



LESSON 15

OBJECTIVES:

Expanding the range of interaction with others, developing the ability to prevent and resolve conflicts, practicing the skill of polite and assertive communication, improving social confidence.

LIST OF TASKS:

- **Group exercise — "Knife and Butter";** *purpose:* to develop the ability to overcome fear of an uncomfortable situation
- **Group discussion — "Relieving Stress";** *purpose:* to warm up the group, improve polite communication and attention
- **Group exercise — "I-Statements";** *purpose:* to improve communicative competence, practice the process of self-actualization
- **Group exercise — "Diplomacy";** *purpose:* to develop the ability to end the conversation politely and with diplomacy
- **Group exercise — "Air-balloon";** *purpose:* to develop the skills of making group decisions; *required equipment:* Attachment 12 - for each participant

- • Paper-easel and markers for facilitation

Note 1: The descriptions of the tasks are general guidelines, keeping in mind that personal input and creativity are encouraged throughout the program.

Note 2: The context of each paragraph is instructor speaking and engaging participants.

Note 3: "..." indicates participants have performed the task.





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GROUP EXERCISE — "KNIFE AND BUTTER"

Instructor: Hello, dear participants!
(Participants sit on chairs in a circle).

Instructor: It's great to see everyone! If you remember, our lesson last week dealt with learning to respond positively. These skills will be very useful today as we venture into situations of conflict. Please stand in two rows side by side, facing each other three feet apart with at least two feet between you sideways. With one row raising their right arm and the other their left, rhythmically and simultaneously move your arms up and down at the same time without stopping, simulating a knife or sword. The task is not to strike each other but to simply raise and lower your arms. Now, in turn each person must pass through this so-called "gauntlet" without getting stabbed. Before venturing through the "gauntlet", observe the process and formulate a strategy.
(Participants perform the task).

Instructor: Thanks to all participants. Let's get back to our seats. Tell me, what was easier in avoiding a gash — first having thought of a strategy or rushing to run through without any thought process?
(Instructor generates a discussion about awareness of the need to plan in difficult situations).





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GROUP DISCUSSION — "RELIEVING STRESS"

Instructor: Very good! Let's get back to our seats. I would like to share a parable with you. One day the Teacher asked one of his disciples: "Why do people shout, when they quarrel?". "Because they lose their composure", the disciple said. "But why do they shout if the other person is so close? Is it impossible to speak quietly? Why do you shout if you are angry?", asked the Teacher. The disciple offered different responses, but none of them suited the Teacher. And then the Teacher said: "When people are unhappy with each other and quarrel, their hearts move away, and in order to cover this distance and hear each other, they have to scream. And the more angry they get, the louder they shout. And what happens when people fall in love? They do not shout, on the contrary, they speak quietly, because their hearts are very close and the distance between them is very small. They may not even speak, but only whisper. Then even a whisper becomes unnecessary to them. They just look at each other and understand without words". So, how can we avoid conflicts, screaming and distancing. There are many ways, and we will highlight a few of them. First, is recognizing that under certain circumstances you may have certain emotions, therefore you can set a goal to avoid the development of or contain an unwanted emotion. Second, is to not make any decisions in an acute stressful situation (except natural disasters, when it comes to saving lives). Third, is a very ancient way, this is counting to ten backwards. Fourth, slowly breathe in through your nose and hold your breath for a while. Gradually exhale through your mouth, focusing on your breathing. Fifth, is to rub or massage your forehead, temples and chest with cold water. If possible, have a glass of water. Sixth, is to remove yourself from the situation, that is causing stress and negativity. Seventh, ease the current demands on yourself. Things that need to be done may require flexibility. Eighth, surround yourself with people and friends who are calming and do not produce worry and anxiety. Ninth, is to forgive and forget. Do not complain, do not grumble, do not feel dissatisfaction with others. Accept the fact that the people around you and today's world are far from perfect. (Instructor makes notes on paper-easel).





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GROUP EXERCISE — "I-STATEMENTS"

Instructor: Very good! Now, let's discuss a strategy that could help you in conflict situations, namely the technique of "I-statements". Most of the sentences we use can be divided into two groups: "You-statements" and "I-statements". A "You-statement" is a way of giving someone information about themselves, their behavior, their personal qualities, and which gives the impression of rightness or wrongness of the other person. During conflict people usually prefer the use of "You-statements". On the other hand, "I-statements" are a way of telling someone about your own needs, feelings or assessments without insulting or condemning the person to whom the statement is addressed. When using "I-statements" during a conversation, you are discussing the actions of a person and expressing your feelings about that act rather than criticizing their personality. Obviously, in this case you have a much better chance of being heard and a higher probability of a constructive solution. Let's write down the algorithm of "I-statements" and start practicing it. (Instructor writes on paper-easel)

Instructor: The sequence of "I-statements" is as follows: Objectively and without emotion describe the events or the situation that are causing tension (When I see that... When this happens...). Describe your emotions about this situation (I feel... I'm upset... I don't know how to react...). Explain the reasons of your emotion and express what you wish to happen (Because I don't like... I would like...). Present as many alternatives as possible (Maybe you should do this..., Next time do...). Give additional information about the problem (explanation). Now, let's practice. Imagine that your neighbor on the right likes to listen to loud music in headphones, and the music is so loud that you hear it just like them. You do not like it. In turn contact your neighbor on the right, using the technique of "I-statements" (Participants perform the task).

Instructor: The next story will be related to your neighbor on the left. Imagine that they borrowed a book from you and have not returned it for several months, each time coming up with a new reason, all the while making you feel as if you are a nuisance. Tell your neighbor on the left your position, using the "I-statements" technique. (Participants perform the task).





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GROUP EXERCISE — "DIPLOMACY"

Instructor: Great! Now, something a bit different, we will practice the art of diplomacy. Does anyone know what the term diplomacy means?

(Participants answer)

Instructor: You were very close. Diplomacy is the use of intelligence and tact in official relations between governments of independent countries. Let's practice our intelligence and tact. Imagine that you are having an interesting conversation with another person but you need to stop the conversation so you won't be late for your next meeting. The other person wants to continue this interesting conversation. What can you do? Let's try to play out this situation in roles. To do this, you need to divide yourselves into threesomes.

(Instructor helps participants to form threesomes).

Instructor: One of you will be a supervisor who acts as an impartial observer. The other two will start a conversation. After a minute of conversing I will ring a bell which signals one of you to delicately try to stop the conversation while the other person will be persistent and try to continue the conversation no matter what. As an observer, the supervisor will evaluate the use of diplomacy. I will signal when you have to stop, then switch roles and continue. Let's start.

(Participants perform the task. Everyone should play the role of supervisor. Afterwards group discusses their experience).





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GROUP EXERCISE — "AIR-BALLOON"

No	Name	Quantity
1	Rope	165 feet
2	First Aid Kit with medical supplies	11 pounds
3	Compass	4 pounds
4	Canned meat and fish	54 pounds
5	Sextant for locating the stars	11 pounds
6	Rifle with an optical sight and a stock of bullets	55 pounds
7	Candles	44 pounds
8	Sleeping bags	(one for each crew member)
9	Flare-launcher	17 pounds
10	Tent	44 pounds
11	Cylinder with oxygen	110 pounds
12	Set of geographical maps	15 pounds
13	Canister with drinking water	5 gallons
14	Transistor radio	7 pounds
15	Inflatable rubber raft	55 pounds

Attachment 12

Instructor: Wonderful, that discussion was informative. Our last exercise is called "Air-balloon", listen carefully to the assignment. Imagine that you are a crew of scientists returning from a research expedition in an air-balloon, where you successfully took aerial photography of uninhabited islands. With just over 250 miles left all over the sea, you are eager to meet with your family and friends, however there was an unforeseen event — the shell of the balloon has been damaged and is rapidly leaking gas. As the balloon begins to drop, you immediately throw all the ballast bags (sand) overboard. For a while, the decline has slowed, but is not stopping.

(Instructor hands out Attachment 12 for each participant).

Instructor: Now, each of you has a list of items that are left in the gondola. The whole crew gathers to discuss the situation and to decide what items and in what sequence must be thrown overboard. But first, each of you should think what would be your list if it was just your decision. To do this, take the list and put a number beside each item, indicating the sequence they should be thrown overboard, for example: You may put #1 beside a set of geographical maps, you may put #2 beside cylinder with oxygen, etc.. This is just an example, noting each participant will probably have list that is numbered differently. When determining the order of the objects and things that you need to get rid of, keep in mind that they must be thrown out in their entirety. After you have completed your individual list, you will have a crew discussion that should develop a group solution, guided by the following rules: any member of the crew can express their opinion; the number of statements one person may make is not limited; the decision is final only when it's unanimous; if there is at least one objection to the adoption of this decision, it is not accepted. Remember, you are in danger, time is of the essence and decisions must be made quickly. The main objective is to stay alive.





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(Participants perform the task. During the work instructor does not interfere in the discussion process and does not answer the questions of participants, but only monitors the implementation of the rules, especially after voting. If the group has managed to come to an unanimous decision on all 15 items, ask them to think about the reasons for the successful management of such a critical situation. If they were unable to conclude the exercise within the allotted time, instructor announces that the crew has crashed and asks them to assess the reasons that led to this disaster).

Instructor: Thank you, our lesson is over. You did a great job! Your homework for the week will be to analyze today's work experience and to think about what influenced success and failure in the crew discussion. Now, let's say "Good-bye" to each other and smile. Have a great week!