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# CURRICULUM

## Lesson Plans

# MODULE 6 – Setting interpersonal boundaries

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# Content

<b><i>Lesson 1: Personal rights at work</i></b> .....	<b>2</b>
MODULE 6. Lesson 1: Activity 1 .....	4
MODULE 6. Lesson 1: Activity 2 .....	4
MODULE 6. Lesson 1: Activity 3 .....	8
MODULE 6. Lesson 1: Activity 4 .....	9
MODULE 6. Lesson 1: Activity 5 .....	13
MODULE 6. Lesson 1: Activity 6 .....	16
MODULE 6. Lesson 1: Activity 7 .....	18
<b><i>Lesson 2: Communicating boundaries</i></b> .....	<b>20</b>
MODULE 6. Lesson 2: Activity 1 .....	22
MODULE 6. Lesson 2: Activity 2 .....	23
MODULE 6. Lesson 2: Activity 3 .....	23
MODULE 6. Lesson 2: Activity 4 .....	25
MODULE 6. Lesson 2: Activity 5 .....	28
MODULE 6. Lesson 2: Activity 6 .....	29
<b><i>APPENTICES</i></b> .....	<b>30</b>
Appendix 1. ....	30
Appendix 2. ....	31
Appendix 3. ....	32
Appendix 4. ....	33

## Lesson 1: Personal rights at work

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Lesson title	Personal rights at work
Objectives	<p><b>The objectives of Lesson 1 are to:</b></p> <ul style="list-style-type: none"><li>• Acknowledge personal rights as human beings.</li><li>• Understand the importance of personal boundaries for healthy relationships.</li><li>• Acknowledge personal rights at work.</li><li>• Acknowledge personal rights at work through VR.</li><li>• Challenge myths related to expressing needs and setting boundaries.</li></ul>
Week	Week 2
Duration	1.5 hours
Key terms	<p><b>Personal rights</b></p> <p><b>Employer's rights</b></p> <p><b>Personal boundaries</b></p>
Learning outcomes	<p><b>With the completion of Lesson 1 participants will be able to:</b></p> <ul style="list-style-type: none"><li>✓ Identify and evaluate the extent to which they exercise their rights as human beings.</li><li>✓ Recognize the importance of personal boundaries in personal relationships and at the workplace.</li><li>✓ Identify their personal rights at work through VR.</li><li>✓ Reflect on any obstacles in expressing their needs and setting boundaries.</li></ul>
Learning methods	<p><b>Discussion</b></p> <p><b>Presentation</b></p>

	<b>Individual work</b> <b>Scenarios</b> <b>VR activity</b>
<b>Evaluation</b>	<b>Continuous performance evaluation</b>
<b>Reference</b>	<p>McKay, M., Wood, J.C. &amp; Brantley, J. (2007). The Dialectical Behavior Therapy Skills Workbook. Practical DBT Exercise for Learning Mindfulness, Interpersonal Effectiveness, Emotion Regulation &amp; Distress Tolerance. Oakland, CA: New Harbinger Publications, Inc.</p>

Steps	Duration	Description	Resources, activities & materials
Brief settling into the session	5 min	The facilitator will introduce any new members to the group and allow some time for participants to settle in.	Discussion
<b>MODULE 6. Lesson 1: Activity 1</b>			
Brief Check-In and Review of in-between Session Work	10 min	<p>The facilitator will explore and revisit the context of the previous lesson. In case participants completed the exercises or familiarised themselves with them, they are encouraged to share their thoughts with the group. Possible questions/prompts to start the session/discussion:</p> <ul style="list-style-type: none"> <li>• Reflection on the previous session.</li> <li>• Did you face any difficulties or challenges that you would like to discuss?</li> </ul>	Question and discussion
<b>MODULE 6. Lesson 1: Activity 2</b>			
Personal boundaries – short introduction	10 min	<p><b>Purpose:</b></p> <p>To understand the concept of personal rights, boundaries, and responsibilities within the context of rights.</p> <p><b>Procedure:</b></p> <p>The facilitator will start the discussion about workplace adaptation by pointing out that:</p> <p>“Adapting in a new workplace is challenging especially when people lack interpersonal skills to help build healthy interpersonal relationships.”</p>	Teaching, presentation, discussion, individual work

Steps	Duration	Description	Resources, activities & materials
		<p>Balancing one’s own needs and those of others is important, and requires awareness of one’s rights.</p> <p>This is difficult when someone has been invalidated by significant people in their life, resulting in them possibly questioning their value and importance as a human being.”</p> <p>So, the facilitator will start with the question:</p> <p><b>WHAT DO YOU THINK YOUR LEGITIMATE RIGHTS AS A PERSON ARE?</b></p> <p>The participants will answer the question and the answers will be written on a board/flipchart.</p> <p>After discussing the answers, they will be compared to the rights listed on a handout (adapted from McKay et al., 1983 apud McKay, 2007).</p> <p>HUMAN RIGHTS HANDOUT 1 (Appendix 1).</p> <p>These rights apply to all human beings and are the basis in setting healthy boundaries with each other.</p> <p>Discuss with the participants if or/and how they exercise these rights in their life.</p> <p><b>Note to the facilitator:</b> When discussing these rights with the participants, emphasize that all people have these rights, so we have to be careful not to get entitled (overentitled) when exercising our rights. Maybe go through each right and get examples of instances in which they might have stepped on other people’s rights when exercising their own.</p>	

Steps	Duration	Description	Resources, activities & materials
		<p><b>Discussion point:</b> Can you think of a situation when other people stepped on your rights while exercising their own? How was that for you? What do you think are your responsibilities when it comes to respecting the rights of others? How do you think that impacted on the other person?</p> <p><b>Note to the facilitator:</b> If participants won't come up with an example, the facilitator can go through the rights on the worksheet and discuss them, guided by the following questions.</p> <p><b>Rights list and Discussion points:</b></p> <p><b>1. You have the right to need things from others.</b></p> <p>Q: What do we need from others?  A: Respect, safety, love, availability, protection.</p> <p>Q: Is it possible for others to always fulfil our needs?  A: No.</p> <p>Q: Why?  A: They might have some problems themselves, or be sick, or tired, or busy with something very important.</p> <p><b>2. You have the right to sometimes put yourself first.</b></p> <p>Q: Why is putting ourselves first important?  A: To protect ourselves: our health, well-being, safety.</p> <p>Q: Then what if the other person is in trouble, or in danger, can we put the other person first instead of ourselves?</p>	

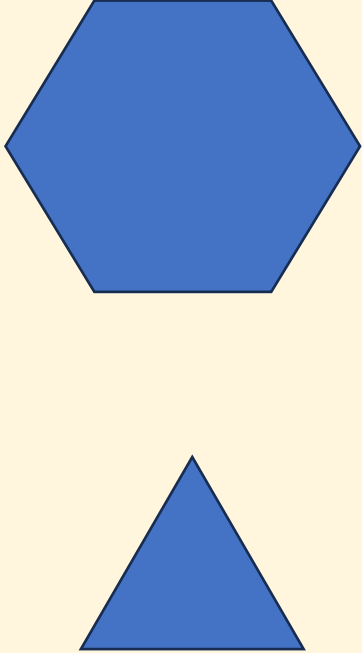
Steps	Duration	Description	Resources, activities & materials
		<p>A: Yes, but make sure that you won't get in trouble by helping the other person.</p> <p><b>3. You have the right to feel and express your emotions or your pain.</b></p> <p>Q: When can this right be problematic?</p> <p>A: When we exercise it in an inappropriate manner, e.g., aggressively, and that leads to hurting the other person.</p> <p><b>4. You have the right to be the final judge of your beliefs and accept them as legitimate.</b></p> <p>Q: When is this right problematic?</p> <p>A: When you take into consideration only your own beliefs, rather than those of others.</p> <p><b>5. You have the right to your opinion and beliefs.</b></p> <p>Q: When is this right problematic?</p> <p>A: When you force your rights onto others.</p> <p>Others have the right to have their own opinion and beliefs.</p> <p><b>6. You have the right to your experience—even if it's different from that of other people.</b></p> <p>Q: When is this right problematic?</p> <p>A: When your experience endangers others.</p> <p><b>7. You have the right to protest any treatment that does not respect your values and boundaries.</b></p> <p>Q: When is this right problematic?</p> <p>A: When you do it in a way that endangers or hurts other people.</p> <p><b>8. You have the right to negotiate for change.</b></p>	



Steps	Duration	Description	Resources, activities & materials
		<p>9. <b>You have the right to ask for help, emotional support, or anything else you need</b> (even though you may not always get it).</p> <p>Q: Why is this important?</p> <p>A: Because sometimes getting support saves your life, or improves your living, leading to a better adjustment in your environment (work, family, relationships, community, etc.)</p> <p>10. <b>You have the right to say no; saying no doesn't make you bad or selfish.</b></p> <p>Q: When is this right problematic?</p> <p>A: Sometimes what you are being asked to do may be part of your responsibilities or expected tasks.</p> <p>11. <b>You have the right to choose not to respond to a situation.</b></p> <p>Q: When is this important?</p> <p>A: When by responding you can get in trouble.</p> <p><b>Summary:</b></p> <p>The activity facilitates participants' understanding of the concept of personal rights, boundaries, and associated responsibilities. Through discussion and exercises, participants gain insight into the importance of recognizing and respecting personal boundaries while also understanding their responsibilities in upholding these rights.</p>	
<p><b>MODULE 6. Lesson 1: Activity 3</b></p>			

Steps	Duration	Description	Resources, activities & materials
<p><b>Personal boundaries</b></p>	<p><b>15 min</b></p>	<p><b>Purpose:</b> To facilitate a discussion among participants on the topic of employee rights and responsibilities.</p> <p><b>Procedure:</b> Starting from this ‘<b>general rights</b>’ task, the facilitator will turn to the rights of the employee, adapted from the Charter of fundamental rights of EU 2007. In small groups of 3-4 participants, they will discuss the topic of employee rights and responsibilities and will refer to the RIGHTS AT WORK HANDOUT 2 to use in the conversation.</p> <p><b>What do you think are your rights as an employee?</b></p> <p><b>Note to facilitator:</b> Obligations should also be explored in this discussion, before handing out the handout.</p> <p><b>Discussion point:</b> <b>What do you think are your rights as an employee? Do you have any responsibilities?</b></p> <p>On RIGHTS AT WORK HANDOUT 2 (Appendix 2) participants will have a list of these rights and they will be discussed.</p> <p><b>Note to facilitator:</b> The facilitator should be careful not to emphasise the rights to the detriment of obligations. A debrief will follow in the big group.</p> <p><b>Summary:</b></p> <p>Participants have been introduced to their rights as individuals while acknowledging the rights of others and the boundaries between the two.</p>	<p><b>Teaching, presentation, discussion, individual work</b></p>

**MODULE 6. Lesson 1: Activity 4**

Steps	Duration	Description	Resources, activities & materials
<p>Rights at work VR Activity</p>	<p>20 min</p>	<p><b>Purpose:</b></p> <p>To identify the rights they have as employees, rights that were discussed in the previous section.</p> <p><b>Procedure:</b></p> <p>There are 2 VR activities/games.</p> <p><b>1. THE HEXAGON OF RIGHTS</b></p> <p>On a board/flipchart there are presented several parts (10 triangles) from a hexagon on which there are written statements that represent the rights of the employees or statements not related to the rights. The participant must choose the correct pieces in orders to complete the HEXAGON OF RIGHTS</p> 	<p>VR activity</p>

Steps	Duration	Description	Resources, activities & materials
		<p><b>Statements for rights:</b></p> <ol style="list-style-type: none"> <li>1. I have the right to have a fair salary</li> <li>2. I have the right to have a paid annual leave</li> <li>3. I have the right to be treated fairly at work, zero tolerance to discrimination</li> <li>4. I have the right to security at my workplace</li> <li>5. I have the right to equal job opportunities, accordingly to my education/training</li> </ol> <p><b>Statements not related to rights:</b></p> <ol style="list-style-type: none"> <li>1. I can skip work with no notice</li> <li>2. It's not unfair to be judged at work</li> <li>3. It's ok if my workplace is not secure</li> <li>4. Being offered a low paid job due to my criminal record is normal</li> <li>5. It's ok if my employee is not considering me for professional training due to my criminal record</li> </ol> <p><b>2. ARE THESE MY RIGHTS?</b></p> <p>The participants will have to throw a ball to open a scenario regarding the personal rights at work. For each scenario they have to decide if it's in accordance with the employee's rights (IN ACCORDANCE or NOT IN ACCORDANCE). If they assess it correctly they can have another chance to throw the ball.</p>	

Steps	Duration	Description	Resources, activities & materials
		<p><b>Scenario 1</b></p> <p>My employer comes to me and announce me that I'm fired without a previous notice and with no clear reason (maybe some false accusations made by other co-workers). Is this in accordance with your rights as an employee?</p> <p>YES</p> <p>NO</p> <p><b>Scenario 2</b></p> <p>My co-workers are harassing me due to my criminal recording: making jokes about me, calling me names, talking behind my back, etc. Is this in accordance with your rights as an employee?</p> <p>YES</p> <p>NO</p> <p><b>Scenario 3</b></p> <p>I am refused by my employer when I request for a specific training that would enhance my abilities at work (professional training in accordance with the specifics of the company). Is this in accordance with your rights as an employee?</p> <p>YES</p> <p>NO</p> <p><b>Scenario 4</b></p> <p>If I come up with a good idea regarding the improvement of my work, my employee is usually invalidating my ideas</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>(mocking them). Is this in accordance with your rights as an employee?</p> <p>YES</p> <p>NO</p> <p><b>Scenario 5</b></p> <p>The employer announce that you have to work on a day off (national holiday) if not you will be fired. Is this in accordance with your rights as an employee?</p> <p>YES</p> <p>NO</p> <p><b>Summary:</b></p> <p>Participants will have an opportunity to reflect on various work-related scenarios on the VR. Time permitting, discuss with the participants if any of these scenarios have happened to them and how they reacted to them.</p>	
<p><b>MODULE 6. Lesson 1: Activity 5</b></p>			
<p><b>Rights at work – complete the scenarios</b></p>	<p><b>20 min</b></p>	<p><b>Purpose:</b></p> <p>To acknowledge healthy ways of considering their rights in the workplace and ways of communicating on these areas.</p> <p><b>Procedure:</b></p> <p>The other group of participants which are not involved in the VR activity will have to split in groups of 2-3 and complete the following scenarios regarding the rights at work.</p>	<p><b>Group activity</b></p> <p><b>Scenarios</b></p>

Steps	Duration	Description	Resources, activities & materials
		<p>Each group will have to read each scenario and complete the missing parts. After they finish all, each group will designate a person to present their work to the rest of the group.</p> <p><b>Scenario 1</b></p> <p>It's Friday 1 pm (our working schedule is until 2 pm) and our supervisor comes and tells us that due to the fact that we have a delay in delivering the materials to one of our clients we have to work overtime, but he is not sure that we will be paid extra. Hearing this I thought .... And I felt ... I wanted to .... but instead I .... Because ....</p> <p><b>Scenario 2</b></p> <p>There were a few instances in which I overheard my colleagues talking behind my back about my criminal record and in some instances, I was not included in group activities (activities they planned extra work or during breaks – go for a smoke or having a coffee) by them. My thought about this is .... and this makes me feel ... I wanted to .... but instead I .... because ....</p> <p>After they finish all, each group will designate a person to present their work to the rest of the group.</p> <p><b>Discussion Point:</b> Discuss with the participants about how they decided to complete the scenarios. Use these questions as guide:</p> <ul style="list-style-type: none"> <li>➤ Are these scenarios in accordance with your rights as an employee?</li> <li>➤ What did you think about the situation?</li> </ul>	

Steps	Duration	Description	Resources, activities & materials
		<ul style="list-style-type: none"> <li>➤ How did that make you feel?</li> <li>➤ What was your first reaction to that?</li> <li>➤ What stopped you?</li> <li>➤ Is there another perspective on it?</li> <li>➤ Could you think about another way to react?</li> </ul> <p><b>Note to the facilitator:</b> With these scenarios we are introducing the idea of boundaries. In these scenarios boundaries/rights were broken/breached.</p> <p>The facilitator will explain the idea of boundary starting from the concept of rights.</p> <p>“A boundary in relationships is an interpersonal limit that is influenced by culture, personality or social context. When setting boundaries, healthy boundaries we are letting others know what type of behaviours are appropriate/accepted by us, what is making us feel safe and that leads to healthy relationships.</p> <p>Examples of healthy boundaries in relationships: saying no to something you don’t want to do; expressing feelings in a responsible manner; making your expectations clear; addressing problems directly, etc.”</p> <p><b>Note to the facilitator:</b> The facilitator should discuss possible cultural differences, if existing.</p> <p><b>Summary:</b></p> <p>In this section participants will understand examples of applying their rights in the form of healthy boundaries through communication. Areas in which flexibility of personal barriers is possible are also discussed.</p>	



Steps	Duration	Description	Resources, activities & materials
<b>MODULE 6. Lesson 1: Activity 6</b>			
<p><b>Myths getting in the way of setting boundaries and expressing needs</b></p>	<p><b>20 min</b></p>	<p><b>Purpose:</b></p> <p>To reflect on the four myths that prevent people from expressing their needs and setting boundaries in their personal or work relationships. This will be a small group task.</p> <p><b>Procedure:</b></p> <p>Each small group will have a list of these myths on the handout.</p> <p>MYTHS RELATED TO RIGHTS HANDOUT 3 (Appendix 3).</p> <p>Some of the participants will read one of the myths and then they will be grouped. They will be asked to discuss if they agree or not with them, and justify their answers, and then present their conclusions to the group.</p> <p><b>Discussion Point:</b> What is your opinion about these statements?</p> <p>Do any of them relate to your behaviors in interpersonal relationships?</p> <p>In a big group debrief, conclusions will be written on the board/flipchart. Participants will also have a handout with the alternatives for these myths (McKay, 2007) which they will be asked to complete in groups (tick the alternative that they prefer).</p> <p>ALTERNATIVES TO MYTHS HANDOUT 4 (Appendix 4).</p>	<p><b>Dyadic work, Worksheets</b></p>

Steps	Duration	Description	Resources, activities & materials
		<p><b>Note to the facilitator.</b> In discussing these myths:</p> <p>1. We are social beings.</p> <p>So, it is natural to need things from other human beings – whether it’s attention, support, love, help, or just plain kindness. We are not complete by ourselves, and our whole lives are spent negotiating with others for everything we require to survive—physically and emotionally. So, needing things can’t be shameful or wrong; it is a basic human need.</p> <p>2. Hearing an angry refusal hurts.</p> <p>Sometimes hearing an angry refusal can hurt us emotionally. But can you really not bear it? Think of the rejections you’ve faced in your life—they were difficult, but you survived them. Refusals hurt, there’s no doubt, but regret can be stronger.</p> <p>3. You may feel that it’s selfish to ask for things.</p> <p>You may feel that it’s selfish to ask for things because of messages in your childhood that said your needs didn’t count or that they were less important than those of others.</p> <p>When you test this out - is this really true? Is there something flawed or wrong with you that makes your needs relatively unimportant? The truth is that everyone’s needs are valid, and equally important. It isn’t selfish to ask for things or set limits. It’s normal. It’s healthy and necessary. Our survival as individuals depends on knowing and expressing what we want. Because if we don’t, people don’t pay attention.</p> <p>4. Control is relative.</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>You can't control the behavior of others. What can be controlled is <i>your</i> behavior. Passive or aggressive styles often have undesired outcomes. People ignore your needs or get angry and resist you. That's why you feel helpless—the strategies you're using aren't effective. Assertive behavior gets better results. People—more often than not—listen and respond positively.</p> <p><b>Summary:</b></p> <p>In this task participants reflect on the myths that create self-inflicted barriers when making requests about personal rights. This activity was in preparation for the next lesson – Communicating personal boundaries.</p>	
<p><b>MODULE 6. Lesson 1: Activity 7</b></p>			
<p><b>Conclusion / questions</b></p>	<p><b>5 min</b></p>	<p><b>Purpose:</b> To reinforce key concepts covered in the lesson, including rights, obligations, consideration of others while exercising rights, and cultural differences. Additionally, the facilitator aims at creating an open dialogue by encouraging participants to ask questions.</p> <p><b>Procedure:</b></p> <p>The facilitator emphasizes the lesson's key points, covering topics such as rights, obligations, consideration of others, and cultural differences.</p> <p>Participants are encouraged to engage in discussion and ask questions, fostering an interactive learning environment and addressing any uncertainties.</p>	<p><b>Key points</b></p>

Steps	Duration	Description	Resources, activities & materials
		<p>Lastly, the facilitator introduces the next module, setting boundaries, providing a brief overview of what will be covered.</p> <p><b>Summary:</b> This activity effectively reinforces participants' understanding of key concepts.</p>	


## Lesson 2: Communicating boundaries

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Lesson title	<b>Communicating boundaries</b>
<b>Objectives</b>	<p><b>The objectives of Lesson 2 are to:</b></p> <ul style="list-style-type: none"> <li>• Understand why maintaining self-respect is effective in interpersonal relationships.</li> <li>• Explore steps for setting boundaries while maintaining self-respect.</li> <li>• Explore steps for setting boundaries.</li> <li>• Explore setting boundaries in VR.</li> </ul>
<b>Week</b>	Week 2
<b>Duration</b>	1.5 hours
<b>Key terms</b>	<p><b>Boundaries</b></p> <p><b>Self-respect</b></p> <p><b>Setting boundaries</b></p>
<b>Learning outcomes</b>	<p><b>With the completion of Lesson 2 participants will be able to:</b></p> <ul style="list-style-type: none"> <li>✓ Explain the importance of maintaining self-respect in interpersonal relationships.</li> <li>✓ Identify the steps to maintain self-respect.</li> <li>✓ Identify the steps to set boundaries at workplace.</li> <li>✓ Use role playing to practise the steps for setting boundaries in the workplace.</li> </ul>
<b>Learning methods</b>	<p><b>Role play</b></p> <p><b>Discussion</b></p> <p><b>Presentations</b></p> <p><b>Rapid rehearsal</b></p>

	<b>Scenarios</b>
<b>Evaluation</b>	<b>Continuous performance evaluation</b>
<b>References</b>	<p>McKay, M., Wood, J.C. &amp; Brantley, J. (2007). The Dialectical Behavior Therapy Skills Workbook. Practical DBT Exercise for Learning Mindfulness, Interpersonal Effectiveness, Emotion Regulation &amp; Distress Tolerance. Oakland, CA: New Harbinger Publications, Inc.</p> <p>Linehan, M.M. (2015). DBT Skills Training Manual. Second Edition. New York: The Guilford Press</p>

Steps	Duration	Description	Resources, activities & materials
Brief settling into the session	5 min	The facilitator will introduce any new members to the group and allow some time for participants to settle in.	Discussion
<b>MODULE 6. Lesson 2: Activity 1</b>			
Brief Check-In and Review of in-between Session Work	10 min	<p><b>Purpose:</b></p> <p>To revisit the previous lesson on Myths getting in the way of expressing needs and setting boundaries.</p> <p><b>Procedure:</b></p> <p>Both the facilitator and the participants will review the myths discussed in the previous lesson guided by the following questions:</p> <ul style="list-style-type: none"> <li>➤ What are the myths interfering with the expression of needs and boundary setting?</li> <li>➤ How are myths blocking our expression of needs and boundary setting?</li> <li>➤ Can you see any of the myths relating to your experience?</li> <li>➤ Since the last session, have you noticed any of the myths interfering with expressing your need and/or setting boundaries?</li> </ul> <p><b>Summary:</b></p> <p>Reminding participants of the flow of the lessons.</p>	Question and discussion

Steps	Duration	Description	Resources, activities & materials
<b>MODULE 6. Lesson 2: Activity 2</b>			
<b>Rights at work</b>	<b>20 min</b>	See the VR and Rights at Work activity form the previous lesson. Participants will switch; those who did the VR will now do the group activity and vice versa.	<b>VR activity</b> <b>Group activity</b>
<b>MODULE 6. Lesson 2: Activity 3</b>			
 <p><b>Effective boundary setting: SET BOUNDARIES AND KEEP YOUR SELF RESPECT - short introduction</b></p>	<b>10 min</b>	<p><b>Purpose:</b></p> <p>To acknowledge the importance of maintaining self-respect whilst setting boundaries in professional relationships.</p> <p><b>Procedure:</b></p> <p>The facilitator will start by clarifying that when setting boundaries (standing up for your rights in such a way that they are taken seriously; requesting others to do something in such a way that they do what you ask; refusing an unwanted or unreasonable request; getting your opinion or point of view taken seriously) it is important to maintain self-respect.</p> <p>Explain that self-respect refers to the stance we take towards ourselves and others when we are setting boundaries.</p> <p><b>Discussion Point:</b> Ask participants to reflect on any occasions they did not take a self-respect stance.</p>	<b>Teaching, presentation, discussion</b>



Steps	Duration	Description	Resources, activities & materials
		<p>1. What happens when you get extremely emotional during an interpersonal interaction? How do you see yourself? How do others see you? How do they react?</p> <p>2. What happens when you give up and act passively rather than sticking up for yourself? How do you see yourself? How do others see you? How do they react?</p> <p>3. Are there times you get extremely angry, mean, or threatening? How do others see you? How do they react?</p> <p><b>Self-respect</b> (behaving with honour and dignity) is important in any interaction.</p> <p>How to do it? (FAST skill - adapted from Linehan, 2015)</p> <p>1. <b>Be fair</b> to yourself and the other person when you try to get what you want. Take into consideration your own feelings and wishes as well as the other person's ones.</p> <p>What impact does prioritizing only your own needs or other's needs have on self-respect?</p> <p>2. <b>Appropriate apologies</b> - over-apologizing hurts relationships. When needed, apologies are appropriate, but not apologizing for being alive, for making a request, for having an opinion, or for disagreeing. Apologies imply that you are wrong, that you are making a mistake.</p> <p>3. <b>Stick to values</b> - meaning that you must stand by your values despite the fact that you won't get what you want or might not be liked by someone.</p> <p><b>Discussion Point:</b> Guide participants in reviewing their own values as discussed in the previous lessons. Are there</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>any difficulties in standing up for themselves when someone wants them to do or say something that conflicts with their own values?</p> <p>4. <b>Be truthful</b>, don't lie, act helpless when you are not, exaggerate or makeup excuses.</p> <p><b>Discussion Point:</b> The facilitator should be aware that sometimes honesty can reduce relationship effectiveness. Discuss this point with the participants.</p> <p><b>Summary:</b></p> <p>Through this activity, participants consider the importance of self-respect (behaving with honor and dignity).</p>	

**MODULE 6. Lesson 2: Activity 4**

<p>✦</p> <p><b>Effective boundaries setting: SET BOUNDARIES – short introduction</b></p>	<p><b>25 min</b></p>	<p><b>Purpose:</b></p> <p>To practise setting boundaries in their professional relationships. The facilitator will present the steps for effective interpersonal boundary setting (adapted from DBT skills – DEAR MAN, Linehan, 2015).</p> <p><b>1. Describe the situation:</b></p> <ul style="list-style-type: none"> <li>➤ What are you reacting to?</li> <li>➤ What boundary has been broken?</li> <li>➤ What are you asking for?</li> </ul> <p>It is important to give a clear and objective description of the situation for both parties to be on the same page. To help participants get the idea of describing observable</p>	<p><b>Teaching, presentation, discussion, rapid rehearsal, role play</b></p>
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Steps	Duration	Description	Resources, activities & materials
		<p>facts, we can have them consider what could be submitted for evidence in a court.</p> <p><b>Example:</b> “I’ve been working here for 2 years and have not gotten a raise even though my performance reviews have been very positive.” (Rapid rehearsal)</p> <p>Ask participants to describe a problematic situation where they want to ask for something. Write down the situations described.</p> <p><b>2. Express Clearly:</b> How you feel or what you believe about the situation.</p> <p>This helps the other person to understand what you want from the interaction, as well as what makes this situation important to you.</p> <p>Address the issue of feeling vulnerable during expression of needs.</p> <p><b>Example:</b> “I believe that I deserve a raise.” (Rapid rehearsal)</p> <p>Ask participants to think of ways to express the situation described above. Write down the expressions for each situation.</p> <p><b>Note to the facilitator:</b> Description or expression are not always necessary. In saying no to a request, the person might simply say, “No, I can’t do it.” Still, it is important to rehearse all the steps.</p> <p><b>3. Assert Wishes:</b> Ask for what you want.</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>Be clear, concise, and assertive. Understand the difference between asking and demanding – assertive vs aggressive. Facilitator and participants can now review the listening skills.</p> <p><b>Example:</b> “I would like a raise. Can you give it to me?”</p> <p>(Role play)</p> <p>Role-play the “demanding” versus the “asking” strategies with participants.</p> <p><b>5. Reinforce the other person.</b></p> <p>Identify something positive or rewarding that the other person would get if they satisfied your need. This requires taking time to consider the other person’s perspective and motivation, and drawing connections between what you’re asking for and how the other would benefit. Alternatively, you could offer to do something for the other person, if they meet your request/need.</p> <p><b>Example:</b> “I will be a lot happier and probably more productive if I get a salary that reflects my value to the company.”</p> <p>(Rapid rehearsal)</p> <p>Ask participants to identify something positive or rewarding for the other person or the situation, in case they decide to accept your request. Write down examples of such positive messages (reinforcers) for each situation (e.g., we will improve our relationship, I will be more productive, we will work as team).</p>	

Steps	Duration	Description	Resources, activities & materials
		<p><b>5. Negotiate:</b> Offer and ask for alternative solutions.</p> <p>The facilitator explains the idea of giving in order to receive. Sometimes you must “turn the table” to the other person.</p> <p><b>Example:</b> “How can we solve this problem? What do you think we should do?”</p> <p><b>Summary:</b> In this section participants are introduced to, and practice the method of communicating their requests/needs in the workplace effectively.</p>	
<p><b>MODULE 6. Lesson 2: Activity 5</b></p>			
<p><b>Role play -</b></p>	<p><b>15 min</b></p>	<p><b>Purpose:</b> To practise the steps discussed above (DEAR MAN).</p> <p><b>Procedure:</b> Participants will be grouped in dyads and role play two workplace scenarios.</p> <p><b>Scenario 1</b></p> <p>You know that one colleague is making negative comments about you to other colleagues. You want this to end.</p> <p><b>Scenario 2</b></p> <p>One colleague is always asking you to complete tasks for him even though they are their responsibility. You want to say no.</p> <p><b>Summary:</b> Participants will have the opportunity to practice the DEAR MAN skill in making requests in the workplace.</p>	<p><b>Role play</b></p>

Steps	Duration	Description	Resources, activities & materials
<b>MODULE 6. Lesson 2: Activity 6</b>			
<b>Conclusion / questions</b>	<b>5 min</b>	<p><b>Purpose:</b> To reinforce the key points covered in the lesson and to encourage participant engagement through questions.</p> <p><b>Procedure:</b> The facilitator emphasizes the key points of the lesson, ensuring that participants have a clear understanding of the concepts discussed.</p> <p>Participants are encouraged to ask questions, fostering an interactive learning environment, and addressing any uncertainties or concerns.</p> <p>Finally, the facilitator introduces the topic of the next module, providing a brief overview of what will be covered to set the stage for future sessions.</p> <p><b>Summary:</b></p> <p>In this session, the facilitator reinforces participants' understanding of key lesson points and encourages active participation through questions.</p>	<b>Key points</b>

# APPENTICES

## Appendix 1

### HANDOUT 1: HUMAN RIGHTS

#### Human Rights:

1. You have the right to need things from others.
2. You have the right to put yourself first sometimes.
3. You have the right to feel and express your emotions.
4. You have the right to be the final judge of your beliefs and accept them as legitimate.
5. You have the right to your opinions and beliefs.
6. You have the right to your experience—even if it's different from that of other people.
7. You have the right to protest any treatment or criticism that feels bad to you.
8. You have the right to negotiate change.
9. You have the right to ask for help, emotional support, or anything else you need (even though you may not always get it).
10. You have the right to say no; saying no doesn't make you bad or selfish.
11. You have the right to not justify yourself to others.
12. You have the right to not take responsibility for someone else's problem.
13. You have the right to choose not to respond to a situation.
14. You have the right to sometimes disappoint others.

## Appendix 2

### HANDOUT 2: RIGHTS AT WORK

<b>Rights at work:</b>
1. I have the right to have a fair salary
2. I have the right to have a paid annual leave
3. I have the right to be treated fairly at work; zero tolerance to discrimination
4. I have the right to security at my workplace
5. I have the right to be informed about changes in my work conditions
6. I have the right to equal job opportunities, as expected based on my education/training
7. I have the right to have access to professional training, if available

What do you think are some of your responsibilities at work?

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....



## Appendix 3

### HANDOUT 3: MYTHS RELATED TO RIGHTS

<b>Myths related to rights:</b>
1. If I need something it means there is something wrong or bad about me.
2. I won't be able to stand the other person getting mad or saying no.
3. It's selfish to say no.
4. I have no control over anything.

## Appendix 4

### HANDOUT 4: ALTERNATIVES TO MYTHS

#### Alternatives to myths (Tick what you prefer)

1. A healthier alternative to the 1<sup>st</sup> myth is:

- a. Because I am a human being and I need connection, I have the right to want things, to build good relationships.
- b. Sometimes I will need things from other people and other times I will give other people what they need. This builds equality in relationships.

2. A healthy alternative to the 2<sup>nd</sup> myth is:

- a. I can stand the fact that other people have their own needs and may need to say no to me sometimes.
- b. I can tolerate the disappointment and I know that a 'no' is not necessarily a personal rejection.

3. A helpful alternative to the 3<sup>rd</sup> myth is:

- a. It's normal and healthy to say 'no' sometimes if something does not agree with you.
- b. Saying not does not mean that you do not like the other person.

4. A helpful alternative to the 4<sup>th</sup> myth is:

- a. I can control how I speak and behave.
- b. I can control whether I stay or leave from a situation.