

GENERAL DESCRIPTION FOR THE MODULE

Module
How to speak your mind to be understood
Number of participants
Up to 12
Main goal
Developing competencies with regards to an effective expression of thoughts and communication with others.

WORKSHOP SCENARIO 1

Subject	
How to speak your mind to be understood - speaking about facts	
General description	
Participants notice a relationship between precise, clear speaking and an effective communication.	
Materials needed for the workshop	Duration time
- flipchart sheets - felt-tip pens - printouts of exercise materials - A4 sheets - pens	90 min

EXERCISE 1 – S1

Type of activity	
Working in small groups	
Division of participants	
Groups of three people (the participants match up depending on their height, so that people of similar height work in pairs).	
Materials needed for the workshop	Duration time
- flipchart sheets - felt-tip pens	20 min

Detailed results
The participant understands that the basic condition for communication is a clear and precise expression of his thoughts.
Instruction for participants
Sit in groups of three people. Each of you should present what you believe are the requirements for a good communication. Write everything, what each of you said, on one flipchart sheet divided into three parts.
<p>Discussion: Please present the results of your work. Feel free to share your observations on the similarities and differences in the responses of particular people in your groups to the same question. How does an effective communication correlate with expressing your thoughts? How to express your thoughts to communicate as effectively as possible?</p>
Excercise description
The participants discuss in small groups the requirements for a good communication. The same topic is presented by 3 people, which leads to three different, although synonymous, answers. They present the results of their work in front of the group. Participants observe, how the clarity and precision influence the effectiveness of communication. They notice, that they are a basic condition for a good communication.

EXERCISE 2 – S1

Type of activity	
Individual work	
Division of participants	
None	
Materials needed for the workshop	Duration time
- A4 sheets - pens	30 min
Detailed results	
The participant understands that the basic requirement for a good communication is a clear and precise expression of his thoughts. He notices his tendency to express himself precisely and clearly or not. He knows the basic areas for creating clarity.	
Instruction for participants	
<p>Make a self-evaluation of your own clear expression of thoughts in terms of:</p> <ul style="list-style-type: none"> • Talking about the facts • Talking about what you feel / about your emotions • Talking about aspects of your own personality 	

- Talking about needs
- Talking about intentions
- Talking about opinions

Rate yourself in each aspect on a scale from 1 to 5, where
1- minimum level, intuitive understanding
5- expert level, high competence in the subject

Sit in groups of three people to share your observations from the exercise. Specify (each person) an area for development of clear communication skills (one or more).

Excercise description

The participants assess individually the clarity of their communication in selected important areas of their lives. They make this assessment in terms of the aspects provided by the trainer.

EXERCISE 3 – S1

Type of activity	
Working in small groups	
Division of participants	
Working in pairs, discussion within the whole group (the participants match up according to the colors of their clothes - in a pair there are very similar colors possible).	
Materials needed for the workshop	Duration time
- printouts of exercise materials (one per pair)	30 min
Detailed results	
The participant distinguishes speaking about facts from other types of communication, uses the fact-speaking and understands its value for an effective and clear expression of his thoughts.	
Instruction for participants	
By analyzing in pairs, choose from the following sentences the whole sentences or parts of sentences, which tell about facts:	
<ul style="list-style-type: none"> • It was raining, when they arrived at his wife's family home. • Mother opened with a smile a jar of orange jam. • He was laughing out loud while she was making funny faces. • Walking barefoot in the snow is unhealthy. • Each person who uses disposable dishes is anti-ecological. • The stupidest solution to this problem was presented by Hans. • Church bells ring in each city on Sunday. • Young children are not able to judge situations correctly. • Cycling is dangerous for older people. 	

- Yesterday, 15 km away from his house, he got a flat tire and was half an hour late.
- The road back to the holiday resort was really terrible during this blizzard.
- I don't like it, when she is late, I always feel so rejected then.
- Since I don't eat cheese, I feel better and my sinuses are clean.
- Pedestrian crossings are safe.
- Trees produce oxygen as a product of photosynthesis.
- About 70% of insects in Europe have been disappeared in recent years.
- When the bees become extinct, there is a danger of extinction on the earth.
- There is no milk in the cupboard in the kitchen.
- You should have better results in driving your projects.

Present the results of your work. Let's analyze together, which of those statements are presenting speaking about facts. How do they sound to you?

What results do we achieve in the relationship with our conversation partner, when we use speaking about facts? (we are perceived as concrete people, knowing what we are talking about, we express our thoughts clearly).

To what does speaking about facts invite the other party to do? (to consider facts, generate solutions, make proposals).

Excercise description

The trainer invites the participants to work in pairs. Their task is to select from a set of delivered sentences, those which tell about facts.

Then, sitting in a circle, the participants present the results of their analysis and organize their knowledge about the values of using facts in communication and expressing thoughts.

The trainer analyzes each statement together with the group, rejecting wrong statements. He collects on the board the statements that include speaking about facts:

- It was raining, when they arrived at his wife's family home.
- Mother opened with a smile a jar of orange jam.
- He was laughing out loud while she was making funny faces.
- Yesterday, 15 km away from his house, he got a flat tire and was half an hour late.
- I don't like it, when she is late,
- Trees produce oxygen as a product of photosynthesis.
- About 70% of insects in Europe have been disappeared in recent years.
- There is no milk in the cupboard in the kitchen.

WORKSHOP SCENARIO - S2

Subject	
How to speak your mind to be understood - speaking about emotions	
General description	
Participants develop the ability to recognize emotions in statements and use an assertive communication about emotions.	
Materials needed for the workshop	Duration time
- flipchart sheets - felt-tip pens - printouts of exercise materials - A4 sheets - pens	90 min

EXERCISE 1 – S2

Type of activity	
Working in small groups	
Division of participants	
Groups of three people (The participants choose their partners according to the principle: I work with those, with whom I have worked less until now)	
Materials needed for the workshop	Duration time
- printouts of exercise materials	30 min
Detailed results	
The participant recognizes the emotional components in communication.	
Instruction for participants	
<p>Read the story in your group. Analyze it in terms of the language of emotions included in it. Notice which of the phrases and descriptions include emotions. What types of communication (define them tentatively) about emotions are included in the stories. What emotions are not called directly here?</p> <p>Story 1 You piss me off! - she blurted out loud. She tilted her body towards him and looked at him threateningly. I'm sick of you! - she shouted, looking meaningfully at the door. I hate your constantly talking about nothing. If you want, go away. Take all your staff and get out. He looked at the floor, then at her and then at the door.</p>	

I am sad to hear that from you. When you scream like that, I'm a little bit scared of what else I'm about to hear in a moment.

I also feel angry, when you yell just because I talk too much. I like to talk, I also just want to tell you about my day. Maybe if it makes you so angry, you will go out. I'm not going to tolerate your screams. Nobody in the neighborhood yells like you do at 7 am.

Story 2

He was glad to see her. Tears glistened in his eyes. He took the bag from her and gave her his hand to make it easier for her to jump off the train. She looked at him happily. They hugged.

I'm glad to see you. I missed you. I was already afraid that you would not come but we were waiting for it so much. And during our last farewell we had a lot of sadness, tears, dilemmas, if we will be able to meet again now. Let's have a cup of tea, there's such a nice cafe here, I like to sit there. You will probably like it. They serve a delicious Ceylon tea there.

You know... I don't want to go anywhere now. I am tired of this trip and I need to get some sleep. I don't want neither a tea nor a cafe. Let's go home quickly.

I would like to invite the groups now to share your observations. What emotional twists did you notice? What emotions in the stories have not been expressed? How do the messages affect the conversation partners? To what extent do emotions support / hinder a clear expression?

Emotions make it difficult to express your thoughts clearly. Emotions are higher in the neurological system and they have the priority in influencing us. In addition, if they are unskillfully expressed or not expressed, they can cause significant difficulties in expressing thoughts clearly.

Constructive and destructive examples of communicating emotions will be developed and presented in the next exercise.

Excercise description

The participants in small groups read about one of two stories of two people. The task is to indicate emotional expressions/sentences and to indicate emotions presented (and hidden - not named) in the stories. In the group work, we will be using a model of the wheel of emotions containing 5 main emotions: anger, happiness, sadness, fear, disgust (and related emotions). Below, the selected sentences containing emotions (Emotions not expressed directly in brackets):

You piss me off! - she blurted out loud. She tilted her body towards him and looked at him threateningly. (anger)

I'm sick of you! - she shouted, looking meaningfully at the door. **I hate your constantly talking about nothing. If you want, go away. Take all your staff and get out.** (anger)

He looked at the floor, then at her and then at the door. (fear, sadness)

I am sad to hear that from you. When you scream like that, I'm a little bit scared of what else I'm about to hear in a moment.

I also feel angry, when you yell just because I talk too much. I like to talk, I also just want to tell you about my day. Maybe if it makes you so angry, you will go out. I'm not going to tolerate your screams. Nobody in the neighborhood yells like you do at 7 am. (anger)

He was glad to see her. Tears glistened in his eyes. He took the bag from her and gave her his hand to make it easier for her to jump off the train. She looked at him happily. They hugged.

I'm glad to see you. I missed you. I was already afraid that you would not come but we were waiting for it so much. And during our last farewell we had a lot of sadness, tears, dilemmas, if we will be able to meet again now. Let's have a cup of tea, there's such a nice cafe here, I like to sit there. You will probably like it. (happiness, love) They serve a delicious Ceylon tea there. (hope)
You know... I don't want to go anywhere now. I am tired of this trip and I need to get some sleep. I don't want neither a tea nor a cafe. Let's go home quickly. (anger, impatience)

EXERCISE 2 – S2

Type of activity	
Working in small groups	
Division of participants	
The same groups of three people	
Materials needed for the workshop	Duration time
- A4 sheets - pens	30 min
Detailed results	
<p>The participant recognizes emotional messages with a destructive structure. The participant knows an assertive communication that allows him to communicate emotions in a constructive way.</p>	
Instruction for participants	
<p>Get back to the destructive emotional messages collected in the previous exercise. What characterizes them? (evaluation statements, level of aggression). Indicate in the stories the specific statements with those messages.</p> <p>You piss me off! I'm sick of you! I hate your constantly talking about nothing. If you want, go away. Take all your staff and get out. Maybe if it makes you so angry, you will go out. I'm not going to tolerate your screams. Nobody in the neighborhood yells like you do at 7 am.</p> <p>What emotional messages in these stories are more constructive and why (the first person singular, the I-message, talking about yourself to someone about emotions)?</p> <p>I am sad to hear that from you. When you scream like that, I'm a little bit scared of what else I'm about to hear in a moment. I also feel angry, when you yell just because I talk too much. I like to talk, I also just want to tell you about my day.</p>	

**He was glad to see her. Tears glistened in his eyes. I'm glad to see you. I missed you. I was already afraid that you would not come, but we were waiting for it so much.
You know... I don't want to go anywhere now. I am tired of this trip and I need to get some sleep. I don't want neither a tea nor a cafe. Let's go home quickly.**

What characterizes these constructive messages expressing emotions at the language level?

Exercise description

The participants work in small groups of three people and pick out of the stories examples of destructive and constructive ways of talking about emotions. They define together what makes the communication about emotions hurtful and destructive or supporting and constructive:

- first-person singular communication,
- talking about emotions
- talking to someone with regards to his behavior (and not person)

EXERCISE 3 – S2

Type of activity	
Group work	
Division of participants	
None	
Materials needed for the workshop	Duration time
- printouts of exercise materials	30 min
Detailed results	
The participant improves the ability to use an edifying and constructive communication containing emotions.	
Instruction for participants	
Convert the examples you received (left column of the table) from destructive to constructive. Read first the example and then give your proposal, the others can give theirs, I will tell you my solution at the end (right column of the table).	

No	destructive	constructive
1	You piss me off with your constant talking	I feel angry, when you talk that much
2	Get your stuff	I get annoyed, when I see your scattered things
3	You're making chaos in the room here	I get angry, when you bring chaos to the room
4	You make me feel bad, you don't listen	I feel bad, when you are not listening to me
5	You always need to know better	I get frustrated, when you want to know everything
6	You never wash the dishes	I feel annoyed, that you didn't wash the dishes
7	You don't know it and you play a wise guy	I'm afraid that you will always want to know better, even though you don't know anything about it. I feel angry.
8	Leave me alone, I know it	I get angry, I feel instructed/patronized. I know it all.
9	I'm sick of you	I'm frustrated. I want to be alone.
10	I wish it stops now, it's your fault.	I feel angry, when you keep doing that. I want to change something.
11	I don't know what to do anymore, you piss me off. Go away.	I am helpless and angry. I want to be alone.
12	I have to run away, it's not for me	I'm scared. I wish, it was different.

How will your work and professional life look like, when you start using those kinds of messages to convey your emotions? (there will be more balance, which will make it easier for me to express my thoughts clearly, I will have better relationships)

How does expressing your emotional states in a clear and pure way affect you (it supports being able to express your thoughts clearly).

Excercise description

The participants receive strips with examples of destructive emotional communication and are designed to turn them into examples of constructive communication reflecting their original content, according to the following rules:

- first-person singular communication,
- talking about emotions,
- talking to someone in relation to his behavior.

Examples of correct solutions:

- When you scream, I feel scared.
- I feel sad because of your refusal.
- I get angry, when you change your mind, after we have already started our cooperation.

WORKSHOP SCENARIO – S3

Subject	
How to speak your mind to be understood - avoiding communication mistakes.	
General description	
Participants learn what behaviors hinder communication and how to avoid them.	
Materials needed for the workshop	Duration time
- flipchart sheets - felt-tip pens - printouts of exercise materials	100 min

EXERCISE 1 – S3

Type of activity	
Working in small groups.	
Division of participants	
Working in pairs. (The participants match up according to the criterion of better acquaintance, liking or similarity.)	
Materials needed for the workshop	Duration time
- printouts of exercise materials (microinstructions on paper strips) - flipchart - flipchart marker	45 min
Detailed results	
Participants are able to indicate communication mistakes.	
Instruction for participants	
<p>Prepare in pairs a one-minute presentation (role-play) in which one of you will be a person talking (without a role) about his hobby, while the other will have a task. The task will be to play the role of a person, who makes mistakes described on the previously drawn paper strip in communication with others.</p> <p>The participants have about 5 minutes to prepare. After this time each pair presents two scenes / presentations of erroneous behavior to the other participants. The task of the group is to intuitively name the mistakes in communication played by the presenters. The trainer writes down the names of the misbehavior on the flipchart.</p> <p>1. You keep asking questions, a lot of questions - to different thematic / open, closed - too many questions</p>	

2. You listen to the participant but do not react verbally - inconsistency of verbal and non-verbal communication
3. You raise your voice, you are very determined, answer with short phrases - tension
4. You require the participant to tell you something, when he starts, you still stubbornly ask questions - making pressure
5. You only ask closed questions - it seems like an interrogation
6. You give advices - "in your situation it would be better if you ..." do this "," you will certainly achieve it if "- giving advices
7. You point out the mistakes of the participant: "you speak too softly", "too loudly", "indistinctly", "you speak incomprehensibly".
8. You talk and you are in contact with your conversation partner, but you fidget, something absorbs you like you were somewhere else.
9. You compare - someone else knew it and you? - differentiation
10. You ask a question and answer it by yourself, another question, the participant tries to answer - you are faster and answer again - you do not wait for an answer, the participant's commitment is pointless
11. You take an ingratiating excessive kind and friendly tone - inviting the participant to share his experience - getting chummy
12. You are very directive, you firmly hurry up the participant, ask him a question and say – Mr./Mrs. - we only have two minutes to solve the problem - making pressure

Questions to discuss the exercise:

How have you, as the speaker, been affected by communication mistakes made by your conversation partner?

How do those mistakes influence (limit) both conversation partners?

Excercise description

Participants draw strips of paper with instructions to the role-play. In pairs they present the erroneous behaviors (person A and person B are alternately switching the roles). The rest of the group should guess, what mistake the presenter is making.

The trainer writes down the group's suggestions with regards to the communication mistakes. The group analyzes, how making mistakes in communication affects the clarity and efficiency of communication.

EXERCISE 2 – S3

Type of activity	
Working in small groups	
Division of participants	
Working in pairs (The pairs stay the same as during the previous exercise)	
Materials needed for the workshop	Duration time
- printouts of exercise materials - flipchart - flipchart markers	30 min

Detailed results	
Participants are able to deal with communication mistakes of their conversation partners.	
Instruction for participants	
<p>Return to the role-playing in pairs (without showing it on the forum), all pairs at the same time. When one person in the pair plays his part, the other's task is to react with one of the following sentences (written on the flipchart by the trainer):</p> <ul style="list-style-type: none"> • Please let me speak out. • I don't know, if you want to listen to me. • It is important to me to tell you my story to the end. • I am disturbed by your behavior. • I feel irritated. I don't know if you want to listen to me, I would like to tell you my story to the end. • It bothers me, what you do. • We have made an agreement, that you will listen to me <p>How did using of these sentences work for the people playing the roles (making mistakes?) Did it restore the clarity of communication between you? What would you call this group of phrases? (expressing requests, expressing intentions, talking about emotions) In which life situations could you use them to increase the efficiency and clarity of your communication?</p>	
Excercise description	
The participants return to the role-playing in pairs from the previous exercise. The exercise is carried out by all pairs at the same time. Participants, who do not have a role at the moment are asked to react with sentences provided by the trainer. They discover the possibility of restoring clarity in communication by using such tools as: expressing requests, expressing intentions, talking about emotions.	

EXERCISE 3 – S3

Type of activity	
Individual work	
Division of participants	
None	
Materials needed for the workshop	Duration time
-printouts of exercise materials - (one questionnaire for each participant)	15 min
Detailed results	
Participants notice mistakes in their own communication and know how to avoid them.	

Instruction for participants			
<p>Work on recognizing your tendency to make mistakes in your daily communication, that block others' understanding of you. Expressing yourself effectively also depends on the condition of your conversation partner. When you notice your mistakes, you can eliminate them more easily.</p> <p>Read each statement carefully and mark an appropriate answer (for your own information):</p>			
Mistake	Never	Sometimes	Often
Asking many questions one after another without listening to the answer.			
No non-verbal communication			
Making pressure			
Asking closed questions			
You answer the questions by yourself			
Excessive kindness, friendliness			
Excessive directivity			
You point out the mistakes of the participant			
You give advice			
You distract from the conversation			
<p>If somebody is willing to share his results after answering the questions, please feel free to speak out. If not, I encourage you to work on eliminating those behaviors from your daily life.</p>			
Exercise description			
<p>Participants complete a short questionnaire with regards to possible communication mistakes and look at their own tendency to make them. The trainer invites everyone to share their thoughts. He encourages everyone to work on avoiding those mistakes.</p>			

WORKSHOP SCENARIO – S4

Subject	
How to speak your mind to be understood - communicating needs	
General description	
Participants develop the ability to communicate needs.	
Materials needed for the workshop	Duration time
<ul style="list-style-type: none"> - printouts of exercise materials - flipchart sheets - flipchart markers - A4 sheets - felt-tip pens - pens 	90 min

EXERCISE 1 – S4

Type of activity	
Working in small groups	
Division of participants	
Groups of three people (The participants match up according to the hair length criterion, they meet partners with a similar hair length to their own).	
Materials needed for the workshop	Duration time
- printouts of exercise materials (two stories from the exercise 1 - S2)	30 min
Detailed results	
The participant notices and understands the relationship between emotions and needs and that the expression of needs is a way of reducing emotions.	
Instruction for participants	
<p>Read the stories again. Think about the needs behind the emotions in these stories. Name those needs. Allow yourself to write down even more needs according to your feelings and intuition. Prepare lists of needs, which will be presented on the forum to other participants and trainer.</p> <p>You piss me off! - she blurted out loud. She tilted her body towards him and looked at him threateningly. <i>(need for peace and lack of tension)</i></p> <p>I'm sick of you! - she shouted, looking meaningfully at the door. I hate your constantly talking about nothing. If you want, go away. Take all your staff and get out. <i>(need for less stimulation, silence, time for yourself)</i></p> <p>He looked at the floor, then at her and then at the door. <i>(need for clarity in the relationship, need for being close)</i></p> <p>I am sad to hear that from you. When you scream like that, I'm a little bit scared of what else I'm about to hear in a moment. <i>(need to be accepted, need for self-expression)</i></p> <p>I also feel angry, when you yell just because I talk too much. I like to talk, I also just want to tell you about my day. <i>(need to reduce tension by speaking)</i></p> <p>Maybe if it makes you so angry, you will go out. I'm not going to tolerate your screams. <i>(need for silence, need to be heard, need for love and support)</i></p> <p>Nobody in the neighborhood yells like you do at 7 am. <i>(need for security, need to belong)</i></p> <p>He was glad to see her. <i>(need for meeting, need for being close, need to belong).</i></p> <p>Tears glistened in his eyes. He took the bag from her and gave her his hand to make it easier for her to jump off the train. She looked at him happily. They hugged. <i>(need to be in a relationship, need for tenderness)</i></p> <p>I'm glad to see you. I missed you. I was already afraid that you would not come but we were waiting for it so much. <i>(need for meeting, need for happiness and satisfaction in the relationship)</i></p> <p>And during our last farewell we had a lot of sadness, tears, dilemmas, if we will be able to meet again now. <i>(need for security, need to be together in peace).</i></p> <p>Let's have a cup of tea, there's such a nice cafe here, I like to sit there. <i>(need for pleasure, good mood, peace)</i></p>	

You will probably like it. *(need to fulfill desires)*
They serve a delicious Ceylon tea there. *(the need for a positive experience)*
You know... I don't want to go anywhere now. *(need for rest, peace, regeneration, safety)*
I am tired of this trip and I need to get some sleep. *(need to be at home)*
I don't want neither a tea nor a cafe. Let's go home quickly. *(need to quickly meet the needs, concentration on the goal)*

What needs have not been expressed in those stories? (collect the results from the group, present the version from the brackets)

How can expressing needs affect the effectiveness and clarity of communication? (increases efficiency and clarity, speeds up the communication)

What could be the results, if the needs would have been immediately communicated? (speeding up the communication, setting clear boundaries, meeting needs).

Exercise description

Participants analyze the stories from the previous exercise in terms of expressed / unexpressed needs. Each small group present their results on the forum and discuss the value of expressing needs for an effective and clear communication. They discover the relationship between emotions and needs.

EXERCISE 2 – S4

Type of activity	
Working in small groups	
Division of participants	
Working in pairs (The individual people match up in pairs with other participants than they have worked with before)	
Materials needed for the workshop	Duration time
- flipchart sheets - flipchart markers - A4 sheets - pens	30 min
Detailed results	
The participant trains the expression of needs.	
Instruction for participants	
Prepare (each pair of 6 examples) messages expressing needs based on the stories from the previous exercise. Use the beginnings of the sentences presented below:	
<ul style="list-style-type: none"> • I need • Please • I want 	

- I care
- It is important to me
- I prefer
- It will do me good
- I would feel best

Present the results of your work to the rest of the group. I will collect some examples on a flipchart (only those, which are different from the others).

What do we get by expressing our needs? (more clarity, structure, being close in relationships)

Why can it be considered that expressing needs increases the effectiveness and clarity of communication?

How can you use this knowledge in your professional relationships?

Excercise description

Based on stories the group make a list of statements, that capture the needs standing behind emotions. The participants look then at the value of communicating needs in terms of efficiency and clarity in communication.

EXERCISE 3 – S4

Type of activity	
Working in small groups	
Division of participants	
Working in pairs	
Materials needed for the workshop	Duration time
- flipchart sheets - flipchart markers	30 min
Detailed results	
The participant knows how to take care of his own needs and the needs of others in relationships.	
Instruction for participants	
<p>Prepare a short role-play in which you are in any type of relationship (personal, professional) and as people who know each other, you discover your needs. For example, when you need to buy a new car or change the way your team works. Person A expresses himself in an emotional way (like in the stories), person B asks about needs and talks about his needs:</p> <p>A: I think we should buy a new car, this one doesn't work properly and I'm annoyed of it. B: Ok, and what do you need most, when you notice it? (asking for needs) A: I need to have the possibility to get to work faster and more comfortably. B: Ok. I understand, but I don't have time to talk about it now, I need to work on the report, can we talk later?</p>	

After preparing, all pairs present their role-plays to the others.

How did the question about needs work?

How did talking about needs work?

Does talking about needs increase clarity of communication?

In what life or work situations you can use this knowledge and this ability to talk about needs?

Excercise description

The participants prepare a presentation of a role-play that includes talking about needs. It should be based on the stories from the previous exercises. They present it to the group, develop the ability to talk about needs and ask about needs. They notice the relationship between talking about needs and clarity of communication. They adapt this skill to their professional and personal life.

WORKSHOP SCENARIO – S5

Subject	
How to speak your mind to be understood - speaking about intentions	
General description	
Participants develop the ability to present their intentions.	
Materials needed for the workshop	Duration time
<ul style="list-style-type: none"> - printouts of exercise materials - flipchart sheets - flipchart markers - A4 sheets - pens 	75 min

EXERCISE 1 – S5

Type of activity	
Working in small groups	
Division of participants	
Groups of three people (The participants match up according to the criterion of the month of their birth. In each group there are 3 people born in the same month or in months that are close to each other).	
Materials needed for the workshop	Duration time
<ul style="list-style-type: none"> - flipchart - flipchart markers 	15 min

Detailed results
Participants notice how differently you can express what is important to you in a given situation.
Instruction for participants
<p>Share with the participants of your team the results you want to achieve during this workshop. In this exercise, focus on the linguistic form of your statements. Write down a few of them as examples about what is important to you.</p> <p>I invite you to provide your examples, I'm going to write them on the flipchart. What language form an intention should have? (first person singular, usage of the following words: it's important to me, I want, I expect, I need etc.) In the following exercises, we will look at the language of intention and the meaning of intention.</p>
Excercise description
Participants talk in small groups and express their intentions in terms of what they would like to achieve during the workshop. They write down the specific language forms (eg. I would like to learn, I want to obtain, I mean...). The trainer collects various language forms used by the participants on the Flipchart. Finally, he reads them out loud and titles them with the word Intentions. These are the exemplary formulations for expressing intentions. We will practice and develop them later in the workshop.

EXERCISE 2 – S5

Type of activity	
Group work	
Division of participants	
None	
Materials needed for the workshop	Duration time
- Printouts of exercise materials (stripes with examples of intentions)	30 min
Detailed results	
The participant knows the way of expressing intentions, uses it, is aware of its impact on others.	
Instruction for participants	
Draw one stripe with a sentence. Get up and meet other people in the group, read the text on the stripe to the person you have met. The person to whom the text is addressed can reply, so that a short conversation takes place. Then the listener changes into the speaker, he reads his text. Then you should move on to the next person. Do this exercise with as many (all) people as possible in the group.	

You can exchange your stripes from time to time.

1. It's important to me to talk to you today about.
2. I come to present you an idea.
3. I want to tell you about it, because it is important to me.
4. I have important / interesting information / suggestions for you today.
5. I asked you for a meeting because the decision deadline with regards to our project is approaching.
6. Today I would like to ask you about the situation with regards to the approaching end date of the stage of our project.
7. I invite you to talk about my idea.
8. I suggest, that we return to what is most important.
9. The purpose of my phone call is to ask some facts, so that I know how to prepare best for our meeting.
10. I want to share some good news with you today ...
11. In my opinion, the best option for our activities today is ...
12. I offer my colleagues only proven solutions.
13. I need to talk to you because we should look at the problem together, I have collected the data and I want to propose a meeting.

Questions to discuss:

- how did you feel after the meetings?
- how did you react after hearing the text from the person you have met?
- what did you feel encourage to do, when you heard the statements from the others?

Expressing intentions opens the interlocutor and guides the conversation. It helps to express thoughts related to the topic, makes space for them. It also empowers the speaker to act in unity with the expressed intention.

Excercise description

Participants meet in the workshop room for short statement exchanges in pairs. They read the text from the stripes, interact briefly and move on to the next person. They observe, how the text from the stripes - the intention expressed by their conversation partners - influences them.

EXERCISE 3 – S5

Type of activity	
Individual work, working in small groups	
Division of participants	
Working individually and in pairs	
Materials needed for the workshop	Duration time
<ul style="list-style-type: none"> - flipchart with written beginnings of sentences - flipchart marker - A4 sheets - pens 	30 min
Detailed results	
The participant becomes aware of his own intentions, understands their meaning, writes them down, so that they are ready to be used in his everyday life.	
Instruction for participants	
<p>Think over all important areas in your life. Notice what is important to you there, what do you care about, what would you like to achieve, what you don't want, what does make you happy and what do you want more?</p> <p>Write down 15 intentions that cover the main areas of your life. (e.g. I want to be happy, I want to live well, I care about good relationships). Sit with your pair and read your intentions without additional comments or discussions, just speak them out.</p> <p>Use the following beginnings of the sentence:</p> <ul style="list-style-type: none"> • I need for myself • I care about • I want to • It is important to me • I want less • I want more <p>Discussion, while sitting in a circle (for volunteers):</p> <p>What intentions did you write down?</p> <p>In what situations, for what purpose can you use them?</p> <p>(to clear up the communication, to redirect a conversation, for myself - to organize my thoughts before expressing them).</p>	
Excercise description	
Participants notice their intentions in important areas of their life and write them down, then read them in pairs to embed the intentions more firmly in the mind. Then they sit in a circle and the volunteers read their own examples of intentions and share their reflection on their discovery. They discuss together the usefulness of having conscious intentions in everyday life.	

WORKSHOP SCENARIO – S6

Subject	
How to speak your mind to be understood - speaking about opinions	
General description	
Participants develop the ability to recognize and use opinions and avoid judgements (as ineffective components of communication).	
Materials needed for the workshop	Duration time
- printouts of exercise materials - flipchart - flipchart marker - A4 sheets - pens	90 min

EXERCISE 1 – S6

Type of activity	
Working in small groups	
Division of participants	
Groups of four people (the participants should count off to four).	
Materials needed for the workshop	Duration time
- printouts of exercise materials - flipchart - flipchart marker	30 min.
Detailed results	
The participant recognizes the linguistic construction, which is a judgment, understands its destructive character, avoids it in everyday life in order to increase the efficiency of expression.	
Instruction for participants	
<p>Sit in mini circles of 4 people. Read the sentences from the stripes to the others. Notice what emotions evoke those sentences in you, how would you like to react to them? Are they supportive, encouraging or rather vice versa. Write down your observations of how those sentences influence you.</p> <ol style="list-style-type: none"> 1. It won't work 2. Others do it differently 3. It doesn't make sense 4. There is no chance 5. It's too hard 6. This is impossible to do within this period 	

7. This is the best solution
8. You can do it better and faster
9. This proposition is poor
10. There is no way to do it that way
11. It is better to do it, as I say
12. This leads to nothing

I invite all groups to share your observations, reflections. I will write them down on the Flipchart.

What do those sentences contain? How would you call these sentences? How do they affect others, relationships and the clarity of communication?

Please note, that using judgments in the language of conversation makes it more difficult to talk, it is blocking, it can lead to situations, when opposite opinions and interpersonal conflicts will come up. Avoiding those language forms helps to increase the quality of your expression of thoughts. We will practice supporting language forms, that can replace them in the next exercise.

Exercise description

People read in small groups sentences provided by the trainer containing judgments. They notice their destructive character. They make a decision to avoid them in communicating their thoughts in a daily life.

EXERCISE 2 – S6

Type of activity	
Working in small groups	
Division of participants	
The same groups of four people like in the previous exercise.	
Materials needed for the workshop	Duration time
<ul style="list-style-type: none"> - printouts of exercise materials (exemplary sentence beginnings) - flipchart - flipchart marker - A4 sheets - pens 	30 min
Detailed results	
The participant is able to present his thoughts in a non-judgmental way using an opinion.	
Instruction for participants	
Based on the sentences from the previous exercise create two examples of an alternative message with similar content to each sentence. The new sentences should not be an judgment (they should be constructive). For this purpose you can use the following examples of sentence beginnings:	

I have the impression, that
It seems to me
In my opinion
In my experience,
I see it like
I propose a solution that involves
I can see such a possibility
According to me

Note your examples and have them ready for a presentation to the rest of the group.

After completing the task:

Feel free to share your results on the forum. I will collect your examples on the flipchart.

Discussion

What are those examples to you? What emotions do they evoke?

What do they encourage to do?

How do they support an effective expression of thoughts by people participating in conversation?

Exercise description

Participants build alternative messages in relation to judgments - opinions, using the formula provided by the trainer. They notice the value of using opinions instead of judgments and their positive impact on clarity, constructiveness and effectiveness in the communication.

EXERCISE 3 – S6

Type of activity	
Individual work	
Division of participants	
None	
Materials needed for the workshop	Duration time
- flipchart - flipchart marker - A4 sheets - pens	30 min
Detailed results	
The participant notices in which areas of his life he uses judgments and what destructive effects this may have on the effectiveness of his communication and expression of thoughts. The participant uses opinions instead of judgments to increase the effectiveness of expressing his thoughts in relationships with others.	

Instruction for participants

Notice, in which areas of your life you use judgments. You will find them easily, when you ask yourself, in which relationships / topics / parts of my life I have difficulties to communicate? Write down for yourself 10 examples of them on a piece of paper.

Use the beginning of sentences, which initiate a constructive form of expression - an opinion:

- I have the impression, that
- It seems to me
- In my opinion
- In my experience,
- I see it like
- I propose a solution that involves
- I can see such a possibility
- According to me

Answer the following questions:

In which relationships I can be better understood if I will stop using the judgments?

Which matters will be easier for me to deal with, when I will stop using the judgments?

Summary while sitting in a circle, the volunteers can speak out.

How eliminating of judgments supports an effective communication and expression?

What can be less in your life and what can be more, if you will stop using the judgments?

Excercise description

Participants make a deep drive into their own habits of using judgments in their daily life. They convert the most frequently used judgment sentences into opinions using the beginnings of sentences provided by the trainer. They make a summary and notice the value of using opinions rather than judgments.