves in the situation. The description will include a breakdown or analysis of the feelings, thoughts and behaviour they had towards themselves and others in that situation.

### Discussion

The facilitator asks participants to form groups of three and discuss their episodes and pictures with each other. It is important that the discussion brings out the difference between feelings of depression and behaving depressedly (eg. staying in bed all day).

### Activity 2

Facilitator asks each participant to identify:

- a. Things which helped them to change how they felt, thought and behaved at the time (i.e. during the episode they described);
- b. Things they found unhelpful.

### Feedback

In the large group the facilitator takes at least one example from each participant and discusses as appropriate. If other people are involved, how can they ask for what they want assertively?

### Closing round

Go around large group and ask each participant to say one thing they liked about the session and themselves.

---

### Points of Interest

It would be a good idea for the facilitator to have names and telephone numbers of contact for self-help groups in the area for any participant who may be interested as a follow-up. As depression is very often linked to loss, it would be worthwhile, if time permits, exploring this concept of loss with the group. There are many different forms of loss, bereavement being the most obvious but others including job loss, separation, divorce, children growing up and leaving home, role loss, changing house, losing a limb, getting old, etc. Transactional Analysis can be a very useful tool for exploring this topic.

---

### Evaluation

See Section 7 - Notes for Manual Users

## Session 22

# Exploring Your Health Through Art

### Introduction

This session helps people through the medium of art, to single out one area of their health that they would like to work on and develop a better insight into how their bodies work. Using paint and crayons they can explore these areas of their health in a new way, letting the colour and shapes be part of the experience.

---

### Objectives

The participants will:

- be able to identify one area of their own health that is bothering them and that they want to change
- have a new insight into how they could make those changes

---

### Materials

Crayons  
 Paint and paintbrushes  
 A3 paper  
 Newspaper  
 Jars for water  
 Cassette recorder or CD player to play music (optional)

---

### Activates

1. Warm-up	5 minutes
2. Loosening up	10 minutes
3. Identifying body areas	15 minutes
4. Sharing	15 minutes
5. Actions	15 minutes
6. Main group	20 minutes

---

Total time: 80 minutes

---

### Description of Activates

#### Warm-up

Ask each person to say their name and a colour that best describes themselves when they feel well and why, e.g. "My name is Mary and I am yellow because I feel bright".

#### Loosening up

The facilitator asks each person to take a page, a paint brush and some paint and on their own, fill the page with that colour (not necessarily the colour named in warm-up). Participants may ask how or how much paint. Just encourage them to do it whatever way they wish. The facilitator asks them to add a second colour to the page in whatever way they want.



---

## Identifying body areas

The facilitator asks everyone to sit with the base of their backs against the chairs and to close their eyes, (music could be on at this time).

“Now slowly become aware of your own breathing. Take in a deep breath through your nose and exhale slowly. Do this two or three times... if you are conscious of the person next to you acknowledge that and then start being aware of your own breathing and your own body. Now become aware of each part of your body. How are you sitting? Are your shoulders held high and rigid? If so allow them to drop and relax. Are there any other parts of your body that you are holding? Release them and relax. Be aware of your... feet, what colour do you imagine them to be?... your legs, what colour are they?... your bottom... your back... your shoulders... your arms... your hands... your neck... your head... your eyes... your tongue. Be aware of all the colours you imagined that make up your body, keep that in your mind. Now concentrate on one area of your body that you may have problems with. Bring your attention to that area, now... what colour do you see in your mind? Imagine it as a shape or image, what would it be?”

With those colours and images in your mind, come back into the room and slowly open your eyes. Without talking, find the colours you imagined and start to put them on a new piece of paper. Either draw an outline of your body or use the paper to represent your body and place the colours where you wish and how you wish, remembering the area you singled out.”

Note: The above instructions should be read slowly taking each area slowly.

### Sharing

“In threes share your experience and your picture, pointing out the area that you singled out to look at. Was it difficult to do? Were you surprised by anything that came up?”

### Action

“Close your eyes again... picture again the area that you looked at before... this time imagine the feelings of health and strength. Surround this area with positive colour and images... think of words that would encourage this feeling of health... when you are ready pick up your last picture and paint what you saw. Place around the area that you picked the positive colours and words.”

### Main group

“In the large group share what may have changed for you in your new picture... and what you could do in your own life to bring about these changes.” Ask for volunteers to share their experience and what changes they will make to bring about the feelings in the positive picture. Ask everyone to keep their picture where they can see it for the coming week and to bring about one change that they may have visualised in their picture.

---

## Points of Interest

This may be a new experience for people, so encouragement is important. Allow plenty of time for each activity.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 23

# The Health Career

### Introduction

It can be useful to think of a person's health behaviour in the same way as a person's work career, i.e. a road initially embarked upon, following a fairly predictable course, capable of changing direction as a result of major decisions, and with fairly predictable outcomes. The initial choice of a person's career is highly influenced by their environment, schooling, social class, etc. A person's 'health career' is similarly influenced. For example, if parents and teachers smoke, then a child is more likely to choose a health career that includes smoking.

The purpose of this session is to help the participants identify the major influences on their health careers. In doing this they will better understand their present health behaviour. This leads to higher self-esteem and increases awareness of the things that influence a family's health today. This session could be followed by Session 24 Making Health Behaviour Changes.

---

### Objectives

Participants will be able to:

- identify and describe some of the factors that influenced their health careers, e.g. education, housing, poverty, etc.
- identify and describe the links between some of their present health behaviour and past experiences, e.g. family eating habits
- identify one health behaviour that is inappropriate for them today although it may have been appropriate or acceptable in the past

---

### Materials

Flip chart and markers  
Crayons/paints (optional)  
Paper and pens

---

### Activities

1. Warm-up and introduction	10 minutes
2. Health map in threes (10 minutes each)	30 minutes
3. Feedback - some examples only	30 minutes
4. Large group discussion on the links to present behaviour	30 minutes
5. Closing round: Ask people to identify one present behaviour that is inappropriate today, although it may have been appropriate in the past	5 minutes

---

Total time: 105 minutes

---

## Description of Activates

### Health map

For this exercise participants will need a large sheet of paper each and coloured pens or paints. Break the large group into threes. Each small group will do a map for each person using illustrations and words. A sample map can be drawn onto the flip chart to help people understand what is required. It would also be a good idea to write up a list of the kinds of things that can influence a person's health when growing up.

Some of these are:

- Education level attained

- The home setting

- Environment - roads, play areas

- Housing - overcrowding, damp, rural, urban

- Poverty - probably biggest factor

- Nutrition - family eating habits and food availability

- Schooling - bullying by teachers and others, negative 'strokes', emotional abuse

- Smoking and alcohol

- Parents' health status

- Social class

During the feedback it is important for the facilitator to get specific examples, not just general ones. The negative feedback people got as children is particularly important, e.g. "You're stupid", "You'll never be any good", etc.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 24

# Making Health Behaviour Changes

### Introduction

This session is designed to be used with people who wish to make positive health changes, for example, giving up cigarettes, losing weight or reducing alcohol use. It can be used in addition to the lifestyle sessions.

---

### Objectives

Participants will be able to:

- identify one behaviour change they would like to make that would have a positive influence on their health, e.g. smoking or weight loss, etc.
- explore the extent to which they want to make this change
- identify the steps they need to take to bring about the change in behaviour, including a timetable, plan, etc.
- identify a list of positive statements or affirmations about the way they will be after they've made this change

e.g.        I am a slim person  
               I am a non-smoker  
               I feel good because I take regular exercise

---

### Materials

Pens and paper  
 Handouts - Completed Sample  
               - Health Behaviour Changes  
 Information leaflets on smoking, alcohol, etc.

---

### Activities

1. Warm-up and introduction	10 minutes
2. Explanation of Handout with examples by facilitator	10 minutes
3. Participants individually fill in Handout only questions 1-3	10 minutes
4. Small group discussion on Q. 1-3 and a decision on Q. 4	20 minutes
5. Feedback in the large group	20 minutes
6. Small groups to discuss and complete Q. 5 & 6	15 minutes
7. Closing round: Go around the group and ask people to say their name and one of their affirmations	5 minutes

---

Total time: 90 minutes

---

### **Description of Activities**

When the facilitator is explaining the handout they can refer to the completed sample. It's important to encourage people to be very honest with themselves. Usually if people find it hard to make changes in behaviour it's because they are ambiguous about what they want.

When breaking the large group into smaller groups ensure that each person gets their own five/six minutes to talk in the small group. No spokesperson is required. Participants are asked to give individual feedback. The facilitator or participants are not to try to influence a person's final decision, but simply accept it as the individual's present position.

---

### **Points of Interest**

It could happen that some of the participants will not want to make the change they initially identified. This may be because

a. of conflicting needs and wants

or

b. there are more perceived benefits in continuing their present behaviour

If they are happy with their decision then that's fine. If not, then they may want to do the session on conflict resolution or make a different behaviour change that will eliminate some of their anxieties. For example, if someone loves food and does not actually want to diet, they might consider instead taking up an activity that will help them get in shape.

---

### **Evaluation**

See Section 7 - Notes for Manual Users

## Session 25

# Cardiac Rehabilitation Lifestyle Change Course 1

### Introduction

Introduce the course in the following way:

All of you are attending this course because you have had heart problems. You have all been told by various health professionals, that you must 'change your lifestyle'. This course will help you make these changes, by identifying what changes need to be made, how you can make the changes, and hardest of all, how you will maintain the changes.

Most of the emphasis so far has been on the physical trauma you have been through and the physical changes you need to make, i.e. diet, exercise, smoking etc. We will talk about these of course, but, we will also look at the emotional and psychological trauma you may have experienced – fear, vulnerability, etc. – and how that may have affected your self-confidence, self-esteem and communication. We will look at other changes, such as changes in your thinking, your attitudes and your ways of communicating.

This course will help you to take a close look at your values, attitudes, ways of behaving and lifestyle, and the link between stress and how you communicate. Most importantly this course will give you a 'safe place' in which to explore all these issues and get support from others.

---

### Objectives

Participants will:

- understand the course content and the style and in particular that the course is highly participatory
- develop enough trust to share their stories
- know how to do a short relaxation exercise

---

### Materials

Flip chart and markers  
Pens and paper  
Registration form  
Tape recorder/tapes/CD's

---

### Activities

1. Registration	5 minutes
2. Introduction	15 minutes
3. Style of course and course details	10 minutes
4. Break	15 minutes
5. Their stories	60 minutes
6. Relaxation exercise	15 minutes

---

Total time: 120 minutes

---

## Description of Activities

### Registration

As these groups are small, facilitator can usually do the registration.

### Introduction

Facilitator introduces her/himself to group giving some personal information. Participants introduce themselves giving some personal information.

### Style of course and course details

Facilitator explains that course will run for 7/8 weeks with a 2-hour session each week. They are expected to attend every session. It will be a participatory course with participants getting as much out of the course as they are prepared to put into it. We will work mainly in the big group (circle) and occasionally will break up into pairs or small groups. The course will be flexible – it is their course – and as well as gaining knowledge and skills – hopefully we will also have fun and they will make new friends. (Mention here that a lot of earlier groups have stayed together and formed their own support groups which they find terrific.)

### Their stories

Facilitator goes around circle and allows participants lots of time to tell their own story and gives them lots of encouragement. (This would normally be from the time they started having heart problems right up to the present day). This takes time, but is a powerful sharing experience for them. For many this will be the first time they have done this and been actively listened to. This exercise usually runs into Cardiac Rehabilitation Lifestyle Change Course 2.

### Relaxation exercise

Use Tape/CD and do a short relaxation exercise with the group.

---

## Points of Interest

This session should be done in a very relaxed way. Very few of the participants will have attended a participative course before. They are usually vulnerable and have been through a huge trauma both physical and emotional.

Have a break in the middle of each session, as this gives them time to chat and get to know each other and this builds up trust within the group.

It is important, at this session, and at regular intervals throughout the course, to point out to the group members that, while they will be able to identify with others within the group re their experiences etc., it is not a good idea to compare themselves to others regarding their treatment, medication, follow-up by doctors, etc., as these will be different depending on the person, their particular problems and the medical staff.

During the course, some of the participants will have hospital/consultant/test appointments.

These appointments are very important to them and can cause huge stress, worry and anxiety. Be aware of this - help them to talk through this and remember to ask them how they got on.

Throughout the course you will need to regularly check with each member of the group to see how they are doing in relation to the changes which were prescribed for them by the cardiac team. Assess the difficulties they may be having maintaining these changes and get the support of the group for members who are finding maintaining their changes difficult. This is normally done during the opening circle. You will get to know the ones who are having difficulties motivating themselves to maintain their change, e.g. walking, diet, etc.

---

## **Evaluation**

See section 7 - Notes for Manual Users



# Cardiac Rehabilitation Lifestyle Change Course 2

## Introduction

During this session make some rules for the group. Give a short explanation of stress. (We will go into more detail on stress in the next session). We will also look at positive and negative thinking and do a relaxation exercise.

---

## Objectives

The participants will be able to:

- have more trust in the group after sharing their stories
- identify the difference between internal and external stress
- have some understanding of how childhood messages affect them

---

## Materials

Flip chart and markers

Pens and paper

Tape recorder/tapes/CDs

Handouts - What is Stress?

- Symptoms of Stress
- Managing Stress
- Self-Confidence and Stress
- Lifestyle Change Assessment
- Relaxation Technique
- A Comprehensive Approach to Being Assertive
- Owning Feelings
- What is Anger?
- Childhood Messages and Self-esteem
- Lifestyle Change Contract
- Lifestyle Change Contract Review

---

## Activities

1. Opening circle	10 minutes
2. More stories	20 minutes
3. Rules for group	5 minutes
4. Stress: Input and discussion	20 minutes
5. Break	15 minutes
6. 'Tape in head': Input and discussion	30 minutes
7. Lifestyle Change Contract	5 minutes
8. Relaxation exercise	15 minutes

---

Total time: 120 minutes

---

## Description of Activities

### Opening circle

Go around the circle and ask each participant how they have been since the last session. Give out full set of handouts.

### More Stories

Ask participants to continue their stories from last session.

### Rules for the Group

Facilitator and participants make rules for the group - the usual ones are - pass, punctuality, confidentiality, honesty, participation etc.

### Stress: Input and discussion

Facilitator explains what stress is. How stress is linked to anxiety. How too much stress affects our lives, our self-esteem and our confidence. Explain the difference between external and internal stress.

For this session we are looking at internal stress and how we behave and react to it.

Short discussion on above.

### 'Tape in head': Input and discussion

Explain 'Tape in head', and give appropriate examples throughout, to help participants understand. Ask individuals in group to imagine that they have a small 'tape' recorder in their head. One side contains the positive messages and the other side contains all the negative messages that we got from both significant adults and our culture when we were growing up. One of the reasons why early childhood messages are so important is that after a while we no longer need to hear the message from someone else. It is stored on the 'tape' and we repeat it to ourselves day after day. These messages can be verbal and non-verbal. If even some of these messages are negative, this can badly affect our self-esteem and our confidence. We become our own worst enemies! If our self-esteem is inclined to be low (and it often is at a low ebb after a trauma like you have all experienced) we are not helping ourselves boost our self-esteem and confidence if we keep repeating and believing these negative messages. We also tend to write negative scripts, based on the negative message and this compounds the problem. Ask the group for some examples of negative messages they think they have on their tapes. Discuss.

Facilitator explains that what we need to do in order to change/modify our thinking about ourselves is, firstly to listen to the negative 'tape' in our head (our own negative thoughts). Identify them one by one. Become more aware of how many and how often these negative thoughts occur. Take control of our own thoughts! Say STOP and change the negative into a positive. This requires a lot of practice. You might be doing this for the first time in your life. It is not easy, but it is possible if you are willing to try. Ask the participants to do this for homework.

Ask them to get a couple of Post-its. Write 'Tape' on them and stick them up as reminders in strategic places. Tell them to work on this every day for the next week.

Tell them that they can enhance their own self-esteem through their awareness and their way of communicating with themselves.

They need to change their behaviour first and live with the feelings. The feelings will change later.

### Lifestyle change contract

Ask participants to fill in Handout - Lifestyle Change Contract and sign it. Facilitator keeps this form and uses it in the 'Follow-up' sessions.

### Relaxation exercise

Use tape/CD or script.

---

## Points of Interest

As these groups tend to be small, it is not always possible or desirable to break them into smaller groups. Brainstorming and discussions in full group works best.

In all sessions ask each member of the group, usually during 'opening circle', how they fared with their 'homework'. It keeps them focused.

Remind them not to be too hard on themselves and to give the same rights they give to others, e.g. making a mistake. Nobody has to be perfect!!!

As the group begin to build up trust and friendships and begin to get and give support to each other - tell them that a number of previous groups have 'stayed' together and formed small support groups after the course was finished. They usually meet once a month and find the support they get from each other most helpful, both from a social point of view and as a help to keep them on 'the right track'. Whether they do this of course is entirely up to them, but they sometimes need a little help organising themselves.

For this course it is useful to have all the handouts together in booklet form.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 27

# Cardiac Rehabilitation Lifestyle Change Course 3

### Introduction

Facilitator tells the group that during this session we will find out if participants are more aware of their negative and positive thoughts. They will discuss this and get a greater understanding of the process. Discuss symptoms of stress and how it affects us and do a relaxation exercise.

---

### Objectives

The participants will:

- have released some stress
- have a better understanding of how the 'Tape' works and affects their self-esteem
- understand what stress is and the different ways it affects them and how they can make it worse by their own attitudes
- be motivated to maintain lifestyle changes

---

### Materials

Flipchart and markers  
Pens and paper  
Tape recorder/tapes/CDs/script

---

### Activities

1. Opening circle	20 minutes
2. Homework: Tape in head	15 minutes
3. Discussion	15 minutes
4. Break	15 minutes
5. Stress: Input and discussion	30 minutes
6. Homework	5 minutes
7. Relaxation exercise	20 minutes

---

Total time: 120 minutes

---

### Description of Activities

Opening circle

Ask each participant how they are today and how they got on with the homework during the week.

### Homework: Tape in head

Ask participants if they were more aware during the week of the negative thoughts in their head. Were they surprised by how often they were negative? Did they find doing this exercise hard? If some had not done it at all - had they used the Post-its to remind themselves. Encourage them to discuss their experience in the group. Ask them for some examples of what they found. Ask them what words they used in their negative thoughts and what words they used to replace the negative thought with a positive one.

### Discussion

Get the group to discuss some negative messages which they may have got growing up, e.g. saying no, taking time for themselves, resting, gender issues, expressing feelings, making decisions for themselves. Ask them if they are left with any labels or have they taken on any roles which they do not need now. Remind them of cultural messages.

### Stress: Input and discussion

Brainstorm symptoms of stress, physical and emotional, in the usual way. Write them on the flip chart. Ask the group which symptoms they get. Compare to Handout - Symptoms of Stress.

Go over the difference between external stress and internal stress.

Ask them how they normally deal with stress and the symptoms.

Ask what is happening in their head – their thoughts etc.

### Homework

Ask participants to do the same homework as last week, and in addition, to make a note of any stressful situations that they experience and in what way they react. Also ask them to take at least half-an-hour per day for themselves to do some form of relaxation.

### Relaxation exercise

Use tape or script.

---

## Points of Interest

When discussing stress - use words like 'hassle', 'worry', 'anxious', and 'tense'. A lot of people do not know they have high stress levels. They may have lived this way for years and have never questioned it. However, when they begin to look at how they may 'worry', or feel 'anxious' or 'tense', they begin to identify these words with stress. They then realise that they can change their circumstances or attitudes and by using assertiveness skills and more effective communication, they can take better control of and responsibility for their own lives, and as a result their lives become less 'hassled'.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 28

# Cardiac Rehabilitation Lifestyle Change Course 4

### Introduction

Tell the group that during this session we will look more closely at how stress and anxiety affects our daily lives, and we will learn some assertiveness skills which will help us become more assertive and hopefully lower our stress levels.

---

### Objectives

The participants will:

- know how to deal better with stressful situations by using assertiveness skills
- be motivated to maintain lifestyle changes

---

### Materials

Flipchart and markers  
Pens and paper  
Tape recorder/tapes/CD's/script

---

### Activities

1. Opening circle and short review	20 minutes
2. Stress and anxiety: Input and discussion	35 minutes
3. Break	15 minutes
4. Assertiveness skills	25 minutes
5. Homework	5 minutes
6. Relaxation	20 minutes

---

Total time: 120 minutes

---

### Description of Activities

Opening circle and short review

Do a short review of what has been done so far. Ask participants how they are doing. Have they been practising the tape and are they becoming more aware of what is going on in their head? How far have they moved? Ask them for examples.

Stress and anxiety: Input and discussion

Ask participants to pick one stressful situation they experienced in the last week and to discuss it with the person beside them. Describe the situation.

On flipchart put a few questions to help them think. e.g. What did you do? Who were you with? What did you say? What did you feel? What was going on in your head?

Ask them to share their situations with the full group.

Ask participants how they could help themselves behave differently, feel differently and lower their stress levels. Discuss. Point out at this stage that each person has a different level of tolerance to stress, and this tolerance level will also be different in the individual, depending on how they feel on any given day. Ask them not to compare themselves unfavourably to others. Remind them that they must work on their self-esteem in order to boost it.

### Assertiveness Skills

Discuss some assertiveness skills – Saying yes/no, asking for time, your rights, etc. Ask them to ponder why they don't say no when they want to. Is it to do with the messages, or the negative thoughts about themselves? How is this related to their self-esteem? If they practise being assertive and use some of the skills they will change behaviour. Remind them that they have to change their behaviour first and live with the feelings (guilt, fear, etc.). The feelings will change later.

### Homework

Ask participants to continue to practise listening to the 'Tape' in their heads and to do the half-hour relaxation every day. Ask them to try and use the assertiveness skills we have done today and be more aware of their behaviour changing.

### Relaxation/visualisation/meditation

Using background music and guide the group through a visualization or meditation.

---

### Points of Interest

I do not refer to individual assertiveness skills in each session. Facilitator will of course refer to these throughout the course.

---

### Evaluation

See Section 7 - Notes for Manual Users

# Session 29

## Cardiac Rehabilitation Lifestyle Change Course 5

### Introduction

Tell the group that during this session we will discuss goals and the importance of making goals and making them attainable. By doing this they can lower their stress levels and help themselves to change. Tell them we will also discuss expressing feelings more openly, and why sometimes we are afraid to do this. At this stage review any problems participants may be having.

---

### Objectives

The participants will:

- know why making attainable goals is important
- be better able to express some feelings they have difficulty expressing openly
- be motivated to maintain lifestyle changes

---

### Materials

Flipchart and markers  
Pens and paper  
Tape recorder/tapes/CDs/script

---

### Activities

1. Opening circle and short review	20 minutes
2. Making attainable goals: Input and discussion	20 minutes
3. Break	15 minutes
4. Expressing feelings: Input and discussion	40 minutes
5. Homework	5 minutes
6. Relaxation/visualisation/meditation	20 minutes

---

Total time: 120 minutes

---

### Description of Activities

Opening circle and short review

Do a short review of the last session. "How are the changes going?" Ask them are they coping with stress any better. Discuss in circle.



### Making attainable goals: Input and discussion

Discuss with the group the importance of making some small attainable goals. If we feel at times that we have no direction in our lives, it can help to make goals. Do it in three steps.

- a. Make a small goal
- b. Do it.
- c. Validate it.

Make a very small goal to begin with and remember it does not always have to be a goal to do something - it may be a goal not to do something. Refer to stress levels and assertiveness skills throughout.

### Expressing Feelings: Input and discussion

Tell the group that it is important to know that when we 'feel' a feeling, particularly a negative feeling, and do not express it, it does not go away. We can internalise these negative feelings and this is not good for how we feel about ourselves. There are all sorts of reasons why we find it difficult to express some particular feelings in an open way. It may be habit, our culture, or old messages we received when we were growing up. Remind them of their 'tape' and the negative messages. What messages did they get about expressing, anger, guilt, or fear? (Use any examples here that are appropriate). Discuss. This exercise can be done in the big group, or in 'pairs' first and then in big group.

### Homework

It will probably be clear at this stage, what area individuals in the group are having difficulties with. This is what they need to do more work on. Ask each participant to pick one feeling that they will try to express more openly and honestly during the next week.

### Relaxation/visualisation/meditation

Using background music and guide the group through a visualization or meditation.

---

### Points of Interest

It is not always negative feelings that we have difficulty expressing openly. Some very positive feelings like 'love' can be difficult for certain people to express. Often it is easier to express positive feelings to children but more difficult to express to adults who are close to us - parents perhaps.

---

### Evaluation

See Section 7 - Notes for Manual Users

## Session 30

# Cardiac Rehabilitation Lifestyle Change Course 6

### Introduction

Tell the participants that during this session we will look closely at communication - with ourselves, our families and friends. We will discuss active listening and look at how their relationships may have changed due to their heart problems.

---

### Objectives

The participants will:

- understand the difference between ordinary listening and active listening
- know how assertiveness skills can help make our communication better
- be motivated to maintain lifestyle changes

---

### Materials

Flipchart and markers  
Pens and paper  
Tape recorder/tapes/CDs/script

---

### Activities

1. Opening circle and short review	20 minutes
2. Communication and active listening	30 minutes
3. Break	15 minutes
4. Relationship problems	30 minutes
5. Homework	5 minutes
6. Relaxation/visualisation/meditation	20 minutes

---

Total time: 120 minutes

---

### Description of Activities

Opening circle and short review

Review the last session. Go around circle and ask each participant to share how they are changing. If they have any difficulties, or refer specifically to a difficulty they may have had last week, and how they are now. At this stage the changes being maintained within the group are very obvious and they are very proud to share these. It is lovely to witness their renewed self-confidence.

### Communication and active listening

Discuss with group the importance of good, open, honest communication with ourselves first and then with others. Refer to last week's session about expressing feelings – "you know where you stand with someone who is open and honest with you". This assertive way of communicating will mean less conflict in their lives. They need to take more time to listen to others, particularly when in a conflict situation. Discuss active listening. Refer to assertiveness skills to help them communicate more openly and honestly.

### Relationship problems

The group needs to have a lot of trust built up before being open to sharing honestly during this session. Some may have sexual problems and may be embarrassed. Some may be experiencing negative changes in their relationships, e.g. their partner watching them and worrying about them constantly can be a common problem. Sometimes the roles have been reversed within the relationship. The most vocal members give courage to the others to share. Discuss.

### Homework

Ask participants to practise what they have learned today in addition to the usual. Ask them to read through the handouts thoroughly and tell them that if they have any questions at all, you will discuss these with them next week.

### Relaxation/visualisation/meditation

Guide the group through a full body relaxation and a short meditation.

---

### Points of Interest

Effective communication is an important skill. Distinguishing between 'I' statements and 'you' statements is very important in this session.

Feelings of anger, worry or fear by either partner, or both, which are not 'talked about', can be a major problem within the relationship.

---

### Evaluation

See Section 7 - Notes for Manual Users

# Session 31

## Cardiac Rehabilitation Lifestyle Change Course 7

### Introduction

Tell the group that this is their last session. We will however, have two follow-up sessions in about 6/8 weeks. They will be notified of the dates by phone or post. (If you have dates already decided, tell them now and perhaps follow up with reminder letter or phone call.)

Review the course and leave time for questions etc. Go over the assertiveness skills. Ask them to fill in the evaluation form in order to help you review the course content for future courses.

---

### Objectives

The participants will:

- review the course
- be motivated to maintain lifestyle changes

---

### Materials

Flip chart and markers  
 Pens and paper  
 Evaluation Form  
 Tape recorder/tapes/CD's

---

### Activities

1. Verbal review: Input and discussion	45 minutes
2. Break	25 minutes
3. Evaluation form	15 minutes
4. Relaxation/visualisation/meditation	20 minutes
5. Closing circle	15 minutes

---

Total time: 120 minutes

---

### Description of Activities

Verbal review – input and discussion

List all topics covered during the course on the flip chart. Ask the participants if they have any questions, or need any clarification about any of the items listed on the flip chart. This usually leads to a good discussion.

### Break

Remind participants to exchange phone numbers etc. if they are forming a support group. Facilitator can help here by having copies of the phone numbers ready for them. Advise them to set a date and venue for their first meeting. Give them time to discuss this during the break.

### Evaluation Form

Ask each participant to fill in the evaluation form honestly. Occasionally a participant might require help with the form. Collect and keep these evaluations.

### Relaxation/visualisation/meditation

Finish up with their favourite.

### Closing circle

Go around circle and ask each participant to share;

1. What he/she enjoyed most about doing the course, and
2. What was the biggest change/shift/move he/she has made since the beginning of the course.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 32

# Cardiac Rehabilitation Lifestyle Change Course - Follow-up 1

### Introduction

The two follow-up sessions are designed to help the participants review the course and boost their motivation maintain their changes. These follow-up sessions give them a safe place to share.

It would be useful to go over all the changes they have made, as well as the one or two they have outlined on their change form. e.g. exercise, diet, etc. Find out if they are asking for the support they identified as being needed during the course. The participants who are doing very well can share what has helped them the most, and this helps the other participants.

---

### Objectives

The participants will:

- be able to assess their progress in relation to lifestyle change
- know what skills etc. they need to work on most

---

### Materials

Flip chart and markers

Pens and paper

Handouts - Lifestyle Change Contract that participants already filled in during Session 2

- Lifestyle Change Contract Review

Tape recorder/tapes/CD's/script

---

### Activities

1. Opening Circle and welcome back	30 minutes
2. Lifestyle Change Contract review	5 minutes
3. The Lifestyle Change Contract Review form	10 minutes
4. Discussion and feedback	25 minutes
5. Break	15 minutes
6. Relaxation/visualisation/meditation	20 minutes
7. Homework	15 minutes

---

Total time: 120 minutes

---

## Description of Activities

### Opening circle

Facilitator, after welcoming them back, will go around the group and ask them to share how their lives/health etc. have been for the last 6/8 weeks. They will have lots to share so give them lots of time. Take note of those whose motivation seems to have weakened.

### Lifestyle Change Contract

Give each participant their own Lifestyle Change Contract (which you have kept from Session 2), and let them read through it quickly.

### Lifestyle Change Contract Review

Give each participant the Handout - Lifestyle Change Review and ask them to fill it in honestly.

### Discussion and feedback

In big group ask participants to share some of the answers from their review forms. Discuss these answers. Facilitator will refer to and go over, any assertiveness skills, course material etc., which are appropriate during this discussion.

### Break

### Relaxation/visualisation/meditation

Guide the group through a full body relaxation followed by a relaxing visualization, or any specific relaxation exercise requested by the group.

### Homework

Ask participants to work on any area of change with which they are having difficulty during the next week. Some discussion.

---

## Points of Interest

Bring some course handouts with you in case they forget theirs.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 33

# Cardiac Rehabilitation Lifestyle Change Course - Follow-up 2

### Introduction

This is the last session for the group. Use it as an opportunity to congratulate participants on the changes they have made and maintained. Give encouragement to those who are having difficulties. Highlight what has been achieved rather than what might have been achieved. Encourage them to continue to support one another.

---

### Objectives

The participants will:

- know what they need to do in order to maintain lifestyle changes
- feel supported in maintaining their lifestyle changes

---

### Materials

Flip chart and markers  
Pens and paper  
Tape recorder/tapes/CD's/script

---

### Activities

1. Opening circle	30 minutes
2. Review and discussion	20 minutes
3. Break	20 minutes
4. Unfinished business	15 minutes
5. Relaxation/visualisation/meditation	20 minutes
6. Closing circle	15 minutes

---

Total time: 120 minutes

---

### Description of Activities

#### Opening circle

Facilitator goes around circle and asks each participant how they got on since the last session and if they have made progress as a result of last week's review and their homework.

#### Review and discussion

Further discussion on reviews if necessary. Facilitator will know what areas of discussion to cover having checked their review forms, and from discussion during the last session.



**Break**

If the group, or some of the group, are still planning to stay together and form a support group, give them time to discuss this further and help them where necessary.

**Unfinished business**

Give participants time to bring up any questions, comments, unfinished business, etc.

**Relaxation/visualisation/meditation**

Facilitator can do a full body relaxation followed by a relaxing visualisation.

**Closing circle**

Ask each participant what he or she has enjoyed during the course.

---

**Evaluation**

See Section 7 - Notes for Manual Users



## Section 2

# Communication and Life Skills

34	Introduction to Assertiveness
35	Definition of Assertiveness using Transactional Analysis
36	Expressing Feelings
37	Saying No or Yes
38	Bullying 1 - What is Bullying
39	Bullying 2 - Personal Experiences of Bullying
40	Bullying 3 - Dealing with Bullying Behaviour
41	Anger and Health
42	Anger Management
43	Handling Criticism
44	Conflict Resolution
45	Listening
46	Body Language
47	I Value Myself
48	How Guilt can Affect our Health
49	Self-Esteem
50	What I See Body Image
51	Self-Esteem and Balancing Core Beliefs
52	Building Self-Confidence: Self-Confidence and Goals
53	Appreciation
54	Put Downs 1
55	Put Downs 2
56	Dealing with Differences 1
57	Dealing with Differences 2
58	Adapting to Loss
59	Control in Relationships 1
60	Control in Relationships 2
61	Responsibility for Change
62	My Rights as a Person
63	Assertion Skills - Setting Limits
64	Experience of Loss and Grieving

## Session 34

# Introduction to Assertiveness

### Introduction

An introductory session to an assertiveness course must convince participants that the course will be comfortable for them, enjoyable and yet challenging. It is important not to promise too much change, but to assure participants that they can expect to have better self-awareness, an increase in confidence and the benefit of group support in practising changes in behaviour.

---

### Objectives

Participants will be able to:

- express their expectations and fears about the course and the ground rules (see Start-Up Session 105)
- differentiate between Assertive, Aggressive, Passive and Manipulative behaviour
- specify one personal goal for changing their behaviour

---

### Materials

Flip chart and markers

Paper and pens

Handout - What Assertiveness Is

---

### Activities

- |  |            |
|--|------------|
| 1. Introduction - what assertiveness means (see flip chart diagram 1)  | 10 minutes |
| 2. Name game or some other simple warm-up  | 10 minutes |
| 3. Expectations/fears, ground rules  | 20 minutes |
| 4. Skills learned in assertiveness (see flip chart diagram 2 and book list)  | 10 minutes |
| 5. What assertiveness is - brainstorm or discuss handout<br>- what aspects do they have difficulty with?   | 5 minutes  |
| 6. Role play round - an assertive request  | 15 minutes |
| 7. Self assessment circles - How assertive am I?<br>How assertive do I want to be?   | 10 minutes |
| 8. Closing round - say your first name,<br>what assertiveness now means to you and give one<br>situation in which you would like to be assertive | 10 minutes |
| 9. Homework - think of five situations in which you<br>would like to be more assertive   |            |

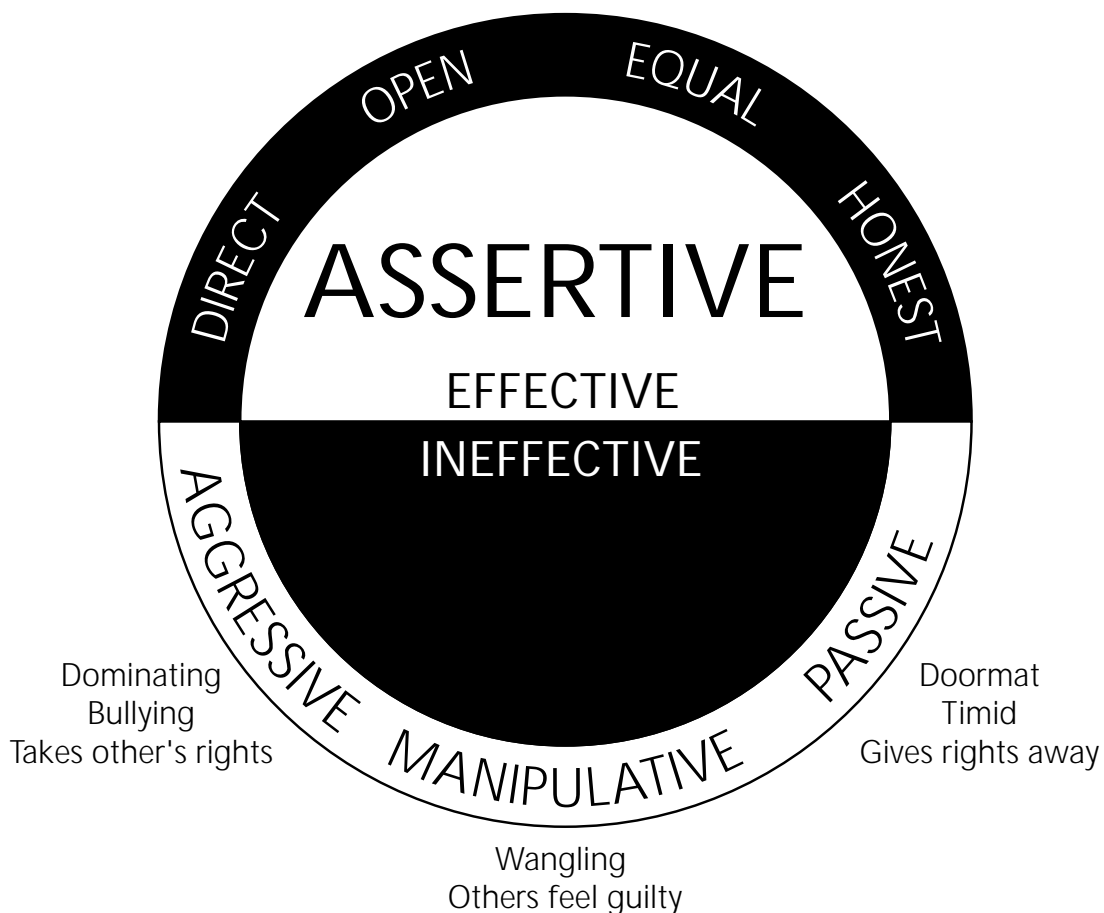
---

Total time: 90 minutes

---

## Description of Activities

Flip Chart - Diagram 1




---

## Points of Note

This illustration provides a simple view of the difference between the four behaviours. Everyone is a little of each - facilitator gives a personal example of where s/he behaves each way. Assertiveness is about changing our own behaviour, not the behaviour of others. Start with simple situations with strangers and officials before tackling personal, complex relationships. Ineffective behaviours, such as aggression, passivity or manipulation are due to lack of self-esteem - the aggressor can only feel secure by putting others down; the manipulator can't trust herself or others, the passive person doesn't seek equality.

---

## Assertiveness Skills

Flip Chart - Diagram 2




---

### Role Play Round - an Assertive Request

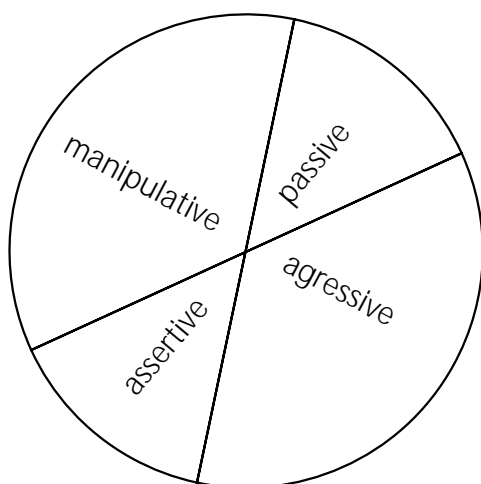
This is a light-hearted way of illustrating the use of role play and the simplicity of practising in the group. Choose a simple situation, e.g. returning a bad product and asking for your money back. Ask all to observe and be able to give feedback on the way each person does this. Starting with the facilitator, make the request to the person on your right. S/he does not have to respond. It is then their turn to ask the person on their right.

---

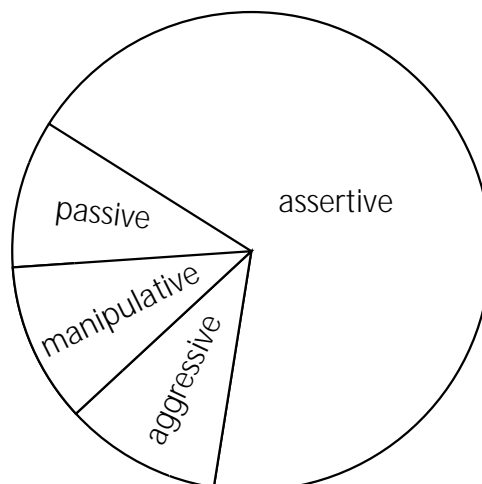
## Self Assessment Circles

Draw two circles on the flip chart (examples below)

How assertive am I?



How I would like to be.



Ask participants to draw their own circles, i.e. their general goals for the course. This exercise illustrates:

- that any learning or change must be decided by themselves;
- that the other ways of behaving are not always wrong.

---

## Points of Interest

For special groups, groups with low literacy and for once-off introductory sessions, omit the Handout - What Assertiveness Is, and just discuss the illustrations of the four behaviours.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 35

# Definition of Assertiveness - Using Transactional Analysis

### Introduction

This session is best done as the second or third session of an Assertiveness Course. The reason for introducing Transactional Analysis (T.A.) to the group at this stage of the course is to give the participants a definition of assertiveness and a tool/model which they can use throughout the course when looking at their own non-assertive behaviour. While the participants would not need any prior knowledge of T.A., the facilitator would need a good understanding of same.

---

### Objectives

The participants will be able to:

- define assertiveness using some of the concepts of Transactional Analysis (T.A.)
- understand and use the T.A. model to help themselves become more assertive
- give examples of 'Parent', 'Adult' and 'Child' (PAC) statements and/or behaviours to each other within the group

---

### Materials

Flip chart and markers

Paper and pens

---

### Activities

1. Warm-up	5 minutes
2. Input on T.A. and discussion	30 minutes
3. Instructions for activity - option 1	
Group practice on using PAC - option 1	25 minutes
Feedback - option 1	30 minutes
or	
4. Case study and instructions for activity - option 2	
Group practice on using PAC - option 2	25 minutes
5. Feedback - option 2	30 minutes

---

Total time: 90/120 minutes



---

## Description of Activities

### Input and discussion

Facilitator, using flip chart, quickly outlines the three ego states Parent, Adult and Child (PAC) to explain how they interact within oneself and with other people's ego states. Facilitator gives some examples of behaviour from each ego state and encourages participants to give their own examples during general discussion. Facilitator explains where the model fits into assertiveness and stresses that assertive behaviour comes from the Adult, while recognising the feelings in one's own Child and other person's Child. Non-assertive behaviour is rooted in the 'not-OK Child' and the Child affected by the Parent. Refer back to Start-up Session (105) and in particular what things the participants said would evoke uncomfortable feelings and behaviour. Ask participants to guess where these come from - P?, A?, C? Facilitator explains that this model can be used by each of us to help categorise our actions in all sorts of situations to help us become more assertive, e.g. with authority figures, etc.

---

### Activity; option 1

#### Instructions for activity:

Ask participants to get into small groups. Ask each person to think of a situation they have been in where they found it difficult to be assertive. They may write it down if they wish. Ask the questions:

Who was involved?

What did you say?

What did you do?

What thoughts did you have?

What feelings did you feel?

Ask them to discuss the situations in their small groups and help each other to categorise their responses and behaviour in their situation as P, A or C and likewise the behaviour of the other person(s) involved in the situation. Give one example to help them, e.g. visit to the doctor. Give them 25 minutes to complete the activity.

---

### Feedback; option 1

In large group ask for examples of their situations. Ask if they were able to categorise behaviours and responses as P, A or C and to give examples. Discuss examples, if appropriate.

---

### Activity; option 2 (case study)

#### Instructions for activity:

Ask participants to get into small groups. Read through the case study and ask them to imagine themselves in this situation for the sake of the exercise.

---

### **Case Study**

“Your 19-year old son is living away from home. He shares a flat with a friend from his home town. You know the friend and his family well. One weekend your son comes home and tells you his friend is HIV positive.”

Ask each group to discuss their reactions to this situation and specifically:

What is your immediate reaction?

What are your immediate feelings?

What would you say?

What would you do?

Allow 25 minutes for small group discussion on how the PAC model applies.

---

### **Feedback; option 2**

Take feedback in large group. Take examples of their reactions and ask if they were able to categorise behaviours and responses as P, A or C. Discuss examples where appropriate.

---

### **Finish**

Ask the group to practise using PAC during the coming week, even with one person, and we will go through some of their examples next week.

---

### **Points of Interest**

A session on expressing feelings is often a good follow-on to the T.A. session.

---

### **Evaluation**

See Section 7 - Notes for Manual Users

# Session 36

## Expressing Feelings

### Introduction

This is a particularly valuable session on communication and would be best used on session three or four of an eight session course. When used as part of an Assertiveness Course it is assumed that the participants had read various handouts on expressing feelings. These are given as part of a package of assertiveness handouts at the beginning of the course. It can, of course, be used on other courses, particularly with carers' groups, stress management classes, etc.

---

### Objectives

The participants will:

- be able to express a feeling assertively in the group
- discuss in small and large group, the difficulty involved in expressing a feeling openly and honestly

---

### Materials

Flip chart and markers  
Paper and pens  
Handout - Owing Feelings  
- Expressing Feelings Assertively

---

### Activities

1. Warm-up exercise	5 minutes
2. Handout - Owing Feelings	10 minutes
3. 'Feeling' words	10 minutes
4. Main exercise	25 minutes
5. Feedback	35 minutes
6. Closing round	5 minutes

---

Total time: 90 minutes

---

### Description of Activities

#### Warm-up exercise

In a circle, ask each participant to say their name and finish the two sentences: "I feel happy when..." "I feel hurt when..."

#### Handout - Owing Feelings

Facilitator gives handout to each participant and asks them to read through it slowly. Give a little time for brief discussion.

### Feeling words

Facilitator goes around the group, starting with her/himself, and asks participants to say "I feel" followed by a 'feeling' word, i.e. hurt/angry/happy/sexy. Tell the participants they do not have to feel the particular feeling right now - just say it. Facilitator writes the words on flip chart. Go around the circle until they have no more words. Facilitator ends up with a comprehensive list of 'feeling' words. Facilitator points out to participants that we own our feelings, pleasant and unpleasant, and that in order to be more assertive we need to practise verbalising our feelings more directly and openly, i.e. "I feel sad when..."

### Main exercise

Ask each participant to select one feeling they find difficult to express and to write or think about a situation in which they find it difficult to express the feeling assertively. In particular:

What is the situation and who is involved?

How do you usually express it?

What are the consequences, i.e. what tends to happen as a result?

What words could you use to express it assertively?

What do you fear would happen if you expressed it assertively?

e.g. "I feel hurt when..."

This is a good opportunity to ensure that participants understand what expressing a feeling assertively means.

### Feedback

Ask participants to volunteer some examples. These may or may not be discussed in large group depending on the size of group and time.

### Closing round

Go around group and ask them to say how they feel now - "I feel..."

---

### Points of Interest

Even after you've done this session, you may notice that some participants still do not use the words "I feel" followed by a 'feeling' word. It's worth asking the questions - "Do you see the relevance of it at all?" and "What are the benefits? What stops you using assertive language - at least on the course?"

---

### Evaluation

See Section 7 - Notes for Manual Users

# Session 37

## Saying No or Yes

### Introduction

This session forms part of an Assertiveness Course and deals with one of the skills we can learn and use to help us become more assertive. Most people find it difficult to say both No and Yes assertively.

---

### Objectives

Participants will be able to:

- identify situations in which they find it difficult to say No
- demonstrate how to say No assertively

---

### Materials

Flip chart and markers  
Handout - Saying No Assertively

---

### Activities

1. Warm-up	5 minutes
2. Input	5 minutes
3. Group discussion	30 minutes
4. Role plays	20 minutes
5. Feedback	30 minutes

---

Total time: 90 minutes

---

### Description of Activities

#### Warm up

Do an appropriate warm-up.

#### Input

This session is about the skill of saying No assertively. It is something most people find difficult at some stage. Some people find it more difficult and more often than others. What we are talking about is saying No when we really want to say No. There will be times when we don't know if we want to say Yes or No and in those situations a useful skill is to say "I don't know, I would like to think about it, I will let you know tomorrow." There may also be times when we may be prepared to grant part of the request in which case you may say something like "I won't mind the dog for the week but I will take it for three days." (See also, Assertion Skills/Setting Limits).

### Group discussion

Discuss the following in the large group:

1. Do you find it difficult to say No assertively?
2. What does saying No assertively mean? (saying No to the request but empathising with the asker e.g. "No, and thank you for asking", or "No, and I appreciate you asking").
3. What do you fear would be the consequences if you say No?
4. What are the consequences when you say Yes but want to say No?
5. Do you find it difficult to say Yes assertively?
6. What does saying Yes assertively mean? ("Yes and thank you for asking")

### Role plays

Facilitator asks participants to form groups of three and asks each group member to think of a specific situation in which they have difficulty saying No assertively. Ask each person to role play the situation in which they find it difficult to say No. One of the other people in their group of three will role play the Asker. The asker should be very persistent and manipulative in asking. He/she should make it difficult for the refuser. The third person in each group should simply observe the 'No'er' - taking note of body language and actual words used. Each person gets a turn being the Asker, the No'er and the Observer. All groups of three role play at the same time and not in front of the whole group.

### Feedback

Discuss in large group. Take examples from observers of what they observed, what language was actually used, plus examples of body language. Ask some volunteers to role play it again in front of the big group, particularly someone who was unsuccessful in saying No assertively. Ask them if they are likely to be in a situation before the next session where they want to be able to say No assertively and, if so, would they like to role play it in the group for practice?

---

### Points of Interest

A point that often comes up in this session is that many participants do not actually use the word NO! They imagine they have done so, but this is often not the case. In the case of saying 'yes' some people want to say yes but make the other person wait, e.g. a child wants to be allowed to do something and the parent fully intends to say yes eventually but parent makes them wait because they were "bold" yesterday.

---

### Evaluation

See Section 7 - Notes for Manual Users

## Bullying 1 - What is Bullying?

### Introduction

The purpose of this session is to allow the participants to explore the whole concept of bullying, when and where it occurs and in what form. It also allows them to link into their own experience of bullying either as somebody who was bullied, or somebody who observed bullying in their workplace, social or family life.

---

### Objectives

The participants will be able to identify:

- essential elements of bullying behaviour
- the ways in which culture (family, organisational, national etc.) can facilitate bullying

---

### Materials

Flipchart and markers  
Handout - Bullying Case Studies

---

### Activities

1. Warm up and introduction	5 minutes
2. Brainstorm and discussion	30 minutes
3. Small group work - how does culture facilitate bullying?	10 minutes
4. Feedback from small groups	15 minutes
5. Case studies	10 minutes
6. Feedback from case studies	15 minutes
7. Closing round	5 minutes

---

Total time: 90 minutes

---

### Description of Activities

#### Warm up and introduction

Do a suitable warm up. Give the course details and have a chat about why participants are doing the course.

#### Brainstorm and discussion

Ask the participants to give you words that come to mind when they think of bullying. Write all the words on the flipchart.

Have a general discussion - can we identify from the brainstorm what we believe to be the essential elements of bullying, e.g. what is bullying behaviour?

### Small group work - How does culture facilitate bullying?

People live, work and play in different cultures. Sometimes these cultures can facilitate bullying. Give a few examples. Workplaces have certain cultures - "the way we do things around here" - and sports organisations have their own culture.

In small groups ask participants to consider how school culture, work culture and family culture can do this. Give each group a different culture to work on.

### Feedback from small groups

In large group take feedback from small groups and discuss.

### Case studies

Give out Handout - Bullying Case Studies. Divide participants into four small groups. Give a different case study to each group. Ask each group to consider if bullying is taking place or not, and why.

### Feedback from case studies

Take feedback in large group and discuss.

### Closing round

---

## Evaluation

See Section 7 - Notes for Manual Users



## Bullying 2 - Personal Experiences of Bullying

### Introduction

The purpose of this session is to provide space for participants to describe their experiences of bullying. They will explore the short-term and long-term effects of bullying and the likely consequences and fears of taking action. They will have an opportunity to share effective ways of dealing with bullying.

---

### Objectives

Participants will be able to:

- describe the effects of bullying on themselves
- analyse the consequences of either taking action or taking no action
- identify the ways in which bullying behaviour can be dealt with effectively

---

### Materials

Flipchart and markers  
Coloured markers for artwork

---

### Activities

1. Warm-up	5 minutes
2. Artwork	25 minutes
3. Large group discussion	20 minutes
4. General guidelines	35 minutes
5. Closing round	5 minutes

---

Total time: 90 minutes

---

### Description of Activities

#### Warm up

Choose a suitable warm up.

#### Artwork

In small groups ask participants to draw a picture of themselves in a bullying situation. This can be a situation where they were being bullied, or where they had to deal with a situation where someone else was being bullied (e.g. a child or a colleague). Ask them to include what, who, feelings, where, how and what they did at the time and afterwards. In small groups, ask them to share their pictures with others.

### Large group discussion

In large group ask the participants how they found the exercise generally. Take two or three individual examples, and discuss in large group. Highlight success stories and help group identify why they were successful.

### General guidelines

In small groups ask each group to identify three or four things they could do if they or their children were being bullied. Give them fifteen minutes to do this.

In large group discuss their findings.

### Closing round

Ask the participants to source bullying policies from a number of places, e.g. school, youth club, etc. and to bring them to the next session. Do a closing round.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Bullying 3 - Dealing with Bullying Behaviour

### Introduction

This session will clarify some of our rights in relation to bullying and familiarise the participants with relevant policies and procedures or perhaps the lack of policies and procedures in different settings.

---

### Objectives

The participants will:

- be familiar with relevant policies and procedures
- be able to identify skills needed to deal with bullying
- agree a communication skills training programme for the next three sessions

---

### Materials

Flip chart and markers

Copies of policies and procedures sourced by participants

Handout - A Comprehensive Approach to Being Assertive

---

### Activities

1. Warm up and introduction	10 minutes
2. Reading	15 minutes
3. Presentations	20 minutes
4. Large group - Bill of rights	20 minutes
5. Facilitator's input and discussion	15 minutes
6. Closing round	10 minutes

---

Total time: 90 minutes

---

### Description of Activities

#### Warm up and introduction

Do a suitable warm up. Introduce the session outlining what will be done and the objectives for the session.

#### Reading

In small groups ask the participants to read one of the policies sourced during the previous week and prepare a small presentation to feedback to the large group. If there are enough, give a different policy to each group. Encourage participants to prepare creative presentations using flipchart paper.

## Presentations

Ask one participant from each group to give the presentation, which will outline the content of the policy that they were given to read.

## Large group work - Bill of rights

In the large group, design a bill of rights on the flipchart which, if it were in force, would be useful in dealing with bullying behaviour. The bill of rights should be a list of statements starting with 'I have the right...'

Display the bill of rights on the wall when they are finished.

## Facilitator's input and discussion

Facilitator emphasises that this course is designed to ensure that each participant will become a person who will not be bullied or stand by as a passive observer when someone else is being bullied. We only have one weapon as a first line of defence against bullying and that is our communication style.

Give out Handout - A Comprehensive Approach to Being Assertive.

Tell the group that the next three sessions will be spent learning communication and behaviour skills, which we need in order to deal effectively with bullying behaviour. We will be covering issues such as:

- Different behaviour types
- Expressing feelings
- Dealing with conflict
- Asking for what you want
- A comprehensive approach to being assertive

We will write scripts for dealing with bullying behaviour and will practise communication skills using role play.

Have a general discussion on above and get agreement on where the course is going.

## Closing round

Do a suitable closing round.

---

## Points of Interest

The first three sessions on Bullying will be followed by a number of sessions on Communication and Assertiveness. Select appropriate sessions from the manual.

Most of the time, however, will be spent writing scripts for dealing with bullying behaviour using the handout A Comprehensive Approach to Being Assertive, and in role-playing the scripts.

---

## Evaluation

See Section 7 - Notes for Manual Users

# Session 41

## Anger and Health

### Introduction

Anger is an emotion we experience when we experience restriction. It is an energetic feeling if allowed free expression. It can be channelled and used to make constructive changes in our lives if we use it assertively. There are two types of anger:

- a. anger that is proportionate to a given present situation,
- b. anger that is connected to the past and to the collective and cultural unconscious.

Anger can sometimes be a mask for other feelings, i.e. hurt or fear. It is a complex and powerful emotion and is directly linked with our life force. Learning to take responsibility for anger and its expression is highly relevant to the physical and emotional wellbeing of ourselves and the families and communities we are part of. This might be session seven or eight of a 20-hour course on assertiveness or women's health. It could also be a once-off session if a group wanted to explore their own experience of anger. It fits in well with any course on stress management.

---

### Objectives

Participants will:

- be able to say how they physically experience anger in their bodies
- have practiced some safe ways of physically releasing some of the energy of anger
- experience doing an exercise on transforming aggression into action
- practise assertively expressing anger in voice and movement
- explore different expressions of anger and their consequences

---

### Materials

Handout - What is Anger?

---

### Activities

- |  |            |
|--|------------|
| 1. Opening circle - physical experience of anger | 10 minutes |
| 2. Expressing the energy of anger                | 15 minutes |
| 3. Relationship between anger and health         | 20 minutes |
| 4. The different faces of anger                  | 45 minutes |
| 5. The dance of anger                            | 15 minutes |
| 6. Closing round - expression of present feeling | 5 minutes  |

---

Total time: 110 minutes

---

## Description of Activities

### Opening circle - physical experience of anger

Each participant has the opportunity to share "How do you know you are angry, where do you feel it in your body?" with the rest of the group.

### Expressing physical energy of anger assertively

Stand feet well apart, knees bent so there is no strain on the back. Raise your arms above your head and bring your arms down in a motion of using a hatchet. Let out any sound you wish.

**Back push** - partners stand back to back and try pushing each other to the other side of the room. Use your voice also.

**Hand push** - standing in pairs, hands against each other's, push your partner's hands, release any sounds but no abusive remarks. Safety rule applies to both the above exercises. If anyone feels the exercise is too much they shout SAFE and their partner must cease pushing.

### Reflection time on the relationship between anger and health

Facilitator reads out the statements from Handout - What is Anger?. Participants are asked to say whether the statements are true or false in their opinion. Facilitator goes through each statement saying a little bit about theory makers who would agree or disagree with the above and asking participants to make a decision on the theory in relation to their experience. S/he could encourage participants to share their own theories about anger.

### Different faces of anger

Participants are asked to show the different faces of anger using body language eg. grimacing, hiding, threatening stance, manipulative, passive and to identify the needs behind the face?

Facilitator should go around the various groups and be a witness to what's happening.

In the large group spend 10 minutes looking at what needs were behind the faces.

### Dance of assertive anger

"I feel angry when..." is the statement and your body expression is... Each participant takes a turn to say something that s/he feels anger in connection to and expresses it with an appropriate and assertive movement.

### Closing round

Ask the group to sit quietly for a minute. Then ask each participant to use one word to share their experience of this session.

---

## Points of Interest

Anger is a complex session to work with. Very few of us in our society have grown up with an assertive expression of anger as a model. For many there is the problem of moving between rationalisation of anger and wordless rage.

---

## Evaluation

See Section 7 - Notes for Manual Users

# Session 42

## Anger Management

### Introduction

This session will allow participants to understand anger as an emotion. It will also allow them to identify the roots of their anger and to deal with it assertively and constructively.

---

### Objectives

Participants will be able to:

- understand anger as an emotion
- identify the main causes of their anger
- identify their reactions to anger
- identify some anger management techniques

---

### Materials

Flip chart and markers  
Paper and pens  
Handouts - Causes of Anger  
- Different Reactions to Anger

---

### Activities

1. Warm up and introduction	10 minutes
2. Brainstorm	10 minutes
3. The causes of anger	20 minutes
4. Feedback and discussion	15 minutes
5. Break	15 minutes
6. Different reactions to anger	25 minutes
7. Anger management techniques	20 minutes
8. Closing round	5 minutes

---

Total time: 120 minutes

---

### Description of Activities

#### Warm up and Introduction

Ask participants to share their first and second names and say why they like or dislike their names. Introduce the session.

### Brainstorm

Ask the participants to mention words that come to mind when they think of anger as an emotion. Write them on the flipchart. Have a brief discussion about anger.

Anger is a normal, healthy human emotion. It is a natural response to threats which can bring on powerful feelings and behaviours when it is uncontrolled. It can be destructive and lead to problems at home, at work and with friends.

Some words associated with anger include:

Mild irritation	Easily expressed
Intense fury	Easily suppressed
Rage	Uncontrolled
Hot headed	Hard to control
Hard to handle constructively	Sports related

### The causes of anger

Ask group to work in pairs and discuss the things that cause them anger. Give out Handout - Causes of Anger.

### Feedback and discussion

Take feedback in large group and discuss. Highlight that anger is a normal emotion, and it is how we deal with it that is important.

### Different reactions to anger

Explain the different forms of reacting to anger. Give out Handout - Different Reactions to Anger and discuss.

### Anger management techniques

Discuss anger management techniques with the group.

### Closing round

Do a suitable closing round.

---

### Points of Interest

It might be useful for facilitator to become familiar with some anger management techniques by checking relevant websites.

---

### Evaluation

See Section 7 - Notes for Manual Users



# Session 43

## Handling Criticism

### Introduction

This session is best tackled after five or six sessions, when the group members are familiar with each other and the basic principles of assertiveness. The session on Transactional Analysis (35) may also be helpful.

---

### Objectives

Participants will be able to:

- assess childhood criticisms
- discuss their own difficulties with criticism
- practise responding to criticism
- practise giving criticism

---

### Materials

Flip chart and markers  
Handouts - Receiving Criticism  
- Giving Criticism

---

### Activities

- |  |            |
|--|------------|
| 1. Opening round: "One thing I don't like about myself/this course is..."  | 10 minutes |
| 2. Discussion: Why is it so difficult to give/receive criticism?<br>Brainstorm typical childhood criticisms/labels<br>What do you now accept, reject, get angry about? | 20 minutes |
| 3. Give out handout Receiving Criticism<br>Discuss and practise in pairs receiving three true and three untrue criticisms  | 20 minutes |
| 4. Give out Giving Criticism handout and discuss<br>Role play in threes  | 25 minutes |
| 5. Closing round: "One thing I value about myself is..."   | 10 minutes |

---

Total time: 85 minutes

---

### Points of Interest

This session can be very difficult for people. Participants should take only some criticism at a time, not work through the whole list.

---

### Evaluation

See Section 7 - Notes for Manual Users

## Session 44

# Conflict Resolution

### Introduction

Conflict is a necessary part of life. We may experience conflict internally as different aspects of ourselves pull in different directions. Conflict can also arise over different needs, values and beliefs in our relationships with others. Conflicts are often characteristic of times of transition and as such have the potential for positive change. Significant in the outcome of any conflict is our way of dealing with it.

---

### Objectives

Participants will:

- be able to state their own attitudes to conflict and how they tend to handle it at present
- have an opportunity to experience how conflict can operate internally in their own psyches
- practise or experience a demonstration of a win/win approach to a conflict issue

---

### Materials

Flip chart and markers  
 Blu-Tack  
 Handout - Conflict Reflection  
           - Conflict Resolution

---

### Activities

1. Attitudes to conflict	10 minutes
2. Process attitudes and feelings about conflict	10 minutes
3. Brainstorm skills useful in resolving conflict	10 minutes
4. Working on conflict within yourself	30 minutes
5. Conflict resolution skills	40 minutes
6. Open discussion	20 minutes
7. Unfinished business	10 minutes

---

Total time: 130 minutes

---

### Description of Activities

#### Attitudes to conflict

This exercise is done standing in a circle. Quickly go around the group and ask participants to demonstrate with a body position at least one attitude or feeling they have towards conflict and to verbally label that attitude or feeling and share it with the rest of the group.

### Process attitudes and feelings about conflict

Reflection questions - participants are given Handout - Conflict Reflection. They are then requested to sit quietly and focus internally on the questions. The facilitator goes through each question giving time for the participants to respond silently. This can be done either by written responses or by participants closing their eyes and just noting their internal responses.

### Brainstorm skills useful in conflict resolution

What kinds of skills are useful in resolving conflict?

### Working on conflict within yourself

This exercise is done in pairs, As and Bs, with each person taking 10 minutes to work on themselves. A is going to explore an internal conflict. B is to facilitate A in getting to understand conflict a bit better and to find the core needs. This requires the capacity to listen and reflect back what you hear to A. Instructions could be written up on a flip chart. Facilitator should go through them orally.

A describes to B two parts of himself/herself that come into conflict, i.e. "the part of me that wants to enjoy being fit and healthy and do yoga before breakfast and the part of me that likes late nights, television and parties and hates getting up before noon." Give both these parts nicknames, i.e. Alive and Easy. Now give each of these parts a bit of time to talk about themselves. If possible use a chair for each part, so when A speaks to Easy she sits in one seat to tell B about herself. Do the same with Alive.

B asks the following questions of both sub-personalities:-

- What are your main needs?
- What are your positive aspects?
- What are your negative aspects?
- What do you do for the overall personality of A?
- What are your feelings about your opponent's sub-personality?

B then asks A to find a third position or new sub-personality that would have elements of both of the others. What would this sub-personality be titled and what would its primary characteristics be? Partners then reverse roles.

### Conflict resolution skills

In the large group the facilitator goes through the Conflict Resolution Handout. S/he then asks for volunteers to do a role play in the large group. Time and care are taken setting up the role play. All those not in the role play are asked to be observers of specific aspects of the conflict resolution model.

**Group 1** will look at acknowledgement and acceptance of the problem.

**Group 2** will look at co-ordination and co-operation.

**Group 3** will look at togetherness and transformation of the presenting problems.

During the role play the facilitator may freeze the role play if the players have long departed from the ACT model of conflict resolution see Handout. Role players are given five minutes to give feedback regarding how it was for them. Observers give their feedback after role play finishes. They are allowed five minutes in their groups to discuss the feedback they think is useful. Facilitator gives feedback on the original role play and on the observers' feedback. Role players are given the option to repeat the role play if there is time and they think it would be useful.

### Open discussion

This time is set aside for an open discussion on conflict.

### Unfinished business

Each participant is asked to share how they feel about the work done during this session and whether there is anything unfinished for them.

---

### Points of Interest

This may be the first time for some that the positive aspects of conflict were presented. Respect any resistance put up by the group or individuals. Don't try to move the group beyond where they are at. Acceptance is the key here. If at any stage the group feels weighed down get them to do a shake out to a song they are familiar with like the hogie bogie.

---

### Evaluation

See Section 7 - Notes for Manual Users

# Session 45

## Listening

---

### Introduction

The purpose of this session is to enable participants to identify the characteristics of good listening and to improve their listening skills. This session could form part of a course on communication skills.

---

### Objectives

Participants will be able to:

- identify the characteristics of good listening
- increase their ability to be active listeners

---

### Materials

Flipchart and markers

Handout - Good Listening Skills

---

### Activities

1. Warm up and introduction	15 minutes
2. Paired exercise	15 minutes
3. Listening exercise	10 minutes
4. Characteristics of good listening	15 minutes
5. Closing round	5 minutes

---

Total time: 60 minutes

---

### Description of Activities

#### Warm up and introduction

Do a warm up exercise and give course details.

#### Paired exercise

Divide group into pairs. Ask each pair to identify situations where they felt they were not listened to. Discuss what was going on and how they felt. Take feedback in large group and discuss these barriers to good listening.

### Listening exercise

Divide the group into pairs, A and B.

Ask all the As to talk about their favourite pastime for two minutes.

Ask all the Bs to actively listen.

Discuss in large group what were found to be the important elements in good listening from this exercise. Record points on the flipchart.

### Characteristics of good listening

Distribute Handout - Good Listening Skills

Discuss in large group

### Closing round

Do an appropriate closing round.

---

## **Evaluation**

See Section 7 - Notes for Manual Users

# Session 46

## Body Language

### Introduction

Western culture has a tendency to allocate to the mind a superior position to the rest of our feeling, sensing and imaginative bodies. Sometimes we speak out of our thinking and ignore other significant aspects of ourselves. Our bodies tend to give the bigger picture primarily through incongruent body language. To be assertive with body language as well as the spoken word we need to become familiar with our body language and its messages. Feedback from others can help us. The following session on body language is useful as a second or third session in an assertiveness course.

---

### Objectives

Participants will:

- be able to state the difference between assertive, aggressive and passive body language
- experience their own body language in voice and movement
- be able to define body language for themselves
- practise giving other people feedback on their body language
- practise assertive body language

---

### Materials

Handouts - Body Language  
- Observer Sheet

If possible, music shakers

---

### Activities

1. Body awareness	5 minutes
2. Body language and behaviour types	15 minutes
3. Giving feedback	10 minutes
4. Voice and body movement	30 minutes
5. Non-verbal communication boundary exercise	20 minutes
6. Role play	20 minutes
7. Feedback and closing round	20 minutes

---

Total time: 120 minutes

---

## Description of Activities

### Body awareness exercise

Close your eyes and become aware of how you are in your body now. What is your breathing like? How are you sitting? What are your arms, legs, torso and head communicating about you? To allow yourself to relax into an assertive body-position, what do you need to do?

### Body language and behaviour types

Divide group into fours. Facilitator introduces body language and behaviour types through a role play. She introduces herself in an assertive, aggressive and passive manner. The groups are to watch facilitator introduce herself three times. Through focusing on her body language can they say when she is being assertive, aggressive or passive? In groups of four they are to list the specific parts of the facilitator's body language that gives them the impression of assertion, aggression or passivity. Each group reports on how they knew about one of the three. Refer to Handout - Body Language.

### Giving feedback

Brainstorm in large group what feedback would be useful to role player. Facilitator gives out Handout - Giving Feedback and goes through it with the group. She asks the group to add their own thoughts.

### Voice and body movement exercise

1. Put your hand on your heart and whisper your name softly to yourself. Make the sound of your name like a wave completing itself.
2. Go around the group and have everyone sing their name as a whisper. (This is useful in allowing the rest of the group to listen carefully while focusing on the whispered name.)
3. Everyone sings their own names together, allowing the full sound of their voice and moving their bodies as if they want to allow complete expression of who they are. (If you have access to shakers, hand them around so participants can use them to support themselves, moving and singing at the same time.)
4. Group begin moving around the room singing their own name and meeting each other.
5. They both sing their own name and listen to each other.
6. Form a circle. Each person moves into the centre and sings and dances her name to the rest of the group.

Footnote: this is a particularly good experience in self-assertion. I learnt this exercise from the actress Harriet Buchan at a voice workshop in Galway.



### Non-verbal communication/boundary exercises

1. Divide the group into As and Bs.
2. Ask As to close their fists tightly. Bs are to non-verbally try and get As to open their fists. Reverse roles taking five minutes each.
3. Partners take some time to give each other feedback. Feedback focus is on how you communicated non-verbally, assertively, aggressively, passively. What in your body language communicated your attitude to your partner? Bs speak first on how they experienced themselves, followed by As. Practise communicating assertively non-verbally by repeating exercises in the light of feedback.

### Role play - groups of three

Each person in the group is to take a turn in the following roles:

- a. Person in a restaurant wishing to return cold coffee.
- b. The waitress who was on the telephone and so brought the customer the coffee cold.
- c. The observer who gives feedback to the customer on her body language.

The only verbal message allowed is the customer's to the waiter. " This coffee is cold, I would like another cup." Each customer is allowed to practise until she/he feels comfortable with their body language.

Facilitator moves around the group getting a sense of what is happening but does not give feedback till later in both exercises.

### Feedback and closing round

Facilitator gives general feedback and observations on body language to the whole group using examples that came up during the last exercises. Each participant is then asked to share her experience of this session keeping it brief so that everyone has the option to give feedback on the work including feedback to the facilitator.

---

### Points of Interest

Giving feedback that is useful to the receiver is a very important lesson in assertiveness itself. It often takes participants a while to get familiar with focusing on body language and giving feedback in a way that's useful. It is sometimes worth sharing this if participants are finding difficulty with giving feedback. When participants do boundary exercises some comments on personal space issues may be appropriate, e.g. the right to close off from others at times.

---

### Evaluation

See Section 7 - Notes for Manual Users

# Session 47

## I Value Myself

### Introduction

This session is on self-esteem and would be ideally placed towards the end of an Assertiveness course.

---

### Objectives

By the end of this session participants will have:

- more awareness of the meaning of self-esteem
- increased knowledge and insight into what raises and lowers self-esteem
- developed some skills to raise their own level of self-esteem

---

### Materials

Flip chart and markers  
 Paper and pens  
 Blu-tac  
 Handout - My Diamond  
     - A Gift to Myself  
     - Self-Esteem

---

### Activities

1. Introduction	5 minutes
2. Personal reflection	5 minutes
3. Brainstorm and discussion	20 minutes
4. Diamond exercise	10 minutes
5. Self-esteem	30 minutes
6. Skills exercise	20 minutes
7. Compliments exercise	15 minutes
8. Closing round	15 minutes

---

Total time: 120 minutes

---

### Description of Activities

#### Introduction

Facilitator introduces the session.

#### Personal reflection

Ask participants to reflect and to identify one strength they believe they have. When they have done this ask them to share with the person beside them.

### Brainstorm and discussion

Ask participants what is self-esteem. Write all their responses on the flipchart. Some words which may come up are: self-confidence, dignity, pride, feeling good about yourself, believing you are loveable, self worth. Discuss and clarify the difference between self esteem and self confidence.

### Diamond exercise

Give out Handout - My Diamond.

Every diamond is cut differently and sparkles in a unique way. We can liken our good qualities to a diamond. We are all unique, "cut differently" and "sparkle" in different ways. What does your diamond look like?

Using Handout - My Diamond, ask group participants to fill it out as indicated.

This can be shared with the person beside them or kept private. It would be useful if participants could spread around the room and have music playing during this exercise.

### Self-Esteem

Divide participants into two groups. Give each group a flip chart sheet and markers. One group writes down a list of what increases self-esteem and the other group writes down a list of what decreases self-esteem. When complete, ask each group to put their sheet on the wall and ask them to talk about them. If the original group is very large divide them into four groups, two dealing with raising self-esteem and two dealing with lowering it.

### Skills exercise

We develop self-esteem if we learn to like ourselves "warts and all." Using handout - A Gift to myself, each participant learns to balance one good quality against one not so good quality. Remember that our not so good qualities may be what endear us to others. For example, you may think you are very quiet in company, but people may welcome that sense of listening and calm. Also, our view of ourselves may not be accurate and based on messages from childhood which are no longer relevant.

### Compliments exercise

Facilitator gives the following instructions:

"Each of you write your name on the top of a sheet of paper. At the bottom of the paper write one positive way in which you have contributed to the session. Fold the paper to cover what you have written. Pass the paper to the person on your right, who will then write down at the bottom of the paper, one positive quality they think the person named on the paper has contributed to the course. They will fold as before and pass the paper to their right and so on until everyone has written on the piece of paper". You should then have a sheet of positive qualities that people have noticed about you throughout the session. This is for you to keep somewhere special, with your diamond, to look at when your self-esteem is low.

### Closing round

Go around the group and ask each participant to share one thing they learned about themselves during the session.

---

### Points of Interest

The compliments exercise may not suit the group if it is very large. In this case simply ask each participant to tell the person beside them one positive way in which they contributed to the session and to accept the compliment and say 'thank you'

Two other exercises which could be used at this session:

- Relaxation incorporating some meditation on their unique qualities, would be useful for this session
- At the previous session, ask each participant to bring in something from the garden, e.g. a flower, a stone, a branch etc., which they believe represents something about themselves. At this session they can talk briefly about what they have brought. This can be a very moving session and people can be very creative

---

### Evaluation

See Section 7 - Notes for Manual Users

## How Guilt Can Affect Our Health

### Introduction

This session could be used as part of a life-skills course. It aims to explore how chronic self-blame can lead to physical, emotional and spiritual distress. It is all too easy to become controlled by the various duties, responsibilities and roles that we assume as adults. We gradually learn to suppress our free, spontaneous and authentic child selves and weigh ourselves down with “shoulds”, shame and self-blame in a futile effort to please everyone, do good and be perfect.

---

### Objectives

Participants will be able to:

- describe some ways in which their present behaviour is strongly or regularly influenced by feelings of guilt
- identify one or more of such guilt-induced behaviours which, on balance, seems now to be more of a liability than an asset for oneself or others in terms of its consequences
- identify the potential adverse physical or emotional consequences that continuing such behaviours may have for oneself or others

---

### Materials

Flip chart and markers  
Tape recorder and suitable music

---

### Activities

1. Introduction and opening circle	10 minutes
2. Brainstorm	15 minutes
3. Discussion in large group	25 minutes
4. Guided meditation to music	30 minutes
5. Closing round	10 minutes

---

Total time: 90 minutes

---

### Description of Activities

#### Introduction

Introduces the idea that perhaps there are some things that we ‘beat’ ourselves up about that we need not, and that it might also be harmful to ourselves or others.

#### Brainstorm (two columns)

What are the sorts of things we feel guilty about? How does it affect us personally? This will produce some personal material for the group to use in the following discussion. Use prompt questions if people aren’t forthcoming.

### Discussion

What are the functions of guilt? For ourselves? For others? What does guilt make you do that you might not normally do? Stop you from doing? How does it affect us physically, emotionally? What is likely to happen if we continue in this direction? Allow a frank discussion and encourage a personal evaluation of behaviours, old messages, future consequences etc. Feelings of regret are often substituted by guilt in error.

### Guided meditation to music

Close your eyes and sit back and think of one specific guilt-induced behaviour that you are not prepared to share with the group.

### Closing round

How are you feeling now? Allows facilitator to check that participants are OK to leave and aren't at risk of over-reacting to re-activated memories and feelings.

---

### Points of Interest

Guided meditation may be particularly powerful in initiating change or self-acceptance. Be on the alert for strong feelings.

---

### Evaluation

See Section 7 - Notes for Manual Users

# Session 49

## Self-Esteem

### Introduction

This is a challenging session and is best done with a group who are comfortable and open with each other - after about five sessions.

---

### Objectives

Participants will be able to:

- identify ways in which they increase/decrease their self-esteem
- practise making positive/negative statements about themselves
- decide on action to increase self-esteem

---

### Materials

Flip chart and markers

Handout - Self-Esteem - A Gift to Myself

---

### Activities

- |   |            |
|---|------------|
| 1. Opening round: " My name is... and one thing I like about myself is..."                      | 10 minutes |
| 2. Input/discussion: everyone has problems with it.The 'hurt child' within us                   | 10 minutes |
| 3. Small group exercises: What increases self-esteem/<br>what decreases self-esteem?            | 10 minutes |
| 4. Feedback and discussion  | 15 minutes |
| 5. Personal explorations: complete Handout - Self-Esteem - A Gift to Myself<br>Discuss in pairs | 20 minutes |
| 6. Round - one strength, one weakness. Feedback - the benefit of the exercise                   | 15 minutes |
| 7. Closing round: What I will do during the next<br>week to increase my self-esteem             | 10 minutes |

---

Total time: 90 minutes

---

### Points of Interest

Many people find it difficult and depressing to think of their positive qualities - there is also a lot of resistance to the idea of praising oneself. Many will find it more acceptable to start praising themselves for things they do for others, but participants should be challenged to appreciate other aspects of themselves. The cliché 'self praise is no praise' must be challenged here and replaced with 'self praise is a very important form of praise'. At this point in the course, they will have concluded that what often stops them from being assertive is not the fact that others put them down, but that they put themselves down.

#### Closing round

Ask participants to make a statement of changes for the next session.

---

### Evaluation

See Section 7 - Notes for Manual Users

## Session 50

# What I See - Body Image

### Introduction

When it comes to our own body image it may be difficult for us to have an objective view. We often imagine ourselves as either too fat or too thin. These images are often encouraged by people around us. This session is designed to look at the body through the medium of art, see what is really there and choose if we are happy with that or if we wish to change things. Participants will be encouraged to use the words "I see..." to feed back to one another.

---

### Objectives

Participants will be able to:

- describe their body image through the medium of art
- analyse this image and change it if necessary so that it is more in touch with reality
- examine the more realistic picture and decide if they are happy or do they wish to change something about their body image

---

### Materials

Crayons and paint  
 Paintbrushes and A3 paper  
 Jars for water  
 Newspaper to protect working area

---

### Activities

1. Warm-up	5 minutes
2. Painting/drawing - My body	15 minutes
3. What I see	20 minutes
4. Feedback - Sharing with larger group	15 minutes
5. New picture	15 minutes
6. Feedback	15 minutes
7. Closing round	10 minutes

---

Total time: 95 minutes



---

## Description of Activities

### Warm-up

In a circle each person says their name and completes the sentence: "I see..." (something about their body image). The facilitator checks that they are saying what they see... not what they perceive is there.

### My body

The facilitator asks each person to take a piece of paper and a brush or crayon and follow her/his instructions:

"I would like you to start to draw or paint yourself but to draw each part as I ask you. Please do not worry about your drawing skills, this is your own picture. I would like you to draw your body as you perceive it, not what you think is there, but what is there. Now your arm, your hands, legs and feet. Now your neck, your head, your hair, ears, your eyes, nose and your mouth."

### What I see

Working in pairs, ask participants to share their picture with their partner. Each partner actively listens as the person shares. The partner uses sentences like: "I see in your picture... What I actually see when I look at you is..." Each participant may change their own picture as they receive feedback to bring it closer to reality.

Use the 20 minutes to swap pictures as often as possible in order to get more feedback.

### Sharing in the large group

Was the participants' description of themselves near to reality? Did they find the exercise hard to do? Why?

### New picture

Ask each participant to look again at their drawing and study it carefully, observing the posture and attitude reflected in their drawing. If they are not satisfied with it ask them to draw a new picture, keeping in mind what they would like their new image to be. As they are drawing ask them to be aware of the colours they want to use and also to put words around the new picture that would help them to achieve this new image.

### Feedback

Each person feeds back about their new picture, showing it if they choose. Can they see themselves as their new picture? Is it realistic?

### Closing round

In the circle ask each person to say one positive action that they will take to bring about the reality of their picture. Ask each person to put their picture in a place where they can see it and, if they wish to change it, to do so, as their own needs change.

---

**Points of Interest**

This can be a difficult session as people have a lot of old messages that they repeat to themselves all the time. Also people do not like to think about themselves for very long and the facilitator may find resistance to the work shop and this can be explored. A word round could be done to allow people to hear what these messages are. Each person says a word that they associate with their own physical body. Too fat, too thin, chubby, cuddly, disgusting, etc. This session could be useful after a Transactional Analysis module, encouraging the Adult to see what's the reality now.

---

**Evaluation**

See Section 7 - Notes for Manual Users

# Self-Esteem and Balancing Core Beliefs

## Introduction

This session may be used when the group have developed a level of trust and familiarity with each other.

---

## Objectives

Participants will:

- identify some core beliefs about themselves
- develop a more balanced view of some aspects of themselves

---

## Materials

A3 and A4 paper and markers  
 Newspaper and magazine cuttings, photos of participants  
 Scissors, paper, glue

---

## Activities

1. Warm up	10 minutes
2. Introduction	5 minutes
3. Self-image collage	30 minutes
4. Feedback	20 minutes
5. Reflection: Putting ourselves in perspective	15 minutes
6. Closing round	10 minutes

---

Total time: 90 minutes

---

## Description of Activities

### Warm-up

Ask each participant to describe something they are wearing or have with them that has a special meaning for them.

### Introduction

Facilitator introduces session and the effects of self-esteem on choices we make, on our ability to love and be loved and to act in our own best interests. Barriers to developing high self-esteem include self-criticism and lack of self-knowledge.

### Self-image collage

Working in pairs for support and encouragement, each participant takes a large piece of paper. Place on it symbols (words, drawings, images from magazines/papers) which represent your beliefs about yourself. Place in the middle of the sheet those beliefs about yourself which you consider most important to your identity and self-worth. Away from the centre, place those other beliefs about yourself that are less important. The collage might include straight-forward facts (I am a woman, tall), roles (I am a daughter, I am a teacher), interests (I play tennis, I love cats) and attributes (I am funny, I am ill-tempered). Whatever you believe is important about you – whether you believe it is positive or negative or neutral – should have a place on the collage.

**Note:** If possible, ask participants beforehand to bring in photos, magazines, articles of interest, etc.

### Feedback

Invite feedback from each participant on something they like and something they dislike from their self-image collage. Encourage participants to challenge their self-criticisms.

- Are they valid?
- Can they be changed?
- If not, can they be accepted?

### Putting ourselves in perspective

- a. Ask participants to sit with their feet on the floor and hands resting on their laps
- b. Ask them to take a few deep breaths and close their eyes. This can help us to see ourselves in perspective. Choose two or three roles, attributes, self-descriptions from your collage
- c. Try saying the following:
  - “My... is a part of me; I am not my...”
  - e.g. bad temper, overweight, kindness, humour, intelligence
- d. Afterwards, ask participants how they felt about the meditation

---

### Points of Interest

This reflection is particularly useful when participants tend to focus on one or a few negative aspects of themselves. Seeing that aspect as part, but not the whole, will help acceptance or facilitate change if wished.

### Closing round

Ask participants to name one thing they value about themselves.

---

### Evaluation

See Section 7 - Notes for Manual Users.

## Session 52

# Building Self-Confidence - Self-Confidence and Goals

### Introduction

This session may be used in conjunction with sessions on self-esteem and lifestyle, assertiveness or stress management courses.

---

### Objectives

Participants will be able to:

- understand the difference between self-confidence and self esteem
- build confidence without necessarily having a high self esteem
- identify some current personal goals
- develop a plan of action to fulfil a chosen goal

---

### Materials

Flip chart and markers  
Paper and pens  
Handouts - Building Self-Confidence  
- Goal Setting

---

### Activities

1. Warm-up	10 minutes
2. Introduction	5 minutes
3. Brainstorm - What is self-confidence?	25 minutes
4. Discussion - Building self-confidence	20 minutes
5. Choosing a goal	30 minutes
6. Closing round	5 minutes

---

Total time: 95 minutes

---

### Description of Activities

#### Warm up

A physical game will help to break the ice and energise the group., e.g. Chair Game, where a person stands in centre of seated group and says something about themselves which others may also share, e.g. " Everyone who has their ears pierced" . Everyone who shares that characteristic must vacate their chair and find another. The person left standing then continues the game.

#### Introduction

Facilitator introduces session and importance of self-confidence in how individuals approach new challenges or events in their lives.

### Brainstorm

Write the words self-confidence and self-esteem on flip chart (two columns). Participants will brainstorm the two words in small groups. Feedback in large group and write on flip chart. Discussion on difference between the two concepts.

### Discussion

Distribute Handout - Building Self-Confidence, followed by discussion, referring to the role of self-esteem, i.e. how you feel about yourself, in building self-confidence.

### Choosing a goal

Ask participants to work in pairs and list some recent and current goals in their personal, work or social life. Encourage them to identify what contributed to the outcome of those goals, whether positive or otherwise. Ask participants to choose one goal to work on. Emphasise the importance of setting realistic goals and of being clear and specific. Distribute Handout - Goal Setting for each participant to complete, working in pairs.

### Closing round

Ask each participant to name one way they'll boost their confidence for their chosen goal.

---

## Evaluation

See Section 7 - Notes for Manual Users

# Session 53

## Appreciation

---

### Introduction

This session ties in with the one on self-esteem and can be used alone or preferably with a session on criticism. If time does not permit and one session has to cover both appreciation and criticism, role play criticism first and omit the role modelling and feedback exercise.

---

### Objectives

Participants will be able to:

- observe and differentiate between ways of giving and receiving praise
- practise giving/receiving praise

---

### Materials

Flip chart and markers  
Paper and pens

---

### Activities

- |  |            |
|--|------------|
| 1. Opening circle: "I'm marvellous Mary...<br>Each person says their first name with a positive adjective attached | 10 minutes |
| 2. Role model giving a compliment aggressively,<br>manipulatively, passively, assertively                          | 10 minutes |
| 3. Discussion: Why is it so difficult to give/<br>receive compliments? Brainstorm typical ones                     | 10 minutes |
| 4. Role play: A compliment I like to give<br>A compliment I would like to receive                                  | 30 minutes |
| 5. Feedback exercise   | 20 minutes |
| 6. Closing circle: "During this session I learned..."  | 10 minutes |

---

Total time: 90 minutes

---

### Description of Activities

#### Giving a compliment

Place two chairs in the centre of the circle and ask for four volunteers to respond in any way they wish, taking turns in the chair opposite the facilitator. Facilitator should use appropriate body language for each behaviour during modelling.

**Passive:**

"I hope you don't mind me saying this but your hair looks really nice, mine is such a mess."

**Aggressive:**

"You've a great head of hair, you should look after it."

**Manipulative:**

"You have lovely thick hair, you should look after it."

**Assertive:**

"I really like your hair, it looks so healthy and shiny."

**Feedback**

Ask the volunteers for their reactions first. How does it feel to be on the receiving end of each way of giving compliments?

Ask participants to differentiate between effective/ineffective ways of giving compliments.

**Role play**

Working in groups of three, each participant writes down one compliment they would like to give and one they would like to receive. Each participant takes turns as role player, observer and person practising. Feedback in the whole group.

**Appreciation/feedback exercises**

Use either A or B. A takes a little longer and is better with a group who would be more comfortable drawing symbols or writing simple words. B is a good exercise for the last session of a course.

**A:**

Illustrate on a flip chart first. Divide the group into groups of five. Divide a sheet of A4 paper into five columns by turning it sideways and drawing four vertical lines. Write 'me' at the top of Column 1 and the names of the other four group members at the top of the other four columns. Describe yourself first, then the other group members. Use symbols, starting with colour, element (earth, air, fire, water), season, furniture, nature, then any other symbols: animals, cars, buildings, plants, teams, books, etc.

Me	Mary	Jo	Pat	Maura
red	blue	red	yellow	green
horse	dog	fire	chair	goat
band	tulip	table	volvo	oak



**B:**

This gives each person an opportunity to give/receive feedback with all the other group members. For the last session of a group it makes a very positive finish.

1. Write your name at the top of a sheet of paper.
2. Pass the paper to the person on your left.
3. When you receive a paper, write a sentence at the bottom, complimenting the person named. Sign and fold it inward and pass it again to your left. Make sure to write on the sheet, not on the fold.
4. When your own sheet comes back, unfold it and share one or two comments which you really enjoyed.

---

### **Points of Interest**

For low-literacy groups who would be more comfortable with drawing symbols, you can use crayons or coloured markers for the feedback exercise.

---

### **Evaluation**

See Section 7 - Notes for Manual Users

## Session 54

# Put-Downs 1

### Introduction

These two sessions form part of a Family Communication Course. We will be looking at 'put-downs', the feelings associated with them and how to deal with them.

---

### Objectives

Participants attending this course will be able to identify:

- how they feel put down
- how they put others down within their own family

---

### Materials

Pens and paper  
 Drawing paper  
 Colouring pencils or markers

---

### Activities

1. Warm-up	5 minutes
2. Brainstorm	25 minutes
3. Exercise 1	20 minutes
4. Exercise 2	20 minutes
5. Feedback	30 minutes
6. Homework and break, (coffee break essential!)	20 minutes

---

Total time: 120 minutes

---

### Description of Activities

#### Warm up

Any warm-up can be used, e.g. ask each member of the group: "How do you feel now?"

#### Brainstorm

What is a 'put-down'? What do members of the group feel when they are put down? (Consider verbal and non-verbal put-downs). What is your body feeling, sensing when you are put down?

#### Exercise 1

Ask participants to draw a picture of themselves when they are put down, how they feel, how they look. Invite them to share their drawings in small groups.

## Exercise 2

In small groups, ask participants to:

- identify one specific example of a put-down from your partner (or family member).  
and
- identify one specific example of you putting your partner down.  
and
- identify one specific example of you or your partner putting the children down.

## Feedback

Groups to give voluntary feedback in large group. Include in discussion:

- Internal/external put-downs
- Unrealistic expectations
- Reactions and responses to put-downs

## Homework

Be aware of put-downs given and received within family in the following week.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 55

# Put-Downs 2

### Introduction

When people feel put-down it can be important to deal with the situation immediately in an assertive way. Not dealing with put-downs in a healthy way can destroy relationships and lead to a 'dog eat dog' situation.

---

### Objectives

- Participants will be able to deal with put-downs in an assertive way

---

### Materials

Flip chart and markers  
Paper and pens

---

### Activities

1. Warm-up and introduction	10 minutes
2. Brainstorm: Regular put-downs you hear from your family	10 minutes
3. Role play 1 in threes: Usual response	15 minutes
4. Feedback on language/body language	15 minutes
5. Role play 2: Assertive response	15 minutes
6. Feedback on body language/language	15 minutes
7. Group discussion	20 minutes
8. Closing round: Letting go	10 minutes

---

Total time: 110 minutes

---

### Description of Activities

#### Warm up

Select a suitable warm-up.

#### Brainstorm

Ensure people give you examples of regular put-downs by asking participants to complete the sentence: "I feel put down when my partner/child says..."

### Role play

Have three roles - each person takes a turn to be each:

- a. observer who watches for language/body language
- b. the person who gives the put-down
- c. the person on the receiving end

Ask them to role play how they usually respond.

### Feedback

Evaluate responses and see whether usual responses are assertive, aggressive, passive or manipulative.

### Role play

Replay the same situation again and this time the person on the receiving end says something positive about him or herself that relates to the put-down, e.g. "I like the way I...", in a non-hostile way. Check that everyone has had a chance to be assertive.

### Feedback

As above.

### Group discussion

Ask the questions:

- How did being assertive feel in this situation?
- Would you find it hard to be assertive in this situation with the person involved?
- What would stop you?

### Closing round

Ask participants to think of a very recent put-down and ask them to let it go.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 56

# Dealing with Differences 1

### Introduction

One of the most important issues within a relationship is the way in which differences are dealt with. An awareness of this will often lead to insights into the way in which power is used and abused and how this affects the relationship.

---

### Objectives

Participants will be able to:

- identify and share some of the many ways in which they differ significantly from their partners/families/friends
- identify some ways in which differences are accommodated within their own relationship

---

### Materials

Paper and pens

---

### Activities

- |  |            |
|--|------------|
| 1. Warm-up   | 10 minutes |
| 2. Work in pairs on the list of differences  | 20 minutes |
| 3. Feedback to whole group   | 20 minutes |
| 4. Work in fours on differences that are harmoniously accommodated by their families | 20 minutes |
| 5. Feedback from small groups followed by discussion                                 | 20 minutes |

---

Total time: 90 minutes

---

### Description of Activities

#### Warm up

The facilitator names some individual characteristics and participants with these characteristics stand up and are clapped by others. Characteristics such as age, status (married, single, separated, divorced, etc.) attitude to moral, political or social issues, tidiness, untidiness, etc. Exercise ends when everyone has had a chance to stand up at least once.

#### List of differences

Ask participants to work in pairs (not with a family member or partner) and make one list each of the ways in which they differ significantly from their partners (or family members). Encourage them to think about likes/dislikes, values, attitudes, beliefs and preferences.

**Feedback**

Take examples from this exercise from everyone and invite some general discussion.

**Work in groups of three or four**

Ask participants to make a list for each person of the significant differences which are harmoniously accommodated by their partners (or family).

**Feedback**

Take some examples and discuss how it feels to be accepted, how and why these differences come to be accommodated.

---

**Evaluation**

See Section 7 - Notes for Manual Users

## Session 57

# Dealing with Differences 2

### Introduction

This session explores the relationship between differences, conflict, power and control

---

### Objectives

Participants will be able to:

- identify some significant ways in which the way they differ from their partners/family causes conflict
- analyse how conflict around difference is related to power and control and how this affects them
- make a plan of how they will deal with one conflict-related difference

---

### Materials

Paper and pens

---

### Activities

1. Warm-up	10 minutes
2. Review of last session	15 minutes
3. Work in pairs listing differences that lead to conflict	20 minutes
4. Feedback and discussion	20 minutes
5. Making a change	20 minutes
6. Closing round	5 minutes

---

Total time: 90 minutes

---

### Description of Activities

#### Warm up

Select an appropriate warm-up.

#### Review

Ask participants if they would like to say anything as a result of last session? Have they been more conscious of differences and how has this affected them?



### Work in pairs

Ask participants to work in pairs (not family or partners) and to share some significant differences between themselves and their partner/family which lead to conflict or bad feelings. Specifically:

- a. What is the difference?
- b. What happens about it?
- c. Who 'wins'?
- d. Who is taking the power around this issue?
- e. How do you feel?
- f. Are you being controlled or controlling?
- g. What are the consequences for you of trying to control others?

### Feedback

Take some typical examples from the last activity. Discuss power and control in relation to differences.

### Making a change

Working in pairs again, ask each participant to make a plan (with the help of the other) of how they will change the way in which they usually deal with a difference which causes conflict.

### Closing round

Do a round by asking participants to complete the sentence: "In future, I will..."

---

### Evaluation

See Section 7 - Notes for Manual Users

## Session 58

# Adapting to Loss

### Introduction

The aim of this session is for participants to explore how the negative effects of a particular loss might be effecting them, and to re-evaluate what their needs are now in relation to such losses, with a view to letting go and moving on. It could be used as part of a self-development or life-skills course, or after a session on experiencing bereavement. The group should have reached a good level of trust.

We all experience many losses during our lifetimes. These can be,

- through the death of people we love,
- separations,
- departures,
- realising that our dearest expectations and dreams may be unattainable,
- our feelings of power or safety may be illusions,
- we will never again be as young, as beautiful, as successful or whatever, as we might wish.

In order for us to live and develop, we have to get through the pain of our separations and losses, learn how to let go of the negative effects and enable ourselves to move on. This session will hopefully facilitate this process in areas where we feel stuck.

---

### Objectives

Participants will be able to:

- identify some losses that are exerting negative effects on them
- analyse how they are dealing with them
- re-evaluate their needs now in relation to these losses

---

### Materials

Flip chart and markers

Large sheets of paper and paints, crayons, etc.

Book list on self-help books that may be of interest

List of local resources

---

### Activities

- |   |            |
|---|------------|
| 1. Introduction and opening round: How are you feeling at the moment? | 10 minutes |
| 2. Meditation: Focus on one loss that is still raw for you            | 10 minutes |
| 3. Art work: On your own, draw a picture of this loss                 | 20 minutes |
| 4. Discussion of pictures in small groups                             | 30 minutes |
| 5. Closing round: How do you feel now?                                | 20 minutes |

---

Total time: 90 minutes

---

## Description of Activities

### Introduction and opening round

The facilitator will aim to generate a supportive atmosphere within the group to allow individuals to own and express any fears and concerns they may have about getting in touch with their feelings of grief, anger, regret, disappointment, etc.

### Meditation

Ask participants to close their eyes and, from the many losses they have experienced, choose one that is still affecting them strongly. Ask them to focus on this particular loss, remembering the time and place it occurred; the people involved; the colours, smells and sounds associated with it, and so on.

### Art work

Encourage the participants to express themselves freely with paints, crayons, etc.

### Discussion in small groups

During this exchange of experiences, the facilitator can encourage the participants to focus on questions such as: How are you dealing with your loss? What feelings are you left with? How does it feel at the moment? What will help you to let go of the negative effects? What needs do you have now?

### Closing round

The facilitator should ensure that individuals are calm enough to leave safely. Trust the group to support its members. Have available for distribution the prepared list of local resources and self-help books.

---

## Points of Interest

It may be that some of the participants are not ready to let go of their negative feelings.

---

## Evaluation

See Section 7 - Notes for Manual Users

# Session 59

## Control in Relationships 1

### Introduction

This session and the following session deal specifically with the issue of letting go of control over other people, e.g. teenagers, older children, partner, older parents, work colleagues. These sessions can be included in any course on family communication, relationships and stress. It is best used in the latter part of a course when the group have got to know each other fairly well.

---

### Objectives

Participants will be able to:

- identify some relationships in their life in which they are exerting inappropriate control and power
- identify possible connections between inappropriate control in relationships and conflict and stress

---

### Materials

Flip chart and markers  
 Paper and pens.  
 Handout - Control in Relationships

---

### Activities

1. Warm-up and introduction	15 minutes
2. Brainstorm and discussion	15 minutes
3. Discussion in pairs	25 minutes
4. Conflict identification	10 minutes
5. Small group work	25 minutes
6. Feedback	20 minutes
7. Reflection	5 minutes
8. Closing round	5 minutes

---

Total time: 120 minutes

---

### Description of Activities

#### Warm up and introduction

Do an appropriate warm up. Introduce the session. Point out that in order to control our lives and achieve what we want to achieve we sometimes exert control over other people, e.g. forcing them to be tidy, pressurising them to study, exerting control over finance and spending. Sometimes this control may be necessary. Sometimes it becomes inappropriate and can be the cause of conflict and stress.

### Brainstorm and discussion

Ask the participants for examples of ways in which people exert control in relationships. List on the flipchart and discuss.

### Discussion in pairs

Ask the participants to talk to the person beside them about how they were controlled when they were growing up, at home, at school, in relationships. How did that made them feel? Take feedback and discuss in the large group.

### Conflict identification

Ask the participants to identify one conflict area in their lives.

### Small group work

In groups of three ask each participant to share their areas of conflict. Ask them to identify who has the power and control in each conflict. What feelings and actions are present in the conflict?

An alternative to this exercise is to use case studies instead of personal examples. See Handout - Control in Relationships.

### Feedback

Take feedback from small groups. Discuss, paying particular attention to the following questions: Is the control appropriate? Does it work? e.g. Does it get you what you want?

### Reflection

Reflect on one conflict area of your life where your control may be inappropriate, causing distress and anxiety.

### Closing round

Do a suitable closing round.

---

### Points of Interest

It should be made clear in this session that we are addressing minor control problems and not major areas of control such as violence and abuse.

---

### Evaluation

See Section 7 - Notes for Manual Users

# Session 60

## Control in Relationships 2

### Introduction

This session explores further the issues of letting go of control in relationships.

---

### Objectives

Participants will be able to:

- identify one area in which they are exerting power and control inappropriately
- identify the consequences to their relationship and to their health of letting go of the inappropriate power and control
- identify and explore the consequences to the relationship and to their health of holding on to the inappropriate power and control

---

### Materials

Flip chart and markers  
 Paper and pens  
 Drawing paper and crayons

---

### Activities

1. Warm-up and review	15 minutes
2. Artwork	20 minutes
3. Discussion on artwork	30 minutes
4. Discussion	25 minutes
5. Brainstorm and discussion	20 minutes
6. Closing round	10 minutes

---

Total time: 120 minutes

---

### Description of Activities

#### Warm-up and review

Any warm up exercise can be used here. Ask participants to share one thing they can remember from the last session.

#### Artwork

Remind participants that during Control in Relationships 1 they identified one conflict area in their lives in which they exert control which may be inappropriate. Ask participants to imagine that they have let go of that control. Now ask them to draw a picture or image representing themselves after they have let go of the control.

### Discussion on artwork

In groups of three, ask the participants to discuss their pictures and what they represent.

### Discussion

Ask the group to consider the question, "What is going to happen to your relationships and your health if you do not let go of control?" Discuss.

### Brainstorm and discussion

Ask the participants what help or support they would need in order to let go of inappropriate power and control. Discuss.

### Closing round

Ask participants to share one way in which they will nurture an important relationship in their lives.

---

## Evaluation

See Section 7 - Notes for Manual Users

# Session 61

## Responsibility for Change

### Introduction

Sometimes people can get confused about the difference between feelings, thoughts and behaviours. Understanding the difference is important in health promotion because it's only when we take responsibility for our own behaviour that we can change. In conflict situations, in particular, we need to be clear about what our own thoughts, feelings and behaviours are so that we can take responsibility for them and change if we want to. This session helps us to clarify these issues.

---

### Objectives

Participants will be able to clarify for themselves:

- their feelings, thoughts and behaviours in a situation of their choice
- where their responsibilities lie and what they could change

---

### Materials

Flip chart and markers  
 Handouts - Responsibility for Change  
 - Completed Sample

---

### Activities

- |  |            |
|--|------------|
| 1. Introduction and warm-up  | 10 minutes |
| 2. Describe on flip chart one conflict situation (see sample attached)   | 5 minutes  |
| 3. Give out Handout in threes. Ask each small group to help complete the handout for each person in the group  | 20 minutes |
| 4. Feedback: Take some examples and ask the questions:<br>What is person A bringing to the situation in terms of feelings, thoughts and behaviour? Given that A only has control over her/his own contribution, what can she/he change that would bring about a resolution of the situation?<br>(Person A is the participant at the session) | 50 minutes |
| 5. Closing round: Say your name and one feeling, thought and behaviour that you contributed to this session that helped bring about its satisfactory conclusion  | 10 minutes |

---

Total time: 95 minutes

---

### Evaluation

See Section 7 - Notes for Manual Users



# My Rights as a Person

## Introduction

Assertiveness theory includes the belief that a person acting assertively respects their own rights while also respecting the rights of others. These rights are not written up in any court of law. They include universal principles that if adhered to could make for easier communication between people. These rights are also a useful reference point during later sessions of assertiveness training. This session is ideal for the early stages of such training.

---

## Objectives

Participants will:

- have an opportunity to relax and release physical tension so that they can focus on class work
- know the 10 rights described by Anne Dickson's theory of assertiveness
- have the opportunity to identify rights they would like others in relationships with them to acknowledge and respect
- be able to state how they feel about their rights
- identify some:
  - a. situations where they find it easy to put these rights into practice
  - and
  - b. situations where they have difficulty asserting these rights

---

## Materials

Flip chart and markers  
 Handouts - My Bill of Rights  
 - Rights in Action

---

## Activities

1. Body shake-out	5 minutes
2. Rights input	15 minutes
3. I have the right...	10 minutes
4. Brainstorm of rights	5 minutes
5. Rights in everyday experience	20 minutes
6. Feedback and discussion	30 minutes
7. Closing round	5 minutes

---

Total time: 90 minutes

---

## Description of Activities

### Body shake-out

Starting with the feet and working up through the pelvis, torso, shoulders, arms and head, the facilitator encourages the group to shake out and release any tension from these different body parts. On the out breath participants may want to let go through sounds, sighs, yawns, groans etc.

### Facilitator input on rights

Facilitator goes through Handout - My Bill of Rights giving examples to illustrate the various rights.

### I have the right...

The whole group walk around each other. The facilitator reminds them to breathe out and make non-verbal contact with each other finishing the silent sentence in their heads.

The objective of this exercise is to give participants an opportunity to focus on their feelings about asserting these rights through awareness of body language.

### Brainstorm

Participants brainstorm rights that came up for members of the group that are not on the list.

### Rights in everyday personal experiences exercise

Participants are given Handout - Rights in Action and are asked to do the exercise alone through writing. The purpose of the exercise is to ground the rights in participants' everyday experience.

#### Alternatively

Participants might choose to have a 10 minute paired discussion each way with one partner being an active listener who reflects back to speaker only what they hear them saying.

### Group feedback and discussion

Each member of the group is allowed two minutes to share a right that was easy and one that was difficult. The discussion is then thrown open. This is a good place to focus on any difficulties participants have with any of the rights listed.

### Closing round

Group form a circle holding hands. Their right palms should be facing upwards in a gesture of receiving and their left palms downwards in a position to give. Ask them to breathe in gold, which is a colour for centring. Now let each person be aware of the energy they are connected with through the palms of their hands and the coming and going of this energy through them. Remind them that assertion is about balancing our rights in our relationships with others. We have rights and we need to respect others' rights.

#### Alternatively

Ask each member of the group to say how they are feeling at the end of this session in a sentence.

---

### **Points of Interest**

Check if anyone is not in a position to join in physical exercise. Ask them to imagine releasing these different body parts instead of shaking them. This is a useful session for bringing out people's anxieties about assertiveness. Questions about selfishness, power issues and responsibility for others tend to surface here. It is important that the facilitator supports participants resolving these issues for themselves. However, it may be useful to remind them that adults have a responsibility towards each other rather than for each other. Adults have a responsibility for and towards their children. This session can be related to health, particularly for women. Many women develop health problems through not taking care of themselves or through putting other people first. Examples are osteoporosis, poor nutrition, incontinence, obesity, unfit, depression, etc.

---

### **Evaluation**

See Section 7 - Notes for Manual Users

## Session 63

# Assertion Skills - Setting Limits

### Introduction

This session can be used after dealing with rights and identifying personal difficulties with being assertive. Participants will be familiar with role play. The session could form part of a personal development, stress management or communications course.

---

### Objectives

Participants will be able to:

- observe and draw up a list of the skills involved in being assertive
- examine their own use of time and decide on changes they need to make in how they use time
- practise, by using role play, setting limits for themselves

---

### Materials

Flip chart and markers

Pens and paper

Handouts - Assertion Skills

- Circles of Time

---

### Activities

- |   |            |
|---|------------|
| 1. Opening circle: "My name is... and I want some time for..."  | 5 minutes  |
| 2. Modelling assertive behaviour, asking for thinking it over time. Distribute Assertion Skills handout | 30 minutes |
| 3. Circles of Time - Handout  | 20 minutes |
| 4. Role play in threes  | 20 minutes |
| 5. Feedback   | 10 minutes |
| 6. Closing round: A decision I've made about my use of time over the next week                          | 5 minutes  |

---

Total time: 90 minutes

---

## Description of Activities

### Modelling assertive behaviour

This gives the participants an opportunity to assess assertive behaviour which is demonstrated by the facilitator. Ask the volunteer who plays opposite you, as fund-raiser, to make it difficult to refuse their request.

### Role of the fundraiser - Joan

You need volunteers to help with the sale of work in aid of the school next Sunday. You ring Mary, who has two children in the school and is very good at baking. She's helped before and you would like her to provide goods and/or mind a stall. You are determined to raise a large sum of money and think every parent should help out, especially women at home. You want to finish off the arrangements today, Monday.

Place two chairs back to back in the centre of the circle and simulate using the telephone. The facilitator, as Mary, should incorporate all the skills. Use assertive language e.g.:

"Could you tell me exactly what you want me to do."

"What I hear you saying is..."

"I can see you need help with it all right."

"I feel..."

"I want some time to think about it, can I tell you at 7.00 tonight."

"I understand that you want to know very quickly but I need time to decide."

"I won't decide now, I'll ring you later."

### Feedback

Get observations from the volunteer first, then from the participants. List their observations on the flip chart about how you handled the request.

---

## Points of Interest

It may be useful to write out a full description of the role opposite the facilitator with scripted comments for you to respond to during modelling. If the opening circle or modelling takes longer than expected, then omit the time circles.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 64

# Experience of Loss and Grieving

### Introduction

This session could be part of a series on loss and/or bereavement and could also be used on its own or as part of other courses, e.g. Stress Management. It is important that participants know one another and trust has developed within the group. The session aims to broaden understanding of the experience of loss and grieving.

---

### Objectives

Participants will be able to:

- identify and name some feelings associated with their experience of loss
- list the range of emotions and physical reactions associated with grieving
- identify and explore ways of dealing with loss

---

### Materials

Handout - The Stages of Grief  
 Pens and paper  
 Flip chart and markers

---

### Activities

1. Warm-up 5 minutes
2. In pairs ask participants to describe an experience of loss (not necessarily a bereavement) and how it affected them physically, mentally and emotionally 15 minutes
3. In large group, ask for feedback and record on the flip chart. Distribute Handout - The Stages of Grief and discuss 20 minutes
4. In groups of four, ask participants to list actions or attributes that were not helpful during their loss and grieving and to identify what provided greatest support to them 20 minutes
5. In large group, take feedback from each group and record 20 minutes
6. Closing round - ask each participant to share one thing they've learned or affirmed during the session 10 minutes

---

Total time: 90 minutes

---

### Points of Interest

Everyone reacts in their own way to loss and there is no right or wrong way to grieve. Encourage participants to be open to the feelings they experience. Affirm the ways participants can take care of themselves.

---

### Evaluation

See Section 7 - Notes for Manual Users

## Section 3

# Health and Wellbeing for Different Population Groups

- 65 Rights Within Families 1
- 66 Rights Within Families 2
- 67 Rights Within Families 3
- 68 Dealing with Difficult Family Situations
- 69 A Day in the Life of a Carer
- 70 Caring for an Older Person - Setting Limits
- 71 Accident Prevention for Older People - Reducing the Risk of Falls
- 72 Parenting Teenagers
- 73 Conflict with Teenagers
- 74 Conflict with Teenagers around Gender and Sexuality
- 75 Conflict with Teenagers - Housework
- 76 Criticism of Parents by their Children 1
- 77 Criticism of Parents by their Children 2
- 78 Teenagers and Drugs
- 79 Menopause 1 - Personal Experience
- 80 Menopause 2 - Getting Support from Others
- 81 Men's Health - Changing Roles 1
- 82 Men's Health - Changing Roles 2
- 83 Men and Medical Check ups
- 84 Reducing Stress through Assertiveness for Men
- 85 Men as Fathers
- 86 Parenting - Dealing with Fears
- 87 Parenting - Finding Time for Me
- 88 Parenting - Spending Quality Time with your Children
- 89 Parenting - Dealing with Misbehaviour
- 90 Introduction to Pregnancy
- 91 Nutrition and Pregnancy
- 92 Development of the Foetus and Labour
- 93 Breastfeeding
- 94 Caring for a New Baby
- 95 Pelvic Floor Exercises

## Session 65

# Rights Within Families 1

### Introduction

Within relationships, rights can be implied, respected, agreed, negotiated, refused, etc. It can be helpful to identify rights that you have that you value, those you have that are not respected by others and those rights which you respect or refuse to accept for your partner or family. This session is designed to begin the process of exploring rights.

---

### Objectives

Participants will be able to:

- identify the rights that they have now
- identify the rights that are not respected by family members at present
- analyse how this affects their relationships
- ask for a right to be respected by one member of the group

---

### Materials

Flip chart and markers  
Paper and pens

---

### Activities

- |   |                   |
|---|-------------------|
| 1. Introduction and warm-up   | <i>10 minutes</i> |
| 2. Brainstorm: Valued rights I have that are respected and by whom  | <i>20 minutes</i> |
| 3. Sharing in pairs: Rights I value that are not respected and by whom                                    | <i>20 minutes</i> |
| 4. Feedback from 3  | <i>20 minutes</i> |
| 5. Large group discussion: Rights I want to have respected in future and how I'm going to negotiate these | <i>15 minutes</i> |
| 6. Closing round: Asking for a right to be respected in the group   | <i>5 minutes</i>  |

---

*Total time: 90 minutes*



---

## Description of Activities

### Warm up

Choose an ice-breaker appropriate to the theme.

### Brainstorm

Ask the group "What rights do you have now within your relationships (partners/close family members/children) which you value?"

### Sharing in pairs

Ask participants to work in pairs and each person to describe:

- a. a valued right which they have that is not presently respected by others in their family;
- b. what happens as a consequence;
- c. how they are affected personally;
- d. how the family is affected.

### Feedback

Take some examples only and have a general discussion around these.

### Large group discussion

Rights I'd like to have now that are not respected by my partner/family and how I can negotiate about these.

### Closing round

Each person asks some person in the group for a right to be respected, i.e. "I want you, Mary, to respect my right to..."

---

## Points of Interest

Rights may be negotiated between people or we may have them irrespective of the wishes etc. of others. This raises issues which are beyond the scope and time of these sessions. For the purpose of these sessions, respecting and not respecting rights means that we are supported when we exercise the right or are frustrated when exercising a right which we want.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 66

# Rights Within Families 2

### Introduction

When people are denied rights as children, e.g. the right to speak etc., their future relationships can be profoundly affected.

---

### Objectives

- Participants will be able to describe one way in which the denial of their rights as children affects them in their relationships today

---

### Materials

Flip chart and markers

---

### Activities

1. Introduction and warm-up	10 minutes
2. One-to-one sharing	30 minutes
3. Feedback	20 minutes
4. Work in small groups	20 minutes
5. Closing round	10 minutes

---

Total time: 90 minutes

---

### Description of Activities

Warm-up

One-to-one sharing

Ask participants to work in pairs and share:

- valued rights each was allowed as a child and from whom;
- how it felt to have these rights;
- an experience of having a right withdrawn as a child;
- rights you did not have and how you felt;
- rights you would love to have had.

One person actively listens to the other for 10 minutes and gives five minutes

feedback using the following form of language:

I see... I feel... I imagine... For example - I see your face is getting red - I imagine you are angry  
- I feel sad when I hear you...

Reverse roles.

### Feedback

Participants report to whole group on what exercise was like.

### Small groups

How does the denial of your rights as a child affect you today in your close relationships? Each person to identify at least one way.

### Closing round

Each person to complete the sentence: "The denial of my right to... as a child affects me today by..."

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 67

# Rights Within Families 3

### Introduction

Sometimes people have difficulty respecting the rights of others. This can mean a lot of conflict and arguments within families, leading to a breakdown in communication.

---

### Objectives

By the end of the session, participants will be able to:

- identify some rights that they do not respect for their partners and children
- analyse the consequences of this decision
- analyse the underlying reasons for the denial of these rights

---

### Materials

Flip chart and markers  
Paper and pens

---

### Activities

1. Warm-up and introduction	10 minutes
2. Rights not respected - pairs	15 minutes
3. Feedback	20 minutes
4. Reasons for denial of rights	40 minutes
5. Closing round	5 minutes

---

Total time: 90 minutes

---

### Description of Activities

Warm up

Select one suitable for the group.

Working in pairs

- (i) Ask each person to identify two or three rights that they do not respect for their partner and two or three rights that they do not allow their children to have by completing the sentences;

“I do not respect my partner’s rights to...”

and

“I do not allow my child the right to...”

- (ii) Take a few examples to make sure people understand the exercise.

Then in pairs:

- (iii) Ask each participant to select a right that they do not respect for their partner or allow their child, but which:

- a. they take anyway;
  - b. partner or child comply for a while but then take anyway;
- or
- c. partner or child comply and describe the consequences, both long and short-term.

#### Feedback

Take some examples.

#### Reasons for denial of rights

In pairs, each person analyses one right they do not respect/allow and explore the underlying reasons for this. To help the discussion, write some questions on the flip-chart:

- a. was this right an issue in your original family - e.g. did your father respect your mother's rights in this area?
- b. what do you fear would happen if you respected this right for your partner?
- c. what has your experience been if within the past year you respected this right for your partner?
- d. were you ever denied this right as a child?
- e. has the denial of the right for another person anything to do with power and control within a relationship?

Large group discussion follows.

#### Closing round

Ask participants to complete the sentence:

"From now on, I will respect my child's/partner's rights to..."

---

#### Points of Interest

In this session, the word 'respected' is used when adults are involved and 'allowed' when adults and children are involved. This is because adults are not really able to deny rights to another adult, whereas an adult can deny a right to a child. Generally speaking, adults do have power over children whereas an adult cannot have power over another person without their consent or compliance.

---

#### Evaluation

See Section 7 - Notes for Manual Users

# Session 68

## Dealing with Difficult Family Situations

### Introduction

This session explores the roles that develop in difficult family situations. Using animal imagery, participants will have a better insight into the roles that they play and possible solutions.

---

### Objectives

The participants will:

- look at a difficult family situation in their own lives and how they perceive it
- describe themselves in that situation using artwork
- be able to see other possible solutions to deal with the situation

---

### Materials

Crayons and markers  
A4 paper

---

### Activities

1. Warm-up	10 minutes
2. Animal drawing	10 minutes
3. Sharing	15 minutes
4. Main group discussion	20 minutes
5. New animal drawing	10 minutes
6. Large group discussion	20 minutes
7. Homework	5 minutes

---

Total time: 90 minutes

---

### Description of Activities

Warm up

Each person picks a partner and stands opposite their partner in a line - there should be two lines of people. Ask one line of people to close their eyes and walk to their own partner opposite, stopping when they think they have reached their partner. Do this twice and then swap, so that the other partner does the same. This time, ask them to do it faster, walking with their eyes closed to their partner. Now ask each person to pick a sound that their partner would recognise. Once that is decided, ask them to guide their partner, who has their eyes closed, around the room using the sound to guide them. Then change. Make sure no one runs into one another.

### Animal drawing

Two pieces of A4 paper are given out to each participant. Markers, crayons are left in the centre of the room. "On your own, think of a difficult family situation that is presently causing a problem for you. Now think of the individual(s) concerned as an animal. Think of the characteristics of that animal and how they are similar to the characteristics of the person in the situation. Now draw yourself as an animal in the same situation in relation to the other animal(s)."

### Sharing

After this, break into pairs and talk about the pictures. Describe the characteristics of the animals that you chose and the relationship that they have to one another.

### Main group

The facilitator asks what observations were made using the animal images. Was anyone surprised by the animal they chose? What new insights were made about the situation?

### New animal

Each individual will now, on their own, draw an animal that they would like to be in that situation and showing the characteristics of that animal. Think of the following questions:

Why do you want to be that animal?

Will it be helpful in the situation? If so, how?

What can you do to achieve this?

### Large group discussion

In a general discussion on the exercise, encourage volunteers to share their experience.

### Homework

Ask each person to try their new approach to the situation.

---

### Points of Interest

Any difficult family situation can be challenging to deal with. Some people may want to change the other person's animal. It must be made clear that the only animal that can be changed is their own, also to ask if that change will be helpful.

---

### Evaluation

See Section 7 - Notes for Manual Users

## Session 69

# A Day in the life of a Carer

### Introduction

This is a good session for night one or two of a Carers' Course. While the session is primarily designed to be used with lay carers, it could be adapted for use with other groups, e.g. a group of mothers of young children.

---

### Objectives

The participants will be able to:

- share with each other some details of how being a carer affects their daily life
- talk about their situation to the group and be listened to

---

### Materials

Paper and pens  
Coloured pens or paints, if option 2 is used

---

### Activities

1. Instructions for option 1 or 2	5 minutes
2. Interview activity or picture activity	20 minutes
3. Feedback	60 minutes
4. Closing round	5 minutes

---

Total time: 90 minutes

---

### Description of Activities

Facilitator explains to the group the objective of the exercise and gives the following instructions.

Option 1:

Break into pairs - A and B. " I want A to interview B as if for a newspaper. Ask B to tell you about the situation etc. of the person you are caring for and to describe what a typical day is like from getting up in the morning to going to bed i.e. A Day in the Life of a Carer. A could either remember the details or take notes. After 10 minutes, change roles. At the end of the activity I want A to introduce B to the group and give a brief outline of her/his typical day."

Option 2:

As in option 1, but instead of A taking notes or remembering details, both A and B will together make two pictures which for them will symbolise or illustrate a typical day. One picture for A and one picture for B. Feedback will be given in large group with each person explaining their own picture.



### Feedback

Ask each participant to introduce their partner to the group and give some details of their typical day. Ask the person being introduced to fill in their own details as appropriate.

Users of this activity have found that the person being introduced naturally ends up doing most of the talking about her/his own situation.

### Closing round

Go around each person in the group and allow them to say in a few words what they thought of this session and tell the group one thing that they want, e.g. "I want a holiday".

Facilitator should note if objectives were met.

---

### Points of Interest

This session is quite long and will need at least the times suggested.

---

### Evaluation

See Section 7 - Notes for Manual Users

## Session 70

# Caring for an Older Person - Setting Limits

### Introduction

A problem can arise when not all available family members are willing to take on equal responsibility for looking after an elderly relative. Quite often one person is left with the daily tasks and other siblings take on little or none of the work-load. Sometimes a single sister or brother is expected to do the caring since they have 'no responsibilities'. This session is designed to help carers decide on the limits to their caring role regardless of what other members of the family do or don't do.

---

### Objectives

Participants will be able to

- set a limit to the amount of time spent on their caring tasks
- say No or Yes to future demands on their time

---

### Materials

Paper and pens

Handouts - Caring for an Older Person 1 and 2

---

### Activities

- |   |            |
|---|------------|
| 1. Introduction.  | 5 minutes  |
| 2. Warm-up activity. Go round the group and ask people to say their name and what they would do if they had an extra hour to themselves every day   | 10 minutes |
| 3. What do I do now? Ask people to take 10 minutes and write down what a typical day/week consists of (a day is a suitable option if people are involved in heavy duty caring and a week if the caring is light to moderate). Use Handout 1, Questions 1 - 2 only | 10 minutes |
| 4. What would I be happy doing? In pairs, ask people to discuss Question 1 - 2 with a partner and complete questions 3 and 4. Feedback<br>Get three or four examples  | 10 minutes |
| 5. Role plays. Use either situations from real life or the role play scenarios in Handout 2   | 40 minutes |
| 6. Closing round  | 5 minutes  |

---

Total time: 80 minutes

---

## Points of Interest

In situations where there are a few available carers it is almost impossible to get agreement as to what is fair. One person often ends up doing more caring because they:

- are more generous with their time
- are more susceptible to manipulation by the older person
- feel guiltier if they don't do what they should do etc.

Often the only solution for carers is to decide what they themselves are happy with and stick to that. Participants may find it hard to come to terms with the fact that they have no control over what other people do for the older person. Carers can only decide on their own contribution. However, if they have made a conscious decision about the latter and are able to deal assertively with further demands on their time they are less likely to feel resentful about what others don't do. Any decisions made about limits may have to be adapted on an ongoing basis as the health of the elderly person deteriorates.

---

## Evaluation

See Section 7 - Notes for Manual Users

# Session 71

## Accident Prevention for Older People - Reducing the Risk of Falls

### Introduction

Older people are particularly at risk of falling in or around the home. This session provides an opportunity for older people to identify how they can reduce their risk of falling in the home.

---

### Objectives

Participants will:

- share their experiences of falls
- examine the risk factors for falls in their own homes
- identify steps that they can take to avoid falls in the home

---

### Materials

Flip chart and markers  
Pens and paper  
Handouts - Falls Risk Assessment Checklist  
- Falls Prevention Guidelines

---

### Activities

1. Warm up	5 minutes
2. Introduction and sharing	15 minutes
3. Falls Risk Assessment	15 minutes
4. Feedback and discussion	20 minutes
5. Handout and discussion	10 minutes
6. Developing an action plan to reduce the risk of falls	20 minutes
7. Closing round	5 minutes

---

Total time: 90 minutes

---

## Description of Activities

### Warm-up

Do an appropriate warm-up

### Introduction and sharing

Facilitator introduces topic of falls and invites participants to share their experience of falls and what causes them.

### Falls Risk Assessment

Give out Handout - Falls Risk Assessment Checklist - and ask each participant to complete it and calculate their scores.

### Feedback and discussion

Take feedback and discuss. How many questions did they answer yes? What questions did they answer yes to?

### Handout and discussion

Give out Handout - Falls Prevention Guidelines - and discuss with the group

### Developing an action plan to reduce the risk of falls

Ask participants to work in pairs and identify what actions they can take to reduce their risk of falling in their own home.

### Closing round

Each person shares one thing that they can do in the next week to reduce the risk of falling.

---

## Points of Interest

Effective approaches to falls prevention requires a multifaceted approach that focuses on factors related to individual behaviour and the home environment.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 72

# Parenting Teenagers

### Introduction

Relationships with teenagers are often the most difficult that parents will ever have to deal with. This session aims to give parents the opportunity to look at these relationships; to acknowledge the positive and negative aspects of them and to recognise that behavioural messages are often carried from generation to generation.

---

### Objectives

Participants will be able to:

- identify three positive and three negative aspects of their relationships with their teenagers
- share behavioural messages they received as a child, which they have carried over into their parenting today
- practice more helpful ways of communicating with their teenagers

---

### Materials

Flip chart and markers  
Pens and paper

---

### Activities

1. Warm-up	15 minutes
2. Identifying positive and negative areas of relationships with teenagers	25 minutes
3. Identify behavioural messages and expectations	45 minutes
4. Closing round	5 minutes

---

Total time: 90 minutes

---

### Description of Activities

Warm up

In pairs, introduce yourself to your partner and discuss two strong negative memories and two strong positive memories you are happy to share from your teenage years. Introduce partner to group and share memories.

Identifying positive and negative areas of relationships with teenagers

- a. On your own, write down three positive and three negative areas in the relationships with your teenagers
- b. In small groups, share your findings and choose a reporter to feedback three shared positives and three shared negatives
- c. Feedback on flip chart followed by a discussion of common positives and negatives and comparison with the following list

Examples of positive and negative areas of relationships with teenagers:

Positives	Negatives
Watching T.V./videos together	Schoolwork
Cooking/shopping	Homework
Walking	Housework/tidiness
Sports	Social life
One-to-one	Smoking/drinking
Sharing music	Not getting up in the morning
	Friendship/hygiene

d. In small groups, choose common positives and discuss

- How do you feel?
- What do you do?
- What do you say?
- What makes it good for you as a parent?

Report back on 'What makes it good'.

e. Feedback on flip chart

f. In small groups, discuss ways or strategies of transferring positive behaviour onto negative situations

g. Role play strategies or ways where you would change your behaviour in small groups with observers to give feedback

Identifying behavioural messages and expectations

- Small groups: Identify and discuss expectations your parents had of you which you also have of your own teenager children, also messages they received and messages they give
- Feedback to main group on flip chart
- Small groups: Discuss expectations which cause conflict between your teenagers and you, feedback to main group, linking negative areas in relationships with their teenagers from activity (2)

Closing round

Each person shares their most recent enjoyment as a parent.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 73

# Conflict with Teenagers

### Introduction

This session should be used with the session Parenting Teenagers. If we can work out the conflict we have with our teenagers, identify our usual responses and where we want to make changes in our behaviour and be more assertive, we can turn conflict into a more positive, learning experience.

---

### Objectives

Participants will be able to:

- define conflict for themselves
- identify situations where there is conflict now with the teenagers and their usual responses in conflict situations
- describe two assertive ways of coping or dealing with this conflict

---

### Materials

Pens and paper  
 Flip chart and markers  
 Handout - Different Ways of Dealing with Conflict  
 - Conflict Resolution

---

### Activities

1. Warm-up	10 minutes
2. Brainstorm: Conflict, what is it?	10 minutes
3. Small groups: Examples of conflict situations How do you usually respond to conflict now?	20 minutes
4. Role play: Assertive responses	45 minutes
5. Closing round	5 minutes
<hr/> Total time: 90 minutes	

---

### Description of Activities

Warm up

Say your name and give an example (from session Parenting Teenagers) where you changed your behaviour/response during the week, with your teenager, and describe the outcome?

Brainstorm: Conflict, what is it?

Facilitator input: "Conflict occurs when one person's feelings, thoughts, needs and values are in opposition to another person's feelings and thoughts about an issue. Conflict occurs when needs clash."



How do you normally respond?

In small groups, choose two examples of conflict situations that you have been involved in during the week, or use the examples that came up during previous session - Parenting Teenagers. Read Handout - Different Ways of Dealing with Conflict and, through discussion, identify which mode of response would be most typical of you.

Main group: feedback on different modes of responses/behaviour.

Role play

Handout - Conflict Resolution. Read through first. Role play assertive ways of dealing with conflict. Using the handout as a guideline, role play changes you could make in your behaviour/responses in conflict situations, ask for observers and get feedback on role plays.

Closing round

Go round the group and ask each person to say how they feel now, and one change they are willing to make in their response/behaviour in a conflict situation.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 74

# Conflict with Teenagers around Gender and Sexuality

### Introduction

Some of the conflict within families today is caused by a clash of values in relation to gender and sexuality. The purpose of this session is to help parents identify their own gender values and identify ways in which they can begin to make changes in their own behaviour to lessen the conflict.

---

### Objectives

Participants will be able to identify:

- ways in which their own gender values are contributing to conflict in the home
- ways they can change their behaviour to lessen this conflict

---

### Materials

Pens and paper  
Flip chart and markers

---

### Activities

1. Introduction and warm-up	10 minutes
2. Written exercise	15 minutes
3. Feedback/discussion	30 minutes
4. Small group discussion	20 minutes
5. Positive values	15 minutes

---

Total time: 90 minutes

---

### Description of Activities

Written exercise

Ask each participant to write a description of some major conflict situation with their teenager. Ask them to describe the situation including what is said, how they feel and what values are in conflict. Have any of these values anything to do with gender i.e. are they about how boys 'should' behave or how girls 'should' behave?

Feedback/discussion

In the large group, discuss the extent to which our value system is at the root of some of the conflict with teenagers.

### Small group discussion

In small groups, ask participants to discuss ways in which they have changed positively since they were teenagers. In the light of these changes in your own life, can you change your behaviour or attitudes towards your teenagers? What could you do differently now? Take some feedback from small groups.

### Positive values

Spend the last 15 minutes naming and describing positive values our children have picked up from us.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 75

# Conflict with Teenagers - Housework

### Introduction

Most homes with teenagers experience conflict associated with the mess teenagers leave around the house, in their bedrooms etc. The purpose of this session is to find one useful way of resolving some of this conflict. It is for parents who have tried 'everything' possible and reasonable and have found that nothing works. In other words, the teenager will not change. This session is for parents and is designed to help them change instead of the teenager.

---

### Objectives

Participants will be able to:

- analyse typical situations involving housework and teenagers and quantify the amount of time and effort spent in futile attempts to change the teenager's behaviour
- quantify how much time and effort they could save by doing the tidying up themselves
- identify what stops them doing this

---

### Materials

Flip chart and markers

Handout - Housework and Teenagers: Time-Wasters

---

### Activities

1. Introduction and appropriate warm-up	10 minutes
2. Brainstorm: What I'm doing now	10 minutes
3. Housework and Teenagers: Time-Wasters	10 minutes
4. Feedback and discussion	20 minutes
5. What stops me changing?	15 minutes
6. Large group discussion	20 minutes
7. Closing round	5 minutes

---

Total time: 90 minutes

---

## Description of Activities

### Warm up

An appropriate warm-up could be to ask participants to say their name and how tidy they were as teenagers.

### Brainstorm

On a large sheet of flip chart paper, ask the group to describe in words what they do now when their teenagers leave a mess e.g. towels on the floor, plates under beds or don't do their chores properly at all? (e.g. scream, shout, withdraw affection, pocket money etc.). Get a good list. Ask "Is it working?"

### Housework and Teenagers: Time-Wasters

Give out Handout - Housework and Teenagers: Time-Wasters, and ask participants to complete this on their own.

### Feedback and discussion

Take individual feedback on time-wasters and ask participants to quantify how much time it would take to do the chores themselves. This will more than likely lead to time saved that can be spent by the parents on more rewarding activities.

### What stops me changing?

Follow the feedback with 15 minutes in small groups on: What stops you making this change?, What are your fears?, Are these realistic? Ask them to reflect on what they were like as teenagers and how they turned out as adults.

### Large group discussion

Discuss barriers, fears etc. Do participants really want to change or are they just complaining?

### Closing round

Ask participants to say what they will do now as a result of the session.

---

## Points of Interest

It is likely that there will be a lot of resistance to cleaning up after teenagers. The group may want to follow up with assertiveness training.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 76

# Criticism of Parents by their Children 1

### Introduction

It is assumed that the group will have done one or two sessions on using Transactional Analysis (T.A.) as a tool, which they can use to look at their own behaviour. The facilitator would need a good understanding of T.A. During this session it is intended to discuss criticism given by a teenager to a parent in an aggressive or contemptuous/scornful way and meant as a put-down. This is usually hurtful and may be devastating for the parent. We will use T.A. to help us understand our reactions more clearly. Ideally, these two sessions will form part of a parenting or assertiveness course.

---

### Objectives

Participants will be able to identify:

- some criticisms they get from their teenagers and how they feel as a result

---

### Materials

Paper and crayons/paints/coloured pencils

---

### Activities

1. Introduction and warm-up	10 minutes
2. Opening round	20 minutes
3. Art work	10 minutes
4. Discussion in small groups	20 minutes
5. Feedback in large group	30 minutes

---

Total time: 90 minutes

---

### Description of Activities

Introduction and warm-up

Use any suitable warm-up activity.

Opening round

Ask each participant to describe one or two criticisms they had as teenagers of their parents. They may or may not have expressed this aloud.

Art work

Ask participants to draw a picture of themselves in a typical situation where they are being criticised unfairly by their teenager.

### Discussion

Encourage participants to talk about their pictures in groups of four using T.A. to analyse their pictures. What is going on in the picture?

### Feedback

Take feedback in the whole group. Ask for some typical examples of the type of criticism they get as parents and how they feel as a result. Use T.A. to explore some examples.

---

### Points of Interest

Facilitator will need a good understanding of using Transactional Analysis.

---

### Evaluation

See Section 7 - Notes for Manual Users

## Session 77

# Criticism of Parents by their Children 2

### Introduction

In this session we will look at assertive ways of dealing with situations where we are being unfairly criticised by our teenager children. In addition we will explore the limits of our power, as parents, to change our teenagers behaviour towards us. We will use Transactional Analysis as a tool to help us with this process.

---

### Objectives

Participants will be able to:

- identify an assertive way to deal with situations in which they are being criticised unfairly by a teenager
- accept that there are limits to their power as parents in situations where they are being criticised by their teenagers

---

### Materials

Pictures from previous session Criticism of Parents by their Children 1  
Handout - A Comprehensive Approach to Being Assertive

---

### Activities

1. Warm-up	10 minutes
2. Groups of four - scripts	30 minutes
3. Role play	30 minutes
4. Discussion	20 minutes

---

Total time: 90 minutes

---

### Description of Activities

Warm up

Use any suitable warm-up activity.

Groups of four - scripts

Ask the participants to get into groups of four, with their pictures, as in the previous session.

Ask each person - with help from the other three group members - to write a script describing how they could respond assertively, i.e. from the Adult in the situation. Use the Handout.



### Role play

Ask some volunteers to role play their new assertive ways of dealing with unfair criticism.

### Discussion

Discuss with the group the limits of our power to change our teenagers' behaviour towards us. Point out that we do have the power to change how we behave towards our teenagers. It is worth reminding the group that assertiveness is not about changing the other person.

---

### Points of Interest

Facilitator will need a good understanding of using Transactional Analysis.

---

### Evaluation

See Section 7 - Notes for Manual Users

## Session 78

# Teenagers and Drugs

### Introduction

This session will explore parents' own relationship with or use of drugs, their fears and feelings around drug use, so that they might better understand their teenagers' relationship to drugs. When we refer to drugs in this session it includes legal and illegal drugs, prescribed and non-prescribed medicines, alcohol and tobacco.

---

### Objectives

Participants will be able to:

- identify the range of drugs they use and why
- identify how their attitudes to and use of drugs influence their children

---

### Materials

Flip chart and markers  
Pens and paper  
Coloured pens/crayons

---

### Activities

1. Introduction/warm-up	10 minutes
2a. Brainstorm and discussion OR	25 minutes
2b. Written exercise and discussion	25 minutes
3. Art work and feedback	30 minutes
4. Feedback	30 minutes
5. Closing round	5 minutes

---

Total time: 90 minutes

---

### Description of Activities

Brainstorm

Write a full list of drugs, currently used or used in the past by the group onto the flip chart.

OR

Written exercise

Ask each participant to write a list (unsigned) of the drugs they use or have used, on a piece of paper. Collect papers and make master list on flip chart.

### Discussion

Have general discussion on why we use the drugs we use and our cultural attitude to legal drug use. It is worth discussing the link between drug use and lack of self-esteem/confidence, i.e. a few drinks will relieve stress; a few drinks will give me courage... as teenagers, etc. Include in the discussion the question: How does our attitude to and use of drugs influence our children?

### Art work and feedback

Ask each participant to draw a picture of the situation in which they fear their teenagers might abuse drugs.

In groups of four ask them to share their pictures.

### Feedback

In large group take feedback and ask are there common patterns and fears.

### Closing round

Ask each participant to name one thing they could do to help lessen their fears.

---

### Points of Interest

It is worth remembering that alcohol and tobacco are two drugs commonly abused. They are the ones which our teenagers are most likely to abuse with serious consequences.

---

### Evaluation

See Section 7 - Notes for Manual Users

## Session 79

# Menopause 1 - Personal Experience

### Introduction

This session will identify womens' fears about the menopause and what they can do to help themselves. This session and Session 2, are particularly suitable for women in peri-menopause e.g. beginning to experience changes. The sessions are mainly for women who choose not to take Hormone Replacement Therapy (HRT).

The facilitator should emphasise from the outset that:

All women will experience menopause

It is a natural life event

It is not an illness

The signs of menopause are very similar to "withdrawal" from other strong chemical substances, e.g. alcohol or other drugs. In effect, this is what is happening, the body is getting used to dealing with much lower levels of female hormones.

---

### Objectives

Participants will be able to:

- identify the signs of menopause and compare these with their own experience
- express their fears about the menopause and getting older
- distinguish between what is inevitable and what they have control over

---

### Materials

Flipchart and markers

Handout - Signs of Menopause

---

### Activities

1. Warm up and introduction	10 minutes
2. Brainstorm	10 minutes
3. Personal experiences	15 minutes
4. Fears about menopause	20 minutes
5. What I have control over in my life	30 minutes
6. Closing round	5 minutes

---

Total time: 90 minutes

---

## Description of Activities

### Warm up and introduction

Choose a suitable warm up, for example, ask people to say their name and their age and one skill they are good at. In the introduction, say that menopause happens to 50% of the population sooner or later. It is often stigmatised, and many women say that they feel invisible during and after the menopause.

### Brainstorm

Ask "what do you feel when you hear or think about the word 'menopause'". Write all the words on flipchart.

### Personal Experiences

Give out the handout, Signs of Menopause. In the large group, ask for a show of hands for each experience. Ask people to share their own experiences and what they found helpful.

### Fears about Menopause

In small groups, ask people to share their fears in relation to menopause. Take feedback in the large group. Write fears on flipchart and discuss.

Common fears are:

- Fear of losing sexual desire
- Fear of bodily changes, hot flushes, weight gain, wrinkles
- Fear of being seen as worthless

### What I have control over in my life

In the large group, review the previous list and ask participants to identify what they have control over. For example, they have control over weight gain. They have little control over hot flushes. Make a list of what approach they could take, to factors they have no control over, for example, in relation to hot flushes, they could say, "I'm having a hot flush and I need to get some air". They can improve their Pelvic Floor Muscles.

### Closing round

Ask each participant how they are feeling now.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 80

# Menopause 2 - Getting Support from Others

### Introduction

Women can often feel isolated at this time of their life. Their children, partners, work colleagues and other people close to them can feel confused about what is happening. They may feel rejected and become impatient and intolerant at a time in the woman's life when she needs understanding and affection. Assertiveness skills can be very helpful as they will help the woman to be clear about what she is feeling and her fears for the future.

---

### Objectives

Participants will be able to:

- communicate their needs and fears in an assertive way

---

### Materials

Flipchart and markers

Handout – A Comprehensive Approach to Being Assertive

---

### Activities

1. Warm up and introduction	10 minutes
2. Brainstorm	10 minutes
3. Small group work - Scripts	20 minutes
4. Role plays	45 minutes
5. Closing round	5 minutes

---

Total time: 90 minutes

---

### Description of Activities

Warm up and introduction

Do a suitable warm up.

Brainstorm

In the large group, ask participants to identify some situations where women might want to communicate their needs and feelings to people around them. For example, your partner is getting frustrated with your lack of libido, your children are wondering why you have suddenly become so "selfish" or work colleagues have noticed a new irritability. Some women complain about feeling invisible during this important stage of their lives, for example, getting served in shops or pubs.

### Small group work - Scripts

In small groups of three, ask each group to select one current difficult situation and using the handout, A Comprehensive Approach to Being Assertive, write a script describing how a woman could approach this in an assertive way.

### Role plays

Role-play the above situations in the large group with various volunteers playing husbands, children, shop assistants, etc.

### Closing round

Do an appropriate closing round.

---

## Evaluation

See Section 7 - Notes for Manual Users

# Session 81

## Men's Health - Changing Roles 1

### Introduction

In this session we will look at the traditional ways in which men are expected to behave and how they feel about these expectations. Men who are unhappy with traditional roles - provider, protector, head of household, handyman - can find that change is difficult due to internal and external resistance. This session will help participants to explore these issues, identify what they would like to change and what the obstacles are. The next session will focus on planning for this change.

---

### Objectives

Participants will be able to identify:

- how they feel about the way they are expected to be by their partners, society, employers, etc
- ways in which their roles have changed and the conflict that this is creating for them

---

### Materials

Flip chart and markers  
Paper and pens

---

### Activities

1. Introduction and warm-up	15 minutes
2. Exercise 1 - written work	15 minutes
3. Discussion	20 minutes
4. Exercise 2 - small group discussion	15 minutes
5. Feedback	20 minutes
6. Closing round	5 minutes

---

Total time: 90 minutes

---

### Description of Activities

#### Exercise 1

- a. Ask the participants to write down the messages they got from significant adults, when growing up, about being a man. It may be helpful to ask them to finish the sentence "As a man I am expected to... (feel, think, behave)"
- b. Name a significant male they admired when growing up
- c. List the reasons they admired this person
- d. Does being a man mean having these qualities?



### Discussion

In the large group discuss the types of messages they got, who they got them from, were they reinforced by role models, were they reinforced by rewards for appropriate behaviour, and vice versa. Also ask participants how they feel about the given roles and the ways they are expected to be as men.

### Exercise 2

In small groups, ask participants to identify ways in which their roles are changing and how these changes are affecting their lives.

### Feedback

Take feedback.

### Closing round

Ask participants to say one thing they like about being a man.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 82

# Men's Health - Changing Roles 2

### Introduction

In this session we will focus on identifying ways in which we would like to change in relation to our roles as men. We will explore our fears about making such changes, the obstacles and ways of overcoming these.

---

### Objectives

Participants will be able to:

- identify one way they want to change in relation to their roles as men
- plan a way in which to bring this change about

---

### Materials

Paper and pens

Handout - Men's Health - Changing Roles

---

### Activities

1. Introduction and warm-up	15 minutes
2. Group discussion	15 minutes
3. Small groupwork - Handout - Men's Health - Changing Roles	30 minutes
4. Feedback and discussion	30 minutes

---

Total time: 90 minutes

---

### Description of Activities

Group discussion

In large group discuss types of gender roles and ways of being 'male-like', with which you are unhappy and the difficulties in changing.

Changing roles

Ask participants in small groups to help each other to complete Handout - Men's Health Changing Roles.

### Feedback and discussion

Discuss in large group completed handouts, particularly sections which some may be having difficulty completing. At this stage it is worth noting that we are each responsible for making our own changes - there is no point in blaming others or waiting for others to change.

---

### Points of Interest

It is useful if the plans are Specific, Achievable, Measurable, Immediate, Individual and Controlled by the person themselves.

---

### Evaluation

See Section 7 - Notes for Manual Users

## Session 83

# Men and Medical Check-ups

### Introduction

There seems a reluctance amongst men in general to go for medical investigations when they are worried about their health. The purpose of this session is to help the participants explore the reasons for this and to develop more health promoting behaviour.

---

### Objectives

Participants will be able to:

- identify the reasons for their reluctance to go for medical investigations
- choose a more health promoting behaviour

---

### Materials

Flip chart and markers  
Paper and pens

---

### Activities

- |   |            |
|---|------------|
| 1. Introduction and warm-up   | 10 minutes |
| 2. Brainstorm: Health issues that are important to participants   | 10 minutes |
| 3. Art work (in twos)   | 15 minutes |
| 4. Feedback on art work   | 15 minutes |
| 5. Small group discussion: What men need in order to enable them adopt a more health promoting behaviour regarding medical investigations | 20 minutes |
| 6. Large group discussion   | 20 minutes |

---

Total time: 90 minutes

---

### Description of Activities

#### Introduction

Introduce the topic, your objectives and do a suitable warm-up.

#### Brainstorm

In the large group, ask participants what health issues are important to them now or may become important to them in the future - write them all on a flip chart.

### Art work

Ask participants to draw a picture of themselves attending for a medical investigation. The picture should aim to depict how they behave and feel in the situation - it can be serious or humorous. They can help each other with this task.

### Feedback on art work

In large group, ask participants to explain their pictures and discuss feelings around medical investigations.

### Small group discussion

Ask participants to divide into groups of four and decide on what they would need in order to make it more likely that they would go for medical investigation earlier.

### Large group discussion

Have an open discussion on the decisions of the small groups and the consequences.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 84

# Reducing Stress through Assertiveness for Men

### Introduction

Stress is an important health issue for men. A great deal of stress could be reduced or eliminated by assertive communication. This session looks at the link between stress reduction and assertiveness and would be a very useful first session of an Assertiveness Course for Men or a Stress Reduction through Assertiveness Course for Men.

---

### Objectives

Participants will be able to:

- identify what causes them stress
- identify some stressful situations that could be alleviated through assertive communication

---

### Materials

Flip chart and markers

Paper and pens

Relevant assertiveness handouts from Section 6 including  
A Comprehensive Approach to Being Assertive

---

### Activities

1. Introduction and warm-up	15 minutes
2. Brainstorm on symptoms of stress	15 minutes
3. Small group work on situations which cause us stress	15 minutes
4. Feedback in large group	30 minutes
5. Assertiveness skills	15 minutes

---

Total time: 90 minutes

---

### Description of Activities

Introduction and warm-up

It is important at this stage to give a simple definition of assertiveness, e.g. "direct, open and honest communication which respects my rights and needs and the rights and needs of others". It is also worthwhile being clear about what assertiveness is not, e.g. winning, getting your own way, changing the other person etc.

The way in which assertive communication can help with stress needs to be referred to (with a few examples) and also the fact that assertiveness is not the answer to all our stresses. A very informal discussion with the group at this stage about why they came on the course and what they think assertiveness is all about is very useful in beginning to break down barriers and helping participants to relax. A paired introduction is appropriate at this stage.

### Brainstorm

Ask participants "How do you know when you're under stress - what are your particular signs and symptoms - physical, mental, emotional, social etc.?" .

### Small group work

Divide participants into groups of three and ask them to make a list of situations which are causing them stress - particularly situations which involve other people and which they would like to do something about.

### Feedback

Take one example from each participant. Discuss and decide whether or not that situation could appropriately be dealt with using assertiveness skills.

### Assertiveness skills

Give out copies of Handout - A Comprehensive Approach to Being Assertive, and explain its use. Use it to look at how some of the examples given in the feedback could be dealt with assertively - the multiple components, i.e. setting the scene, being clear and expressing feelings etc. This may be a good time to give out the other handouts on assertiveness and request that they be read before the next session.

---

## Evaluation

See Section 7 - Notes for Manual Users

# Session 85

## Men as Fathers

### Introduction

This session allows participants to explore the role of men as parents. It will enable them to think about the relationship they have with their own children. It will also highlight some of the factors that might influence their roles as fathers.

---

### Objectives

The participants will be able to:

- examine their role as fathers
- examine what influences their role as fathers
- list the parenting qualities unique to them

---

### Materials

Flip chart and markers  
Paper and pens

---

### Activities

1. Warm up and introduction	15 minutes
2. Brainstorm	15 minutes
3. My father	20 minutes
4. Feedback and discussion	20 minutes
5. Break	15 minutes
6. Me as a father	15 minutes
7. Feedback and discussion	15 minutes
8. Closing round	5 minutes

---

Total time: 120 minutes

---

### Description of Activities

Warm up and introduction

Draw a picture of your favourite animal and use adjectives to say why it is your favourite. This will give some insight into the type of qualities each participant likes to see in someone or something. Introduce the session.

Brainstorm

Ask the group to give you words that come to mind when they think of a 'father'. Write all responses on the flipchart. Have a general discussion. Ask, 'can we identify from the brainstorm what we believe to be the essential elements of fathering?'



### My father

Ask each participant to write down the things or qualities they liked and disliked about their own father. Ask them to think about his actions and behaviours, his words, how he disciplined or praised you, his values and his way of expressing feelings. This will help each participant to see what they could learn from past relationships.

### Feedback and discussion

Take feedback in large group and have a discussion.

### Me as a father

Each participant will write down on a piece of paper the good qualities and then the bad qualities that their children might attribute to them as a parent. This exercise should help men to examine their own qualities as fathers.

### Feedback and discussion

This discussion should highlight the qualities mentioned. Ask participants to try to explore how they can become 'better Dads'. Try to talk about some of the issues relevant to parenting. Some of these are:

Outlook on life	Co-operating
Time	Religion
Work	Friendships
Money	Honesty
Wife/Partner	Expressing feelings
Experiences	Play
Alcohol	Showing emotions
Doing things with your children	

### Closing round

Do an appropriate closing round.

---

### Points of Interest

Some of the ideas for this session were sourced in, 'Working with Men's Groups' by Roger Karsk and Bill Thomas, Whole Person Associates, 1995.

---

### Evaluation

See Section 7 - Notes for Manual Users

## Session 86

# Parenting - Dealing with Fears

### Introduction

Most parents fear that their children will become the victim of accidents, crime, alcohol or drug abuse. This session provides an opportunity for parents to share their worries and concerns for their children and to explore what can be done to lessen these fears.

---

### Objectives

Participants will be able to:

- identify their fears and worries for their children and what these fears are based on
- identify steps that they can take to help lessen these fears

---

### Material

Flip chart and markers

Pens and paper

Post-its

Contact names and phone numbers of relevant agencies and groups in the area

---

### Activities

1. Warm-up	5 minutes
2. Introduction	5 minutes
3. Naming fears	10 minutes
4. Large group discussion	15 minutes
5. Small groups - ways of coping with fears	15 minutes
6. Feedback and discussion	20 minutes
7. Brainstorm	10 minutes
8. Closing round	10 minutes

---

Total time: 90 minutes

---

### Description of Activities

Warm-up

Do a suitable warm up.

Introduction

Facilitator introduces topic and provides an outline of the session.

### Naming fears

Give out Post-its and ask participants to write down the biggest fear or worry they have for their children. One fear per Post-it. Ask participants to place their Post-its on the flip chart page.

### Large group discussion

Ask participants to talk about their fears and what these are based on.

### Small group - ways of coping with fears

Divide participants into small groups. Ask them what they are doing now to cope with these fears, what has helped in the past and what has made things worse. Ask them to analyse the fears and see are they realistic, for example, young men are more likely to be attacked than girls.

### Feedback and discussion

In the large group brainstorm what they could do themselves now to lessen their fears.

### Closing round

Ask participants to select one thing that they will do to lessen their fears.

---

## Points of Interest

It is important that the facilitator be aware that some parents' fears may be a reality for other parents, either currently or in the past, for example, a car crash. It would be important to have contact names of relevant services available e.g. Gardai, Drugs Services, Counselling Services, Barnardos etc.

---

## Evaluation

See Section 7 - Notes for Manual Users

# Session 87

## Parenting - Finding Time for Me

### Introduction

Parenting can be stressful at any time. Having a new baby or a few small children may make it difficult for parents to find quality time for themselves. This session provides an opportunity for parents to explore the importance of having time for themselves and ways of making that happen.

---

### Objectives

Participants will:

- know the importance of taking time out
- have a plan of how they can have more time for themselves

---

### Materials

Flip chart and markers  
Pens and paper  
Post-its  
Handout - The Good Enough Parent

---

### Activities

1. Warm-up	5 minutes
2. Introduction	5 minutes
3. Brainstorm	5 minutes
4. Pairs - happy hour	15 minutes
5. Feedback and discussion	20 minutes
6. Input from facilitator on importance of time	5 minutes
7. Handout - The Good Enough Parent	15 minutes
8. Feedback	10 minutes
9. Closing round	10 minutes

---

Total time: 90 minutes

---

### Description of Activities

Warm up

Do a suitable warm up.

Introduction

Facilitator introduces topic and provides an outline of the session.

### Brainstorm

Ask the group to brainstorm the reasons why they think it is important for parents to have time out for themselves.

### Pairs - happy hour

In pairs give out Post-its and ask participants to imagine that they have one hour totally free to themselves. What enjoyable activity would they choose to do? The choice has to be realistic and they are allowed no more than one choice. Ask participants to write down activity on a Post-it.

### Feedback and discussion

Invite participants to share in the large group and place Posts-its on the flip chart. Discussion points: How often do you have a happy hour? Is it realistic to have a happy hour daily?

### Input from facilitator on importance of time

Parenting is stressful. If you do not deal with the stresses and strains it is easy to take them out on a child. Therefore, as parents it is very important to have time to chill out. Change begins with yourself and what you can do. It may only be possible to have 15 minutes at a time or an hour now and again. Try and build it into your routine so that it becomes part of your week.

### Handout - The Good Enough Parent

Give out handout - The Good Enough Parent and ask participants to read it in pairs. Ask them to identify and plan how they will have some time for themselves on a regular basis. What are the barriers and supports? What are the health consequences if they don't?

### Feedback

Take feedback and record barriers and supports on the flip chart.

### Closing round

Ask participants to share one thing that they will do differently this week in order to have more time for themselves.

---

### Points of Interest

Some parents may say that they just don't have the time. Don't push them too far. Highlight the benefits of having time for themselves and encourage them to do what they can.

---

### Evaluation

See Section 7 - Notes for Manual Users

## Session 88

# Parenting - Spending Quality Time with your Children

### Introduction

Most parents work hard to provide for and buy things for their children. Many hours are spent doing things for children and in the company of children. However this may not necessarily be quality time. This session provides an opportunity for parents to explore the importance of spending quality time with their child.

---

### Objectives

Participants will:

- know what is involved in being a parent
- examine the amount of quality time they spend with their child
- have a plan of how they can spend more quality time with their child

---

### Materials

Flip chart and markers  
 Pens and paper  
 Post-its  
 Circles of flip chart paper

---

### Activities

1. Warm-up	10 minutes
2. Introduction	5 minutes
3. Small groups	15 minutes
4. Feedback and discussion in large group	20 minutes
5. Input from facilitator on quality time	5 minutes
6. Pairs - quality time reflection	15 minutes
7. Feedback and discussion	10 minutes
8. Closing round	10 minutes

---

Total time: 90 minutes

---

### Description of Activities

Warm Up

Do a suitable warm up.

Introduction

Facilitator introduces topic and provides an outline of the session.

### Small groups

In small groups give out Post-its and circles of flip chart paper. Ask participants to write down all the tasks involved in being a parent. Write one task on each Post-it. Place all Post-its on the circle of paper, with the most important one in the centre and the rest on the outer circle

### Feedback and discussion in large group

Ask the group if there was agreement between the groups on the kinds of tasks that emerged. Which tasks were central? Was the group surprised by the responses? Discuss.

### Input from facilitator on quality time

Research claims that children need four hugs a day to survive and more than 16 a day to blossom. In today's busy world parents may find that they sometimes spend little quality time with their child. Children are often given money and gifts instead of time and affection.

Some organisations suggests that parents set aside a half an hour per week quality time with their child, giving them special attention and doing something that the child wants to do. This could involve listening, playing, talking, walking the dog together.

### Pairs - quality time reflection

In pairs ask participant to discuss the following;

How much quality time they spend with their child in a typical week?

What changes they want to make?

What steps they need to take to make this happen?

Tell them that you will only be taking feedback on the second and third points

### Feedback and discussion

Take feedback on the changes and the plan of action, that participants want to make and discuss.

### Closing round

Ask participants to identify one way of spending more quality time with their child this week.

---

## Points of Interest

Parents may be positively or negatively surprised at the amount of quality time they spend with their child. It may be difficult for parents to realise that they are not spending much quality time with their child and they may feel guilty about this. Parents are not perfect. Try and encourage parents to enjoy their children and to bring more fun and humour into their lives.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 89

# Parenting - Dealing with Misbehaviour

### Introduction

It can be very difficult for parents to deal with situations where their children misbehave. Parents very often feel angry and embarrassed and as if their child is “showing them up”. This session provides an opportunity for parents to explore the behaviour that they find difficult to cope with and learn about other ways of dealing with the behaviour.

---

### Objectives

Participants will know:

- which aspect of their child’s behaviour they find difficult to deal with
- how best to deal with it

---

### Materials

Flip chart and markers  
 Pens and paper  
 Post-its  
 Handouts - Coping with Misbehaviour  
                   - Dealing with Misbehaviour

---

### Activities

1. Warm-up	5 minutes
2. Introduction	5 minutes
3. Brainstorm and discussion	20 minutes
4. Handout - Coping with Misbehaviour	20 minutes
5. Feedback and discussion	20 minutes
6. Handout - Dealing with Misbehaviour	10 minutes
7. Planning	15 minutes
8. Closing round	5 minutes

---

Total time: 100 minutes



---

## Description of Activities

### Warm Up

Do a suitable warm up.

### Introduction

Facilitator introduces topic and provides an outline of the session.

### Brainstorm and discussion

Ask participants to think of a behaviour displayed by their child that makes them angry. Write responses on flipchart and identify common misbehaviours. What is behind the anger? Whose needs are being ignored?

### Small groups - Coping with Misbehaviour

Ask participants to select one of the behaviours from the list. Give out handout - Coping with Misbehaviour. Ask them to complete the questions in Coping with Misbehaviour.

### Feedback and discussion

Record the feedback on the flip chart. Discussion points; did participants deal with the behaviours differently? What works best?

### Handout - Dealing with Misbehaviour

Give out handout and discuss with the group.

### Planning

Working in pairs, ask participants to plan a more effective approach to dealing with misbehaviour. Ask them to reflect on what they are doing well and one thing they need to improve on. Take feedback .

### Closing round

Ask participants to share one practical step that they can take to adopt a more effective approach to misbehaviour.

---

## Points of Interest

What works in one situation may not necessarily work in another. Therefore it is important not to be prescriptive but to try different things and see what works best.

---

## Evaluation

See Section 7 - Notes for Manual Users

# Session 90

## Introduction to Pregnancy

### Introduction

As this is the first session, the public health nurse (PHN) should arrive at the venue early enough to check that the room is warm and comfortable and that the chairs are arranged in a circle, ready for the participants. You need to be aware that at this early stage the group may not know what to expect from the facilitator or the course and may be nervous or/and excited. Take the time to explain what will be covered on the course, the style of the course, the leader's role and what is expected of the participants. Time needs to be given to allow the group to get to know each other.

---

### Objectives

Participants will be able to:

- state the rules and the timetable for the course
- describe the style of the course
- feel more relaxed with the facilitator and other participants
- express what they expect to get from the course and any fears or anxieties they have about the course
- identify some of the problems that can arise in pregnancy and be able to deal with these if they arise
- experience a relaxation exercise

---

### Materials

Flip chart and markers

Paper and pens

Handout - Ground Rules

Handout - Food Diary, (four per participant)

Handout - Minor Problems that can arise during Pregnancy

Relaxation tape if necessary and recorder. Alternatively you can talk the group through a relaxation activity

---

### Activities

- |   |            |
|---|------------|
| 1. Introduction (details of the course, style, own experience etc.)   | 5 minutes  |
| 2. Paired introduction  | 10 minutes |
| 3. Negotiate the contract   | 20 minutes |
| 4. Rules  | 5 minutes  |
| 5. Discussion on minor problems in pregnancy  | 20 minutes |
| 6. Relaxation   | 30 minutes |
| 7. Distribute the food diary sheets and explain how to complete them over four days including a Saturday and a Sunday. Distribute all other handouts for the course, e.g. leaflets, booklets etc. | 10 minutes |
| 8. Closing round  | 5 minutes  |

---

Total time: 105 minutes

---

## Description of Activities

### Paired introduction

Ask the participants to sit in pairs (A and B) and talk with each other for two minutes, making sure to find out names and a little bit about each other (e.g. number of children, hobbies). Tell them that at the end of the time they will be asked to introduce their partners to the group. After two minutes take feedback.

### Negotiate the contract

Participants are asked to form groups of three and make two lists, 1) what they would like or expect from the course and 2) any fears or anxieties they might have about the course. Give them 10 minutes to do this and allow 10 minutes for feedback. Write the feedback on the flip chart. Items can be discussed in the large group and appropriately dealt with. Leader can include her own expectations.

### Rules

Make some rules for the group using Handout or allow the group to make their own rules.

### Discussion on minor problems of pregnancy

Ask participants to form groups of three or four. Give out Handout - Minor Problems that can arise during Pregnancy, allow 20 minutes to complete it and discuss it among themselves. Form large group again and go down through the completed lists from each small group. Discuss the coping strategies where appropriate. The facilitator can add any examples not mentioned by the group.

### Relaxation

The facilitator can either play a relaxation tape or guide the participants through a series of exercises using her own voice.

### Food diary

Distribute Handout - Food Diary, four per person. Explain that it is important that the sheet be filled in exactly including all drinks, snacks etc. Distribute all other relevant documentation.

### Closing round

Go around the group asking people to say in one sentence something they learnt at this first session. Have tea and coffee if available.

---

## Evaluation

See Section 7 - Notes for Manual Users

# Session 91

## Nutrition and Pregnancy

### Introduction

This session follows one where the purpose of the food diary was explained (Session, Introduction to Pregnancy) and where copies of the diary were given out. Participants were asked to keep the diary for four days. It has been emphasised that four days of completed food diaries are an essential requirement for the session. The emphasis in this session will be on analysing food diaries with a view to seeing how each person's diet compares with the recommended dietary requirements during pregnancy.

It is important to have sufficient information handouts on dietary requirements so that small groups can analyse their own diaries and identify areas of sufficiency and deficiency. Suitable handouts on calories, fat, sugar, salt, calcium and fibre can be found in this book.

---

### Objectives

Participants will be able to:

- describe an adequate diet for themselves during pregnancy
- evaluate their present diet with regard to recommended dietary requirements during pregnancy
- make a plan for desired changes in their diet

---

### Materials

Flip chart and markers

Pocket calculator (optional)

Handouts as mentioned in the introduction and any additional suitable information

---

### Activities

1. Warm-up and introduction	5 minutes
2. Explanation of handouts	5 minutes
3. Analysing food diaries in small groups	30 minutes
4. Feedback from groups (Take a few examples from participants. There is no need to spend a lot of time on this)	15 minutes
5. Making changes	15 minutes
6. Feedback (two or three examples will do)	15 minutes
7. Relaxation	25 minutes

---

Total time: 110 minutes

Allow a break of 10 minutes at whatever time is appropriate.

---

## Description of Activities

### Analysing food diaries

Divide participants into small groups of three or four. Ask each group to examine their food diaries with a view to working out a) their calorie intake and b) the adequacy of their diet in relation to vitamins, minerals, fat, sugar, fibre, salt, etc. This will be possible with the aid of handouts and some assistance from the leader. It is worth emphasising that extreme accuracy is not required, we are simply trying to assess if the balance is about right and, if not, where individuals need to make changes.

### Making changes

In the large group, ask participants to describe what changes they need to make.

---

## Points of Interest

It may be worth noting that very often a woman making dietary changes will cause some conflict within the family and change may be avoided because of this. Conflict is likely if the woman is the main food provider and she stops buying or cooking less healthy food and spends family money on more fruit and vegetables. The assertiveness skills of negotiating, asking for what you want and dealing with conflict will be important. See other sessions in this manual.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 92

# Development of the Foetus and Labour

### Introduction

During this session the participants will understand the stage of development of their own foetus and will have some idea of the developmental stages ahead. It is unreasonable to expect them to remember all the stages of development but with the aid of handouts they will be able to plot the developmental stages as they occur.

The session will also deal with the stages of labour and, most importantly, will explore the women's fears of labour. It will also provide an opportunity to discuss the help which will be available in the hospital.

---

### Objectives

Participants will be able to:

- describe the stage of development of their own foetus, i.e. size, shape, features, sensory ability
- describe the stages of labour
- express their fears about labour and what will happen in the hospital
- describe the forms of help available during labour (e.g. pain relief, support from a relative)

---

### Materials

Flip chart and markers

Paper and pens

A selection of crayons and markers

Pictures on foetal development from various ante natal books

Tape recorder and relaxation tape

---

### Activities

1. Warm-up and short introduction	5 minutes
2. The stages of labour	15 minutes
3. Fears of labour and help available	30 minutes
4. Development of the foetus	30 minutes
5. Report on dietary changes since last session	10 minutes
6. Relaxation	20 minutes

---

Total time: 110 minutes

Activity 4 can be done after activity 1 if wished.

---

## Description of Activities

The stages of labour

With the aid of drawings/pictures/charts explain the stages of labour and discuss with group.

Fears of labour and help available

Break the group into threes or fours and ask each group to compile a list of their own fears about labour, listing them in order of intensity. Allow about 10 minutes.

Take feedback from the small groups. You need not use the flip chart for this. Use the opportunity to:

- a. Reassure individuals that their fears are normal
- b. Discuss the basis for their fears
- c. Discuss the help and support which is available
- d. Discuss the importance of relaxation exercises
- e. Draw on the positive experience of group members

Development of the foetus

Time to lighten things up a little. Ask participants to work in pairs and to make a coloured picture of their foetus. The picture is to highlight the developmental stage of the foetus, i.e. shape, features, sensory development etc. These can be done as cartoons if people like and may include the foetus in the mother or outside. The only rule is that it should highlight the actual developmental features. Allow ten minutes for drawing and ten minutes for women to mingle and compare pictures.

Report on dietary changes since last session

This is a chance for those who decided to make some changes in their diet to report back and share experiences. This can be done in the large group and will present some opportunity for discussion.

Relaxation

Use a tape recorder or your own voice.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 93

# Breastfeeding

### Introduction

In this session the advantages and disadvantages of breastfeeding, and barriers to successful breastfeeding are discussed. Participants will have a chance to talk about overcoming problems they anticipate will happen. These could range from dealing with the attitudes of other people (e.g. breastfeeding in front of relations or in public) to physical problems such as sore nipples.

It is likely that barriers to breastfeeding will be based on fears, attitudes, values or prejudices rather than lack of information.

---

### Objectives

Participants will be able to:

- identify the advantages and disadvantages of breastfeeding for themselves
- express their fears about breastfeeding and identify the problems they anticipate will happen
- describe ways of overcoming and avoiding problems and identify the help and support that is available from both the Health Board and the community

Note: Although pregnant women cannot practice breastfeeding, it is worthwhile to discuss the skills involved. It would be a good idea, to ask a woman to come into the group and demonstrate breastfeeding. This would increase motivation or at least bring fears, attitudes and prejudices into the open.

---

### Materials

Flip chart and markers

Paper and pens

Infant feeding handouts and any other relevant information

Sterilising equipment, bottles, food etc.

Tape recorder and tape (optional)

---

### Activities

1. Warm-up and review	15 minutes
2. Brainstorm: Advantages and disadvantages of breastfeeding	10 minutes
Discussion	20 minutes
3. Fears and attitudes to breastfeeding, problems they anticipate	15 minutes
Feedback and discussion on overcoming problems	20 minutes
5. Relaxation	20 minutes

---

Total time: 90 minutes



---

## Description of Activities

### Warm-up and review

A suitable warm-up would be to ask the group to say the first word that comes into their heads when they think about breastfeeding, e.g. My name is Mary and my word is... sexy, disgusting, wonderful, OK, embarrassing etc.

Spend 10 minutes on reviewing the course so far. Ask the question: How is the course going for you? or How are you now feeling about the pregnancy? Do you want anything clarified?

### Brainstorm: pros and cons of breastfeeding

Ask people to say what they think are the advantages and disadvantages, e.g. messy, enjoyable. Write the positive things about breastfeeding on one side of the flip chart page and disadvantages on the other. Write down everything people say. Do not discuss the points at this stage, re-interpret people's statements, or comment.

When the two lists are complete, go back over any points you think need clarification. For example, if there is clear misinformation or if you want to give some information. Use the remainder of the discussion to clarify attitudes and values, e.g. Why do you think it's messy?

### Fears, attitudes and problems

Ask the group to break into threes or fours. Ask them to identify and describe their fears about breastfeeding and/or any problems they foresee, e.g. a woman may not want to breastfeed because her husband won't like it. Take feedback. Write problems on the flip chart. Can the problems be grouped in some way? e.g. attitudes of others, going back to work, fears, physical issues, negative previous experiences. Discuss in the larger group how the barriers and problems can be overcome. Assertiveness skills could be mentioned here. The most important thing is for the group members to have their fears validated and acknowledged. People in the group who have breastfed successfully could be asked to share their views and experiences. However, ensure that the members don't get into advice-giving and inappropriate judgmental attitudes, e.g. "You should do it for your baby's sake". Addresses of self-help groups such as La Leche, Irish Childbirth Trust etc. could be written on the flip chart. Ideally let each person find their own solutions. If some very common problems have not been highlighted, they could add these to the list and share her experiences as a public health nurse as to how she was able to help.

### Relaxation

Use a tape recorder or your own voice.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 94

# Caring for a New Baby

### Introduction

In this session, the father's role will be explored and some aspects of caring for a new baby will be discussed. It is important for the mother to identify where she can get support should she require it. This support could be of a psychological nature (for post-natal depression), physical (help with housework, cooking, babysitting) or social (inviting her out to socialise). The women (both parents if present) will make a plan for managing the change in their lives. This will help them/her should any problems arise.

---

### Objectives

Participants will be able to:

- identify what they want from the father of the baby and how they are going to ask for this
- plan how she/they will manage the inevitable change in her/their lives
- describe the role of the public health nurse (PHN) and identify the post-natal services available to her/them and their babies
- identify some problems that could arise and how they/she will ask for help and support

---

### Materials

Flip chart and markers

Crayons, paper and pens

Leaflets/handouts on post-natal depression

Information about health services for women and their babies (e.g. immunisation schedule etc.)

Handout - My Bill Of Rights

Tape recorder and tape (optional)

Evaluation questionnaire (If this is the last session of an ante-natal course)

---

### Activities

1. Introduction and warm-up	5 minutes
2. Brainstorm: The father's role	10 minutes
3. Role play and feedback	20 minutes
4. Managing the change	45 minutes
5. Discussion on help/support available, including PHN	10 minutes
6. Relaxation	20 minutes
7. Evaluation of course	10 minutes

---

Total time: 120 minutes

Have a 10 minute break at the appropriate time.

---

## Description of Activities

### Warm up

A good warm-up could be asking people to say their name and what they are most looking forward to about having a new baby, e.g. "My name is Anne and I'm really looking forward to being slim again".

### Brainstorm

Ask the group to give you examples of what they want, expect or need from the fathers, or other appropriate people if fathers are not around, in labour, birth, afterwards (feeding, changing nappies etc.)

Examples:

- father could babysit
- father could do the housework
- father could play with the baby
- father could massage my back
- father could support me in what I want to do
- etc.

Write all the examples on the flip chart. Can they be grouped into physical needs of the woman, the baby, emotional support etc? The women will be in different domestic situations - some may be single parents - so sensitivity on the part of the facilitator will be essential. Not every woman will have a partner willing to massage her neck, some may have partners who drink a lot, hit them or take no interest. Discuss any points as appropriate. This is followed by a short input (two minutes) from the facilitator on how to ask for what you want assertively.

### Role play

Facilitator takes one example from the flip chart - e.g. "I want my partner to babysit while I go out to my nightclass" or "I expect my partner to cook meals and take care of the younger children" - and demonstrates how to "ask for what I want" assertively. A volunteer plays the father i.e. "I enjoy my nightclass and I intend to continue attending after the baby is born. I want you to babysit while I go. How do you feel about that?" or "The baby will mean more work and I want us to share out the housework fairly. When can we discuss it?" or "I intend to breastfeed and I want you to support me in that decision even though your mother does not like it."

After the demonstration divide the group into threes and ask them to practice. One person to play the mother, one the father and one an observer. Does the mother ask assertively, aggressively, passively or manipulatively?

It may be useful to give out Handout - My Bill of Rights at the end and encourage women to do an Assertiveness Course.

### Managing the change

Divide group into fours (mixed sex). Ask them to draw one poster each of what their lives are like now (i.e. housework, social life, work, relationships etc.). They can use words and symbols. Do one poster at a time. Ask them to imagine what their lives will be like when the baby is born: sleepless nights, cranky baby, happy, juggling career and baby, depression, more housework, isolation etc. Compare the present poster with the possible future scenario. What kind of a future do they want? How are they going to manage or plan to deal with the changes they anticipate. Example: If they anticipate that the time they spend breastfeeding will seriously change their social lives, how will they manage this?

### Discussion on services available

Write all services on the flip chart before the class begins or give out a leaflet. Ask the group to read through the list and clarify details of services with you.

### Relaxation exercise

---

## Evaluation

See Section 7 - Notes for Manual Users

# Session 95

## Pelvic Floor Exercises

### Introduction

Pelvic floor exercises can strengthen the muscles involved in maintaining or regaining continence (i.e. not wetting during activities such as coughing, sneezing, laughing, walking, running). Incontinence can restrict social activities, reduce self confidence and the feeling of wellbeing.

---

### Objectives

The participants will be able to:

- identify where the pelvic floor muscles are and what their main functions are
- do pelvic floor exercises properly
- experience what a pelvic floor contraction feels like
- assess their pelvic floor contraction

---

### Materials

Paper and pens  
Flip chart and markers  
Diagram of pelvic floor  
Mats  
Model of pelvis  
Outline diagram of female body  
Handout - Pelvic Floor Exercises

---

### Activities

1. Introduction and warm-up	15 minutes
2. Objectives and needs	20 minutes
3. Pelvic floor exercises and barriers	20 minutes
4. Information update	15 minutes
5. Practice session	20 minutes
6. Future planning	15 minutes
7. Handout - Exercise	10 minutes
8. Closing round	5 minutes

---

Total time: 120 minutes

---

## Description of Activities

### Introduction and Warm-up

Warm-up - participants introduce themselves.

### Objectives and needs

Step 1 - Participants will divide into groups of three or four and discuss what they hope to get from the class

Step 2 - Group feeds back on to flip chart

Step 3 - Do objectives meet participants' needs?

### Pelvic floor exercises barriers and benefits

Step 1 - Work in pairs: Identify any barriers to doing pelvic floor exercises

(i) What do you think causes wetting? (ii) Identify the benefits of doing pelvic floor exercises

Step 2 - Group feeds back on to flip chart

### Information update

Work individually. Fill in where you think the pelvic floor muscles are on an outline chart

Step 1 - Show diagram of pelvic floor muscles/model of pelvis. Discuss anatomy and functions

Step 2 - Participants refer to their own chart and compare

### Practice Exercise (using handout)

Step 1 - Exercise explanation

Step 2 - Participants do the exercise, lying on the mats, knees bent up, legs slightly apart and feet on the floor

Step 3 - Encourage feedback from participants

Step 4 - Repeat exercise

Step 5 - Introduce testing

Step 6 - Assess how comfortable everyone is

Step 7 - Try exercise in different positions, e.g. sitting, crouching, standing

Step 8 - Try quick and slow contractions

Step 9 - Introduce extra 'tricks' to reinforce contractions

### Future planning

Participants identify times when they will do exercises throughout the day.

Step 1 - Work individually

Step 2 - Work in pairs - feedback to each other

Step 3 - Finalise personal timetables

Step 4 - Reinforce - throughout the day, throughout life and before and during vulnerable times

### Handout

Handout given and used to summarise.

### Closing round

Refer to the objectives made at beginning. Check verbally that everyone individually met their objectives. Feedback on satisfaction with the session.

---

### Points of Interest

This session often raises the issue that many women believe they are not using the right muscle and many are unaware or unconvinced of the preventative aspect of the exercise.

Also many who were shown the exercise after childbirth found that they were too busy at that time and are more motivated later on, but cannot remember it. This might indicate the need for a three month follow-up session after childbirth.

---

### Evaluation

See Section 7 - Notes for Manual Users





Section 4

# Healthy Communities

- 96 Alcohol Abuse - Limiting the Damage
- 97 Violence Against Women - Myths and Beliefs
- 98 Violence Against Women - Case Studies
- 99 Violence Against Women - Intervention and Supports
- 100 A Healthy Community
- 101 Isolation and Loneliness
- 102 Living with Fear - What to do About it?
- 103 Drugs Education - What Works
- 104 A Health Promoting Home

## Session 96

# Alcohol Abuse - Limiting the Damage

### Introduction

This session is for community groups who are concerned about the level of alcohol abuse in their community. The session will help the group explore the range of responses to the 'alcohol problem' and identify those likely to make a difference, e.g. what works?

---

### Objectives

The participants will:

- know what is current best practice in relation to reducing the harmful effects of alcohol use

---

### Materials

Flipchart and markers

Handout - Health Promotion Responses to the Alcohol Problem

Appropriate articles on best practice in relation to responding to the 'alcohol problem'.

See Points of Interest

---

### Activities

1. Warm up and introduction	5 minutes
2. Brainstorm - key settings	10 minutes
3. Large group discussion	15 minutes
4. Reading	20 minutes
5. Feedback from reading session	15 minutes
6. Design of questionnaires	20 minutes
7. Feedback and discussion on questionnaires	30 minutes
8. Evaluation	5 minutes

---

Total time: 120 minutes

---

### Description of Activities

Warm up and introduction

Do an appropriate warm up and brief introduction to the session outlining the objective.

Brainstorm - key settings

Ask the participants to name the main groups in our community who could have a role to play in reducing the harmful effects of alcohol abuse. List all groups on the flipchart.

### Large group discussion

Discuss the list on the flipchart and try to identify the most influential settings in relation to control of alcohol use and abuse, e.g. Health Board, schools, law enforcement agencies, publicans, parents.

### Reading

Divide the group into 3 or 4 small groups and give each group a different article to read. These articles should refer to best practice in relation to health promotion and alcohol use/abuse. Ask each group to read their article and to prepare a short presentation of its main points for the whole group.

### Feedback from reading session

Ask each group to present their findings from the article, they read to the main group, and discuss:

What did we learn that was new?

What surprised us?

What was the most important point?

### Design of questionnaires

Divide the group into small groups of 3 to 4 people. Each group is given a setting, e.g. Health Board, school, law enforcement agency, hospitality industry, the home. Ask each group to design a questionnaire for their setting. The purpose of the questionnaire is to find out, from people working in that setting, to what extent their setting is taking action, based on good practice, to reduce the harmful effects of alcohol abuse. The school group might ask the Principal how many teachers have been trained to use the SPHE Programme? (This is the social, personal and health education programme of the Dept of Education which is recommended for all schools).

### Feedback and discussion on questionnaires

Ask each group to describe their setting and their questionnaire. Discuss whether or not the questions will identify if best practice is being used.

Give out Handout - Health Promotion Responses to the Alcohol Problem.

---

## Points of Interest

Source appropriate articles on best practice in relation to responding to the alcohol problem;

e.g.

Page 17, Strategic Task Force on Alcohol, Interim Report May 2002.

'*The Evidence of Health Promotion Effectiveness*', a Report for the European Commission by the International Union for Health Promotion and Education.

See references - Babor. T et al 2003.

---

## Evaluation

See Section 7 - Notes for Manual Users.

## Session 97

# Violence Against Women - Myths and Beliefs

### Introduction

The purpose of this session is to help people clarify their attitudes and beliefs about male violence against women. The activities and discussion also challenge some myths about responsibility for violent behaviour.

---

### Objectives

Participants will be able to:

- identify commonly held beliefs about male violence against women
- clarify their own attitudes in relation to these beliefs
- explore the rational foundation and consequences of some of these beliefs

---

### Materials

Flip chart and markers  
 Handouts - Male Violence Against Women A & B  
 Newspaper cuttings on violence against women  
 Some local information about the extent of violence

---

### Activities

- |   |                   |
|---|-------------------|
| 1. Introduction and warm-up   | <i>15 minutes</i> |
| 2. Handout - individual work  | <i>5 minutes</i>  |
| 3. Small groups to discuss Handout A and complete Handout B                                       | <i>20 minutes</i> |
| 4. Large group discussion on Handout B  | <i>45 minutes</i> |
| 5. Closing round: Say your name and an attitude or belief you are less sure of after this session | <i>5 minutes</i>  |

---

*Total time: 90 minutes*

---

### Points of Interest

It's worth focusing the discussion on the following points:

- a. do women have any responsibility for male violent behaviour?
- b. does alcohol cause violence?
- c. have men less control over their behaviour than women (this includes control over sexual organs)?
- d. has social class anything to do with it?
- e. can any woman experience male violence - or does she have to be a special sort of person?

---

### Evaluation

See Section 7 - Notes for Manual Users

# Violence Against Women - Case Studies

## Introduction

Because of certain assumptions that are made by society as a whole about men and women, people can have problems deciding who is responsible for violent behaviour. Men are 100% responsible for their violent behaviour towards women regardless of whether they consider the women's behaviour to be provocative or otherwise. Women likewise have a responsibility to keep themselves safe/get to a safe place in a violent situation. The purpose of this session is to clarify these issues.

---

## Objectives

Participants will be able to:

- analyse some fairly typical violent situations and assess the areas of responsibility for the people involved
- agree that men who are violent are 100% responsible for their violent behaviour

---

## Materials

Copies of Handout - Male Violence Against Women - C

---

## Activities

- |   |            |
|---|------------|
| 1. Introduction and warm-up   | 10 minutes |
| 2. Give out case studies, one to each small group   | 15 minutes |
| 3. Feedback in large group  | 50 minutes |
| 4. Closing round: Ask people to say their names and one organisation or person they could contact for help and support if they found themselves on the receiving end of male violence | 15 minutes |

---

Total time: 90 minutes

---

## Points of Interest

The facilitator may have to help the group distinguish between a woman being responsible for a man's violent behaviour and a woman showing poor judgement in entering dangerous situations. The facilitator may need to help the group distinguish between feelings, thoughts and behaviour.

---

## Evaluation

See Section 7 - Notes for Manual Users

## Session 99

# Violence Against Women - Intervention and Supports

### Introduction

Our awareness of violence against women and related issues has grown considerably over the last 25 years. The topic which was either not discussed, or discussed quietly behind closed doors, has now moved into the public domain. Support services such as help lines and drop-in centres have developed. This session will explore some of the issues and look at the principles of service delivery. We will look at the type of intervention and support services available.

---

### Objectives

The participants will have:

- clear definitions of the types of violence experienced by women
- an overview of the principles of service delivery
- knowledge of the interventions and support services available

---

### Materials

Flip chart and markers

Post-it notes

Research documents - source appropriate research articles for reading by group

Handouts - Violence Against Women - Definitions of Violence

- Violence Against Women - Principles of Service Delivery

- Violence Against Women - Services in your Area

---

### Activities

1. Warm-up and introduction	10 minutes
2. Brainstorm of the issues	10 minutes
3. Small groups - what are the types of violence?	15 minutes
4. Feedback and discussion	10 minutes
5. Principles of service	10 minutes
6. Research articles	15 minutes
7. Feedback	10 minutes
8. Services available	5 minutes
9. Review services	5 minutes
10. Closing round	5 minutes

---

Total time: 90 minutes

---

## Description of Activities

### Warm-up and introduction

Do an appropriate warm-up and introduce the session. Establish ground rules. Ask participants what are their expectations for the session.

### Brainstorm of the issues

Ask the group to give words that come to mind concerning the issue of violence. List on flipchart and discuss.

### Small Groups - what are the types of violence?

Divide the group into smaller groups and ask each group to come up with three examples of the type of violence which women suffer. Give out Handout - Violence Against Women - Definitions of Violence.

### Feedback and discussion

Take feedback from each group and discuss.

### Principles of service

Ask each participant to write down the names of three types of support services that they think are needed on a Post-it note and ask them to read them out. Distribute Handout - Violence Against Women - Principles of Service Delivery.

### Research articles

Divide the group into small groups. Give one article to each group. Ask them to read the articles and to pick out three relevant points to share with the main group.

### Feedback

Ask small groups to give feedback to the large group. Discuss.

### Services available

In the large group, brainstorm the services that are available in the region. Discuss.

### Review Services

Give out Handout - Violence Against Women - Services in your Area and discuss

### Closing round

---

## Points of Interest

It is important to source appropriate research articles and documents for use during this session. These may be sourced through your local Health Board, Regional Planning Committee on Violence against Women or public library.

---

## Evaluation

See Section 7 - Notes for Manual Users

# Session 100

## A Healthy Community

### Introduction

Where does health come from and what creates health in your community? This session provides an opportunity to explore these questions so that participants can make their community a healthier place to be.

---

### Objectives

Participants will be able to:

- identify what in their community affects their health in a positive and in a negative way
- identify what they can do to make their community a healthier place to live

---

### Materials

Flip chart and markers  
Pens and paper  
Handout - A Healthy Community

---

### Activities

1. Warm-up	15 minutes
2. Small group work	20 minutes
3. Brainstorm	10 minutes
4. In threes make a plan of action	20 minutes
5. Feedback and discussion	20 minutes
6. Closing round	5 minutes

---

Total time: 90 minutes

---

### Description of Activities

#### Warm up

Ask participants to say their name and two things they like about where they live and two things they don't like.

#### Small groups

Participants will discuss and list things in their community that affect their health in a positive way and things that affect their health in a negative way. Appoint a spokesperson to feed back to main group and list on flip chart, positives and negatives. The Handout can be used to see if there is anything that can be added to the list.



### Brainstorm

Group will identify people with power in their community.

### Plan of action

In small groups of three, ask the group to come up with a plan of action, using the list of people with power to help, that will get rid of or lessen the negatives in your community and increase the positives.

### Note:

- a. Facilitator could give examples of pressure groups that were formed in other communities to stop pollution from factories, or voluntary groups such as 'tidy town's groups', or women's groups attending and organising health education courses.
- b. Plan will be more effective and empowering if it is specific, achievable, measurable, immediate, and controlled by the group.

### Feedback and discussion

What can they do as a large group?

### Closing round

Each person say one thing they will do during the week that will have a positive effect on their community.

---

## Evaluation

See Section 7 - Notes for Manual Users

# Session 101

## Isolation and Loneliness

### Introduction

Due to changing circumstances, people sometimes find themselves feeling isolated and lonely. These circumstances can be due to several different reasons. In this session we are going to explore some of these reasons and look at what can be done to alleviate, come to terms with or change the circumstances.

---

### Objectives

Participants will be able to:

- describe how isolated they are in the community
- make a plan of action to help them feel less isolated
- identify the connection between self-confidence and feeling isolated and lonely and work on increasing self-confidence

---

### Materials

Flip chart and markers

Pens, paper, crayons.

Handout - Isolation and Loneliness  
- Increasing Confidence

---

### Activities

- |  |            |
|--|------------|
| 1. Warm-up   | 10 minutes |
| 2. Brainstorm - list reasons for feeling isolated and lonely | 10 minutes |
| 3. How isolated are you?                                     | 20 minutes |
| OR   |            |
| 4. Case history and exercise                                 | 20 minutes |
| 5. Increasing self-confidence                                | 20 minutes |
| 6. Personal action plan                                      | 25 minutes |
| 7. Closing round   | 5 minutes  |

---

Total time: 90 minutes

---

### Description of Activities

Warm up

Introduction in pairs: introduce yourself to partner and tell him/her three things you like doing. Introduce partner to group and share likes. Facilitator lists likes on flip chart.

Note:

Facilitator could have list of local clubs, groups, organisations etc.

## Brainstorm

Group will list any reasons for feeling isolated and lonely (Can be physical social, mental or emotional). Examples:

- Change of job
- Loss of job
- Separation
- Motherhood
- Bereavement
- Ageing

Follow with group discussion on list and tick what applies to group members.

How isolated are you?

Invite participants to draw a picture showing where they see themselves in the community, putting in people close to them. Feedback to main group or discuss in small groups.

OR

## Case History

Distribute Handout- Isolation and Loneliness. Invite small groups to read case history and discuss their reaction to this situation.

- a. What is your immediate reaction?
- b. What are your immediate feelings?
- c. What could Mary do?
- d. How might she do it?

Allow time for discussion in small groups and feedback to main group

## Building confidence

Distribute Handout - Increasing Confidence. Participants could do this in pairs. Ask them to complete the handout and share their feelings, giving one example from each section to the main group. Facilitator asks participants to remember these throughout the day. Remind them that there are good things about them and that there are things they are interested in.

Note:

Input from facilitator on connections between feeling isolated and lonely and self-confidence. We tell ourselves hundreds of times that we must get out and meet people. But in order to be able to do this we sometimes need to build up our confidence. We need to remind ourselves that we are interesting and have something to offer.

### Personal action plan

Working in pairs and using the list of list from introductory activity and list of local facilities, invite participants to choose one they are interested in and work out a plan of action.

- a. What are your interests?
- b. Match with local group?
- c. What are the obstacles?
- d. How can you overcome these and what help do you need?
- e. What can you offer the club or group?

### Closing round

Each participant says one thing that is interesting about them and one thing they will do in the coming week that will help them feel less isolated and lonely.

---

### Evaluation

See Section 7 - Notes for Manual Users

# Living with Fear - What to do About it ?

## Introduction

Many people live in fear in their homes today. These fears are increased by the media's coverage of crime and what makes spectacular headlines or sells newspapers. The best way to lessen people's fears is for them to have accurate information on what's happening in their community and a sense that there is something they can do for themselves that will help them feel safer.

---

## Objectives

Participants will be able to:

- identify their fears and what these are based on
- make a plan of things they will do to lessen their fears

---

## Materials

Flip chart and markers  
Pens and paper

---

## Activities

- |  |            |
|--|------------|
| 1. Introduction and warm-up                              | 20 minutes |
| 2. Brainstorm  | 20 minutes |
| 3. Compile list of questions                             | 20 minutes |
| 4. Make a plan of five practical ways of lessening fears | 30 minutes |

---

Total time: 90 minutes

---

## Description of Activities

Paired introduction

Brainstorm

Fears of participants and what they are based on, are they realistic or unrealistic? Who/Where can they go to get more information?

Compile a list of questions

In small groups make a list of questions you could ask the relevant agencies (e.g. Gardai, local County Council) in order to get accurate information regarding the list of fears that have been identified. Each group could take a different category if appropriate.

For example; How many homes were burgled in our area last year?

How many women were attacked in their home, on the street in this town?

### Feedback

Compile the final list of questions from the whole group.

- a. What more could you do?
- b. Where could you get more information?
- c. What help do you need?

Discuss in whole group who will go to the appropriate agency to get answers to questions.  
Allocate tasks.

### Make a plan

In small groups, discuss what they could do themselves now to lessen their fears. Feedback.

---

### **Evaluation**

See Section 7 - Notes for Manual Users

## Drugs Education - What Works

### Introduction

Communities are worried about drugs. Parents fear that their children will begin to use illegal drugs and over-indulge in alcohol. Very often the knee-jerk response is to ask a recovering drug addict or alcoholic to talk to young people and scare them out of trying drugs. Unfortunately, this does not work at all and can actually increase the numbers of young people who experiment and develop problems. This session is designed to help community groups decide on a more effective response. By reading the research information, sharing beliefs and working in small groups, people can come up with creative ideas for their communities.

---

### Objectives

Participants will be able to:

- analyse the research available on what works in drugs education
- identify a health-promoting response for their own community

---

### Materials

Newspaper cuttings that highlight reports about what seems to be working/doesn't work  
 Research information from relevant places  
 Flip chart paper and Blu-Tack  
 Markers  
 Handout - A Healthy Community

---

### Activities

1. Introduction and appropriate warm-up	10 minutes
2. Beliefs about drugs education - what works/ what doesn't work: Large group discussion	20 minutes
3. What does the research say works?: Individual reading and sharing in threes	30 minutes
4. Feedback	20 minutes
5. Break (tea/coffee)	20 minutes
6. A Healthy Community - Handout 2 - Small group work	20 minutes
7. Feedback	25 minutes
8. Closing round/Evaluation	5 minutes

---

Total time: 90 minutes

---

## Description of Activities

### Warm up

Ask each person to say their name and how confident they feel about dealing with the drugs issue in their local community.

### Introduction

Highlight the fact that this session takes a different approach to the drugs issue and that people won't be getting information on the dangers of drugs since this is not very useful (see session on Alcohol).

### Beliefs about drugs education

The facilitator needs to draw out participants' beliefs so that they can be challenged if necessary. In the large group ask the questions: What kind of drugs education is going on in this community?, Do you think drugs education is working?, What do you think needs to be done?

### Research

Have pieces of research/newspaper cuttings on drug use and abuse available. Give one out to each person. Allow individual time to read the article/piece of research (15 minutes). Break the participants into small groups (one group per research article) to discuss findings and amalgamate opinions.

### Feedback

Take feedback from each small group. Challenge any inaccuracies, prejudices, myths etc.

### A healthy community

Give out the Healthy Community Handout. Working in small groups, ask people to come up with some simple ideas on how they could influence the things that help make a community healthy. The items on the list are guidelines only (some ideas are: get people to use their vote; build a play area; run courses on lobbying techniques etc.). Ask people to write their list on a piece of flip chart paper.

### Feedback

Put lists on wall with Blu-Tack. Ask each group to describe their list. As a group, decide on the number one priority that they can get started with.

---

## Points of Interest

You will probably get a lot of resistance to the idea that 'scare tactics' don't work. It's better not to fall into the trap of arguing with the group or trying to persuade them.

---

## Evaluation

See Section 7 - Notes for Manual Users



# Session104

## A Health Promoting Home

### Introduction

Recent research in the Western Health Board highlighted the home as an important determinant of health. This is consistent with other research showing that patterns of interaction between family members within the home and with their surrounding environment, affects the health of family members. Further evidence from the Western Health Board research showed that most people based the health of the home on lifestyle issues such as nutrition and exercise. However, the home is critical for all aspects of health as it is an environment where health behaviours are learned and maintained. Parents attitudes to health is critical.

---

### Objectives

The participants will:

- have a broader understanding of the importance of the health promoting home
- be able to identify ways to make their home more health promoting

---

### Materials

Flipchart and markers

Handout - Important Health Factors Within and Outside the Home

Artwork materials

---

### Activities

1. Warm up and introduction	10 minutes
2. Brainstorm and discussion	15 minutes
3. Small group work	20 minutes
4. Feedback from small groups	15 minutes
5. Action	10 minutes
6. Feedback	10 minutes
7. Closing round	5 minutes

---

Total time: 90 minutes

---

## Description of Activities

### Warm up and Introduction

Do a suitable warm up and introduce the session.

### Brainstorm and discussion

Ask the group to give you words that come to mind when they think of a health promoting home. Write all the words on the flipchart. Have a general discussion. Can we identify from the brainstorm what we believe to be the essential elements of a health promoting home? Are there any elements that they have not included. Distribute the Handout - Important Health Factors Within and Outside the Home.

### Small group work

There are many elements that impact on the home that were identified in the brainstorm. Ask the participants to draw their home and elements which are (a) good and, (b) need improvement in relation to their home being health promoting.

### Feedback from small group

In the large group take feedback from the small groups. Discuss. Identify any themes or major areas that need improvement.

### Action

Ask each participant to take one area of their home that they identified as needing improvement and to write at least one action they will take to improve that area, to make their home a more health promoting environment. Refer to other courses where necessary, e.g. communication, anti-bullying and parenting course etc.

### Feedback

Take feedback in large group and discuss

### Closing round

Do a closing round.

---

## Evaluation

See Section 7 - Notes for Manual Users

Section 5

# Group Development

- 105 A Start-up Session
- 106 Getting Your Group Started - Who Are We?
- 107 Getting Your Group Started - Our Vision for this Group
- 108 Getting Your Group Started - Structure of this Group
- 109 Getting Your Group Started - Planning for the Future of this Group
- 110 Getting Your Group Started - Evaluation of Progress to Date

# Session 105

## A Start-up Session

### Introduction

This can be used as a first session for any course. As it is the first session, the facilitator should arrive at the venue early enough to check that the room is warm and comfortable and that chairs are arranged in a circle ready for the participants. The facilitator needs to be very aware that, at this early stage, the group may not know what to expect from the facilitator or the course and may be nervous and anxious. Take time to explain some details of the course, the style of course and leader and what is expected of the participants. Time could be given for the participants to relax and get to know each other.

---

### Objectives

The participants will:

- be able to state the rules and timetable for the course
- know most of the names of the other participants
- understand the style of the course
- be more relaxed with the facilitator and other participants by end of session

---

### Materials

Flip chart and markers

Pens and paper

Registration form for names and addresses

Other handouts where necessary depending on the title of the course

Handout - Ground Rules

---

### Activities

1. Registration	5 minutes
2. Introduction	5 minutes
3. Paired introduction	15 minutes
4. Name game	5 minutes
5. Course details	5 minutes
6. Negotiate the contract	30 minutes
7. Rules	15 minutes
8. Finish	10 minutes

---

Total time: 90 minutes

---

## Description of Activities

### Registration

A sheet of paper ruled and ready may be left on a table and participants asked to fill it in as they arrive. Facilitator could be on the lookout for people who cannot write and could fill it in for them. This must be done tactfully, respecting rights to privacy etc.

### Introduction

Facilitator introduces herself/himself to the group, giving a little personal information and work experience.

### Paired introduction

Ask participants to sit in pairs (A and B) and talk with each other for five minutes, making sure to find out names and a little bit about each other (hobbies, where from, etc.) Tell them that at the end of the five minutes they will be asked to introduce their partners to the whole group.

### Name game

Facilitator asks one person to say her/his name, e.g. "My name is Mary." Next person in the circle will say their name plus the name of the person who has gone before them, i.e. "My name is Joan and this is Mary" and so on in such a way that each person says their own name plus the names of all the previous people to talk. It can be useful to attach a behaviour to each name as this aids memory, e.g. "My name is Mary and I like to read".

### Course details

Facilitator outlines the course timetable and stresses that participants will be expected to sit in a circle (large group) where appropriate, and will also get a chance to work in smaller groups. It will be a participatory course, and participants will gain as much from the course as they are prepared to put into it, while at the same time respecting people's rights to participate at their own level. Role plays etc. may be used during the course, if appropriate. Participants will share their own knowledge and experience and learn from others. They will be expected to take responsibility for their own learning.

### Negotiate the contract

Facilitator explains that the reason for making the contract and rules at this stage is so that everyone knows where they stand and what to expect or not expect on the course. It also gives the participants an opportunity to express their fears at an early stage. Facilitator asks participants to sit in small groups, gives each group paper and pen and asks one person in each group to volunteer to be the writer and spokesperson. Facilitator asks each group to make two lists:

- a. of the things that would help them feel comfortable on the course, and
- b. of the things that could evoke unpleasant feelings such as anxiety, fear, etc.

Tell them they have 10 minutes to complete the task. At the end of this time the spokesperson will be asked to give feedback in the large group. Facilitator takes feedback quickly from each group and ends up with two lists of statements or words on the flip chart. Go through each list in the large group and give participants feedback as to whether their expectations can be met on this course and discuss their fears, mentioning that some of their fears may be lessened by making appropriate rules, e.g. pass rule.

#### Ground Rules

Give Ground Rules Handout to each participant. Allow them five minutes to read and, discuss in the small group. Ask them to delete or add different rules as they want for this group. Facilitator takes feedback from each group and writes the list of rules on flip chart; goes through each rule with the group, discusses each briefly when necessary and either deletes or, after getting group approval, makes the rule. Facilitator may need or want to add some rules to list, i.e. confidentiality, punctuality, I statements, pass rules, etc.

#### Finish

Spend last 10 minutes of this session talking with participants about why they decided to do the course and what they hope to get from it (see Evaluation note).

---

#### Points of Interest/Comments

This session needs to be done in as relaxed a way as possible to help participants feel at ease. It would be a good idea to have a break and give people time to mingle and chat. This is usually best done at the end of the session. Avoid using jargon terms such as 'negotiate the contract' etc.

It might be a good idea to mention that it is normal for people to be nervous at this stage of the course.

---

#### Evaluation

See Section 7 - Notes for Manual Users

## Getting Your Group Started - Who Are We?

### Introduction

This session is designed for new groups or existing groups that have lost their direction. The session looks at the members of the group and explores the positive aspects of being in a group.

---

### Objectives

Participants will:

- get to know each other better
- identify some positive aspects of being in a group

---

### Materials

Flip chart and markers  
Blu-Tack

---

### Activities

- |  |            |
|--|------------|
| 1. Introduction and warm-up  | 10 minutes |
| 2. Getting to know each other:   |            |
| Step 1 Each participant takes a flip chart sheet and writes general information about themselves on it, e.g. name, where from, likes and dislikes, hopes, work, etc.   | 10 minutes |
| Step 2 Sharing in pairs  | 10 minutes |
| Step 3 Put all the charts on the wall and get each pair to introduce each other to the large group. Group could move around the room as the introductions take place. Each person will mention something new that they've discovered about their partner | 15 minutes |
| 3. Identifying positive aspects:   |            |
| Step 1 Ask each person to make a list of the groups/organisations they've been involved with. Ask them to select three things they liked about being in a group and three things they disliked   | 10 minutes |
| Step 2 Small groups of three or four to make out a master list of the items in Step 1  | 10 minutes |
| Step 3 Put all the lists on the wall and identify the common aspects   | 15 minutes |
| Step 4 Ask the large group to identify at least three aspects they would like to build into this group. Write on the flip chart  |            |
| 4. Closing round. Ask the participants to say their names and something new they've found out about the person sitting next to them (not their partner during activity 2)  | 10 minutes |

---

Total time: 90 minutes

---

**Evaluation** See Section 7 - Notes for Manual Users

## Session 107

# Getting Your Group Started - Our Vision for this Group

### Introduction

This session is about compiling a common vision for the group and makes the point that if we don't know where we're going, we are likely to end up somewhere else.

---

### Objectives

- participants will be able to describe a common vision for their group

---

### Materials

Flip chart and markers  
Blu-Tack

---

### Activities

- |  |            |
|--|------------|
| 1. Warm-up and introduction: Ask participants to say their name and one reason for being in this group   | 10 minutes |
| 2. Each person writes down what they would like the group to be and how/where they want to see it developing   | 5 minutes  |
| 3. Share this with each other and as a group write up one explanatory map or diagram   | 15 minutes |
| 4. Put all maps on wall and discuss. Ask questions about each other's maps   | 10 minutes |
| 5. Reach a consensus as a large group and draw up a list of common aims of where the group could go, making sure as many aspects as possible are covered | 15 minutes |
| 6. Write these aims in map form in the large group. Ask for comments and change if necessary. Make sure all are agreed on the map or vision              | 25 minutes |
| 7. Closing round: Say name and one hope for the future of the group  | 5 minutes  |

---

Total time: 85 minutes

---

### Evaluation

See Section 7 - Notes for Manual Users



# Session 108

## Getting Your Group Started - Structure of this Group

### Introduction

This session explores how the group is operating and what structure the members want.

---

### Objectives

Participants will:

- identify the structures of different groups and select one to work on
- explore how to run their meetings and what roles need to be established

---

### Materials

Flip chart and markers  
Blu-Tack

---

### Activities

- |   |            |
|---|------------|
| 1. Introduction and warm-up: Ask participants to say their name and how they are feeling tonight/today  | 10 minutes |
| 2. Brainstorm: Identify the different kinds of structures experienced by participants, e.g. working on committees   | 15 minutes |
| 3. Discussion in threes and fours: What structure do we want and why?<br>(Optional - see note on talents in Points of Interest)                                 | 15 minutes |
| 4. Feedback and agree on one type of structure  | 10 minutes |
| 5. What roles need to be established if this is the type of structure we want?<br>e.g. Treasurer?<br>Chairperson?<br>P.R.O.?<br>Secretary?<br>Rotating leaders? | 15 minutes |
| 6. Agree on who will take what role and for how long  | 15 minutes |
| 7. Closing round: Say name and one thing learned in this session  | 5 minutes  |

---

Total time: 85 minutes

---

### Points of Interest

Many groups are ineffective because of unequal participation by all members of the group. It's worth considering a structure that promotes equality and advocacy among members.

Members could list their own talents and strong points before they decide on a structure and roles. For example, if someone in the group is talented at drawing and there is no mention of an artist in the list of roles, then this talent will go untapped.

---

**Evaluation** See Section 7 - Notes for Manual Users

## Session 109

# Getting Your Group Started - Planning for the Future of this Group

### Introduction

This session involves making a list of the activities the group will pursue in the next year.

---

### Objectives

- Participants will be able to draw up a plan for the next year which will include names of those who will carry out the plan

---

### Materials

Flip chart and markers  
Blu-Tack

---

### Activities

- |   |            |
|---|------------|
| 1. Introduction and warm-up: Ask participants to say their name and one thing they would like to do in this group for the future  | 10 minutes |
| 2. Brainstorm: In threes, compile a list of detailed activities you want to see happening in the group. Put on the wall   | 15 minutes |
| 3. Large group discussion: All read and ask questions. Make one list of specific activities and then prioritise these from 1-10, 1 being an activity that can be organised immediately and 10 one that takes long term planning | 20 minutes |
| 4. Ask participants to put their name against an activity on the list. Some activities could be shared  | 10 minutes |
| 5. Closing round: Say name and one wish for the future of the group   | 5 minutes  |
| <hr/> Total time: 60 minutes  |            |

---

### Evaluation

See Section 7 - Notes for Manual Users

# Session 110

## Getting Your Group Started - Evaluation of Progress to Date

### Introduction

This can be a useful session to do with a group that has been established for a few months, has completed sessions 63-66 and wants to re-visit their vision for the group and progress to date.

---

### Objectives

Participants will be able to

- review their progress as a group to date
- make any changes necessary to their plan

---

### Materials

Flip chart and markers  
Blu-Tack

---

### Activities

- |  |            |
|--|------------|
| 1. Introduction: Say names and one positive experience you've had so far in the group                              | 10 minutes |
| 2. In the large group, re-visit the original vision/structure and plan you had for the group three/four months ago | 5 minutes  |
| 3. In threes, explore what is working well and what still needs attention  | 15 minutes |
| 4. Large group feedback and discussion: Write on flip chart  | 10 minutes |
| 5. Ask for names of people who will take responsibility for different activities in the areas that need attention  | 15 minutes |
| 6. Has the vision changed? Agree on changes  | 15 minutes |
| 7. Closing round: Say names and one hope for the future of the group   | 5 minutes  |

---

Total time: 75 minutes

---

### Evaluation

See Section 7 - Notes for Manual Users



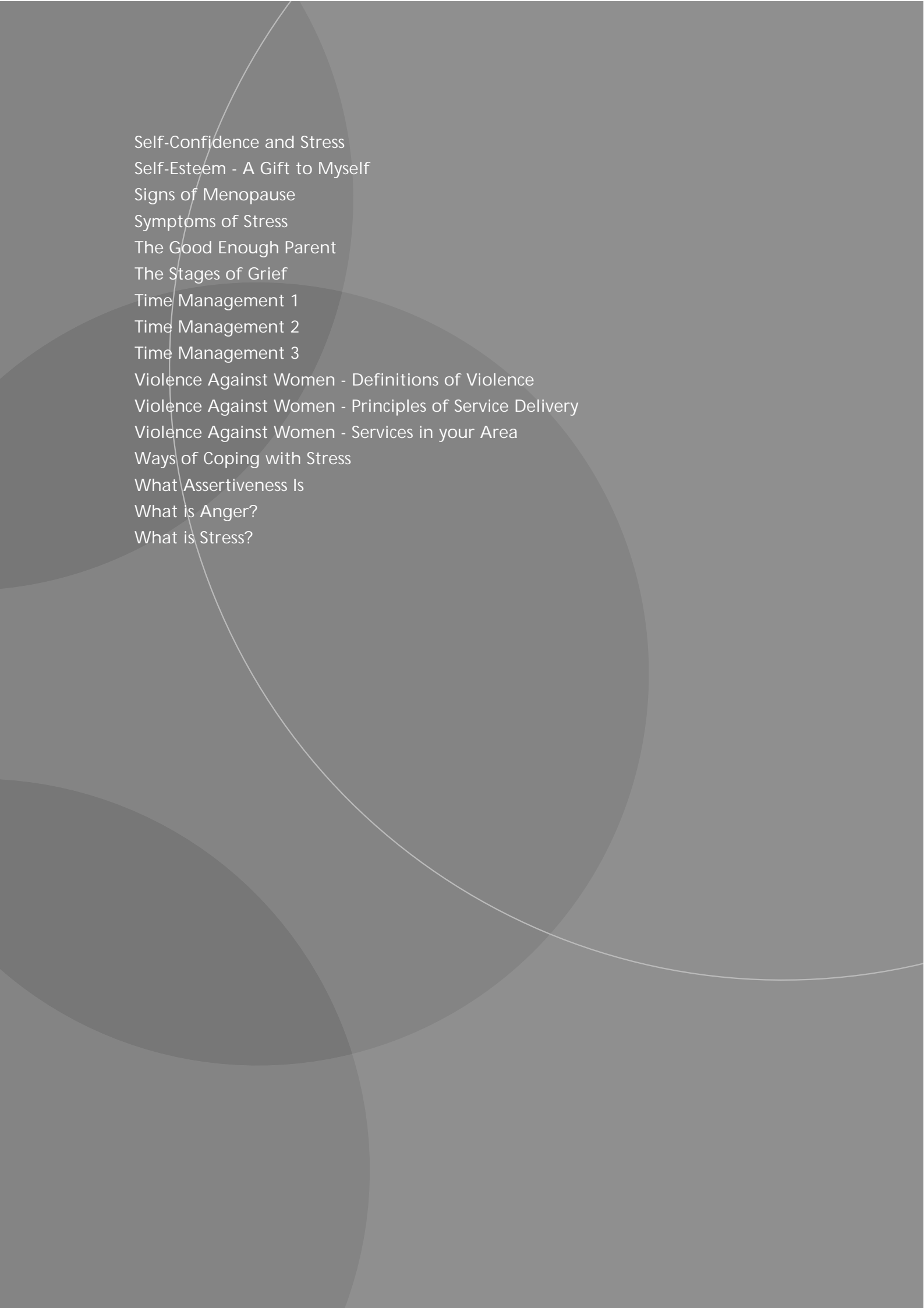
## Section 6

# Handouts

(in alphabetical order)

A Comprehensive Approach to Being Assertive  
A Healthy Community  
Assertion Skills  
Assertive Ways of Expressing Feelings  
Becoming More Active 1: What is Physical Activity?  
Becoming More Active 2: Possible Barriers to Becoming Active  
Becoming More Active 3: Answers to Barriers  
Becoming More Active 4: Benefits of Physical Activity  
Becoming More Active 5: Physical Activity and Health Benefits  
Becoming More Active 6: Ten Week Programme  
Becoming More Active 7: Motivational Tips  
Body Language  
Building Self-Confidence  
Bullying Case Studies  
Calcium Sources  
Caring for an Older Person 1  
Caring for an Older Person 2  
Causes of Anger  
Childhood Messages and Self-esteem  
Circles of Time  
Completed Sample  
Conflict Reflection  
Conflict Resolution  
Control in Relationships  
Control in Misbehaviour  
Dealing with Misbehaviour  
Dealing with Stress  
Definitions of Mental Health  
Different Reactions to Anger  
Different Ways of Dealing with Conflict  
Effects of Stress  
Expressing Feelings Assertively  
Falls Prevention Guidelines

Falls Risk Assessment Checklist  
Fibre Content  
Food Diary  
Giving Criticism  
Giving Feedback Observer Sheet  
Goal Setting  
Good Listening Skills  
Ground Rules  
Health Behaviour Changes  
Health Promotion Responses to the Alcohol Problem  
Healthy Lifestyle Habits  
Housework and Teenagers: Time-Wasters  
How I Learned About Relationships and Sexuality  
Important Health Factors Within and Outside the Home  
Increasing Confidence  
Isolation and Loneliness  
Lifestyle Change Assessment  
Lifestyle Change Contract  
Lifestyle Change Contract Review  
Lifestyle Risk Factors  
Male Violence Against Women - A  
Male Violence Against Women - B  
Male Violence Against Women - C  
Managing Stress  
Men's Health - Changing Roles  
Minor Problems that can arise during Pregnancy  
My Bill of Rights  
My Diamond  
Owning Feelings  
Pelvic Floor Exercises  
Qualities of a Mentally Healthy Person  
Receiving Criticism  
Relaxation Technique  
Responsibility for Change  
Rights in Action  
Salt Content  
Sample Food Diary  
Sample for the Flip Chart  
Saying No Assertively

The background features a solid grey color with several overlapping, semi-transparent circles in various shades of grey. A thin, white curved line starts from the top left and arcs across the page towards the bottom right.

Self-Confidence and Stress  
Self-Esteem - A Gift to Myself  
Signs of Menopause  
Symptoms of Stress  
The Good Enough Parent  
The Stages of Grief  
Time Management 1  
Time Management 2  
Time Management 3  
Violence Against Women - Definitions of Violence  
Violence Against Women - Principles of Service Delivery  
Violence Against Women - Services in your Area  
Ways of Coping with Stress  
What Assertiveness Is  
What is Anger?  
What is Stress?

# A Comprehensive Approach to Being Assertive

## Handout

Introduction	<p>There are eight main communication skills involved in being assertive. The more of these that you include or use, the more effective you will be in any situation. If you come away from an encounter feeling guilty, it is possible that you, e.g. forgot about listening, or if the other person feels hurt, perhaps you forgot to empathise and so on.</p> <p>Even if you do use all the skills appropriately, it is possible that people will still not be happy with your position. Assertiveness is not about winning or changing the other person. Using all the skills together will simply maximise your chances of a win/win encounter.</p>
Body Language	Use assertive and appropriate body language, including tone of voice, eye contact, etc.
Setting the scene	<p>This is to help you to feel in control of the situation.</p> <p>Choose the time and place.</p> <p>Clarify what you want to say.</p> <p>Decide what you would like from the situation and identify your needs.</p>
Listening	<p>This means active listening.</p> <p>Listen for feelings as well as for facts.</p>
Disclosing feelings	<p>This skill can easily be forgotten; it is, however, extremely effective. Use 'I' statements, own your feelings; e.g. 'I feel angry', 'I feel happy'.</p> <p>Take responsibility for how you feel; avoid blaming others.</p>
Being clear	<p>Assertive communication requires concise, specific speech.</p> <p>Use short, clear statements.</p> <p>Avoid unnecessary padding.</p>
Staying with it	<p>Use this skill in conjunction with empathising.</p> <p>Stay with your statement.</p> <p>Avoid getting hooked or side-tracked.</p>
Empathising	<p>In order to communicate with respect and equality we need to empathise with the other person.</p> <p>Acknowledge that you have heard what the other person has said.</p>
Working for a compromise	<p>This skill enables both parties' needs to be met.</p> <p>Assertiveness is not a matter of winning.</p> <p>Compromise leaves both parties feeling good.</p>



# A Healthy Community Handout

## Community Spirit

Entertainment

Public Transport

Public Space to Meet Friends

Day Care Facilities

Recycling Efforts/Programmes

Strong Religious Life

Low Infant Mortality

Affordable Housing

Low Homelessness

Low Teenage Pregnancy

Excellent Race Relations

Good Jobs and Healthy Economy

Strong Family Life

High Environment Quality

Health Promoting Schools

Not Afraid to Walk Late at Night

Low Level of Child Abuse

Good Place to Rear Children

Low Crime Rate

Good Infrastructure

Easy access to quality health information

Arts and Culture Events

Good Local Media

Quality Health Services

# Assertion Skills

## Handout

### P.L.A.C.A.R.D

Pause	Gives you time to check your gut reaction - rising to Yes, sinking to No. Time to think about how you wish to respond.
Listen	For facts
Actively	For feelings
Check understanding	"I'm not sure, I need more information." "What I hear you saying is... , is that right?"
Acknowledge	Their position "I imagine you're disappointed, but I won't be going."
Repeat	If others don't receive your message first time, be a broken record.
Don't get hooked	On the side issues, provoking, insulting or labelling remarks, e.g. "Why not, sure you've nothing else to do all day at home." If this happens say: "I like to plan my own time," or "I feel... about what you've said."

# Assertive Ways of Expressing Feelings

## Handout

### Words

"I feel....."

"I feel..... when....."

"I feel..... because....."

"I feel..... (followed by a 'feeling' word from Expressing Feelings Assertively; angry, sad etc.)"

### Body Language/Behaviour

Smiling when we feel happy

Crying when we feel sad

Jumping for joy if we feel jubilant

Eye contact

etc.

---

## UNASSERTIVE WAYS OF EXPRESSING FEELINGS

### Words

Any language that puts the blame on the other person

"You make me feel....."

"I feel that you....."

"I feel that....."

### Body Language/Behaviour

Shouting when angry

Expecting people to be mind-readers

Sulking

Silent treatment

Temper tantrums

Disapproving

Slumped

Nail-biting

Pouting

Scowling

etc.

### Some 'feeling' words

#### Pleasant

relieved  
satisfied  
secure  
sensitive  
splendid  
stimulated  
surprised  
tender  
thankful  
touched  
trust  
warm

#### Unpleasant

sorry  
surprised  
terrified  
tired  
troubled  
uncomfortable  
uneasy  
unhappy  
upset  
weary  
worried  
wretched

This list is not exhaustive.

---

### Expressing feelings assertively simply means saying -

"I feel..." followed by a 'feeling' word, either from the above list or a different word that you think best describes how you feel.

---

### Expressing feelings assertively is not about blaming the other person as in -

"You make me feel..." or judging the issue as in -

"I feel that you don't like me". This is better said assertively as in -

"I feel sad because I imagine you don't like me anymore" .

Distinguish between what you see, hear, feel, think and imagine in situations where you want to be assertive. Use language to express each one openly and directly as in:

I see... "I see you are clenching your fists."

I hear... "I hear you raising your voice."

I imagine... "I imagine you feel angry."

I feel... "I feel frightened."

# Becoming More Active 1: What is Physical Activity? Handout

## 1. Activities of daily living

- Housework
- Farming
- Gardening
- Manual work
- Stair climbing
- Use of manual appliances
- Wash windows, floors,
- Push pram

Focus is 'Daily Activities'

## 2. Exercise

- Aerobics
- Aqua Aerobics
- Tae Boc
- Spinning
- Circuits
- Running

Focus is 'Fitness'

## 3. Recreation and Leisure

- Dance
- Walk
- Cycle
- Yoga
- Swim
- Golf
- Pitch & Putt
- Tennis
- Racquet games
- Jog
- Bowling
- Active with kids
- Hill walking

Focus is 'Fun/Enjoyment'

## 4. Sport

- Football
- Hurling
- Soccer
- Rugby
- Judo
- Boxing
- Competitive cycling
- Athletics
- Mountaineering

Focus is 'Competition'

## Becoming More Active 2: Possible Barriers to Becoming Active Handout

Barrier	Possible Solution
My day is too busy - I cannot fit activity into my schedule.	
I am getting too old for activity and I might injure myself.	
I am not the 'sporty type' and I have never been good at sport.	
I do not like doing activities on my own.	
I am embarrassed about how I will look when I am exercising.	
It's too expensive to join a gym, a class or club. The equipment is also very dear.	
I just don't have the energy to be active.	
It takes a lot of willpower to get the results you want.	
I hate exercising - it's too boring.	

# Becoming More Active 3:

## Answers to Barriers

### Handout

#### ***'I'm not fit or sporty enough'***

You don't have to be fit or sporty to be active. There is no need to join a gym. Add a few more minutes of physical activity to your everyday routine. Build up activity levels gradually. More minutes, more often, lead to an active lifestyle.

#### ***'If I'm active, I'll hurt myself.'***

Begin where you are. That is, start slowly and gradually build up if you have been inactive for a long period of time. Regular activity strengthens your muscles and bones, so you are less likely to get hurt and less likely to get ill. Everyone can benefit from being more active.

#### ***'I don't have the time' 'I'm too busy'***

You don't need to set aside a specific amount of time to be more physically active. Try to adopt an active lifestyle within your existing routine. Walk some or all of the way to work, to the shops or to school. Go walking with your partner, the children, a friend or the dog and use the stairs more often.

#### ***'There's no gain without pain'***

Not so. If the physical activity you are doing is painful, you are overdoing it. You can hurt yourself and this is the main reason people stop. Health benefits can be gained through moderate physical activity, which should not involve pain: take 5-10 minutes and build up to at least 30 minutes a day. It all depends on how active or inactive you have been in the past.

#### ***'I don't have the energy'***

The good news is that being more active gives you more energy. You will probably be less tired if you lead an active lifestyle than if you sit down all day.

#### ***'But you've got to be really dedicated if you want to get active. It takes a lot of willpower.'***

Not really. An active lifestyle means that physical activity becomes part of your lifestyle, something you enjoy doing and that fits into your everyday routine.

#### ***'I'll have to join a gym, go to an exercise class or club'***

You don't have to set aside time to exercise in a special environment but you can if you choose to. You can walk to work or you can play with your children, friends, and family. There are lots of options.

#### ***'The weather's too bad to get out and be active'.***

The weather can put you off going out; an umbrella is a good investment. Inexpensive rain gear can be bought in many department stores and sports shops. You can also be active indoors – try skipping or dancing! There are lots of other options.

## Becoming More Active 4: Benefits of Physical Activity Handout

<i>Physical Activity</i>	<i>Social Benefits</i>	<i>Mental Benefits</i>
Healthy heart and lungs	Meet people	Cope with stress
Reduced blood pressure	Chat with people	Better mood states, less anxiety and depression
Reduced cholesterol	Develop friendships	Improved concentration
Reduced risk of cancer	Share problems	Develop positive attitude
Reduced risk of stroke	Improved tolerance	Sleep better
Lose weight	Fun/Enjoyment	Fresh air
Look better	Interact with environment	Think clearer
Improved complexion	Integrate into community	Increased self esteem
Reduced risk of osteoporosis	Social support network	Reduced tension
Reduced risk of back pain		Relax
Reduced risk of diabetes		
Increased energy		
Increased mobility		
Stronger muscles		



# Becoming More Active 5:

## Physical Activity and Health Benefits

### Handout

**Accumulate at least thirty minutes of moderate intensity physical activity on most days of the week.**

#### **Accumulate:**

means you can build up to the recommended thirty minutes, e.g. 2 X 15 minute sessions or 3 x 10 minute sessions. This way you can build physical activity into your daily routine.

#### **Moderate Intensity:**

means that the pace is comfortable for you – you will feel yourself getting warmer, you can talk sentences and your breathing becomes quicker.

#### **Most days of the week:**

means that it should be done on four days or more per week to reap health benefits.

However, if this is your first time to begin an activity programme - just start off by doing physical activity for 10 minutes on four or more days per week. Gradually increase the length of time - you will find what was a little hard in weeks 1 and 2, will become easy for you in weeks 5 and 6.

# Becoming More Active 6: Ten Week Programme Handout

## Golden Rules:

1. Always begin slowly and finish slowly
2. Listen to warning signs and stop the activity if you feel:
  - Dizzy
  - Pain in chest/arm
  - Shortness of breath
  - Rapid heart beats
  - Faint
  - Feel ill
  - Cold clammy skin
3. If you have any health concerns, see your GP before beginning an activity programme

## 1. Beginners Activity Programme

Week	Accumulated Minutes	Days per Week
1	10	3
2	10	3
3	15	3
4	15	3
5	20	4
6	20	4
7	25	4
8	25	5
9	30	5
10	30	5

## 2. Someone who is active but not frequently

Week	Accumulated Minutes	Days per Week
1	15	3
2	18	3
3	20	4
4	25	4
5	25	4
6	25	4
7	30	4
8	30	5
9	30	5
10	35	5

## 3. Someone who is active regularly

Week	Accumulated Minutes	Days per Week
1	30	3
2	30	3
3	35	3
4	35	4
5	40	4
6	40	4
7	45	4
8	45	5
9	45	5
10	45	5

# Becoming More Active 7:

## Motivational Tips

### Handout

#### **Suggestions for Habitual Physical Activity - Beginners**

- Park car a mile away from shop or home and walk the remaining distance
- Public transport, get off six stops before intended stop
- Walk short distances
- Wake up an hour early and take a brisk walk
- Replace coffee breaks with quick walks
- Walk up and down the stairs in work and avoid elevator
- Sweep paths in front of house and garden
- Take children off hiking or for walk in the park at weekends
- Walk around the pitch at half time during sporting event
- Do gardening, mow lawn, wash car, paint house, walk the dog
- Replace power tools with manual tools for house and garage
- Swim, jog or walk on beach during holidays

#### **Techniques for Successful Continuous Physical Activity - once you begin**

- Progress slowly, brisk walk and vary physical activity
- Become goal orientated, set realistic goals, this provides positive reinforcement. Personal achievement will increase the enjoyment aspect
- Choose routes you wish to walk, vary them and vary the distance over a number of weeks  
Also, experiment with jogging and cycling
- Be systematic, setting aside a certain time to do physical activity
- Wear comfortable clothes to permit rapid heat loss and follow personal preferences
- Do the activity in a group or with a friend
- Make it fun and enjoyable

# Body Language

## Handout

### **Bodyspace**

- Respect other's space
  - Too close? Too far?
- 

### **Eye Contact**

- Look at the person - not at the ground
  - Avoid a fixed stare
  - Use a comfortable, direct gaze
- 

### **Facial Expression**

- Is your face saying what you are saying?
- 

### **Intonation**

- Be interesting not monotonous
  - Avoid sarcasm
- 

### **Volume**

- Adjust your volume control
  - Check your speed
- 

### **Assertive Stance**

- Stand tall
  - Hold your head high
  - Feel strong and equal
  - Believe in yourself
- 

### **Gestures**

- Avoid fidgeting
- Use appropriate gestures

# Building Self-Confidence Handout

**We can promote self-confidence when meeting new challenges in many ways**

- Being prepared - gather relevant information
- Positive thinking, "I can do it"
- Perseverance
- Don't knock yourself if it doesn't work out
- Clap yourself on the back, have a treat with each stage of success
- Don't be too worried about what other people think or say about you
- Be prepared to take a risk, being active means making choices and taking chances
- Appropriate dress/grooming
- Acknowledge your strengths and weaknesses
- Support and encouragement from family, friends and colleagues
- Share your plans and feelings
- Review and evaluate your goals - be flexible
- Identify stages/targets to fulfil your goal

# Bullying - Case Studies

## Handout

Here are some examples of typical situations. We recommend that you design others appropriate to the group you are working with.

### **Case Study No. 1**

Angel is 24 and has just started work in a small department in the Health Board. The other three people working there have been there for over ten years.

Angel has good experience working in community groups but not within the Health Board. She is very enthusiastic and has good ideas but very often, when she suggests a new way of doing things, her ideas are not taken seriously.

### **Case Study No. 2**

Ann, who tends to have a very abrasive personality, is a manager of about ten staff. She gets on the phone on the 3rd of the month, every month, and bawls people out for not having their progress reports and statistics done. She tells them she is fed up with having to phone and remind them every month and needs them in by 3 o'clock that afternoon. She does not care what else they have to do, whatever it takes she wants them on her desk by 3 o'clock.

### **Case Study No. 3**

John and Mary work together in a small department. From time to time John says things to other colleagues about Mary. He says things like – 'I never know where she is when she is needed', 'she wants me to check everything she does', 'she is very careless'. He says he is finding it hard to get his own work done.

### **Case Study No. 4**

You are a parent of a ten-year old boy attending the local primary school. He does not want to go to school, because he says some of the boys keep him out of football matches. They say he is no good and keeps handling the ball.

# Calcium Sources

## Handout

Food	Portion size	Mg. of calcium
Whole milk	200ml	230
Low fat milk	200ml	240
Skimmed milk	200ml	240
Fortified milk	200ml	320
Natural yogurt	125g	250
Yogurt (low fat fruit)	125g	188
Fromage frais	60g	52
Cheddar cheese	28g	202
Edam cheese	28g	216
Processed cheese	28g	168
Tinned sardines	56g	308
Tinned salmon	56g	52
Boiled spinach	112g	179
Boiled cabbage	112g	37
Boiled broccoli	112g	45
Baked beans	112g	59
1 large orange	210g	99
White bread	30g	33
Wholemeal bread	30g	16

---

### Calcium required per day:

Children	800 mg
Adolescents	1200 mg
Men	800 mg
Women	800-1200 mg
(depending on whether pregnant or breastfeeding)	

**Note: Always check the latest scientific evidence on Calcium sources.**



# Caring for an Older Person 1

## Handout

### Question 1

What do I do now in a typical day/week? How much time does it take?

Prompts

Clothing \_\_\_\_\_

Washing \_\_\_\_\_

Shopping \_\_\_\_\_

Entertaining \_\_\_\_\_

Listening \_\_\_\_\_

Cooking \_\_\_\_\_

Phone calls \_\_\_\_\_

Medication \_\_\_\_\_

Other \_\_\_\_\_

Total Time \_\_\_\_\_

### Question 2

Consequences for my health/life?

	Now	Long-term
Social	_____	_____
Emotional	_____	_____
Mental	_____	_____
Physical	_____	_____
Spiritual	_____	_____

### Question 3

What amount of caring am I prepared to do that I'd feel happy about?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Question 4

How am I going to handle further demands?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Caring for an Older Person 2

## Handout

### Scenario 1

Michael is an 86 year old widower and he has three daughters and a son living in the same town as himself. All are married. The son does almost none of the caring necessary and one daughter also does very little. Mary, who has four children of her own, is getting increasingly resentful because she is doing most of the caring. She has decided to limit what she does to four visits a week instead of a visit every day, doing the laundry and looking after medication. Unfortunately, her father wants her to come every day and phones her constantly. Role play in threes where A is Mary, B is Michael and C is the observer.

---

### Scenario 2

Ann is a very demanding, recently widowed, 77 year old whose only (bachelor) son, John, has decided that he is going to go out to meet friends twice a week now that Ann has got over the 'worst'. The first night he does this, his mother phones both daughters to complain and one of them (Jane) has to call around to sit with her. When John comes home, his sister is very angry and tells him never to do that again without informing the family! Role play in threes where A is John, B is Jane and C is the observer.

---

### Scenario 3

Write the script in threes then role play.

# Causes of Anger

## Handout

Please read the following possible causes of anger and think about what causes you to get angry.

- Memories of a specific event - which one?
- Real and inescapable problems - money, relationships
- Specific daily event - traffic jam, cancelled flight, bullying etc.
- Family background - chaotic, disruptive, poor communication
- Specific person - wife, partner, children, parents, brothers, sisters, boss, co-workers
- Yourself -
  - Low tolerance for frustration, inconvenience, disorganisation
  - Poor self-esteem - jump to conclusions
  - Hot headed
  - Not assertive
- If you are -
  - Challenged
  - Not listened to
  - Teased and ridiculed
  - Loyalty or trust is betrayed
- If situation seems unfair or unjust
- Surroundings - your responsibilities and problems
- Others - please explain

# Childhood Messages and Self-esteem

## Handout

If a sense of self-esteem or the lack of it is so central, then it is important that we should ask how it develops and what we can do to strengthen it. It is also important for us as parents to ask how we can best help our children to see themselves and feel themselves as of value.

### Childhood Messages

Many factors are involved in the development of self-esteem, but probably the most important are the messages children hear about themselves in their childhood, and especially the messages they receive from those who are closest to them. If in childhood the message is got across to children that they are lovable, despite any lapses that may need to be corrected or punished, then there is a very good chance that they will grow into adulthood with a positive sense of self. This will give the child a secure base on which to build in later life, one which will allow the child to grow and learn and change without losing their sense of security.

### Messages We Give Ourselves

One of the reasons that early childhood messages are so important is that after a while we no longer need to hear the messages from someone else. Instead, we take it in and repeat it to ourselves. How many of us, for example, when we fail in some little thing we are trying to do, mutter something like "You're stupid". When we think about it we may notice that we are often our own most severe and unforgiving critic, because we have done such a good job of swallowing negative messages about ourselves.

### It's Never Too Late

However, it would be wrong to stress the effects of childhood messages so much that everything seems determined in advance, that there is no hope of change for those who learn early in life that they are not lovable, or that there are no problems in living a good life for those who start off with the opposite message. We are talking here of human beings who are free, and who can change and grow in mysterious ways. We can enhance our own or others' self-esteem through our awareness and our way of communicating. Still, the pattern we have been looking at is common enough and serious enough for it to be well worthwhile for all of us to try to be aware of the level of our own self-esteem, and for parents to be especially alert to what messages come across to their children, so that they can continuously enhance their children's self-esteem.

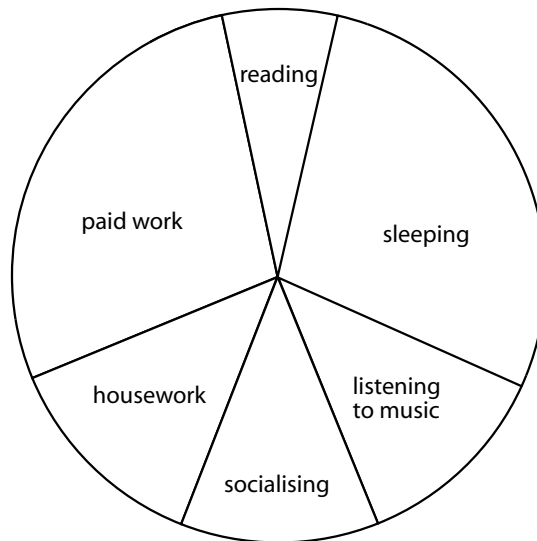
# Circles of Time

## Handout

This exercise provides an opportunity to examine the control we have over our lives, our ability to set limits and to take responsibility for how we spend our time.

1. List 10-15 typical activities in your week on a separate sheet of paper.
2. Draw sections which show the time given to each activity, e.g.

Sleeping  
Paid Work  
Socialising  
Housework  
Music  
Reading



3. How much satisfaction do you get from these activities?  
Draw sections which show the amount of satisfaction you get from each activity.



4. Now I choose to spend more time on.....

# Completed Sample Handout

1. What specific change do I want to make?

Example: lose 10 lbs.

2. What do I get out of my present health behaviour?

I like

- food
- sitting around reading or watching T.V.
- to cook
- my appetite

I don't like

- when I look in the mirror
- when I compare myself to others
- feeling like a failure when my diet doesn't work again
- realising that unless I change I'm going to get fatter

3. What do I expect to get as a result of changed behaviour?

I like

- being the slim person I think I really am
- being complimented by other people

I don't like

- having to restrict one of life's pleasures
- being conscious of food all the time

4. Do I still consider it worthwhile to make this change? Yes

5. If I do, what steps do I have to take?

I have to plan to lose 2lbs per week or reduce 1,000 calories per day.

6. Some positive statements I can say regularly to myself when I make the change:

a. I can do it.

b. I am a slim person.

c.

d.

# Conflict Reflection

## Handout

Where do your feelings and attitudes to conflict come from?

Do you place yourself in a winner or loser role or both? Give an example.

Have you ever experienced a win/win solution to conflict where solutions were generated that satisfied all parties involved?

What were the ingredients for such an outcome?

Can you imagine the resolution of a conflict you are familiar with where all involved feel respected and confident about future conflicts? If you observe this scenario from a distance, what do you see?

# Conflict Resolution

## Handout

### **ACT - An action model for conflict resolution**

ACT is a model of conflict resolution that has three movements.

**Acknowledge** the conflict and accept where all parties are at just now. This involves not trying to change anyone or anything. It is about understanding and expressing needs and exploring the landscape of differences. It is about staying still and paying attention to the movements that might want to happen. Conflict is the feeling and change is the message. So the how and what of change is waiting to be discovered. This may bring up strong feelings like fear.

**Co-ordinate and co-operate** - this is based on the notion that we are all part of the whole. If there is conflict inside the person then the different parts need an opportunity to express what they really need and what they are feeling. Then they can find a way to work for the overall good of the personality. Likewise if there is conflict in a relationship or in a group, all the different parts that make up the whole need to be represented fairly so that the well-being of the relationship or the community can be ensured. Co-ordination and co-operation are all about giving all parts recognition and responsibility for the changes that are trying to happen. Equal time to all is useful at this stage. So is supporting opposite positions having a chance to express themselves fully.

**Together** work on and **transform** the problem into a winning solution for all involved and for the good of the whole. This means taking the time to find alternative solutions and to try them out. It is about using conflict for integration as opposed to oppression of different parts until they arise again.

Happy resolution!



# Control in Relationships

## Handout

### Case Study No 1.

Peter is 17 years old and in 5th year at school. He does not like studying and does not see much need to at the moment. He is not sure what he wants to do when he leaves school, but he really loves working with computers. Peter's Mum and Dad are both very ambitious for him and feel he should have the chances that they did not have. They want him to get a very good Leaving Certificate.

They control his studying time very carefully. He is not allowed out at all during the week and is allowed to go out just once over the weekend. His T.V. watching and time on the computer is also strictly controlled.

There are constant rows and arguments. The relationship between Peter and his family is really deteriorating. Peter's Mother is becoming very stressed and does not think she can cope much longer.

- In the above scenario, is this an issue of power and control?  
Who has the power and control? Is it appropriate? What is the outcome?  
Describe the feelings involved.
- What might be an alternative to this scenario?

### Case Study No 2.

Denis and Catherine are married five years. Denis is a very tidy person and demands that the house be constantly tidy and clean. They are both working full-time and have no children. They both share the housework. Catherine is much more laid back and tidiness is not really important to her. She prefers a 'lived in' home. Denis gives out to her and criticises her. Many disagreements occur and both are beginning to dread coming home in the evening.

- In the above scenario, is this an issue of power and control?  
Who has the power and control? Is it appropriate? What is the outcome?  
Describe the feelings involved.
- What might be an alternative to this scenario?

# Coping with Misbehaviour

## Handout

1. What did s/he do that made me angry?	2. What was going on for me, thoughts, needs, other feelings.
3. What did I do?	4. What could I do differently?
5. What helps?	6. What makes it worse?

# Dealing with Misbehaviour

## Handout

Children love to be noticed. They need and want your attention. From about one year old they will often begin to misbehave. This is not conscious or deliberate - they just discover that misbehaviour is noticed and gets them extra attention.

### Four common ways of misbehaving are:

- Attention seeking - keeping you busy with them
- Power contests - e.g. refusing to eat or settle in bed at night
- Revenge seeking - e.g. I hate you
- Showing inadequacy - e.g. refusing to try and do something so that it will be done for them

As parents, we often react in a way that actually rewards the misbehaviour instead of correcting it. We reward the misbehaviour by paying attention to it. Neither the permissive or bribing approach nor the punishing approach is effective in the long term. There is no magic in dealing with misbehaviour or no instant easy solutions. Each child and each parent are different.

### Some suggestions are as follows:

1. Stop rewarding misbehaviour - give less attention to it
2. Refuse to take sides if children are squabbling unless there is real danger. If there is real danger, remove the child from the situation
3. When your children want a decision now, say you need time to think about it unless you intend to say yes, in which case, say yes straightaway. The same goes for no
4. Try ignoring attention-seeking behaviour, like a child using swear words. Children, like adults, hate to be ignored
5. Set limits and give reasons, be firm and consistent
6. Allow children to make choices within limits and live with the consequences
7. Cut out nagging, scolding and arguing. Speak in a respectful non aggressive voice
8. Taking time to prepare children for something will often win their co-operation
9. Give plenty of positive loving attention to a child
10. Look after yourself
11. Praise and encourage your child on an ongoing basis
12. Give more attention to your child when they are not expecting it or demanding it

# Dealing with Stress

## Handout

### 1. Become more aware of what causes you stress and how you react to it:

- Explore what causes you stress
- Some causes of stress may be things or situations that can be avoided.
- Other causes of stress cannot be avoided, but in some cases you may be able to change how you react to them
- Relaxation exercises and positive self-talk can help

### 2. Look after yourself:

- By looking after yourself physically and emotionally you can help build up your resilience to stressful situations
- Try to get enough sleep and rest. Take part in moderate levels of physical activity, walking, swimming or whatever you enjoy. Eat regular well-balanced meals
- Take time out to do things you enjoy. Talk things over with friends

### 3. Learn to communicate effectively:

- By communicating effectively you can express your needs while respecting the views of others
- Negotiating with others may help to reduce the effects of stress
- Positive self talk can help to build your confidence in dealing with stressful situations
- Positive comments in relation to ourselves and our abilities can help to raise our self-esteem

### 4. Practise breathing relaxation techniques:

- Practising breathing relaxation techniques can help to reverse the negative effects of stress

# Definitions of Mental Health

## Handout

### **Health**

“A complete state of physical, mental and social well-being, not just the absence of disease and infirmity”

Ref: World Health Organisation (1946).

### **What is Mental Health?**

“Mental Health is the emotional and spiritual resilience, which enables us to enjoy life and to survive pain, disappointment and sadness. It is a positive sense of well-being, and an underlying belief in our own and others’ dignity and worth.”

Ref: Health Education Authority (1997) ‘Mental Health Promotion: A Quality Framework’. London: Health Education Authority.

# Different Reactions to Anger

## Handout

### Aggressive

The instinctive way to express anger is to become aggressive. This is associated with increased heart rate and blood pressure, clenched fists and jaw, increased energy, tight muscles and headaches.

### Aggressive Behaviour

Language	Verbal threats	Argumentative
	Refuse to talk	Cause emotional hurt
	Rant and rave	Curse and swear
	Demand fairness	Ridicule and tease
Physical violence	Hit out	Kick out
	Break objects	Let go with temper
	Slam doors	

### Assertive

The most appropriate and healthiest way of dealing with anger is to express it assertively in words, i.e. "I feel angry because..." Make it clear what your needs are and how to get them met while also respecting others. Rationalise. Stay calm. Talk it through.

Anger might be seen as a negative emotion and hence one might be discouraged from expressing their anger. This causes some people to suppress their anger which prevents them from dealing with it. Other reasons for suppressing anger might include an inner desire to remain well thought of by others.

### Passive Aggressive

The suppression of anger might lead to passive aggressive behaviour

- Indirectly getting back at people
- Being critical
- Putting people down
- Trying to induce guilt
- Engaging in emotional blackmail
- Being sad and uneasy
- Being hostile
- Being manipulative
- Withdrawing socially
- Being grumpy

# Different Ways of Dealing with Conflict

## Handout

- Verbal abuse
- Giving in
- Compromising
- Changing the subject
- Continuing to nag
- Silence
- Physical retaliation
- Logical discussion
- Crying
- Sharing ideas on solutions
- Making a joke
- Active listening
- Expressing your feelings
- Taking time to cool off, discuss later
- Looking for consensus
- Accepting and living happily with some conflicts

Note: Conflict in human relationships is an inevitable part of life and not a bad thing when dealt with constructively

# Effects of Stress

## Handout

Here are some of the ways stress can affect us.

---

### Mental Effects:

- low concentration
- sleeplessness
- can't make decisions
- forgetfulness
- confusion
- thinking about the past a lot, more than usual
- thinking regretful thoughts
- nightmares

---

### Physical Effects:

- diarrhoea
- strokes
- high blood pressure
- constipation
- lots of colds or other infections
- stomach trouble
- eczema
- allergies
- rashes/spots
- tiredness
- back pain
- aches and pains
- under-eating
- over-eating
- headaches
- asthma

---

### Emotional Effects:

- feeling weepy
- feeling depressed
- panic attacks
- worrying
- irritable
- sensitive to criticism
- bad tempered
- low confidence
- nervousness
- apathetic
- afraid
- lonely



# Expressing Feelings Assertively

## Handout

### Some 'feeling' words

#### Pleasant

absorbed  
affection  
alert  
amazed  
amused  
appreciation  
astonished  
breathless  
calm  
carefree  
comfortable  
confident  
contented  
cool  
curious  
delighted  
eager  
elated  
encouraged  
enjoyment  
enthusiastic  
excited  
exuberant  
fascinated  
free  
friendly  
grateful  
happy  
helpful  
hopeful  
inquisitive  
interested  
involved  
joyful  
keyed-up  
loving  
moved  
optimism  
overwhelmed  
overjoyed  
peaceful  
pleasant  
proud  
quiet

#### Unpleasant

afraid  
angry  
anxious  
bad  
bitter  
blue  
bored  
brokenhearted  
confused  
cross  
depressed  
disappointed  
discouraged  
disgusted  
dislike  
dismay  
distressed  
disturbed  
exhausted  
fearful  
frightened  
frustrated  
furious  
gloomy  
grief  
grumpy  
guilty  
hate  
helpless  
horrified  
hostile  
hurt  
impatient  
insecure  
irritated  
jealous  
lazy  
let-down  
lonely  
mean  
miserable  
puzzled  
resentful  
sad

# Falls Prevention Guidelines

## Handout

### The Home Environment

#### Outside

- Steps and paths are in good repair
- Good lighting

#### Hall & Stairs

- Handrails on both sides of the stairs
- Well lit
- No clutter

#### Living & Sitting Room

- No loose rugs or mats
- Keep walking areas free of electrical wire and cables

#### Kitchen

- Try to have things you use often within easy reach. If you must climb, use a sturdy balanced step
- Mop up spills immediately

#### Bathroom

- Use non slip mats in the bath and shower
- Install handrails next to the toilet, bath and shower

### Other Factors

#### Balance

- Take regular exercise even if only a short walk to keep muscles strong and joints supple

#### Medication

- Always make sure you take all tablets as prescribed by your doctor
- If you have persistent or troublesome dizzy spells contact your doctor
- Have regular general check ups with your doctor

#### Eyesight

- See an eye specialist once a year

#### Footwear

- Wear good fitting shoes and slippers with non-slip soles
- If you have foot problems see your chiropodist

#### General

- Take your time getting up from the chair or bed
- Don't rush to answer phone
- Make sure clothing and nightwear are not too long

Research has shown that five successful types of interventions in reducing falls amongst older people are:

1. Strength and balance exercises including Tai Chi and walking
2. Shoes with thin soles and high collars
3. Grab rails and having plain light coloured stair carpets are the most effective changes to the home environment
4. Good vision should be considered with appropriate levels and types of lighting - especially at night
- 5 Regular review of medication

# Falls Risk Assessment Checklist

## Handout

1. Have you had a fall in the last six months? Yes  No
2. Are you taking four or more types of medications? Yes  No
3. Do you have a condition such as Parkinson's disease, diabetes or have had a stroke? Yes  No
4. In general do you feel unsteady on your feet? Yes  No
5. Do you feel unsteady when you get out of bed? Yes  No
6. Do you feel unsteady when you get up from sitting down? Yes  No
7. Has it been more than two years since you had your eyes tested? Yes  No
8. Do you wear shoes other than ones with a thin sole and high collar? Yes  No
9. Do you take less than 30 minutes of exercise each day? Yes  No
10. Did you have an eye test in the past two years? Yes  No
11. Are outdoor steps and paths uneven? Yes  No
12. Are outdoor steps and entrance poorly lit at night? Yes  No
13. Are there handrails on the stairs that are not well secured? Yes  No
14. Are the stairs poorly lit at night? Yes  No
15. Do you get up at night without putting on the light ? Yes  No
16. Do you have rugs or mats? Yes  No
17. Do you have electrical or telephone cords on the floor? Yes  No
18. Do you find yourself bending or stretching for items that you regularly use? Yes  No
19. Are your floors often slippery? Yes  No
20. Do you have difficulty getting in and out of the bath/shower? Yes  No

# Fibre Content

## Handout

Food	Portion size	Fibre (grams)
Wholemeal bread	1 slice	2.6
White bread	1 slice	0.8
Bran enriched bread	1 slice	1.8
Digestive biscuit	1	0.8
Plain biscuit	1	0.3
Pastry	Small square	0.5
Wholemeal pastry	Small square	1.7
All-Bran	1 cup/bowl	7.5
Cornflakes	"	1.9
Puffed Wheat	"	2.5
Porridge	"	1.4
1 Shredded Wheat	"	2.7
1 Weetabix	"	2.2
Brown rice	3 tablespoons	2.5
White rice	"	1.4
Wholemeal spaghetti	"	6.0
Baked beans	4 tablespoons	8.7
Peas (frozen)	3 tablespoons	10.8
Potato (boiled)	1 small	0.6
Cabbage (boiled)	3 tablespoons	2.5
Sweetcorn	2 tablespoons	2.8
Banana (peeled)	1 medium	3.4
Apple (whole)	1 medium	1.5
Orange (peeled)	1 medium	2.4
Prunes (stewed)	1 bowl	7.0
Dried apricots	1 oz.	7.2
Dried raisins	1 oz.	2.0
Peanuts	1 oz.	2.4
Lettuce	Small serving (1oz)	0.5
Tomato	1 average size (2oz)	0.9

### High Fibre Foods

Peas  
Breakfast cereals - wholegrain  
Stewed prunes  
Beans e.g. baked beans  
Sweetcorn  
Bananas

### Medium Fibre Foods

Muesli  
Cornflakes  
Most nuts  
Most green vegetables  
Apples  
Oranges  
Brown bread

### Low Fibre Foods

White rice  
Porridge  
Tomatoes  
Grapefruit  
Lettuce  
Cucumber  
White bread

# Food Diary

## Handout

Meal	Food	Specific Description	Size of Portion	Type of Cooking
Breakfast				
Mid a.m.				
Lunch				
Mid p.m.				
Dinner				
Other snacks				
Alcohol				

# Giving Criticism

## Handout

Because we find it so difficult to receive criticism and fear rejection by others, we put off giving valid criticism which may be helpful to the person and promote honesty in the relationship.

1. Choose a time and place which are comfortable for the other person to 'hear' the criticism
2. Specify exactly what they have done that you feel upset angry about
3. Say how you feel assertively, i.e. "I feel angry..."
4. Ask how they view the situation. Allow that their viewpoint is as valid as yours.  
They must decide whether they want to change their behaviour or not
5. Agree the agreement - if there is no agreement, state the consequences of the behaviour continuing, e.g. "If you won't come on time in future, we'll start without you"
6. Try to finish with a positive comment, e.g. "I'm glad I could bring this up - thanks for dealing with it so honestly"

# Giving Feedback Observer Sheet

## Handout

- Feedback is useful only if it is non-judgmental and descriptive
- Look at body language, i.e. eye contact, body posture, facial gestures, tone of voice, volume of voice and body space
- Communication is as much listening as talking. Watch out for verbal or non-verbal messages that are ignored or not heard
- Look for the overall stance
- Understand the difference between what you feel, see and imagine.  
e.g. "I see you are clenching your fists"  
"I Imagine you feel tense"  
"I feel nervous talking with you"  
"I imagine you feel nervous"

# Goal Setting

## Handout

1. What would I like to achieve? - be as clear and specific as possible

---

---

2. What are the obstacles which might prevent me from reaching my goal?

---

---

3. What steps can I take to overcome these obstacles?

---

---

4. What are my strengths?

---

---

5. What support can I get from others?

---

---

6. What are some of the possible positive outcomes of achieving my goal?

---

---

7. What are some of the possible negative outcomes?

---

---

8. Do the positive outcomes outweigh the negative ones?

---

---

9. If yes, my first step will be...

---

---



# Good Listening Skills

## Handout

Good listening is an important part of effective communication. The following points are important to maintain good listening skills:

- Focus attentively on what the person is saying
- Maintain comfortable eye contact
- Have a relaxed posture, leaning slightly towards the person
- Use appropriate gestures such as nodding or smiling
- Do not interrupt
- Allow silence
- Ask open-ended questions
- Reflect back to the person what you have heard

# Ground Rules

## Handout

### Here are some suggestions for ground rules:

Ask for it: If you want something, ask for it

Confidentiality: This rule means that everything people say is not repeated outside the group. (Its OK to talk about the structure or activities or your own contribution.)

I statements: This means to practice speaking for yourself only

Participation: People can participate at their own pace and level

Pass: This rule means that every participant has the absolute right to 'pass' on any activity they feel uncomfortable about or don't want to do. All they have to say is the word PASS

Personal responsibility: This means that participants are responsible for their own learning

Speak one-at-a-time: Listen to each other

Time: Finish and start on time

*Please discuss these in your small group and add rules or subtract any you do not wish to apply for this group.*

# Health Behaviour Changes

## Handout

1. What specific change do I want to make?

Examples: lose 10 lbs, or reduce alcohol levels to 20 units a week.

2. What do I get out of my present health behaviour?

I like

I don't like

3. What do I expect to get as a result of changed behaviour?

I like

I don't like

4. Do I still consider it worthwhile to make this change?

5. If I do, what steps do I have to take?

6. Some positive statements I can say regularly to myself when I make the change:

a.

b.

c.

d.

# Health Promotion Responses to the Alcohol Problem

## Handout

### Politically popular versus effective

	Popular	Effective
Education and persuasion	yes	no
Deterrents	somewhat	yes
Promoting alternatives	yes	no
Harm reduction programmes	somewhat	somewhat
Controlling availability and taxes	no	yes
Treatment (as prevention)	yes	somewhat

It is difficult to find a good match between what is popular and what is effective. Effective strategies are often opposed because they will hurt economic interests. They may also conflict with competing values and ideologies. In general we may have taken the steps which are easily accepted, further effective steps may be harder to introduce.

# Healthy Lifestyle Habits

## Handout

All the available evidence suggests that having a healthy lifestyle can contribute to managing stress effectively. Here are some healthy lifestyle habits:

- Not smoking
- Getting enough sleep
- Moderate use of alcohol (less than 14 units per week for women and 21 units per week for men)
- Having friends and people you can rely on
- Breakfast each day and regular balanced meals
- Regular physical activity
- Being the weight recommended for height
- Having own hobbies and interests

Note: Leaflets on alcohol are available from Health Promotion Services

# Housework and Teenagers: Time-Wasters

## Handout

How much time do you now spend arguing/in conflict with people about teenagers not cleaning up after themselves?

---

### Time-Wasters Per Day/Week Time Sheet

1. Arguing with teenagers?

---

---

2. In conflict with spouse or partner, other parent?

---

---

3. Complaining to other people (friends, colleagues etc.)?

---

---

4. Thinking about the problem and having negative feelings (e.g. angry, resentful etc.)?

---

---

---

5. Doing it yourself eventually?

---

---

6. Other time-wasters

---

---

7. Total time per day/week

---

---



# Important Health Factors Within and Outside the Home Handout

## Within the Home

- Income
- Psychological support
- Relationships
- Extended family support
- Health behaviours and attitudes of adults
- Physical or mental health status
- Education level
- Family unit
- Stages of parenting
- Support for families
- Security

## Outside the Home

- Community facilities
- Green space and play areas
- Proximity to amenities and services
- Parents working time
- Interaction with workplace and schools
- Education, link with schools
- Safety/security
- Involvement with community and voluntary services



# Increasing Confidence

## Handout

### What's good about me?

Write down five things you like about yourself. Things you feel good about, e.g.:

"I'm proud of the way I keep my garden"

"I like my independence"

"I make a good friend"

Things that are good about me:

- 1.
- 2.
- 3.
- 4.
- 5.

---

### What's interesting about me?

Write down five things that other people might find interesting about yourself, e.g.:

"I know how to make wine"

"I look after my family alone"

Things that are interesting about me?

- 1.
- 2.
- 3.
- 4.
- 5.

---

### What am I interested in?

Write down five things you like to talk about, e.g.: religion, politics, books etc.

- 1.
- 2.
- 3.
- 4.
- 5.

# Isolation and Loneliness

## Handout

Mary moved from the town back to the rural area where she grew up, with her two teenage daughters, when she separated from her husband. She knows the neighbours by sight, if not by name, and they are friendly enough. Her family all live within a five-mile radius and are delighted to see her when she gets into the car and visits them. However, no-one ever visits her. She feels isolated and “not worth visiting”. She believes that all the hard work she puts into the house and garden - to make the place into a real home - goes unappreciated. She seems to be putting a lot of effort into what she thinks is probably not worth doing. She spends a lot of time feeling unwanted and miserable, not very interesting.

What is your immediate reaction?

What are your feelings?

What could Mary do?

How might she do it?

---

### Exercise

1. Mary could find out if there is a lone parent group in the area.

2.

3.

4.

5.

# Lifestyle Change Assessment Handout

1. What specific lifestyle change do I want to make?

2. What do I get from my present health behaviour which

I like

I don't like

3. What do I expect to get as a result of changed behaviour which

I like

I don't like

4. Do I still consider it worthwhile to make this change?

5. If I do, what steps do I have to take?

6. Positive statements I can say regularly to myself when I make the change:

a.

b.

c.



# Lifestyle Change Contract Review Handout

- Have you fulfilled your 'Lifestyle Change Contract'? Yes/No
- Have you done more? \_\_\_\_\_ Have you done less? \_\_\_\_\_

Please specify

---

---

---

- If you have not fulfilled your contract, what were the main problems?  

---

---

---

- If you have fulfilled your contract, what helped you most?  

---

---

---

- What help do you need now in order to fulfil or maintain your lifestyle change?  

---

---

---

- We have one more session after today, what would you like to get from that session?  

---

---

---

# Lifestyle Risk Factors

## Handout

### Factors which can't be changed

#### 1. Sex and Age

Female under 40	1
Female 40 - 50	2
Female over 50	3
Male	5

Coronary heart disease (CHD) is about 10 times as common in men as in women up to the age of 45. After the menopause there is a greatly increased incidence in women and by the age of 70 there is no difference in CHD between the sexes.

#### 1. Age

21 - 30	1
31 - 40	2
41 - 50	3
51 - 60	5
Over 60	7

In both sexes death rates from CHD rise with age.

#### 3. Heredity

No known history of stroke/heart attack	1
One relative with heart attack/stroke >60	2
Two or more relatives with heart attack/stroke >60	3
One relative with heart attack/stroke <60	4
Two relatives with heart attack/stroke <60	5
Three or more relatives with heart attack/stroke <60	8

### Factors which can be changed

#### 1. Smoking

Non-smoker	0
Cigar or pipe	1
10 or fewer cigarettes a day	2
20 cigarettes a day	4
30 cigarettes a day	6
40 cigarettes a day	10

Most people know that smoking is linked with cancer. It is also strongly linked with increased risk of cardio-vascular disease. Add 1 to your score if you inhale deeply and/or smoke the cigarette down to the butt. Women on the Pill and smoking add 2.

## 2. High Blood Pressure

Upper reading 100	1
Upper reading 120	2
Upper reading 140	3
Upper reading 160	4
Upper reading 180	6
Upper reading 200 (or more)	8

If you have no idea what your blood pressure is, get it measured. If you do get a high score it is important to cut down on salty foods, watch your weight and the amount of exercise you take.

## 3. High Fat Diet

Diet contains no animal fats	1
Diet contains skimmed milk, low fat dairy products, no red meat or cakes, biscuits or pastries	2
Diet contains low fat cuts of red meat, low fat milk, ordinary yogurt and cheese, biscuits, cakes, pastries	4
Diet contains all types of meat and meat products, all types of dairy products except for butter, biscuits, cakes, pastries	6
Diet contains red meat, meat products, milk, butter, cream, cakes, biscuits and pastries	8

The average person in Ireland would score 6 in this section.

## 4. Physical Activity

Intensive physical activity (work and recreation)	1
Moderate physical activity (work and recreation)	2
Sedentary work and intense recreational physical activity	3
Sedentary work and moderate recreational physical activity	5
Sedentary work and light recreational physical activity	6
Complete lack of physical activity	8

Brisk walking is excellent physical activity, so is running up stairs, jogging, disco dancing, skipping, swimming and cycling. If you do this type of activity three times a week for at least 20 minutes count this as moderate recreational physical activity.

## 5. Weight

Use the Body Mass Index (BMI) chart to check whether you are a healthy weight.

BMI Under 20	2
20 - 25	1
25 - 30	2
Over 30	4

Overweight is associated with increased risk of heart disease, high blood pressure, diabetes and some cancers. Being underweight (BMI <20) may be associated with health problems for some people. It may be a good idea to consult your doctor for advice.

**Add up your total score**

If you score

6 - 11	Your risk is well below average
12 - 17	Your risk is below average
18 - 24	Your risk is generally average
25 - 31	Your risk is moderate
32 - 40	Your risk is at a dangerous level
41 - 62	Danger - urgent, see your doctor now

Remember this score is not a diagnosis. It's a device to help you see where you can change to a healthier lifestyle.



# Male Violence Against Women - A Handout

Write down three or four things you have heard, read or seen about male violence against women. Tick in the appropriate box whether you believe they are true, false or you're not sure. Two examples have been done for you.

Statement	True	False	Unsure
1. Some women like to be beaten		X	
2. All women experience physical violence at some stage			X

# Male Violence Against Women - B

## Handout

In your small group discuss all of the statements on Handout 'Male Violence Against Women A'. Decide whether you agree that the statements are true, agree that they are false or disagree as a group.

1. We agree that the following statements are true!

2. We agree that the following statements are false!

3. We disagree or are uncertain about the following statements!

# Male Violence Against Women - C

## Handout

### Case Study 1

Mary, aged 35, has been at the local teachers' dinner dance. She is a teacher at one of the primary schools in the town. She is separated from her husband and has no children. She meets John, aged 38, at the dance, he has fancied her for ages. He chats her up, they have a few drinks together and dance. He offers to leave her home and she is delighted. When they arrive at her flat, she invites him in for coffee. They begin to kiss and cuddle on the couch and then she says it's late and he'd better go. He gets very angry and frustrated and says she's led him on. She argues with him and he gets more and more violent and rapes her.

Task: Where does the responsibility lie for the violence in the above scenario?

*(consider feelings, thoughts and actions)*

---

### Case Study 2

Michael is a psychologist with the local Health Board. Things have been going very badly at work, overloaded with cases, rows with the boss, etc. He also has money problems because of the mortgage increase. He is married to Aine who works in the home taking care of their three children. He comes home from work and finds Aine and one of her friends enjoying a few drinks in the sittingroom. The house is a mess and the three kids are running wild. Michael storms out of the sittingroom and the friend hurriedly leaves. There is no dinner cooked. She suggests that they get a takeaway for a change. He punches her and tells her to get the dinner quick or else!

Task: Where does the responsibility lie for the violence in the above scenario?

*(consider feelings, thoughts and actions)*

---

### Case Study 3

John and Mary (aged 50) have been married for 20 years. Their children are 18, 16 and 14. All are in second level school. They were at a party the night before where Mary got drunk and flirted with John's boss, who is the principal in the local secondary school. John is very annoyed about this and they have a big argument. He punches and kicks her!

Task: Where does the responsibility lie for the violence in this situation?

*(consider feelings, thoughts and actions)*

# Managing Stress

## Handout

### ***Become aware of your tension***

Keep a diary for a week, look for patterns  
What is causing your stress?

### ***Relax daily***

Two, 20 minute relaxation sessions daily are recommended  
A cassette tape which suits you can be helpful

### ***Act Assertively***

Ask for help, learn to say "no" for yourself when necessary  
Ask for your needs to be met

### ***Express feelings appropriately***

Tune into yourself and your feelings  
Practice making "I" statements more often  
Talk things over

### ***Rest and sleep more***

Learn to use time more productively

### ***Exercise regularly***

Regular exercise is a great stress management technique  
Thirty minutes walking three times a week is recommended  
Build up gradually if you are unfit

### ***Balance your diet***

Watch your caffeine intake  
Learn about nutrition, and watch how much of the 'Whites' you consume  
(salt, sugar, white flour and saturated fat)  
The latter is found in milk, butter, cheese, cream and raw meat

### ***Plan your life***

Know your direction - Many people feel stressed because they see their life as having no direction  
Your time - Time pressures are often a big cause of stress, be aware of this and plan your time to allow for the unexpected. Keep time for yourself  
Your home - You can often reduce stress by changing and improving your environment. Being well organised can reduce stress. Re-arranging living arrangements, changing habits, even simple storage crates for items that always seem to be on the floor can help  
Take control - No one makes us stressed, we choose to respond the way we do. Take control

***Develop a sense of humour by indulging the natural child in yourself. Have a good laugh every day.***

**Take it one day at a time**

# Men's Health - Changing Roles Handout

1. Describe a change you want to make in relation to your role as a man

---

---

2. How do you feel about making this change?

---

---

3. What about you will hinder you making the change?

---

---

4. What else, or who else, might hinder you?

---

---

5. What qualities do you have which will help you?

---

---

6. What outside help can you draw upon?

---

---

7. How will things improve when you make the change?

---

---

8. How will you know you have succeeded?

---

---



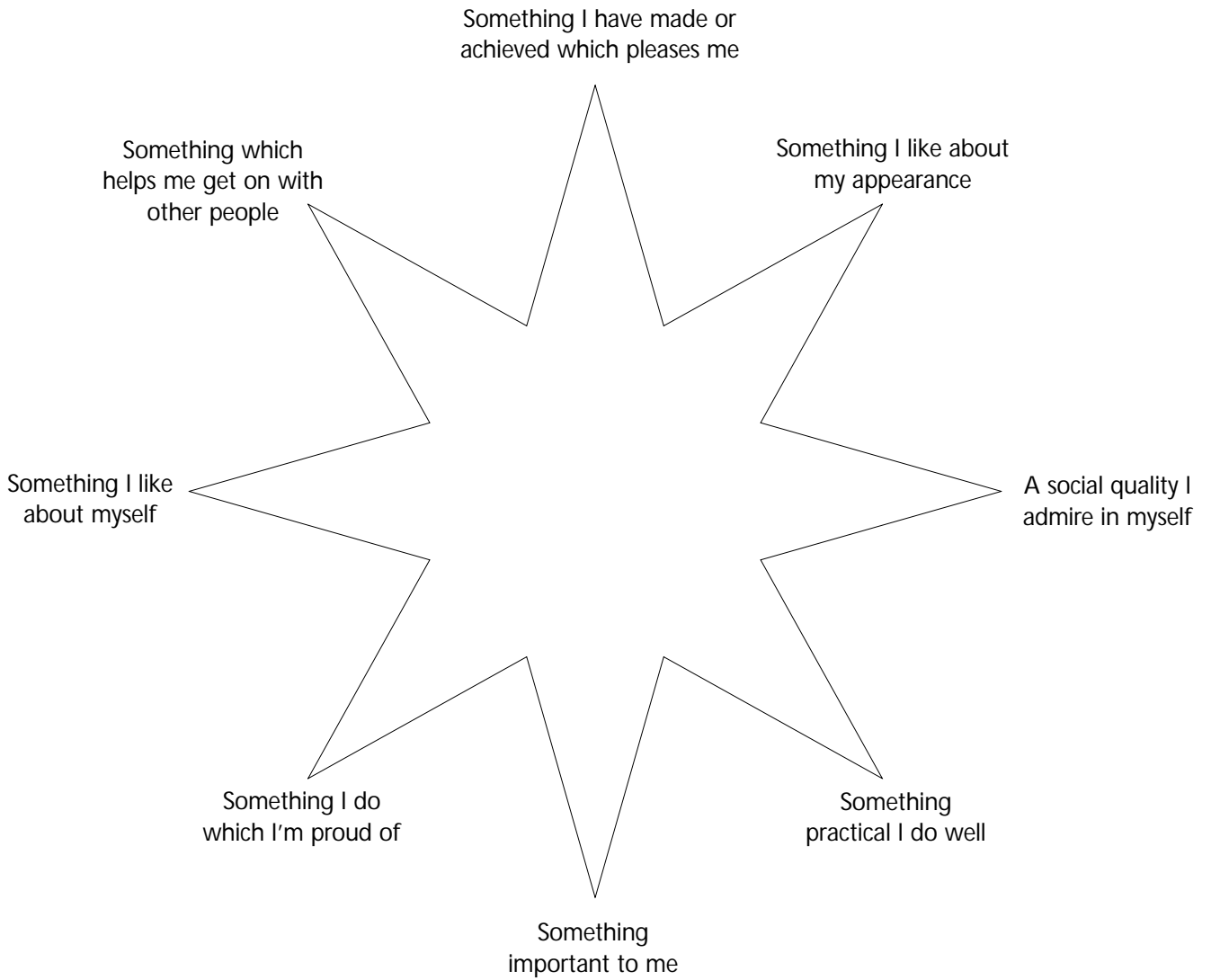
# My Bill of Rights

## Handout

1. I have the right to state my own needs and set my own priorities as a person independent of any roles that I may assume in my life
2. I have the right to be treated with respect as an intelligent, capable and equal human being
3. I have the right to express my feelings
4. I have the right to express my own opinions and values
5. I have the right to say YES and NO for myself
6. I have the right to make mistakes
7. I have the right to change my mind
8. I have the right to say I don't understand
9. I have the right to ask for what I want
10. I have the right to decline responsibility for other people's problems
11. I have the right to deal with others without being dependent on them for approval

From: Anne Dickson's *A Woman in Your Own Right - Assertiveness and You*, Quartet Books, London, 1982.

# My Diamond Handout





# Owning Feelings

## Handout

We have responsibility for our own feelings regardless of what has triggered them. This means that when we feel a pleasant or unpleasant feeling the choice is ours as to what action we take or how we deal with it. For example, if we feel angry because of something someone said, we are responsible for dealing with that feeling and not the person who made the statement. If we fly off the handle, that is our responsibility and we cannot blame the other person.

In all situations involving adults, we are 100% responsible for our own feelings, thoughts and actions. Likewise the other person (or people) involved, if any, is 100% responsible for her/his feelings, thoughts and actions in that situation.

When we are young we learn from adults how to feel certain feelings and, more importantly, when and how to express them. For this reason, if we feel hurt because of something someone says, then their statement has probably triggered a response we learned in childhood. As adults, our responsibility is to deal with these feelings in a constructive way by expressing them openly if we want to and to stop blaming others.

The benefit of being assertive and owning feelings is very great. By owning and taking responsibility for our own feelings we can choose how we behave and control our lives. We are likewise not responsible for the other person's feelings and this releases us from many unpleasant consequences in difficult situations such as guilt, shame, etc.

# Pelvic Floor Exercise

## Handout

### Refers to practice exercise

First position your body to give the greatest feel of the contraction

1. Lying down on your back with your legs slightly apart, knees bent up and your feet on the floor
2. Imagine either:
  - a. You need to go to the toilet to pass water and there are no toilets around - and then you also feel you have diarrhoea or you are going to pass wind
  - or
  - b. You are sticking to your pants and you want to pull away from them. Try to close the front passages and the back passage - squeeze, hold and lift

Make sure that you are not holding your breath.

Be careful that tummy, legs or buttocks are not tightening instead of or as well as pelvic floor. Remember no-one should see you doing this exercise because the muscle contraction is so discrete

- Close and open the passages quickly
- Count how many quick ones you can do before the muscle tires
- Close the passages and keep them closed as long as you can and as tightly as you can. Repeat this until the muscle tires
- Count how many slow ones you can do and how long you can keep the passages closed tightly each time

---

### Am I doing it right

1. Find the bony points that you sit on; put one finger on each, tighten the muscles as above. Can you feel the slight movement under your fingers (not your buttocks)?
2. Test the contraction by putting your hand over the area. (Can be felt through your clothes). Place palm on front passages and fingers over back passage - what can you feel? You should be able to feel the area in contact with your hand, moving away from it as you contract the muscle
3. Putting a finger in to your mouth and sucking it while doing the exercise increases the feeling of the exercise
4. After a bath, or before dressing, lie on the bed and use a mirror to see if you can see the muscle moving. It looks as if the muscle is winking at you
 

Try the exercise sitting; try sitting on the edge of a chair first

Try the exercise squatting

Try the exercise standing

Do the exercise at times when you are likely to wet your pants e.g. when coughing. If you have difficulty in getting to the toilet once you get the urge, doing the exercise also helps to reduce the feeling of urge and helps you to get to the toilet before wetting your pants

## Benefits

- Keeps you dry
- Able to cough/sneeze/laugh/run/dance/play sport without wetting
- No one sees you doing it; can be done anywhere
- You can do it while you are doing other things; it's not time consuming
- May prevent the need for surgery
- Improves the enjoyment of sex
- Better able to hold in tampons

Be good to yourself: avoid heavy lifting

Remember, the weight of every thing you lift goes through, and therefore puts extra pressure on the pelvic floor muscle

If you are suffering from stress incontinence, it is advisable to avoid strenuous physical activities, e.g. sports, running etc., until you have strengthened the muscle

It is no longer advisable to try stop/starting the flow of urine while passing urine. Instead do the exercise when you have finished passing urine and are still sitting on the toilet seat

---

## How Many?

- Alternate between sets of quick ones and slow ones throughout the day for the rest of your life
- Associate the exercises with things that happen often, eg. phone ringing, dog barking. See personal timetable in Future Planning
- The number is not important. The aim is to continue to increase the number of quick ones you can do at a session and to increase the time that you can tightly hold the slow ones

# Qualities of a Mentally Healthy Person

## Handout

1. Keeps in touch with friends - builds a social network
2. Knows where help is available if needed
3. Asks for help when they need it either from friends or from professionals
4. Is able to accept help when offered
5. Has achievable goals/tasks and objectives to follow
6. Is in touch with their feelings and is able to communicate them in a healthy way
7. Has a sense of belonging
8. Has developed ways of coping in times of crisis or upset
9. Takes regular exercise
10. Has a healthy diet
11. Has a regular sleep pattern
12. Builds relaxation into their life

# Receiving Criticism

## Handout

Because criticism can evoke the 'hurt child' within us, making us defensive and unable to listen, we need to consciously receive it and evaluate whether it is helpful (if it is true) or whether it requires a rejection (if it is untrue).

---

### Criticism which is true:

- Agree with it
- Say how you feel
- Ask how it affects the other person
- Decide whether you will change your behaviour

---

### Criticism which is untrue:

- Disagree firmly and calmly
- Make a positive statement about yourself
- Ask why they have made a criticism

Think of three criticisms which you have received or could receive which are true and three which are untrue. Take turns with your partner in practising your response to both types of criticism.

---

### Criticism which you feel confused about:

- Ask questions to establish the facts about the situation and what the other person feels bothered about
- When you have found out exactly what the facts are, deal with the criticism as above, i.e. true/untrue

# Relaxation Technique

## Handout

Set the scene

1. Sit comfortably and close your eyes. Starting at your feet, allow all your muscles to relax
2. Breathe deeply through your nose. Concentrate on the out-breath, rather than trying to get more air in
3. As you breathe out say a word of one syllable silently to yourself
4. Continue for 15/20 minutes
5. Sit quietly for a few minutes when you have finished
6. Distracting thoughts may occur. Push them aside and keep on repeating your chosen word

Do this at least once a day

# Responsibility for Change Handout

## Responsibility for Change

Step 1 Describe the conflict situation in words

Step 2 Identify your feelings, thoughts and behaviours in the situation

Feelings:

Thoughts:

Behaviours (verbal and non-verbal):

Step 3 Identify the other person/people's behaviours and guess what their feelings and thoughts might be

Step 4 Given that you only have control over your own behaviour, what can you change?

# Rights in Action

## Handout

### Rights in Action

Situations where I assert and/or respect some of these rights

Right

Situation

Right

Situation

Right

Situation

Situations where I have difficulty at this point with asserting or respecting some of these rights

Right

Situation

Right

Situation

Right

Situation



# Salt Content Handout

## **Foods which can provide a lot of salt to our diet**

Salted peanuts  
Peanut butter  
Crisps  
Instant potato  
Sweet pickle  
Tomato ketchup  
Brown sauce  
Yeast extracts  
Beef extracts and cubes  
Cheddar type cheese  
Cheese spreads  
Stilton cheese  
Bacon and bacon joints  
Luncheon meat  
Chopped pork  
Black pudding  
Beef sausages and  
pork sausages  
Smoked and  
tinned fish  
Meat paste, meat pies  
Tinned meats  
All-Bran, Cornflakes  
Rice Krispies  
Cocoa powder, Horlicks  
Golden syrup  
Rosehip syrup  
Tinned and packet soups  
Baked beans

## **Foods which can provide some salt to our diet**

Custard  
Ice cream  
Milk and milk dishes  
Yogurt  
Beef, lamb, pork  
Chicken, turkey  
Drinking chocolate  
Milk chocolate  
Mars bars  
Sweets  
Coffee, instant  
Pastry, cakes  
Brown ale  
Draught bitter  
Guinness  
Fresh white fish

## **Foods which can provide a little salt to our diet**

Flour  
Rice, spaghetti  
Shredded wheat  
Puffed wheat  
Tea and coffee (infused)  
Pure fruit juices  
Vegetable cooking oils  
Apples, oranges  
Pears, most fresh fruit  
Potatoes  
Cabbage, parsnips  
Peas, tomatoes  
Runner beans and  
most fresh vegetables

*Check the labels of pre-packaged foods as they often have a lot of added salt.*

# Sample Food Diary

## Handout

Meal	Food	Specific Description	Size of Portion	Type of Cooking
Breakfast	Tea	With teaspoon sugar, ordinary milk		
	Cornflakes	With milk	Big bowl	
	Bread	White	2 slices	
	Butter		thickly spread	
Mid a.m.	Tea	Teaspoon sugar		
	Biscuits	Chocolate	2	
Lunch	Ham sandwich	White bread	2 slices	
		Ham	1 slice	
	Fruit	Apple	1 large	
	Biscuit	Chocolate		
Mid p.m.	Tea	Teaspoon sugar		
Dinner	Meat	Steak	1 medium	Fried
	Potatoes	Butter added	3 medium	Boiled
	Vegetables	Carrots		
	Apple tart	Thick pastry	1 large slice	
Other snacks	Chocolate bar	Twix	1	
Alcohol	Beer	Harp	2 pints	

# Sample for the Flip Chart Handout

In all situations where adults are involved each adult has responsibility for what they do in that situation.

*Example: John and Mary are having a row.*

## Her

Feelings: hurt angry, resentful, etc.

Thoughts: "What a bastard."  
"Why can't he cop himself on."  
"He's just tight with money."

Behaviours: Shouts, gives out to the children, then silent treatment.

## Him

Feelings: angry, frustrated.

Thoughts: "She's a bad manager."  
"I'm not spending my hard earned money on this place."

Behaviours: Shouts, throws things around, goes to the pub, says very insulting things about Mary and her family.

## Situation

Conflict, anger. He thinks she's spending too much money on housekeeping, she thinks he's mean with money.

These feelings, thoughts, behaviours are 100% Mary's responsibility. If she wants to resolve the problem she will have to stop blaming John for them.

These feelings, thoughts, behaviours are 100% John's responsibility. If he wants to resolve the problem he will have to stop blaming Mary for his behaviour.

# Saying No Assertively

## Handout

### Saying No Assertively

Step 1 Use the word NO!

Step 2 Use it as early in the sentence as possible.

Step 3 Give a reason if you like. This is optional. Use 'I' statements.

Step 4 Empathise with the asker.

---

### Examples

Request from a school parent/teacher committee this principal to another teacher:

Teacher:

"Mary, I want you to be on the parent/teacher committee this year."

Mary:

"No, I've decided not to be on any committees this year. Thank you for asking."

Request from son's mother to daughter-in-law:

Mother-in-law:

"Ann, I want you, John and the children to come to us for Christmas dinner."

**Ann:**

"No, John and I have decided to stay home this year for a change. Thanks for asking, I appreciate it."

Request from someone at your front door:

Caller:

"Mrs. Murphy, will you buy a ticket for the annual social?"

Mrs. Murphy:

"No, thank you."

# Self-Confidence and Stress

## Handout

We can improve our self-confidence by:

### 1. Positive self-talk

Just as negative thinking can trigger unpleasant feelings, positive thoughts can lead to pleasant feelings of confidence, control over our own lives and higher self-esteem.

Write down three affirmations you can give yourself every day:

1. I am... \_\_\_\_\_

2. I am... \_\_\_\_\_

3. I am... \_\_\_\_\_

(Example: "I am losing weight each day")

### 2. Use imagination and intuition

Instead of imagining that things will automatically go 'wrong' for you - especially when trying to sort out difficult situations - imagine them going just the way you want. Plan what you will do or say in advance in one of your stressful situations. For example, instead of saying "I'll never be able to do this", say "I'll have a go, take a chance".

### 3. Avoid the use of imperatives such as

I should

I ought

I must

change these to:

I could

I want to

I can if I choose

### 4. Accepting compliments gracefully

Check that you are not throwing compliments back at people. Ask for feedback if you're not getting it. Sometimes the way other people see us is more accurate than the way we see ourselves. This can happen if we still believe 'old' messages from childhood such as "You're so stupid" or "You're so disorganised". By asking our friends and colleagues we might be surprised to find the old messages are no longer true and probably never were.

# Self-Esteem - A Gift to Myself

## Handout

Having self-esteem means accepting myself 'warts and all', liking myself, not depending on others for approval, acknowledging my strengths and weaknesses.

Using the following areas as a guide, make a list of things you like/dislike about yourself: 'Appearance', 'Things I do', 'How I relate to others.'

---

### Things I like

e.g. I like my strong arms

I like the way I keep the garden so colourful

I like the fact that I can control my temper with Mary

### Things I don't like

e.g. I don't like my limp hair

I don't like the way I leave my clothes on the floor

I don't like the fact that I avoid confronting John about being late and stay bitter

---

**I Like.....**

**I Don't Like.....**

# Signs of Menopause

## Handout

- Hot flushes
- Sleep disturbances
- Mental fuzziness – loss of mental acuity, problems with short-term memory, an inability to concentrate
- Aching joints and muscles – back aches, hip pain, cramping
- Gastric upsets
- Nausea and dizziness
- Headaches
- Skin sensitivities – burning, itching, stinging, or prickly sensations
- Heart palpitations
- Breast tenderness
- Frequent urination or urinary incontinence
- Weight gain
- Depression or anxiety
- Lack of sexual desire
- Change in periods, e.g. light to heavy or vice versa

# Symptoms of Stress

## Handout

### Mental

Low concentration  
Can't make decisions  
Thinking about the past a lot more than usual  
Thinking regretful thoughts

Sleeplessness  
Forgetfulness  
Confusion  
Nightmares

### Physical

Diarrhoea  
Strokes  
High blood pressure  
Constipation  
Lots of colds  
Infections  
Stomach trouble  
Eczema  
Allergies

Rashes / spots  
Tiredness  
Back pain  
Aches and pains  
Over-eating  
Under eating  
Headaches  
Asthma  
Palpitations

### Emotional

Feeling weepy  
Feeling depressed  
Panic attacks  
Worrying  
Irritable  
Sensitive to criticism  
Angry

Bad tempered  
Low confidence  
Nervousness  
Apathetic  
Afraid  
Lonely



# The Good Enough Parent Handout

1. Settle for being a less than perfect parent
2. Say "no" to guilt by doing something you enjoy
3. You can't do all that you would like to
4. Decide on what is essential and what can be postponed
5. Ask for help when you need it
6. Take some time on your own each day to do something that you enjoy
7. Make time to go out each week with friends or partner even if just for a walk
8. Say to yourself "relax", "calm down", "I'm ok"
9. When you are annoyed, leave the room and count to ten before you go back
10. Get outside into the fresh air
11. Talk to a friend on the phone
12. Breathe deeply and slowly

# The Stages of Grief

## Handout

An individual may pass through any or all of these stages in the grieving process.

1. **Denial**      A period of rejecting or not believing. A numbing of emotions or shock. Thoughts of “this can’t be happening to me”
  
2. **Anger**      A rage over what is happening. Anger may be displaced in all directions and projected at random to parents, friends, family. It is essential to experience and express anger, yet it must be done in appropriate ways. Thoughts of “why me?”
  
3. **Bargaining**      An attempt to exchange something we are willing to do or give up for something we want to keep. An attempt to postpone or fix up the inevitable. Thoughts of “if only” or “what if”
  
4. **Depression**      The feeling of being unable to cope. Life seems out of control or overwhelming. This occurs when the reality of the situation sets in. It may be a time of highs and lows. Thoughts of “what’s the use”
  
5. **Acceptance**      Learning to live with the change. The past is no longer dwelt upon, the future holds hope

Ignoring the grieving process leads to blocking the process. One of the best ways to work through grief is to share your story with someone you can trust.

**Note: Everyone grieves in their own way. There is no right or wrong way.**

# Time Management 1

## Handout

- Is my workspace organised to do the tasks?
- Look at the desk and ask, "do I need all of the items on the desk to do the task at hand?"
- The more time spent in planning, the greater the level of achievement
- The better you plan, the better the goal will be defined
- One minute in planning is a saving of five minutes in implementation time
- Good planning is time management
- Rushing into doing something is a waste of time
- Consider the task; remember you can only do one task at a time, doing more than one is stressful
- Do you have all the materials at hand to complete the task?
- Have a plan of the steps to be carried out
- Handle the paper/document only once

# Time Management 2

## Handout

### T.R.A.F.

- T**            **Toss** - to the waste paper basket  
It's for "trash"  
It's not relevant  
It's junk mail  
If I don't use it, will there be any negative consequences?
- R**            **Refer** - Read the letter  
Refer to  
Delegate to  
Ask who is in a better position to respond than I am?
- A**            **Action** - papers I must action  
Put in a file  
It's part of the plan of what I must action
- F**            **File** - File the paper now  
Complete the task  
Never accumulate 'the filing for later'  
Are there negative consequences to not finding a document?
- T.R.A.F.**            Use the Time Management Technique of handling paper only once.

# Time Management 3

## Handout

### Tips to get organised

- Prepare a daily list for the next day
- Prioritise the list - plan how/organise
- Having a list enables you to sleep better and be more rested. There is no need to keep trying to remember
- Schedule the tasks and the time
- Reflect before you start out
- Thirty percent of time at work is lost looking for things that cannot be found
- Don't procrastinate the difficult - it needs to be done
- Break work into manageable sizes
- Set priorities:                      Goals                      Tasks                      Activities
- Use Parado Principles - 80/20, i.e. 20% of our customers are 80% of our activities

# Violence Against Women - Definitions of Violence Handout

## Violence against Women

Violence against women and children is a crime, which occurs regardless of class, income, culture or educational background.

Violence against women is the physical, sexual, verbal or emotional abuse of a person within a close or intimate adult relationship.

In addition to the threatened injury or injury caused, domestic violence also includes verbal and emotional abuse, social isolation, intimidation, manipulation and financial deprivation.

Violence against women and children is not only confined to marriage, but may occur in any type of close adult relationship including other partnerships, families or households.

*“Violence against women is the physical, sexual, verbal or emotional abuse of a person within a close or intimate adult relationship.”*

## Types of Violence

### Physical Abuse

Physical abuse is the control by violence or battering of another person or threat to use such means.

### Sexual Abuse

Sexual abuse is the domination and control by the abuse of the body of the victim. The most serious type of sexual abuse is rape. Sexual violence is generally accompanied by other forms of violence.

### Verbal Abuse

Verbal abuse is a means of putting a woman down or undermining her confidence by verbally attacking her either in public or private. Verbal abuse would also include threats of any form.

### Emotional Abuse

Emotional abuse is the domination and control of another human being by means of withdrawing love, approval, respect, understanding, caring and touching which are basic human emotional needs. A severe form of emotional abuse would be inflicting the “silent treatment” on a person, and refusing the person the right to say how they feel and the right to be listened to.

### Social Abuse

Social abuse is the domination and control of another person through humiliation in public, which systematically isolates the person and makes her dependent on her partner. He can prevent her from seeing/meeting her friends and family through control of her freedom outside of the house.

### Economic Abuse

The abuse of economic power is the withdrawal of the financial means to feed, clothe and educate the women and her children. The abuser may hold total control over spending money, paying bills as a means to dominate and/or abuse the woman.

## Service Providers

Service Providers are in an important position to both identify women who are in violent relationships and to offer support and services.

# Violence Against Women - Principles of Service Delivery Handout

The Regional Planning Committee of the Western Health Board suggests that organisations and agencies adopt the following principles of good practice in responding to the issues of violence against women:

1. Services will ensure equality of access
2. Services will be sensitive to the specific needs of all clients/women
3. Services will provide a high quality, integrated community based response to the issue of Violence against Women and Children
4. Services will ensure respect for personal rights and dignity, and enable freedom of informed choice
5. Services will be provided in a confidential manner with due regard for the safety and rights of others, particularly children
6. Services will ensure appropriate interdisciplinary and interagency linking to co-ordinate services effectively
7. Services will evaluate their practices regularly in order to ensure adequacy of services and to develop meaningful strategies in response to the issue of violence against women and children
8. Services will be sensitive to the needs of women in ethnic minority groups
9. Services will take due account of the links between domestic violence and child abuse and will respond appropriately to the needs of the parent and children in line with National Guidelines and the Child Protection Legislation

**Values**

1. Violence against women is a crime and the perpetrators need to be brought to justice in ways that will minimise trauma for the woman
2. Responsibility for violence rests with the abuser and is not the fault of the woman against whom it is perpetrated
3. Women's choice and expertise in relation to their own situation must be respected

**Empowering Attitudes**

1. Women who are subjected to abuse are not responsible for the abuse perpetrated against them
2. Cultural, economic and social values are major factors for women staying in abusive relationships
3. Woman can improve their lives with the appropriate supports
4. Awareness and acceptance of cultural and personal diversity will ensure sensitivity to individual needs

**Community Awareness**

1. To develop an awareness of the issue of violence in the community
2. To provide information on the issue of violence against women
3. To develop responsibility in the community of a collective response
4. To promote peer support and networks
5. To link violence against women to other forms of violence and abuse in society



# Violence Against Women - Services in your Area Handout

Galway	Mayo	Roscommon
Ballybane Neighbourhood Youth Project (091) 752074	Citizens Information Centre Ballina (096) 21221 Bellmullet (097) 81676 Castlebar (094) 9025544 Claremorris (094) 62202	Citizens Information Centre Boyle (071) 9662986 Roscommon (090) 6627922
Citizen Information Centre (091) 563344	Community Development Project Louisburgh (098) 66218 Parkside, Ballina (096) 72258	Community Welfare Officer (090) 6637500
Community Development Office (091) 528325	Castlebar Garda Station (094) 9038200	Counselling – Family Life Centre: Boyle (071) 9663000 Vita House, Roscommon (090) 6625898
Community Welfare Officers (091) 528325	Supt. Community Welfare Officer (094) 9022333	District Court Office Roscommon (094) 9022333
District Court Office, Galway (091) 562560	District Court Office Castlebar (094) 9021764 Ballina (096) 72940	Emergency Gardaí 112
Emergency Gardaí 112	Emergency Gardaí 112	Family Support Service (090) 6498504
Family Support Services, Ballinasloe (090) 9644806	Family Life Services, Castlebar (094) 9025900	Law Centre, Longford (043) 47590
Galway City Council (091) 536400 (091) 536400	I.S.P.C.C. (094) 9025254	Local Clergy
Galway County Council (091) 509000	Law Centre Castlebar (094) 9024334	Local Family Doctor
Galway Garda Station (091) 538000	Lifeline Freephone, Helpline 1800 638 888	Lifeline Freephone Helpline 1800 638 888
Galway Rape Crisis Call Save 1850 355 355	Local Clergy	Neighbourhood Youth Project: Boyle (071) 9662488 Castlerea (094) 9622952
Galway Rape Crisis Centre (091) 589495 (091) 589495	Local Family Doctor	Psychology Services, Roscommon (090) 6627091
Legal Aid Board, Law Centre, Galway (091) 561650/565401	Mayo County Council (094) 9024444	Rape Crisis Freephone 1800 234 900
Lifeline Freephone Helpline 1800 638 888	Mayo General Hospital Castlebar (094) 9021733 / 9042000	Roscommon County Council (090) 6637100

Local Clergy	Mayo Rape Crisis Centre (094) 9025657	Roscommon County Hospital (090) 6626200
Local Family Doctor	Mayo Rape Crisis Freephone 1800 234 900	Roscommon Garda Station (090) 6626301
Psychology Services, Galway (091) 523122	Mayo Women's Support Services (094) 9025409/9027519	Samaritans Roscommon Call Save 1850 609 090
Samaritans Call Save 1850 609 609	Neighbourhood Youth Project Ballina (096) 22012 Castlebar (094) 9026760 Westport (098) 29217	Senior Helpline 1850 440 444
Samaritans Galway (091) 561222	Psychology Services Mayo (094) 9022333	Social Work Departments: Boyle (071) 9662087 Castlerea (094) 9621155/9621177 Roscommon (090) 6637528/6637529
Senior Helpline 1850 440 444	Samaritans – Mayo Call Save 1850 609 090	Victim Support, Roscommon (090) 6628997
Social Work Department, Galway (091) 546370	Senior Helpline 1850 440 444	Women's Aid 12 Hour Helpline (10am - 10pm) Freephone 1800 341 900
Tuam Community Resource Centre (093) 25340	Social Work Department, Mayo (094) 9022333	
University College Hospital (091) 524222	Victim Support, Mayo: Ballina (096) 72556 Claremorris (094) 71433	
Victim Support, Galway (091) 583100	Women's Aid 12 Hour Helpline (10am - 10pm) Freephone 1800 341 900	
Waterside House, Womens Refuge (091) 565985		
Women's Aid, 12 Hour Helpline (10am - 10pm) Freephone 1800 341 900		

# Ways of Coping with Stress

## Handout

1. Analysing our stressful situations to see what exactly is going on.  
What are the facts?
2. Learning assertiveness skills
3. Learning relaxation techniques
4. Establishing what our needs are and taking care of these at least some of the time
5. Talking things over with someone you trust
6. Building up our own self-esteem
7. Making some lifestyle changes (e.g. becoming more physically active)
8. Developing a sense of humour by indulging the natural child in ourselves.  
Having a good laugh every day

# What Assertiveness Is

## Handout

Assertiveness is: open, honest, direct communication that respects our own rights and needs and the rights and needs of others.

All of the words in this definition have a particular meaning in assertiveness training. Their exact meaning will be discussed during the course.

---

### Assertiveness is:

- not about getting our own way no matter what
- not about winning
- not about putting the other person down
- not about blaming others
- not about changing other people

Assertiveness means taking responsibility for our own feelings, thoughts and actions in situations where we want to be assertive.

---

### The four most usual ways of behaving towards others:

#### Direct Aggression

Bossy  
Arrogant  
Bulldozing  
Intolerant  
Opinionated  
Over-bearing

#### Indirect Aggression/Manipulation

Sarcastic  
Deceiving  
Ambiguous  
Insinuating  
Manipulating  
Guilt Inducing

#### Passivity

Waiting  
Moaning  
Helpless  
Submissive  
Indecisive  
Apologetic

#### Assertiveness

Direct  
Honest  
Positive  
Accepting  
Responsible  
Spontaneous

# What is Anger?

## Handout

- Anger is a natural feeling we all experience
- Assertiveness anger is expressed in 'I' language. It is specifically stated and it is in proportion to the situation at hand
- Repressed anger can sometimes manifest itself as physical illness
- Depression could sometimes be anger turned in on oneself
- Guilt is sometimes anger turned against the self
- Anger is always a cover up for another feeling like grief or fear
- Anger is violence
- Many women are very angry and are ashamed of it
- 'Root' anger is recognisable because it is an 'over-reaction' to present experience
- 'Surface' anger is about a response that fits the situation at hand
- I am responsible for my own anger

# What is Stress?

## Handout

Stress is our internal response to the external environment. It is necessary for normal healthy everyday living. Very often stress is not so much the external environment, but our internal response to that environment - how we mentally react to it.

### Stress develops in three stages:

1. *Alarm stage*: A normal physical and mental response to stress-causing situations. Sometimes referred to as 'fight or flight'. It is characterised by anxiety, fear or anger.
2. *Resistance stage*: If stress is not resolved at 'alarm stage' you move into this stage. This stage is characterised by denial of feelings, emotional isolation and a narrowing of interests.
3. *Exhaustion stage*: This advanced stage is characterised by a loss of self-confidence, poor sleep habits and physical problems.

Generally someone can be said to be suffering from stress when outside pressures get beyond their ability to cope. These are usually things like, work pressure, bad health, family problems, money worries, etc.

People who suffer from stress are much more likely to have health problems, both physical and emotional.

Stress is nothing new. Life has always been a stress-making business. Modern living, however, gets more and more complicated.

There is some evidence to suggest that the people most likely to suffer from stress have similar personality traits. They tend to be negative, perfectionists, people with low tolerance levels, worriers, are inclined to be intense, and can be impatient.

When identifying stress in ourselves, we often see the 'big' stresses. We tend to forget the smaller more subtle stresses, and it is very often these that add up day after day, which affect our health.

Section 7

# Notes for Manual Users

How to use the Manual

Working with Mixed Ability Groups in a Workshop Environment

Evaluation

Resources and References

## How to use the Manual

This manual is designed to be used by experienced group facilitators who are able to use the activities listed in order to achieve the stated objectives.

Most sessions are designed to last about two hours (including a 30 minute break). A few of the sessions are three hours long. The ideal group size is 10-16 people.

There is sufficient material in the manual to run the following types of courses:

### Healthy Lifestyles

This section deals with analysing food diaries, heart health, dealing with stress, understanding sexuality, mental health promotion and making health behaviour changes.

### Communication & Lifeskills

This section includes sessions dealing with assertiveness; expressing feelings; bullying; valuing yourself; anger and health; dealing with difference; guilt and health; and experience of loss and grieving.

### Health and Wellbeing for Different Population Groups

Sessions in this section cover rights within families and dealing with difficult family situations, caring for an older person and accident prevention for older people, parenting and conflict with teenagers, gender and sexuality, housework, menopause, finding time for yourself as a parent, assertiveness for men, men as fathers, breastfeeding and caring for a new baby.

### Healthy Communities

This section includes sessions on dealing with alcohol abuse and limiting its damage, violence against women, living with fear - what you can do about it, drugs education - what works, and a health promoting home.

### Group Development

Sessions in this section will help you to get your group started, including developing a vision for a group, structuring a group, planning for the future of a group, and evaluation of progress to date.

### Links Between Sessions

There are some obvious links between sections in this manual. For example, the sessions on assertiveness may be used in conjunction with other sessions, e.g. issues which may arise in the sessions on menopause or how to ask someone not to smoke in your home. There is another clear link between the session on valuing myself and dealing with put-downs. Experienced group facilitators will easily recognise ways of linking the sessions for the purposes of their group.



# Working with Mixed Ability Groups in a Workshop Environment

The solution is deceptively simple...

if you want them to HEAR it, YOU talk;

if you want them to LEARN it, THEY talk!

This is so, because we remember...

10% of what we read;

20% of what we hear;

30% of what we see;

50% of what we hear and see;

80% of what we say; and

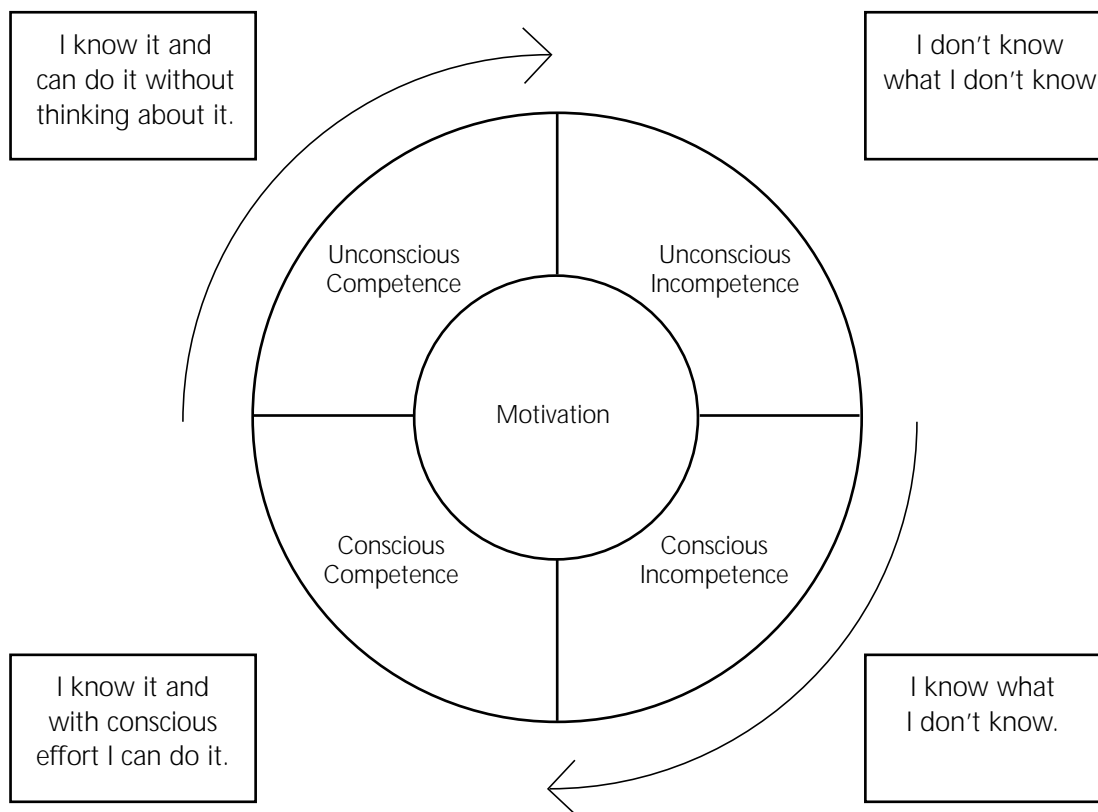
90% of what we say and do.

Knowing this piece of information is not enough. It is what you do with this information that is really important. Delivering a spirited workshop should strive towards a sense of partnership, with the participants and the facilitator becoming connected. Doing this during the cut and thrust of delivering a workshop is not so simple and as facilitators delivering workshops to adults on health related topics you will be only too well aware of this. Working with mixed ability groups makes it even more difficult still, so this offering is meant to be nothing more than a few helpful suggestions, which if applied, should lead to positive results in the area of recruitment and retention of participants.

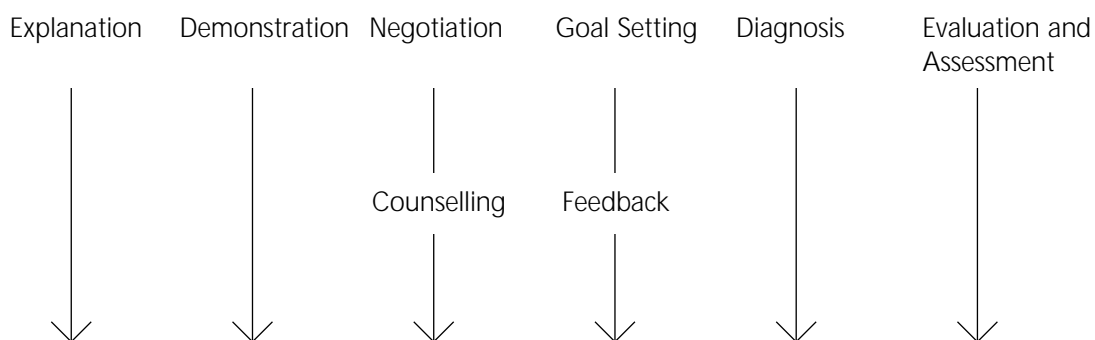
1. As givers and receivers of 'key' pieces of information, there may be a temptation to talk and to explain complex subject matter for longer than say 10 - 15 minutes. Resist this temptation if at all possible as it is likely to be too long. If you talk for 15 minutes and you get your participants to talk for 5 minutes and you talk again for another 15 minutes... you are doing the talking and the learning - not the participants. Try instead to have plenty of 'pair share' breaks. Involve participants in conversational exchanges. Have them speculate why you've made a note of this or that, or why you've underlined this or that word in a passage. Try to cultivate an air of experimentation; as though two scientists might conspire to build a new and unique method of learning. It is this sense of freedom in particular which moves the session away from some of the more grisly connotations of probable earlier poor school experiences. There is the possibility of a free exchange of ideas. Try also to break up the material and deliver it in meaningful and readable chunks; announce when your time is up and when it's their (participants) turn to talk and do.
2. Many of the adults you work with may be returning to learning after a fairly long interruption. Nothing is more likely to make them clam up or send them screaming from the building than an avalanche of rules and homework. Quite simply, that way of doing things reeks of school. Communicate by word and action that you are there to listen, to take the participant seriously, and communicate that you want to work collaboratively with them. This gets away from the traditional role of note taking usually associated with school.

3. The possible negative effects associated with spelling and writing or other learning difficulties is best avoided. Do 'pair shares' instead exploring the potential of conversation and discussion on the material being presented with a focus on the elements of the material you need to have them learn.
4. Discuss material over a cup of tea or coffee while standing up, moving around and by using a variety of different seating arrangements when seating is required. Be a guide on the side, not a sage on the stage. Leave no one out.
5. If there is a writing task to be done, rotate it and give home-play exercises (as opposed to homework) that require observation, reflection and review at the next presentation. For those confident with writing skills, encourage, but do not make it a condition of participation. Above all make the engagement a FUN social event.
6. Have people ask questions of you and the other participants. Include a coaching session, each one teach one, and use the participant as a trainer.
7. Try to deliver some of the material in the form of a story and get others where possible to share their stories too. The truth is that 'what is most personal is most universal'.
8. Brainstorming is good too, but always strive to have a balance between active and passive ways of learning.
9. As part of the 'pair share' idea have people do things as opposed to a thinking activity. Where there is a think and write down activity planned get the more confident writers to make the notes while having the more passive partner make the oral comments.
10. If reading skills are proving to be a problem, never ask someone to read aloud.
11. Stand-up and move-around exercises are great for getting connected, but too many can discourage participation if self-esteem is at issue.
12. Don't preach about things you aren't willing to do yourself or haven't yet practiced. Talking about something is not quite the same as doing something. And remember a picture is worth a thousand words.
13. The process is as important as the product and as the saying goes there is no gain without pain. Getting people connected to each other in positive ways is as crucial a part of the workshop as is getting people connected with the material. The success of the session depends on it. The event itself crucially provides the learning opportunity, the activities provide the interaction, and as facilitator you provide the essential ingredients of recognition and model.
14. Remember it is okay to say "I don't know" - followed by "let's find out" . Plan the journey by having a starting point, a mid point and a conclusion for each workshop and try to close on a high-energy fun activity.
15. The greatest gift you can give to anyone is the gift of bringing people to the point of understanding how the 'learning how to learn' model works. A diagram of the learning wheel and tutor skills, which enable the process to move on, is included below as part of this short paper. (Original source unknown).

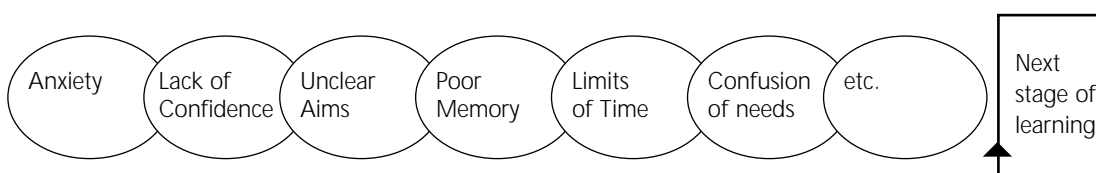
### Learning Wheel



### Tutor Skills



Which helps students to overcome the barriers to learning.



### *Which helps students to overcome the barriers to learning*

Crucially this diagram points out the barriers participants face on their journey to successful learning. One of those barriers you will note is the anxiety that arises from fear. All of us experience some element of frustration and anxiety as part of our every day lives, but most of us have the skills to manage this frustration and anxiety. The participant with a learning difficulty however will experience the same frustration and anxiety but will not have the skills necessary to manage it. This being so, the frustration leading through anxiety will lead to stress and it will have consequences for the participants' health and development.

At the very least the participant is likely to drop out. Because the average participant is just like you and me the following list of **signals** may be of some help in identifying someone who may have a literacy difficulty. This list is followed by a list of what are considered to be **appropriate responses** in the circumstances. These useful guidelines have been provided courtesy of the NATIONAL ADULT LITERACY AGENCY NALA located at Gardiner Street Dublin. They have also researched in the area of the links between HEALTH and LITERACY.

### **Signals**

Be sensitive to the signals. Here are a few of them. You can probably think of more.

- Reluctance to fill in forms or stopping after names and address
- Asking for assistance with form filling
- Asking for information which is displayed in written form
- Asking for two forms or to bring the form home
- Return form incomplete or incorrectly filled out
- Body language: uneasy, facial expressions, embarrassment
- Aggressive behaviour or complaints
- Sudden loss of interest
- Excuses: 'I forgot my glasses', 'these are the wrong glasses', 'I've hurt my hand'
- Asking a lot of questions
- Client walks out when presented with reading/writing tasks
- Client does not respond to letters etc. posted out
- Client comes to an interview/appointment with a friend
- May not have bank account, uses cash to pay bills etc.

## Appropriate Responses

### DO

- Be aware of signs that someone may have a literacy difficulty
- Offer help and where possible make time to give support
  - Offer to fill in the form yourself
  - “Let me know if you need any help”
  - “I’m sorry about all this paper work”
  - “If you have any problems with any of this let me know”
- Encourage clients to take forms home if they want to
- Know where literacy provision is available
  - Have information about the local literacy service or any suitable courses in your own organisation.
  - Reassure people that the service is confidential and tuition takes place in an informal and relaxed manner.
  - Do your best to make sure that the person finds the right help with the fewest possible number of phone calls. If appropriate, offer to make the call to the scheme and to accompany them on the first visit.
  - Keep information leaflets at hand
- Keep notices at eye level and keep them simple

### DON'T

- Don't assume that everyone can read and write with ease
- Don't use jargon
- Don't use the word the 'Literacy'. Use 'adult basic education' instead
- Don't suggest person needs to 'learn to read'
- Don't phone the literacy scheme without permission from the person
- Don't expect that person will follow up the suggestion of going to literacy scheme immediately. It may take courage and time

*Further information may be had from...*

Frank Monaghan, Adult Literacy Services, Prospect House Courtyard, Prospect Hill, Galway. (091) 567660

Sheila Donnellan, East Galway, Adult Literacy Scheme, Haverty Adult Education Centre, Abbey Street, Loughrea, Co Galway. (091) 847850

Teresa Gilligan, West Galway Adult Literacy Scheme, Kilrainey Shopping Centre, Moycullen, Co Galway. (091) 555877

Phyllis Carney, West Mayo Basic Education and Literacy Scheme, Cavendish House, Link Road, Castlebar, Co Mayo. (094) 9038038

Briege Fullam, Co. Roscommon VEC Adult Literacy Schemes, VEC Offices, Lanesboro Street, Roscommon. (090) 6627886

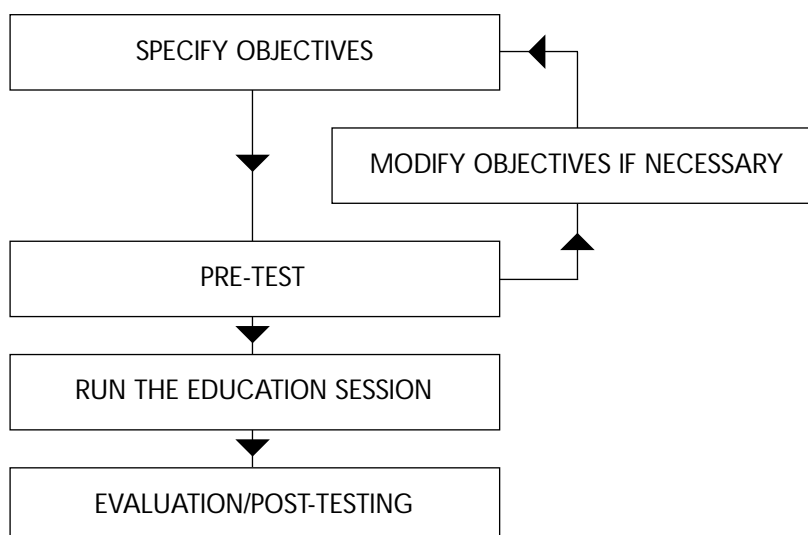
## Evaluation

Evaluation means formally appraising the quality of education efforts. Quality in this instance means appraising the worthwhileness of something, not simply testing knowledge about the topic.

In this manual, all the sessions have behavioural objectives - meaning what we want the participants to do or be able to do by the end of the session. Since the behavioural objectives for each session are worthwhile in themselves, it follows that each session can be evaluated on the basis of whether or not the objectives were met.

A more formal evaluation process would involve pre-testing the objectives with the group beforehand, making any changes required and then running the session. Post-testing involves checking that the objectives have been met at the end of the session and comparing the answers with the pre-test.

The model we use is:



Objectives are based on:

- the needs of participants
- the scope of the topic - knowledge, attitudes and skills
- the needs of the Health Board/facilitator

In this manual we believe the objectives are worthwhile and this belief is based on eighteen years running the sessions with community groups. Generally, we don't undertake formal evaluation but it can be done if required by deciding what sessions we want to run, adding together all the objectives in the form of a questionnaire then pre-testing and post-testing. An example is given in Sample Evaluation Questionnaire 1. For a simpler evaluation procedure, a manual user can distribute Sample Evaluation Questionnaires 2 or 3 at the end of a course. If a facilitator is more interested in appraising how the group is doing as a group, then Sample Evaluation Questionnaire 4 can be used.

---

### Sample Evaluation - Questionnaire 1

This questionnaire is designed to evaluate the two sessions on Depression given in the manual. The same questionnaire is used before the sessions as afterwards.

Pre-test/Post-test

Q1. Identify some of the circumstances that can trigger depression in yourself.

Q2. Identify how you would recognise feelings of depression.

Q3. Describe one episode of depression you have experienced.

Feelings:

Thoughts:

Behaviours:

Q4. Identify what you found most helpful about the sessions. (Only for Post-test)

Helpful:

Not helpful:

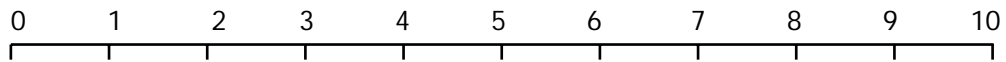
Q5. What would you do now if you felt depressed?

Thank you for completing this questionnaire.

---

### Sample Evaluation Questionnaire 2 - For a Lifestyle Course

1. How useful did you find the course (please tick the appropriate number)?



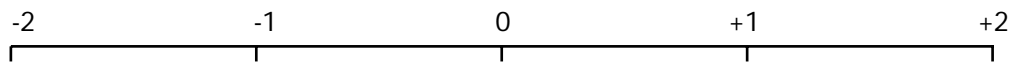
useless

very useful

2. What did you find most useful?

3. What did you find least useful?

4. How was the course paced?



too slow

a bit slow

just right

a bit fast

too fast

5. How do you think the course will help you to become/stay a healthy person?

6. Any comments about the facilitator's style?

Positive:

Negative:

Thank you for completing this questionnaire.



---

### Sample Evaluation Questionnaire 3 - For an Assertiveness Course

Please complete the following statements

1. Since doing this course I have identified my need to be assertive in the following situations (be specific about people and situations):

2. Since doing this course I have successfully been assertive in the following situations:

3. I intend to be more assertive in the following situations:

Easiest

1.

2.

3.

Hardest

1.

2.

3.

4. If you were attending another similar-type course, what would you like to see included or left out?

5. Please make any other comments or criticisms on the course in general or the facilitator.

Thank you for completing this questionnaire.



## Resources and References

### Free Resources

Health information leaflets and posters are available from your local Health Promotion Office. Topics include Healthy Eating, Exercise, Pregnancy and Child Care, Smoking Cessation, Drugs, Alcohol, Women's Health, Men's Health, Heart Health, etc.

### Free Reports

Reports are available for download from the Department of Health and Children website: [www.doh.ie](http://www.doh.ie)

These reports include

- Building Healthier Hearts

- The National Health Promotion Strategy 2000-2005

- Health Strategy: Quality and Fairness - A Health System For You.

- Traveller Health - A National Strategy 2002-2005

Reports are also available for download from the Western Health Board website: [www.whb.ie](http://www.whb.ie)

These reports include

- Health Promotion Strategy "Promoting Health in the West 2003-2008"

- Men's Health Strategy "Us Men Our Health"

- Older People's Strategy "Health and Wellbeing for Older People"

### Useful Websites

[www.vhihealththe.com](http://www.vhihealththe.com)

[www.amazon.co.uk](http://www.amazon.co.uk)

[www.who.int](http://www.who.int)

[www.irishcancer.ie](http://www.irishcancer.ie)

[www.irishheart.ie](http://www.irishheart.ie)

[www.patient.co.uk](http://www.patient.co.uk)

The British Library online <http://blpc.bl.uk/>

[www.mentshealthnetwork.org](http://www.mentshealthnetwork.org)

[www.whb.ie](http://www.whb.ie)

[www.doh.ie](http://www.doh.ie)

### Useful References and Resources

Apple, Michael and Gaunt, Rowena, *Having It All: A Man's Guide to Being Stronger, Fitter and Healthier* (2002), Metro Publishing Ltd; ISBN: 1843580039

Babior, Shirley and Goldman, Carol, *Working with Groups to Overcome Panic, Anxiety & Phobias: Structured Exercises in Healing* (2003), Whole Person Associates; ISBN: 1570251177

Babor, T.etal, *Alcohol No Ordinary Commodity: Research and Public Policy* (2003), Oxford University Press

Beaudoin, Marie-Nathalie and Walden, Sue., *Working With Groups to Enhance Relationships* (1998), Whole Person Associates; ISBN: 157025169X

Brookfield, Stephen., *Understanding and Facilitating Adult Learning: A Comprehensive Analysis of Principles and Effective Practices* (1991), Jossey Bass Wiley; ISBN: 1555423558

Byam Cook, Clare, *What to Expect When You're Breastfeeding and What If You Can't?: How to Feed and Settle Your Baby and Have a Life of Your Own* (2001), Vermilion; ISBN: 0091856744

*Family Communication and Self-Esteem - Long term prevention of Drug and Alcohol Misuse* (1994), Cork Social and Health Education Project; ISBN: 0863870465

Dickson, Anne, *A Woman in Your Own Right* (1983), Quartet Books Ltd.; ISBN: 0704334208

Dunne, Miriam, *Blessed Art Thou a Monk Swimming* (1998), Review; ISBN: 0747258473

Dynes, Robin, *Creative Games in Groupwork* (1990), Speechmark Publishing Limited.

*From Pram to Primary School - Parenting Small Children from birth to age six or seven* (2000), Family Caring Trust, Newry, Co. Down; ISBN: 1872253105

Furman, C. Sue, *Turning Point: The Myths and Realities of Menopause* (1997), Oxford University Press; ISBN: 0195113845

Glasser, William and Glasser, Naomi, *Control Theory in the Practice of Reality Therapy: Case Studies* (1989), Harper & Row; ISBN: 0060964006

Goodall, Alice, Drage, Tim and Bell, Gillian, *The Bereavement and Loss Training Manual* (1994), Speechmark Publishing Limited; ISBN: 0863881246

Gordon, Yehudi., *Birth and Beyond: The Definitive Guide to Your Pregnancy, Your Birth, Your Family: from Minus 9 to Plus 9 Months* (2002), Vermilion; ISBN: 0091856949

Harris, Thomas, *I'm OK-You're OK* (1996), Avon; Reissue edition; ISBN: 038000772X

Hartley, Peter, *Group Communication* (1997), Taylor & Francis Books Ltd; ISBN: 0415111595

Hetherington, Cheryl, *Working With Groups from Dysfunctional Families: Structured Exercises in Healing: 1* (1992), Whole Person Associates; ISBN 0938586718

Hickson, Andy, *The Groupwork Manual* (2001), Speechmark Publishing Limited; ISBN: 0863884083

Hutchinson, Marcia Germaine, *Transforming Body Image: Learning to Love the Body You Have* (1985), Crossing Press; ISBN: 0895941724

Holland, S. and Ward, C., *Assertiveness: A Practical Approach* (1990), Speechmark Publishing Limited; ISBN: 0863883796

Johnson, David and Johnson, Frank, *Joining Together: Group Therapy and Group Skills* (2000), Allyn & Bacon; ISBN: 0205308597

- Karsk, Roger and Thomas, Bill, *Working With Men's Groups* (1995), Whole Person Associates; ISBN 0938586971
- Magorian, Michelle, *Goodnight Mr. Tom* (1983), Puffin Books; ISBN: 0140315411
- McGraw, Phillip, *Relationship Rescue* (2002), Vermilion; ISBN: 0091884179
- Mid-Western Health Board, *Live Life! How Older People Can Avoid Accidents* (2001), Mid-Western Health Board and Office for Health Gain
- Nash, Joyce D., *Binge No More: Your Guide to Overcoming Disordered Eating* (2000), New Harbinger Publications; ISBN:1572241748
- Nelson, Miriam E., *Strong Women, Strong Bones: Everything You Need to Know About Preventing and Treating Osteoporosis* (2000), Piatkus Books; ISBN: 0749921382
- Northrup, Christine, *Women's Bodies, Women's Wisdom: the Complete Guide to Women's Health and Wellbeing* (1998), Piatkus Books; ISBN: 0749919256
- O'Connor, Frank, "My Oedipus Complex" and Other Stories (2001), Penguin Books; ISBN: 0141184477
- Olds, Sharon, *The Unswept Room* (2003), Jonathan Cape; ISBN: 0224069780
- Pinn-Atkinson, Susan and Woolloff, Jenny, *Creative Themes for Groupwork & Personal Development* (2003), Speechmark Publishing Limited, ISBN: 086388315X
- Queen, Sandy, *Wellness Activities for Youth: 1* (1994), Whole Person Associates; ISBN 157025026X
- Queen, Sandy, *Wellness Activities for Youth: 2* (1994), Whole Person Associates; ISBN 093858698X
- Quinn Patton, Michael, *Utilization-Focused Evaluation: The New Century Text* (1997), Sage Publications (USA); ISBN: 0803952643
- Quinn, Michael and Quinn, Terri, *What Can the Parent of a Teenager Do?* (2000); ISBN: 1872253164
- Rowe, Dorothy, *Breaking the Bonds*, (1991), Marshall Pickering; ISBN: 0006375650
- Sampson, Val and Fenlon, Debbie, *The Breast Cancer Book: A Personal Guide to Help You Through It and Beyond (Positive Health)* (2000), Vermilion; ISBN: 0091856132
- Stewart Christian, Sandy, *Working With Groups on Family Issues: Structured Exercises for Exploring Divorce, Balancing Work and Family, Family Problems, Solo Parenting, Boundaries, Intimacy, Stepfamilies* (1996), Whole Person Associates; ISBN 157025124X
- Stewart Christian, Sandy, *Working With Groups to Explore Food & Body Connections: Eating Issues, Body Image, Size Acceptance, Self-Care (Structured Exercises in Healing)* (1996), Whole Person Associates; ISBN: 1570251053
- Tobin, L. *Parenting on the go - Effective Strategies for the Busy, Devoted Parent* (2000), Whole Person Associates; ISBN: 1570252068
- Yolton Eberhardt, Louise, *Working With Women's Groups: 1* (1994), Whole Person Associates; ISBN 0938586955
- Yolton Eberhardt, Louise, *Working With Women's Groups: 2* (1994), Whole Person Associates; ISBN 0938586963

# Acknowledgements

This manual is the product of a team effort by all the members of the Western Health Board's Health Promotion Services. We would like to thank all the groups who participated in our health education sessions and courses over the past 20 years. The manual is based on their experiences. We would also like to thank Mary Garvin, the Board's health education facilitators, Lisa Corbett, and all the authors and editorial assistants of the manual.

Correspondence address and copies available from:

Health Promotion Services,  
Western Health Board,  
West City Centre,  
Seamus Quirke Road,  
Galway.  
Tel: (091) 548 321/2  
Fax: (091) 501 413  
Email [HealthPromotiondept@whb.ie](mailto:HealthPromotiondept@whb.ie)

Compiled and edited by:

Jacky Jones

Editorial Team:

Caroline Murphy  
Fiona Falvey  
Josephine Waters  
Lisa McGeehan  
Maura Byrne

©2004 WHB 3rd Edition

ISBN 1898098077

All rights reserved

Published and distributed by the Western Health Board

THIRD EDITION

Completely revised and expanded

# Wellbeing through groupwork

This manual is designed to be used by group facilitators interested in promoting health and wellbeing. It contains instructions on how to run 1-2 hour sessions with 10-18 people on Stress, Healthy Communities, Alcohol, Bullying, Men's Health, Menopause, Violence, Being a Carer, etc.



Western Health Board

Bord Sláinte an Iarthair

Publishing for Health

Price €10

ISBN 1898098077

Published 2004

[www.whb.ie](http://www.whb.ie)

DESIGN: BENNIS DESIGN

ISBN 1-898098-07-7



9 781898 098072