



## Developing key areas/competences

### Tool 16. Stop! Set your limits

#### OBJECTIVES

- ✓ Getting to know one's body boundaries
- ✓ Learning to preserve the interpersonal space
- ✓ Learning to set limits
- ✓ Developing assertiveness and communication skills

#### STEP-BY-STEP IMPLEMENTATION

Bodywork group session. Participants learn to defend their own personal and body space by detecting body signals that they find pleasing and those that bother them or are invasive.

Through this exercise, women observe and analyse the ability to set their own limits when someone approaches them. At the same time they learn to be bodily assertive and transfer this assertiveness to verbal communication.

1. Participants divide into two groups of the same size.
2. Each group is placed in front of the other, leaving an approximate distance of 5 to 8 meters.
3. The first group gets instructions that each one of them must approach the woman in front of them in the other group in a straight line and with different kinds of intention (friendly, happily, invasively, aggressively...). These intentions must be expressed clearly.
4. The women in other group get the instructions that if they feel invaded they should stop the woman who approaches them, or if they find their presence pleasing, they should allow them to approach to them.
5. The roles are exchanged so that all women to go through both groups.
6. At the end of the exercise, participants are invited to share how they felt, if they had difficulties to set their limits what approaching attitudes found easier to handle.

#### TIME AND RESOURCES

<b>TIME</b>	1 hour
<b>MATERIALS AND RESOURCES</b>	Big room



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## Tool 17. Being assertive at work

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### OBJECTIVES

- ✓ To understand what assertiveness is
- ✓ To analyse the situations where there are difficulties to be assertive, especially in job searching and job contexts
- ✓ To promote assertive communication and develop communication and negotiation skills

### STEP-BY-STEP IMPLEMENTATION

Assertive communication facilitates social relationships. Developing this competence is necessary for the recovery of IPV survivors. This tool focuses on transferring assertive abilities in everyday life to job search/work situations.

The facilitator provides an explanation about what assertiveness is and how it is put into practice.

Participants think of situations in job search (e.g. a job interview) or the workplace where they had difficulties or had to be assertive and choose one of them.

Women organise in pairs to role-play the situation. After 20 minutes they do the role-play before the rest of the group. The aim of is to represent the situation feeling empowered and understanding that we are able to communicate in such a way that we defend our rights.

Finally, the facilitator asks participants to express in a word their feelings and evaluate the activity.

### TIME AND RESOURCES

<b>TIME</b>	2 hours
<b>MATERIALS AND RESOURCES</b>	None

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## Tool 18. Visualising and thinking positively

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### OBJECTIVES

- ✓ To train participants on visualisation and positive thinking.

### STEP-BY-STEP IMPLEMENTATION

#### 1. Visualising

The facilitator explains that athletes visualize themselves daily in their important matches and races. They create clear pictures of how they feel, what obstacles there are in their paths, and how they overcome them. As a survivor, the ability to visualize oneself overcoming obstacles can be really useful in the job search and in other areas of life. You can visualize mentally or through creating visual displays of your goals.

Then the facilitator invites participants to a guided visualization exercise focusing on interviews, the job offers you'll receive, and the first day at your new job. She asks: "What do you visualise?" and after some minutes participants share their visualisations.

The facilitator goes on with creating an empowerment mind-set in the next step.

#### 2. Thinking positively

The facilitator explains: "We have 40,000 to 60,000 thoughts a day. Most of them are reactions and old patterns of thinking. We often feel out of control of our thinking. Many might often feel controlled or constrained by former reactions or old patterns of thinking. You're not. You can actually pause and choose thoughts. Brain science shows that this leads to positive outcomes more quickly than letting negative thoughts collect."

The facilitator distributes the handout with questions and leaves 20 minutes for the participants to think of events in their life they can insert in the different statements. After the exercise, she invites participants to explain how they feel.

### TIME AND RESOURCES

<b>TIME</b>	1 hour
<b>MATERIALS AND RESOURCES</b>	Handout



## Handout thinking positively

***First, we must capture our automatic negative thinking about the job search.***

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***Second, we must remember times that we felt good, strong, and confident, even if they are not related to the job search.***

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***Third, we can identify positive thoughts that feel good to us to focus on throughout the job search process.***

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