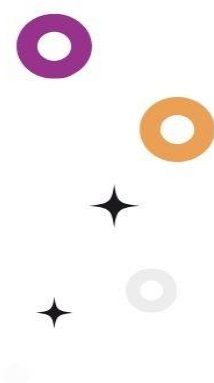




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Train the Trainer

Manual



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Introduction

Acceptance and Commitment Therapy (ACT)

Acceptance and Commitment Therapy (ACT) is a psychological therapy approach within the cognitive behavioural literature (Hayes et al., 2016). ACT posits the development of psychological flexibility; that is the ability to be fully aware of one's internal experience, including its unpleasant facets, and engage with a behaviour that is consistent with one's chosen values. The model assumes that individuals explore and identify what is meaningful and important to them in their own lives, an opportunity that is often lacking in forensic populations.

ACT has recently been introduced in correctional and forensic settings with some promising findings although the trials are small (Zarling et al. 2019; 2020). ACT programs usually focus on introducing the model's core processes in an aim to build on participants' psychological flexibility. Specifically, ACT processes reflect skills focused on managing emotional and cognitive experiences as well as skills focusing on aligning behaviour with personal values. To be more concise, individuals learn how to recognise and be more accepting of their emotional experience (acceptance) and become able to disengage from problematic thinking styles (cognitive diffusion). These processes are consistent with key goals that emerge from the literature review on former detainee work integration as well as from the expert Delphi study in the project RECOMMIT. For example, the literature indicates a need for emotional regulation and frustration management for successful work re-entry. Findings also point to the importance of cognition and helpful mindset when re-entering the workplace with certain thinking styles being seen and counterproductive. These processes are consistent with Kashdan's (2010) conceptualisation of psychological flexibility of one's ability to distance from current (likely problematic) mindsets and consider alternative perspectives. Continuing with the model's conceptualisation, individuals learn how to focus on their present moment experience as a source of motivation and grounding (present moment awareness) while, they

also learn how to view themselves as the container of their experience rather than the accumulation of their thoughts about themselves (self as context). These two processes are often supported through the introduction of mindfulness skills. Notably, cultivating a perspective of the self as context provides flexibility in how one perceives themselves and allows space for change and growth in one's chosen identity; an important goal for individuals in correctional settings seeking to formulate more prosocial identities. Lastly, the model supports the identification of important life values that hold personal meaning and alignment of behaviour along these dimensions. These two dimensions reflect a personal realignment of goals and an increase in motivation for certain behaviours such as seeking employment or communicating in more prosocial ways. Although involved in the justice system, individuals in corrections do not necessarily lack in wanting to pursue a meaningful and purposeful life, although they rarely have an opportunity to reflect on these dimensions. Additionally, recognising what is important may be emotionally painful given individuals in the justice system ongoing situation (e.g. incarceration) and the limitations therein, limiting opportunities for developing personal goals for the future.

ACT programs in correctional and forensic settings can introduce the six key processes alongside a series of important behavioural skills that aid in reintegration (e.g., relationship skills). For example, such programs would work on the key ACT processes in each session in brief while including explicit chapters such as finding employment, establishing prosocial friendships, mending relationships, being assertive, among other goals.

RECOMMIT VR EXPERIENCE

Introduction

Welcome to the RECOMMIT VR Experience! This handbook is designed to guide you through the Virtual Reality experience developed to facilitate a journey towards training effective interpersonal communication and successful social reintegration. Each level in the VR experience is structured to provide with the skills and understanding necessary for a positive and sustainable reintegration into society.

Contents Overview:

- **Orientation Level** – The first step into the VR world! This level is designed to familiarize users with the VR environment and controls. It's a comfortable starting point to ease users into the virtual experience and prepare them for the upcoming levels.
- **Intro to Value Systems Level** -Explore various societal and personal value systems. Understanding these values is crucial for this journey, forming the foundation of effective communication and social interaction.
- **Listening Skills Level** - Developing listening skills through active listening, to understand and empathize with others effectively.
- **Conflict Management Level** - Strategies to manage and resolve conflicts positively.
- **Interpersonal Boundaries Level** – Understand the importance of boundaries and how to maintain them in social contexts.
- **Disclosure Level** (separate app) – Designed to understand disclosure strategies and impact during job interviews.

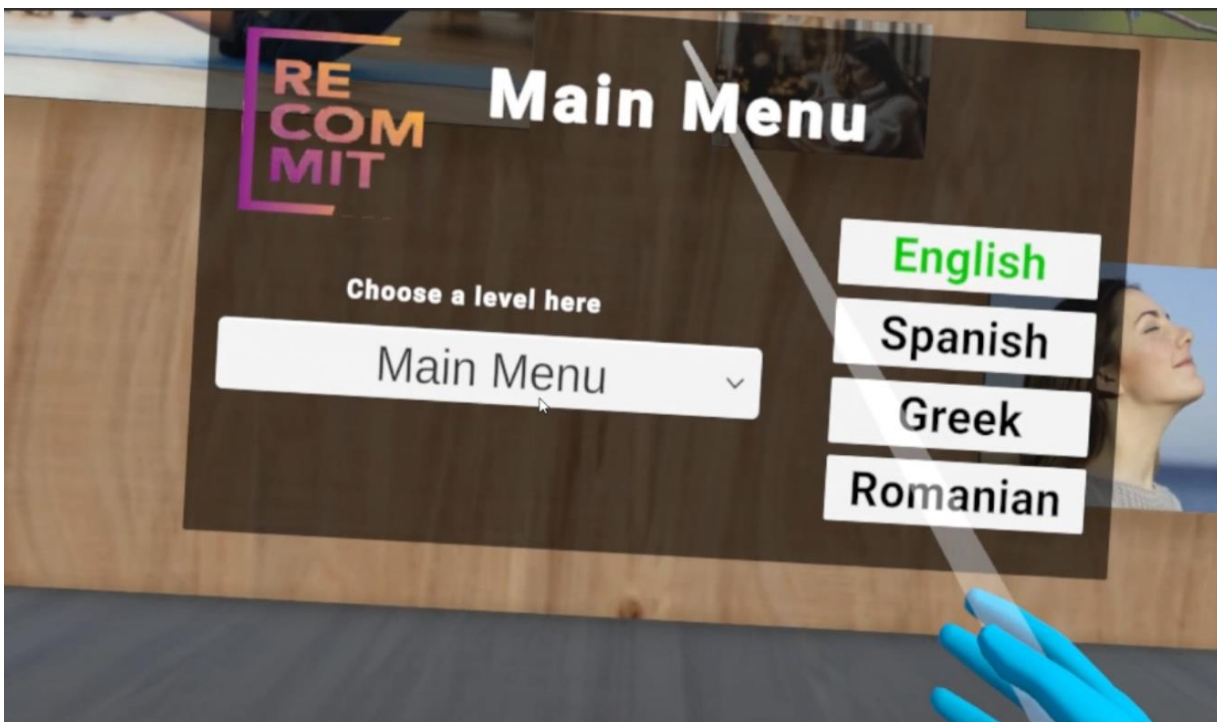
As progressing through each level, the aim is to teach valuable skills and insights that are not only crucial for personal development but for successful reintegration into society.

Should you have any questions or need assistance, please don't hesitate to reach out.

Level Description

Main Menu

1. This is where the user will select a level to play.
2. Select a language to play (the selected language has green text)
3. Click the menu dropdown and select the desired level (press the trigger the whole way)



Orientation Level

This level is for the users to get familiar with the controls and functionalities of the game.

1. The user needs to complete several tasks for the completion of the level.
2. The user needs to watch a video.
3. The user will open a sliding door by clicking (press trigger) a button and then answer a questionnaire (again press trigger to select the correct answer)
4. Next the user will see tables with slots and different colored cards. They need to place the cards on the table with the corresponding color.
5. The user needs to answer a 2nd questionnaire.
6. The user will play a “guess the picture” game. According to what is asked they need to select (press trigger) on the correct picture.
7. When all tasks are complete, all keys are present on the middle table. The user needs to place them in the correct colored slot, and when done correctly press the now green button and the level is complete.
8. When the level is complete, press the menu button on the left-hand wrist canvas for a canvas to appear in-front of them. Then press “main menu” to head back to the menu screen.

Notes: To hold an item the trigger button needs to be hold down (upon release the item will fall from the users’ hands)



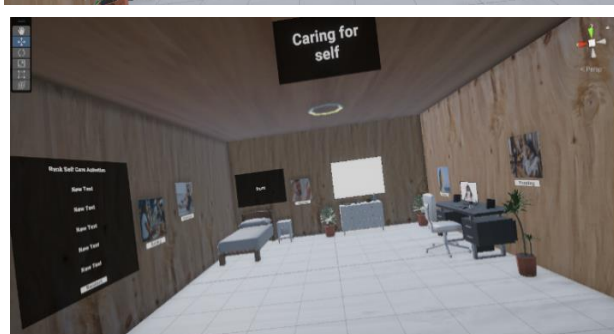
Intro to Value Systems Level

This level provides information on different values, features different rooms for each value. There is also an agent moving from one completed room to the next, presenting the room and available tasks.

1. **Connection with others room:** After the agent finishes introducing a room, the tasks will appear. The user needs to touch three pictures in this room and the person sitting on the couch to complete the first part. The player then needs to “pet” a cat and then answer a questionnaire that appears. When these tasks are completed, the agent will move to the next room
2. **Contribution room:** After the agent presents the room, the tasks will appear. The first task requires the user to “help” the person trying to lift a box (press on the ‘help’ button). A questionnaire will then appear. The user then needs to watch a video clip until the end. A water bottle will then appear. The user needs to grab it and water the 4 plants, so they grow after they get watered. The user then needs to throw the bottle into the trash can.
3. **Embracing the moment room:** After the agent presents the room, the tasks will appear. The user should watch a video by clicking “play”. The user will then be pressing play to listen to music. After the player listens to at least one full song, a questionnaire will appear.
4. **Caring for self room:** After the agent presents the room, the tasks will appear. The user will see 2 cards on the counter next to a video slot. After watching at least one full video a task will appear. The user needs to press the buttons on the wall under each picture to rank the activities based on their opinion. When the task is completed, they can move to the final room
5. **Final activity room:** Here the user will find cards scattered around in the room, indicating the name of the values they learned before. After placing them in the slots on the table (in ranked order) the button will become green so they can press and finish the level.

When the level is complete, press the menu button on the left-hand wrist canvas, for a canvas to appear in-front the user. Then press “main menu” to head back to the menu screen.

Notes: The users will see a blue lit waypoint that signifies where they need to go.



Listening Skills Level

This level prompts the user to watch videos and answer relevant questions.

1. The user will need to press “play video” to watch the video.
2. After the video is completed, a questionnaire will appear (if the user gets a wrong answer, they can press restart to try again)
3. If the player fails to complete the questionnaire 3x times, the correct answers will be highlighted in green.
4. Repeat this process again once, and if the user answers correctly the level is complete.
5. When the level is complete, press the menu button on the left-hand wrist canvas for a canvas to appear in-front of them. Then press “main menu” to head back to the menu screen.



Conflict Management Level

This level starts with videos and questionnaires regarding the first room and then proceeds to more interactive activities.

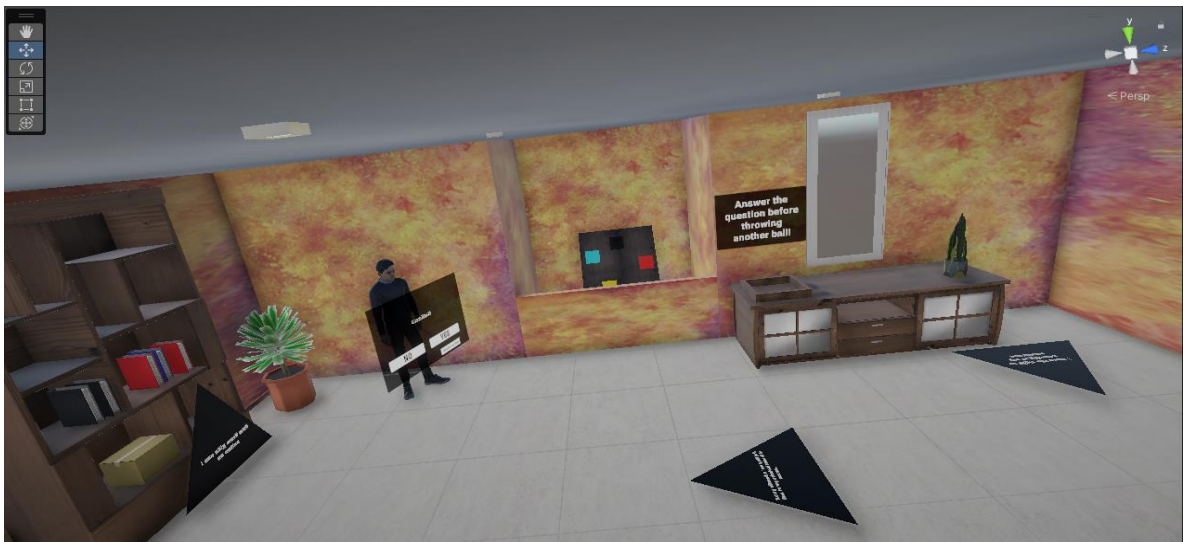
1. The user will need to watch a video.
2. After the video is done a questionnaire will appear (if the user gets a wrong answer, they can press restart to try again)
3. Repeat this process another 3 times (when all are done correctly the door to the next room will open)
4. First the user needs to place the present cards with numbers on them in the correct tables, showing the order of the steps on how to solve a conflict.
5. After the user will press the start button on the next activity and choose the correct face according to the prompt given. When all faces were chosen correctly the level is completed.
6. When the level is complete, press the menu button on the left-hand wrist canvas for a canvas to appear in-front of them. Then press “main menu” to head back to the menu screen.



Interpersonal Boundaries level

This level has two activities.

1. First the user needs to complete the 'hexagon on the wall' by placing the correct triangles in the present slots (if all done correctly the hexagon will turn green)
2. The user then needs to throw balls into colored slots for a question to appear.
3. When the level is complete, press the menu button on the left-hand wrist canvas for a canvas to appear in-front of them. Then press "main menu" to head back to the menu screen.



Disclosure Experience App

Separate Application: Note that the Disclosure Level is a separate application that needs to be installed and launched independently from the main VR program.

1. Language Selection: Upon starting the level, users will be prompted to select preferred language.
2. The user should select from the available options and listen to scenario example conversation.
3. The user should answer questions in between using the “trigger” button.



Headset Instructions

Charging and Operating the Headsets

- To charge the Meta Quest 2, connect the USB-C cable to the headset and to a power source. A light on the side of the headset will indicate that the device is charging. Charge until the light turns green (full charge).
 - **Avoiding Overheating:**
 - Use in a well-ventilated area and do not cover.
 - In warm climates, better to be in an airconditioned room – this will also contribute to user comfort.
 - Avoid exposure of the headset in direct sunlight and high temperatures.
 - Take breaks to let the headset cool down.
 - Do not cover any of the vents on the headset.
- **Charging Time:** Typically, it takes around 2.5 to 3 hours to charge from 0% to 100%.
 - Avoid leaving the headset plugged in for an extended period after it's fully charged.
- **Handling and Care:** Always handle the headset gently, especially when connecting or disconnecting the charger and the Link cable. The USB-C port is very delicate and is not only needed for charging but also for connecting the headset to the PC.

Cleaning the Headsets

- **Regular Cleaning:** Clean the headset after its use.
- **Lens Cleaning:**
 - Use a dry optical lens microfiber cloth to clean your headset lenses. Don't use liquid, alcohol-based or chemical cleansers.
 - Starting from the centre of the lens, gently wipe the lens in a circular motion moving outwards.
 - **Note:** Alcohol wipes should not be used on lenses as they can damage them. Alcohol wipes should only be used on other headset components. Use with caution.



Source: <https://business.oculus.com/support/665720147270975/>

- **Disinfecting the Headset:**
 - Use dedicated wipes for disinfecting. Ensure they are safe for use on electronic devices.
 - Carefully wipe down the exterior surfaces of the headset, including the straps and areas around the lenses. Important to **avoid** any contact with the lens surfaces.
- **Exterior Cleaning:**
 - Use anti-bacterial wipes.
 - Avoid getting moisture in any openings.
- **Handling the Headset:**
 - Always wash your hands before and after using the headset.
 - Use the silicone hygiene cover.
- **Personal Hygiene:** Encourage users to maintain personal hygiene, including clean hands and faces, before using the headset.

Important Notes

- The headset is designed for indoor use only.
- Ensure that the area space of operation is clear of obstructions.
- Set a guardian boundary appropriately.
- For the RECOMMIT VR applications, seated mode is preferred.
- If at any point a user develops any sickness symptoms, i.e. feels disoriented, dizzy etc, ask them to stop and remove the headset immediately.

Installing the RECOMMIT Applications

To install the 2x VR applications on a Meta Quest 2 headset device, you need to install specific software on your PC to let you “sideload” and install the apps.

- **Install SideQuest on your computer.**
 - Visit the official SideQuest website (sidequestvr.com).
 - Download the SideQuest installer for your operating system (Windows, Mac, or Linux).
 - Run the installer and follow the on-screen instructions to install SideQuest.
- **Enable Developer Mode on Meta Quest 2**
 - Create a Developer Account: Visit developer.oculus.com.
 - Sign in with your Oculus account.
 - Create an 'Organization'. This is a required step by Oculus to enable developer mode.
- **Enable Developer Mode via the Meta Quest App:**
 - Make sure that both your smartphone and Meta Quest Headset are on the same Wifi network, and your phone’s Bluetooth are enabled.
 - Download the Meta Quest app on your smartphone – search Meta Quest on the app store or use the links below.
 - [Google Play Store](#)
 - [App Store](#)
 - Open the Meta Quest app and choose to “Pair” your headset.
 - Follow the instructions on the app and the headset to pair the device.
 - Go to 'Settings' and select your Meta Quest 2 headset.
 - Tap on 'More Settings' and then 'Developer Mode'.
 - Toggle on 'Developer Mode'.
- **Connect Your Meta Quest 2 to your Computer**
 - Use a high-quality USB-C cable to connect your headset to the computer.
 - Put on your headset and accept any permissions that pop up regarding data access.

- **Installing Applications Using SideQuest**

- Open SideQuest on Your Computer
- Launch the SideQuest application.
- Connect the Headset
- Once connected, SideQuest should recognize your headset. You'll see the status at the top of the SideQuest window.
- Choose the install icon as seen in the fig, choose the .apk file and proceed to Install the Application



Launching the RECOMMIT Applications

- On your Meta Quest 2 main menu panel, navigate to:
 - Home
 - Library
 - Unknown Sources
 - Choose the app

RECOMMIT VR STREAMING

Configuration Handbook

Introduction

Welcome to the RECOMMIT VR Experience! This handbook is designed to help you configure your Headsets and PC for streaming what the user “sees” in the virtual world to a computer screen. This will help guiding the user during the training sessions.

To stream on a PC, there are two options:

1. Wireless streaming
2. Cable connection streaming

Please liaise with your local IT team and the Prison IT personnel to determine the requirements and the ability to have WiFi and laptops in the prison setting, and choose the appropriate option accordingly.

Wireless Streaming

If WiFi is available at the prison setting, then you can stream using the instructions below:



Detailed instructions can be found here: <https://www.meta.com/help/quest/articles/in-vr-experiences/oculus-features/cast-with-quest/>

Before you cast

- Download the Meta Quest mobile app to your phone.
- Make sure your phone, computer and headset are on the same Wi-Fi network.
- Make sure the headset and device you're casting to are logged into the same Meta account.

To cast to a computer: Your computer must be on the same Wi-Fi network as your headset to cast with Meta Quest.

To start casting:

1. On your computer, open your browser then go to oculus.com/casting and log in.
2. Put your headset on and press  /  on your controller to open the universal menu.

3. Select **Camera** , select **Cast**
4. Select **Computer** then select **Next** to connect.

To stop casting:

1. From your Meta Quest headset, select **Camera** then select **Cast**.
2. Select **Stop Casting**.

Streaming through Cable Connection

To stream to a PC using the Link cable (USB-C), you must:

1. Connect the link cable to the Meta Quest headset and to a laptop/PC that already has the [SideQuest application](#) installed. This is the application you have used to install the RECOMMIT VR Apps. Please refer to the RECOMMIT Levels & Configuration Handbook for instructions on how to set it up if you haven't done this already.
2. Accept the PC Connection Request notification in the Headset.
3. Launch the Command Prompt application on your computer (search for Command Prompt)
4. Depending on where the following application (scrcpy.exe) is located on your file system, type the following command and press Enter:

Example 1:

```
"C:\Users\[REPLACE WITH YOUR USERNAME]\AppData\Roaming\SideQuest\scrcpy-win64-v2.0\scrcpy.exe" --no-audio
```

Example 2:

```
"C:\Users\[REPLACE WITH YOUR USERNAME]\AppData\Roaming\SideQuest\scrcpy\scrcpy.exe" --no-audio
```

You should now be able to stream what is on the user headset – Please remember that the headset must be running before executing the above command.

RECOMMIT PARTICIPANTS

Selection criteria

RECOMMIT program is a reintegration program for detainees that are to be released. The curriculum is destined to teach detainees interpersonal skills that will serve them in workplace reintegration, targeting topics like personal values, active listening skills, conflict and emotion management, prosocial responses and behaviours, interpersonal boundaries and request making, social problem-solving and decision-making, etc. RECOMMIT is a high-quality program combining experiential activities and use of VR for practicing skills.

Selection of detainees should take into consideration some criteria:

1. detainees should be detainees that have up to 2 years until release
2. detainees should be eligible for release and have no disciplinary act outs
3. detainees participated in working activities inside and outside penitentiary
4. have no medical condition that is incompatible with VR
5. do not have psychotropic medication, that prevents form using VR
6. gave their consent for the participation in the project activities
7. minimal reading and writing skills/at least secondary level of education finished/driving license

Study case/ Qualitative assessment of the program

One of the qualitative indicators for results would be a case study example of a learner from the beginning to the completion of the project. For that purpose, the facilitators should have in mind one or two participants that show willingness and have active participation in all the activities of the program. These detainees will have to give feedback at the end of each lesson regarding the content of the lesson and their experience throughout each lesson. There are 2 questions that have to be answered at the end of each lesson (see below) and also in the summary session (module 8) and at the end of the program (also, see below).

For each lesson

Please summarise what you have learned in today's lesson.

How can you use what you have learnt in your life?

For summary session and end

How has the course contributed to changes in your priorities, relationships, communication, goals?

MODULE 1

Lesson 1 - Introduction to RECOMMIT Course

Duration: 1.5 hours

Objectives

- Introduce the group members to the goals of the RECOMMIT Course
- Complete the 1st evaluation questionnaires
- Develop Shared Group Values to guide the course
- Present and discuss Acceptance and Commitment model through the 'Bus of Life' metaphor
- Learn what it means to pay attention to their experience in the here and now
- Familiarize with VR

Activities

1. Ice-breaking activity - 15 minutes

Purpose: To form a group and feel comfortable

2. RECOMMIT Goals, Participant expectations - 15 minutes

Purpose: To develop shared goals for RECOMMIT program.

Note to facilitator: Use Aims of the RECOMMIT Group HANDOUT 1

✓ **Goals.** Where possible, facilitators should draw links between the aim of the group, as described above, and their relevance of the group members' learning expectations as mentioned in the curriculum.

✓ **Group style.** Facilitators should also comment on the style of the group. Being clear about what group members can expect will allow them to make an informed decision about

participation. This should increase willingness to engage in more unconventional and challenging exercises.

- The group is a mix of structured exercises, group discussion, experiential and exploration exercises, and skills practice.
- Our aim is not to teach you what to do. Instead, we encourage you to try the skills and exercises presented in this group and trust your direct experience of what works or doesn't work to move you forward in your life.
- There is a strong focus on what is happening in the here and now and how we can move forward in the future with a solid direction base on our values.
- The group will try to be fun and engaging with some exercises taking place on a VR environment. You can always communicate with us on whether an exercise was useful, interesting, or even not right for you (including the VR experience).

3. Short mindfulness practice - 10 minutes

Purpose. To focus on the group activity, to learn to pause and observe

Guidelines for facilitators on Mindfulness. Mindfulness is an integral part of the theoretical approach used in this program. It is the mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts and bodily sensations. It can reduce impulsivity and ability to regulate difficult emotions.

- When you are using mindfulness, communicate clear expectations and boundaries on behavior before beginning a mindfulness practice. Try communicating positive expectations and boundaries (i.e. communicate what you want participants to do as opposed to what you do not want them to do). Here are a few suggestions:

- ✓ Find a comfortable sitting position
- ✓ Stay in your seat
- ✓ Keep your hands and feet to self
- ✓ Practice mindful silence which means not making noise with your mouth or body
- ✓ Be a mindful listener
- ✓ Be mindful and respectful of others' experience

- You can say: “We live in a very fast paced, driven, and hurried society. Our society sends many messages about self-worth being tied to accomplishments, and this can be quite harmful to one’s emotional well-being. Additionally, we often are overstimulated or under stimulated. So, the practice of mindfulness, the practice of just being, many feel very uncomfortable to participants at first.”

- Cultivate patience and compassion as participants are learning. Do not expect perfection, because there is really no such thing as perfection with a mindfulness practice.

- Allow participants to know that however they are practicing mindfulness is right (as long as they are following the behavioural expectations and staying safe). When participants are reassured that there is no wrong way to practice mindfulness and that whatever they are doing is right (again, as long as they are following the behaviour expectations), they are more receptive to the practices. These practices can be particularly beneficial to participants who struggle behaviourally and are used to receiving negative feedback about their performance. It can be refreshing to know that however they are being in the mindfulness practices, is right.

- Because the mindfulness practices may be novel and unfamiliar, some participants may find them to be silly or feel concerned that they look funny. It can be helpful to normalize this experience. For example, “I know this may look or feel kind of silly, and that can be a very normal experience when mindfulness is new to you. But we can all be silly together. Sometimes when something is new, it can feel uncomfortable at first, but once you become familiar with it, it starts to feel normal. You might even begin to enjoy it. Let’s make an agreement to respect everyone’s feelings in here and not make fun of anyone. Try giving mindfulness a chance, and I bet you will find that it’s not silly at all!

- Mindfulness can help you focus your attention better, feel less stressed, and feel happier.” When mindfulness is new, give participants a chance to giggle and let their nervous or uncomfortable laughter out.

- Never force a participant to participate in an exercise. Give participants an alternative option like sitting quietly in their chair.

- Only implement what you feel comfortable teaching. Use common sense. Always stay within your realm of comfort. If an exercise feels too hard – go for a simple breath exercise.

- When you are debriefing an exercise avoid talking too much. Remember that no experience is wrong or right and that in this program we do not want to go very deep into exploration. Simply stay with the value of noticing and staying with the experience. Use the following phrases:

- “That’s good to notice”
- “Great observation”
- “Yes, that happens sometimes”
- “Yes, it can be restful, relaxing, odd”
- “Yes, it can get stressful, that’s part of our experience also.”
- “Yes, being aware of that feeling (e.g. anxiety, stress, worry, happiness) can be useful to regulate our next action”.

Note to facilitator. Facilitators should invite group members to settle into a relaxed but alert posture allowing their eyes to rest on the palms of their hands which will be facing upwards. They should guide group members to bring their awareness to the visual details of their palms as well as any sensations in this region and to follow the flow of these sensations. Advise them that it is common for the mind to wander into thought or distraction during this exercise, and that this is entirely normal. In fact, the aim of this exercise is to notice when the mind wanders and gently return their attention to their palms. Invite them to view their palms as if this is the first time, getting to know their hands size, linings, colours, etc. Viewing our hands can come with thought and when this happens, we divert our attention again to the experience of noticing this region of the body. The exercise should last approximately five minutes.

Discussion point. Facilitators should then debrief group members’ experiences of the exercise by inquiring what was noticed in the exercise. Facilitators should keep a curious and not instructive stance.

✓ **Guiding dialogue:**

“What was noticed during this short exercise?”

“I never noticed how many lines my hands have...”

“Hmm. Yes, sometimes we can fail to notice things around us”

“It was a bit boring”

“That’s a great observation of an emotion!”

4. Values Based Group Agreement - 15 minutes

Purpose: To clarify what is important to participants in their group interactions and generate a commitment.

Note to facilitator. Many group agreements comprise a list of rules to follow and unacceptable behaviours to avoid. In the RECOMMIT program, the group agreement will be values based. Facilitators should support group members clarify what is important to them in the way they interact with each other. This is a good starting point for the interpersonal skills curriculum also.

Note to facilitator. It can be useful to consider phrasing the group agreement in the positive; stating what group members will do as opposed to what they won’t do: What is important to you in terms of how we will interact in this group?. The group agreement should be written up on the flipchart and kept in a visible place during each session for the remainder of this module.

Note to facilitator. Facilitators should elicit examples of behaviours which are consistent with what’s important to them (e.g., if the value ‘being respectful of others’ is offered, asking participants to consider how that might be recognized in the actions of ourselves and others). If specific behaviours are offered, list these, but also explore what makes them important (e.g., if ‘maintaining confidentiality’ is suggested, facilitators might ask the group to consider what maintaining confidentiality aims to achieve in our interactions. If this is in the service of trust, other behaviour might be explored which contribute to trustful interactions).

Discussion point. Guiding questions: What would be necessary for you to find in the group to be freer to participate?, What kinds of interpersonal behaviours (i.e., listening to each other) would you like to see in our group?, In what way is this (i.e., confidentiality) important to you when you interact with others in the group?, What behaviours indicate that trust, safety etc. are present in this group?

Note to facilitator. The group agreement should be written up on the flipchart and kept in a visible place during each session for the remainder of this module.

Note to facilitator. Facilitators should invite a commitment from group members; it should be noted to the group that, as facilitator, your aim is to advocate for the group's working agreement. Group facilitators should consider themselves a part of the group, too. Not only should they model the group agreement in their actions (and call out their own actions when discrepant), but also play an active role in its formation. Facilitators can suggest items that are meaningful to them personally.

5. Driving my life – Part one: Choosing the route - 10 minutes

Purpose: To introduce the idea of choice, values and being present using a metaphor. To identify what is important to participants in a range of life areas. To increase awareness of the internal barriers and struggles that may interfere with effective behaviour.

Note to facilitator. In discussing 'values' at this stage we should be careful to direct the discussion away from specific goals. For example, finding a job is a useful goal but it is not a value. When people mention goals, we could ask "What makes finding a job important to you?". We can then add responses such as "security", "safety", "independence" etc.

Note to facilitator. The facilitator will remain cautious to avoid judging any goals that may come up but stick to exploring the underlying values. For example, a participant might say "lots of money". Although the temptation is to talk about this choice, here we will simply ask "What is important about having money to you?" Responses like, "respect", and "acceptance" may then be added on the diagram.

6. Driving my life – Part Two: Noticing the barriers - 10 minutes

Purpose: To orient participants to the impact of unhelpful thinking or behaviours (e.g., avoidance, impulsivity, reactivity etc).

Discussion point. The goal of the facilitator here is to observe that these internal experiences are normal to people and that our task is to learn how to skilfully manage them. 'But how do we do this?' The trainer moves to the next part of the exercise by discussing our reactions to the passengers.

✓ **Useful question:**

Who are your passengers?

7. Driving my life – Part Three: Noticing the struggle - 10 minutes

Purpose: To understand the negative impact of struggling with thoughts and feelings.

Note to facilitator. The facilitator is careful to listen for responses to the passengers that include either ‘giving in’ (for example, ‘I was angry so I shouted!’) or fighting/avoiding the passengers (for example, I drunk some alcohol and felt better again, or drugs can make me feel better). Specific examples of moving away from the bus route can be: substance use to avoid feeling passengers, reacting to strong emotions (giving in), or completely denying the importance of a route/goal (for example, I struggled to find a job and I convinced myself that finding a job is not important to me).

Discussion point. Guiding questions: Which of your passengers do you give in to? What can be a long-term consequence of that? (financial struggles, loneliness, trouble with the law)

Note to facilitator. The facilitator will again normalise this process by recognising that passengers can trick all of us but our goal here is to make the route much clearer so that it is harder for them to blindsight us!

8. Driving my life – Part Four: Keep your hands on the steering wheel of life – 6-7 minutes

Purpose: To emphasize the importance of committing to the chosen path of life in spite of interfering thoughts and feelings.

Discussion point. What happens to the passengers when you acknowledge them and then continue to focus on your chosen route of life?

Note to facilitator. Participants may suggest that the passengers will reduce, leave, or retaliate. The facilitator will not endorse any expectation here as we can never predict our internal worlds. However, they can state that becoming more skilled at noticing the passengers and knowing our chosen route can be very helpful in correcting our driving soon if we ever become astray.

9. Evaluation of my worksite communication skills / VR orientation - 15 minutes

Purpose: To collect data prior to intervention. To identify strengths and difficulties and motivate group participation.

10. Conclusion / questions / homework - 5 minutes

Purpose: The facilitator emphasizes the key points of the lesson; he or she encourages the participants to ask questions.

Lesson 2: Introduction to Values (a)

Duration: 1.5 hours

Objectives

- To practice present moment awareness
- To define values
- To explore value and value domains for each group member
- To explore values in VR

Activities

Brief settling into the session - 5 minutes

1. Brief mindfulness practice - 10 minutes

Purpose: To help participants set aside mental clutter and distraction, and bring awareness to experiences in the here and now.

Discussion point. During the debrief, the facilitator will ask feedback on the exercise:

- ✓ “What is it like to pause and notice our body?”
- ✓ “What can we notice when we turn our attention on our bodily experience?”
- ✓ “In what way can it be useful to pause in this way?”

2. Questionnaire completion / VR familiarisation for group 2 - 15 minutes

3. Brief Check-In and Review of Between Session Work - 10 minutes

Purpose: To reflect on the values (routes) and barriers (passengers) that each participant identified during home practice.

Discussion point. Following the body-scan, and a brief reflection on the exercise, facilitators should inquire about: What passengers/ barriers come up in driving the bus of life? What are the consequences of fighting or giving in to the passengers? What were some important routes (values) identified in the context of work? What were some barriers (passengers) stopping one from moving towards work-related directions?

Note to facilitator. Reviewing the task increases the group members awareness of their own general and more specifically work-related values and the related barriers. It also could reveal counterproductive strategies that they use to regulate their emotions and thoughts. If group members did not complete this between-session work, this check-in gives an opportunity to increase motivation and reflection on these topics.

✓ **Example conversation:**

Facilitator: What did people notice in the between session work we discussed last session?

Group Member: Well, when I consider what is important to me in the area of work, I realise that I just want safety and security.

Facilitators: Sounds like you noticed some important things there. So, in this respect what kinds of barriers (passengers) show up such as thoughts and feelings?

Group Member: I guess it is some insecurity that nobody will be willing to give me this security and I just freeze.

Facilitator: You freeze, like you avoid thinking about it or preparing for it?

Group Member: Yeah, I feel anxious to think about it.

Facilitator: Yes, your anxiety passengers can be very annoying during those moments. So, in one-way freezing works because it blocks the anxiety of thinking about preparing for work but on the other hand? Does it have a down side?

Group Member: Well, I don't prepare for it. I do nothing and I would like to be more ready.

Note to facilitator. If some participants have not completed the between-session work, the review is conducted similarly. Facilitators should help group members to notice what influenced their decision and explore the workability of that choice. Care should be taken to avoid shaming the client for non-completion of between session work. However, an exploration is warranted in these situations. What is the barrier? Does the homework not align with group member values (for example, “I do not want to be in this group”) or does an internal barrier (passenger) stop the work from happening? (For example, “I was never a good student and writing something down makes me anxious) or is there a practical barrier (for example, “I cannot read nor write very well”). For the case in which commitment to the group is low, the facilitator can ask whether attending this group could fit with an important direction for the group member (for example, “if you were to freely choose to be here, what could this group meetings be about, if you made it personal to you?”). In case the lack of homework completion related to an internal barrier (i.e., anxiety, boredom), the facilitator can help the client identify this emotional barrier and just point out the discrepancy between the desired direction and the barrier (for example “on one hand you would like to gain as much as you can from the group and on the other it is stressful to have to write”). In the last possibility where there are practical barriers (e.g., lack of literacy skills), participants can be encouraged to ask questions about the homework and enquire a different type of home practice (e.g., use drawing as notes or use reflection and memory as a tool).

4. Values Education - 15 minutes

Purpose: To conceptually understand the difference between values and goals and the usefulness of choosing one’s own values.

Note to facilitator. The facilitator will introduce the concept of values in a more specific way and explain the difference to goals. The trainer will provide examples of this concept and will use an exercise to help members of the group to connect with meaning in their own lives.

Note to facilitator. There are literally hundreds of different values, but below you’ll find a list of the most common ones. Probably, not all of them will be relevant to you. Keep in mind there

are no such things as ‘right values’ or ‘wrong values’. Each value can be connected to goals also. Examples of related goals are provided for the first 5.

1. Acceptance: to be open to and accepting of myself, others, life etc **(Goal: to talk about my past to my new work colleague whom I have come close to)**.
2. Adventure: to be adventurous; to actively seek, create, or explore novel or stimulating Experiences **(Goal: to start a sailing class)**
3. Assertiveness: to respectfully stand up for my rights and request what I want **(Goal: to ask my employer for payment of my overtime hours)**
4. Authenticity: to be authentic, genuine, real; to be true to myself **(Goal: to find a job that I feel I am interested in)**.
5. Beauty: to appreciate, create, nurture or cultivate beauty in myself, others, the environment etc **(Goal: to go to the beach and watch the sea once a week)**
6. Caring: to be caring towards myself, others, the environment etc
7. Challenge: to keep challenging myself to grow, learn, improve
8. Compassion: to act with kindness towards those who are suffering
9. Connection: to engage fully in whatever I am doing, and be fully present with others
10. Contribution: to contribute, help, assist, or make a positive difference to myself or others
11. Conformity: to be respectful and obedient of rules and obligations
12. Cooperation: to be cooperative and collaborative with others
13. Courage: to be courageous or brave; to persist in the face of fear, threat, or difficulty
14. Creativity: to be creative or innovative
15. Curiosity: to be curious, open-minded and interested; to explore and discover
16. Encouragement: to encourage and reward behaviour that I value in myself or others
17. Equality: to treat others as equal to myself, and vice-versa
18. Excitement: to seek, create and engage in activities that are exciting, stimulating or thrilling
19. Fairness: to be fair to myself or others
20. Fitness: to maintain or improve my fitness; to look after my physical and mental

health and wellbeing

21. Flexibility: to adjust and adapt readily to changing circumstances
22. Freedom: to live freely; to choose how I live and behave, or help others do likewise
23. Friendliness: to be friendly, companionable, or agreeable towards others
24. Forgiveness: to be forgiving towards myself or others
25. Fun: to be fun-loving; to seek, create, and engage in fun-filled activities
26. Generosity: to be generous, sharing and giving, to myself or others
27. Gratitude: to be grateful for and appreciative of the positive aspects of myself, others and life
28. Honesty: to be honest, truthful, and sincere with myself and others
29. Humour: to see and appreciate the humorous side of life
30. Humility: to be humble or modest; to let my achievements speak for themselves

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31. Industry: to be industrious, hard-working, dedicated
32. Independence: to be self-supportive, and choose my own way of doing things
33. Intimacy: to open up, reveal, and share myself -- emotionally or physically – in my close personal relationships
34. Justice: to uphold justice and fairness
35. Kindness: to be kind, compassionate, considerate, nurturing or caring towards myself or others
36. Love: to act lovingly or affectionately towards myself or others
37. Mindfulness: to be conscious of, open to, and curious about my here-and-now experience
38. Order: to be orderly and organized
39. Open-mindedness: to think things through, see things from other's points of view, and weigh evidence fairly.
40. Patience: to wait calmly for what I want
41. Persistence: to continue resolutely, despite problems or difficulties.

- 42. Pleasure: to create and give pleasure to myself or others
- 43. Power: to strongly influence or wield authority over others, e.g. taking charge, leading, organizing
- 44. Reciprocity: to build relationships in which there is a fair balance of giving and taking
- 45. Respect: to be respectful towards myself or others; to be polite, considerate and show positive regard
- 46. Responsibility: to be responsible and accountable for my actions
- 47. Romance: to be romantic; to display and express love or strong affection
- 48. Safety: to secure, protect, or ensure safety of myself or others
- 49. Self-awareness: to be aware of my own thoughts, feelings and actions
- 50. Self-care: to look after my health and wellbeing, and get my needs met
- 51. Self-development: to keep growing, advancing or improving in knowledge, skills, character, or life experience.
- 52. Self-control: to act in accordance with my own ideals
- 53. Sensuality: to create, explore and enjoy experiences that stimulate the five senses
- 54. Sexuality: to explore or express my sexuality
- 55. Spirituality: to connect with things bigger than myself
- 56. Skilfulness: to continually practice and improve my skills, and apply myself fully when using them
- 57. Supportiveness: to be supportive, helpful, encouraging, and available to myself or others
- 58. Trust: to be trustworthy; to be loyal, faithful, sincere, and reliable

Note to facilitator. If a member of the group volunteers a response, then the trainer can explore “in which areas of life is this value relevant?” (Relationships, work, leisure, learning, spirituality etc.). If no participant volunteers to provide an example the group co-facilitator can volunteer a genuine and appropriate example such as “in work, being honest with my coworkers has always been important to me. This means that even though it is difficult If I disagree with someone, I try to find a way to express myself”.

5. Values card sort (half of the group and the other VR) - 30 minutes

Purpose: To familiarise participants with personal values and to introduce the idea of choosing values in life.

Note to facilitator. The processing of the card can be very emotional and therefore the facilitator reminds the group of the Group Shared Values (Module 1). Cards need to be printed and cut in advance (2 packs per 2 participants).

Discussion point. In processing a card, the facilitator can ask the following questions:

- ✓ Tell us more about placing this value in this area of life. How is it important to you?
- ✓ Have there been moments in life where you had been close to this value?
- ✓ How close or far are you presently to this value?
- ✓ What kinds of choices or behaviours bring you closer to this value?
- ✓ Can you identify any personal goals related to this value?
- ✓ Do you need to develop any skills to approach this value?
- ✓ Are there any opinions or thoughts or emotions that might interfere from acting on this value?
- ✓ Is it possible to make some space for these barriers while we act on our value?

Note to facilitator. The facilitator does not need to ask all the questions suggested to each member but go through them with different group members.

Note to facilitator. The facilitator summarises the learning of the exercise at the end. A summary can include examples of values, skills needed to implement values or barriers. Special emphasis is given to work-related values.

Note to facilitator. It is recommended that facilitators place more focus on the work and relationships domain of life during debrief.

6. VR value exploration (the other half of the group) - 30 minutes

7. Conclusion / questions - 5 minutes

Note to facilitator. The facilitator summarises the role of values in life and the importance of having them as guiding principles.

Lesson 3: Introduction to values (b)

Duration: 1.5 hours

Objectives

- Practice connecting with the emotional experience of a value on work and contribution to find motivation for learning work related skills
- Continue to practice value exploration on VR
- Identify values' priority on VR
- Refer that values have two sides (reward and pain).

Activities

Brief settling into the session - 5 minutes

1. Brief Check-In and Review of Between Session Work - 10 minutes

Purpose: To reflect on values in the work domain and identify related goals, skills, and barriers. The conversation regarding skills will be prompt for the next session on listening skills.

Note to facilitator. Care is taken to avoid confusing goals with values. For example, 'making a lot of money' is a goal and not a value. A good question to reveal a value would be 'in what way would money contribute to making your life nicer?' The participant might respond with 'I will buy nice things for my family'. The facilitator can then indicate: 'it sounds like offering to your family maybe an important value for you then!'

Note to facilitator. A facilitator needs to be on the lookout for criminogenic goals (e.g., becoming rich quickly). Given that the group is not individual therapy but a training ground it is best to avoid getting into a debate with participants. A response like 'sometimes some

passengers/barriers can trick us into believing that they are serving our values while they may be pulling us away from them' 'it requires careful observation to know the difference'.

Note to facilitator. In the discussion on skills the trainer will need to skilfully bring in topics of communication, self-presentation and conflict resolution to motivated for the remaining group sessions.

Note to facilitator. The question on dealing with barriers effectively is designed to reinforce motivation for skill building in the remaining sessions. Awareness of values and acceptance of emotions are also appropriate dimensions to be considered here.

2. Sweet Spot Exercise - 20 minutes

Purpose: This exercise is a combination of a mindfulness and value clarification activity. It will combine couple, group and individual work and will focus specifically on the value domain of work and contribution.

Note to facilitator. Participants with mild feelings: some people may not be able to access warm feelings. For these participants the exercise may not be very interesting or effective. Be careful not to judge them for the lack of feeling. Encourage curiosity about what comes up in work and contribution even if the feeling is not very strong.

Note to facilitator. Participants choosing a high achievement or high reward moment: This is not necessarily a problem however it is useful to know the difference between types of reinforcement (high achievement vs contentment). In this exercise we are seeking the second which are associated with neurological systems of calmness and safety rather than an adrenaline high (often associated with risk taking). If we feel that our group has many risk takers, we can make this distinction at the beginning of the exercise by saying: "A sweet moment is often a laid-back moment, a moment of contentment rather than a moment of great excitement".

3. Values card sort (Half of the group) or VR exploration - 30 minutes

4. The two sides of values (or VR activity) - 15 minutes

Purpose: To recognise that values are not necessarily associated with positive emotions. Values hold meaning and whatever is meaningful can also be painful.

Note to facilitator. Towards the end, the facilitator prompts the group to contemplate the implications of metaphorically carrying the coin in their pocket throughout life, encompassing both the cherished value and the accompanying difficulties.

5. VR values prioritising (Room 5 in Intro to Value Systems Level) - 15 minutes

6. Conclusion / questions (duration 5 minutes)

Note to facilitator. Key points of the lesson include:

- ✓ Sweet moments can provide an access to what is important to us in life.
- ✓ Values can have two sides. Often what is meaningful to us comes with some pain or challenge.
- ✓ We can consider work and contribution values and define the kinds of skills that we may want to develop to support our values.

Note to facilitator. Give a copy of Two-sides of Values HANDOUT 4 for reflection in the week.

MODULE 2

Listening Skills

Lesson 1: Listening Skills – Attending Behaviour, Open & Closed questions, Encouraging

Duration: 1.5 hours

Objectives

- To develop the skills of attending behaviour;
- To practice closed and opened questions;
- To use different verbal and nonverbal encouragement skills;

Activities

1. Ice-breaking activity - 15 minutes

Purpose: To feel comfortable in the group and form a group. To define effective listening.

Discussion point. The trainer will encourage each participant to give a personal example regarding not being listened to. The trainer will guide the discussion using these questions:

1. Who didn't listen to you?
2. What the conversation was about.
3. What were the signs the other person wasn't paying attention to you.
4. How did you feel when the other person wasn't listening to you.
5. What happened after you weren't heard?"

Note to facilitator. The trainer advice participants to talk about usual, non-personal topics such as: menu of the day, daily activities, weather, previous activities in the schedule, description of a day, the favourite movie etc.

Discussion point. After each role-playing of 3 minutes, the leader asks the participants: "What were the indicators of the poor listener?" "How did you feel when your partner didn't pay attention to you?"

Note to facilitator. On the flipchart the leader will write the feedback in two columns: Behaviours of an ineffective listener and Emotions related to not being listened. Examples of behaviours: the listener does not look at me, he is interrupting me while I'm talking, he changes the subject, he leaves while I'm talking, he is doing something else while I'm talking. Examples of emotions: anger, sadness, worry, frustration.

2. Attending behaviour - 15 minutes

Purpose: To develop attending behaviour skills.

Note to facilitator. The facilitator will select a person from the group and begin to talk about the listening skill that has been previously described. The trainer will maintain eye contact with the individual, employ a combination of open-ended and closed-ended (maximum 2) questions, centre the discussion around the topic of listening skills, and exhibit mirroring body language in their interaction with the interlocutor.

Discussion point. Following the completion of the role play, the trainer will proceed to inquire of his observers: "What did you notice? What components of the assisting behaviour could you identify?" Then ask the observers of the interlocutor: "What was the response of my conversation partner when I employed the supportive behaviour, encompassing all of its constituent elements?".

3. Open and closed questions - 20 minutes

Purpose: To practice open and closed questions.

Note to facilitator. For Exercise 2, the facilitator can give some examples of questions – Do you have a job I could apply for? How many hours I can work?, Do I have to work in shifts?, Will I be paid by the hour? The facilitator must take care that the participants do not repeat the questions, in this case encourage the participants to rephrase the question.

Note to facilitator. The facilitator will emphasize the fact that closed questions only help to find out specific information. Additionally, it will acknowledge the limitation that a conversation cannot be effectively conducted just relying on closed-ended questions.

Note to facilitator. While the facilitator is presenting all the information about closed and opened questions, participants will use the Handout 2.

Note to facilitator. The solutions for *Exercise 4* are:

1. Could you tell me more about the job you will like to find? (open question)
2. Are you tall? (closed question)
3. What have you done so far to find a job? (open question)
4. Have you searched for ads on the internet? (closed question)
5. How did you feel when you were not called to the interview? (open question)
6. Have you applied for many jobs? (closed question)
7. Why do you think a potential employer would hire you? (open question)

4. Minimal encouragers - 10 minutes

Purpose: to practice minimal encouragers.

Note to facilitator. For Exercise 1, the speaker (Person 1) receives the script of the scenario and the listener (Person 2) will follow the facilitator's instruction

- *Person 1:* I made a friend in prison. He has one year left. He asked me to look for his girlfriend.
- *Person 2:* Use brief utterances (the leader gives this instruction)

- *Person 1:* I called her and invited her for a coffee. It was very difficult for me to call her.
- *Person 2:* Use repetition of key words (the leader gives this instruction) *Ex:* Difficult to call her? Tell me more, please!

- *Person 1:* I thought that he would not answer the phone and I would have to call several times.
- *Person 2:* Use brief utterances (the leader gives this instruction)

- *Person 1:* Or I thought she was going to talk bad to me, that he was going to tell me that he didn't want to hear from my friend anymore.
- *Person 2:* Use repetition of key words (the leader gives this instruction) Ex: She was going to talk bad to you? Tell me more, please/ Hear from your friend anymore? Tell me more?

Note to facilitator. The subject of the role play (*Exercise 2*) can be: the activity in progress about listening skills, the job at which he/she works in the penitentiary, an hour from the school in the penitentiary.

5. Practicing the new skills - 25 minutes

Purpose: To reinforce the practice of the new skills

Note to facilitator. The participants could talk about the jobs they've had in the past, the jobs they'd like to have, and what helped them get jobs and what stopped them from getting jobs.

6. Conclusion / questions / homework - 5 minutes

Note to facilitator. If the facilitator encounters difficulties regarding the organization of time, he must be very careful to complete the following activities:

1. Ice-breaking activity;
2. The presentation and the demonstration of attending behaviour's dimensions;
3. The presentation of closed and opened questions; Exercise 1, Exercise 3,
4. The presentation of the minimal encouragements; Exercise 1;
5. Practising the new skills exercise;
6. Conclusion & Homework.

Lesson 2: Listening Skills – Paraphrasing, Reflection of Feelings

Duration: 1.5 hours

Objectives

- To practice the skills of attending behaviour;
- To use closed and opened questions in conversation;
- To recognize different verbal and nonverbal encouragement skills;
- To identify emotions;
- To develop the empathic reflection of feelings;
- To learn the clarifying skills – paraphrasing;

Activities

Ice-breaking activity - 15 minutes

Discussion point: Questions guiding the review:

- ✓ What skills did we practice last week?
- ✓ How do we know that we have an open behaviour for communication?
- ✓ What kind of questions can we use in conversation?
- ✓ What is the aim of closed questions?
- ✓ What do open questions help us with?
- ✓ What kind of encouragements do we use in conversation to help the conversation continue and our interlocutor talk?
- ✓ What personal values dose open communication reflect for us?

Note to facilitator. The facilitator will give some examples for each skill and the participants are asked to recognize the skill and assess whether it was used properly.

1. Paraphrase - 15 minutes

Purpose: To understand paraphrasing

Note to facilitator. When the facilitator gives examples, he/she can do that with a co-facilitator or if not in pair with one participant.

Note to facilitator. The correct paraphrase for the first example from Exercise 1 is: You don't like that you have to go to work 10 km away, but you need money to live. Is that what you said? The correct paraphrase for the second example from Exercise 1 is: Tomorrow you will have the first training at work. You cannot wait. Is that what you said?

2. Reflection of feelings 20 minutes

Purpose: To practice reflection of feelings in a pantomime, game format.

Note to facilitator. Exercise 1 – The mime game. One participant will have to mime an emotion/feeling written on a card, without saying anything, only by using facial expressions or gestures. The other participants have to guess what emotion/feeling is. If the nobody guess, the person miming will keep miming the emotion/feeling until they get it right.

Note to facilitator. The correct reflection of feelings for the first example from Exercise 2 is: John, you feel guilty because you didn't apply for this job. Is that right? The correct reflection of feel for the second example from Exercise 2 is: You seem to feel angry because your neighbour was judging you for being in jail. Is the way you feel? The correct reflection of feelings for the third example from Exercise 2 is: You feel sad thinking your colleagues don't show you respect. Is that right? The correct reflection of feelings for the fourth example from Exercise 2 is: You feel happy because you got the job!! Is this the way you feel? The correct reflection of feelings for the fifth example from Exercise 2 is: You feel enthusiastic thinking you start the job tomorrow. Is that right?

Note to facilitator. If the trainer notices that the participants don't want to get involved, the trainer encourages them by saying "It's no problem if you make a mistake, that way we'll figure out more quickly what is the difference between a correct and an incorrect reflection of feelings. I'm here to offer my support. "

3. Practicing the new skills / VR orientation - 15 minutes

Purpose: To reinforce the practice of the new skills

4. VR orientation / Practicing new skills - 15 minutes

5. Conclusion / questions / homework - 10 minutes

Discussion point. Questions guiding conclusions:

- ✓ What did you like most about the VR exercise? But in role-playing?
- ✓ Where was it easier for you to practice, in VR or role-playing?
- ✓ What listening skill do you master best in VR/role-playing?
- ✓ In practicing which skill do you encounter difficulties in VR/role-playing?

MODULE 3

Prosocial Responses

Lesson 1: Prosocial responses (a)

Duration: 1.5 hours

Objectives:

- Introduce commitment action and revision of values.
- Explore value-based actions for each group member.
- Introduce prosocial behaviours
- Develop prosocial actions in the workplace
- Identify internal barriers for committed actions and prosocial acts.

Activities

Brief settling into the session 5 minutes.

1. Brief Check-In and Review of Between Session Work - 10 minutes

Purpose: To reflect on listening skills in the workplace and practice different types of communication related to active and empathic listening in previous session.

Note to facilitator. Questions to guide the discussion related to previous session: Did you practice some listening skills? Did you face any difficulties or challenges that you would like to discuss?

2. Committed Action Psychoeducation and Group Activity - 30 minutes.

Purpose: Introduction of committed action and differentiation from the values.

Note to facilitator. The facilitator focuses on the process of committed actions and proceeds providing strategies as instructed in BUILDING COMMITMENT ACTIONS HANDOUT 1 (Appendix 1).

3. Committed Action Path – 15 minutes

Purpose: Design a pathway for individuals to align their values with committed actions and goals.

Note to facilitator. Use COMMITTED ACTION PATH HANDOUT 2 (Appendix 2) in identifying their core values and design the steps leading to committed goals.

4. Redirect our committed actions – 10 minutes

Purpose: To acknowledge when action is not related to values and consider a redirection plan.

Note to facilitator. Use REDIRECTION OF COMMITTED ACTION HANDOUT 3 (Appendix 3) to engage in a committed action redirection exercise.

5. Psychoeducation for Prosocial Behaviour – 20 minutes

Purpose: To introduce the concept of prosocial behaviour and the benefits of this approach.

Note to facilitator. Facilitator offers instructions based on PROSOCIAL ACTS/BEHAVIOURS AT WORKPLACE HANDOUT 4 (Appendix 4).

Note to facilitator. After the discussion, the facilitator highlights that committed to action and the decision of prosocial action is not a guarantee of outcomes, and it does not immediately remove external barriers. What it does is empower the person to move forward in a positive direction with the history they have. The purpose of the current session is to determine what actions and prosocial actions the inmate is willing to commit to both before release, and within brief time frames after release, and foster chosen work values.

6. Committed Actions, Prosocial behaviours and Values - 15 minutes

Purpose: To identify committed actions and prosocial acts in work-related situations through the scenarios.

Note to facilitator. The facilitator offers instructions based on SCENARIOS AND COMMITTED/PROSOCIAL ACTS HANDOUT 5 (Appendix 5).

7. Conclusion / questions 5 minutes

Purpose: To encourage reflection on what has been important or personally relevant in this group session.

Note to facilitator. Homework: Think or write down any barriers or obstacles that your mind tells you when you try to have prosocial and committed actions.

Lesson 2: Prosocial responses (b)

Duration: 1.5 hours

Objectives:

- Repeat the work values and prosocial actions in workplace.
- Identify challenges/barriers when applying valued committed actions in workplace.
- Develop skills to act prosocially in demanding working environment.

Activities

Brief settling into the session - 5 minutes

1. Brief Check-In and Review of Between Session Work - 10 minutes

Purpose: To reflect of the committed and prosocial actions in work and to identify the internalizing and externalizing barriers that may inhibit individuals to act prosocial at work.

2. Metaphor – 15 minutes

Purpose: To provide metaphorical story to organise the learning.

Note to facilitator: Facilitator offers instructions based on MOUNTAIN METAPHOR HANDOUT 6 (Appendix 6). The following metaphor can be printed on a card. The goal is the facilitator to read for in a slow pace, emphasize on the questions, make pauses, and provide time to the participants to reflect and be mindful.

Discussion point. Use these questions to guide participants: What might we notice ourselves doing when we get hooked by all this mental chatter? Maybe give up on the goal itself. Maybe give up on our valued direction? But from a distance, we can see that losing height is the only way to get to the top. In the world of work what are some meaningful values for you? (offering, working hard, learning). What would be your personal goal related to this area of life? So then, although we set our path (values) and we have a goal (get a job) sometimes we may still find trouble on the way... Do you have any negative thoughts about your ability to find or maintain a job after your release?

3. Up the mountain: Identify barriers, negative thoughts and emotions – 15 minutes

Purpose: To identify challenges while they are committing to values and prosocial acts.

Note to facilitator. Write the challenges while riding your bike to the mountain (HANDOUT 6). The mountain top would be a personally important value related to work. Identify worries and concerns.

4. Psychoeducation – 15 minutes

Purpose: To identify the different types of responses in challenging situations.

Note to facilitator. Facilitator offers instructions based on ACT IMPULSIVELY VS ACT PROSOCIAL HANDOUT 7 (Appendix 7).

5. External Challenges and Barriers in the workplace - 15 minutes

Purpose: To discuss with the participants the most common challenges and concerns for inmates/ex-inmates to find and maintain jobs after their release. Also, discuss any other external barriers at work that may inhibit the desire to act prosocial.

Note to facilitator. Facilitator offers instructions based on BARRIERS IN SEARCHING FOR AND MAINTAINING A JOB HANDOUT 8 – Part 1 (Appendix 8).

Discussion point. Use these questions to guide participants: Can we now share some worries or negative experiences while searching for a job after release? Is it difficult to find a job after

release? Could you mention some challenges during the job search? Imagine that you find a job. Are there any challenges/ obstacles to maintaining the job?

Note to facilitator. Allow the participants to brainstorm freely. If they do not cover the following challenges/barriers you can introduce them casually in the discussion.

Information for facilitator

Ex-inmates face various challenges when reentering the workforce after incarceration. These challenges can significantly impact their ability to find and maintain employment. Some of the common challenges in the workplace for ex-prisoners include:

- **Employment Discrimination:** Many employers are hesitant to hire individuals with criminal records due to concerns about safety, liability, and potential negative perceptions from customers or other employees.
- **Limited Job Opportunities:** Ex-prisoners often face restricted access to job opportunities, especially in certain industries or professions that have strict regulations or background check requirements.
- **Skills and Education Gap:** During their time in prison, ex-prisoners might not have had access to skill-building or educational programs. As a result, they may lack relevant job skills and qualifications required in the job market.
- **Stigma and Social Rejection:** Ex-prisoners may encounter stigma and social rejection from coworkers or employers, which can create a hostile work environment and hinder their chances of successful reintegration.
- **Lack of Support Services:** Many ex-prisoners struggle to find adequate support services, such as counseling, mentorship, or job placement assistance, which are crucial for their successful reintegration into the workforce.
- **Legal Restrictions:** Some states have laws and regulations that restrict certain job opportunities for individuals with criminal records, limiting their options even further.
- **Transportation and Housing Barriers:** Ex-prisoners may face challenges with transportation and housing, which can affect their ability to maintain steady employment and attend job interviews.

- **Coping with Work Stress:** Reentering the workforce can be overwhelming and stressful for ex-prisoners, especially if they have been out of the job market for an extended period. Coping with the demands and pressures of a new job can be challenging.
- **Disclosure Dilemma:** Deciding whether to disclose a criminal record during the job application process is a difficult decision for ex-prisoners. While honesty is essential, it can also lead to potential discrimination.
- **Personal and Family Challenges:** Rebuilding relationships with family members and navigating personal challenges, such as reestablishing custody of children, can impact ex-inmates' ability to focus on work-related responsibilities.
- **Workplace Reentry Programs:** The lack of effective workplace reentry programs can hinder ex-prisoners from smoothly transitioning into employment and obtaining the necessary support and resources.

6. Overcoming internal and external barriers and act prosocial - 15 minutes

Purpose: After the identification of external and internal barriers that make it hard for the participants find and maintain, we would like to continue how we can solve these barriers with a prosocial way.

Note to facilitator. Facilitator offers instructions based on BARRIERS IN SEARCHING FOR AND MAINTAINING A JOB HANDOUT 8 – Part 2 (Appendix 8).

Note to facilitator. The purpose here is to encourage the participant to acknowledge and accept that the barriers could very well show up even if they begin to act prosocially. The facilitator needs to acknowledge these barriers while resisting and facilitate the participants to find an alternative and prosocial solution to overcome these. Remind participants that committing to action does not guarantee outcomes, and it does not immediately remove external barriers. What it does is to empower the person to move forward in a positive direction with the history they have.

Discussion point. In order to guide participants, use these questions: Have you identified any similar prosocial responses? How important is it for you to act prosocially? What support do you need to act prosocially?

7. Conclusion / questions - 5 minutes

Purpose: To reinforce the key points of the lesson and ensure participants have a clear understanding of the material. By encouraging participants to ask questions, the facilitator promotes active engagement and addresses any uncertainties. The writing of a take-home message serves as a reflective exercise, requiring participants to distil their understanding and formulate a plan for overcoming barriers to reaching their goals.

Note to facilitator. Participants may be given the option to share their take-home messages with the group, fostering a collaborative and supportive learning environment.

MODULE 4

Sharing personal information in the workplace

Lesson 1: Sharing appropriate information

Duration: 1.5 hours

Objectives

- Introduce and explain the concept of personal information.
- Understand the risks of sharing/not sharing personal information.
- Identify scenarios where sharing is appropriate/not appropriate at work.

Activities

Brief settling into the session - 5 minutes.

1. Brief mindfulness practice - 10 minutes

Purpose: To bring participants in touch with their physical and emotional experience while interacting with others on personal topics.

Note to facilitator: The facilitator can ask questions to encourage observation for “Describe your favourite food” exercise: ‘What did my body language say about me and this food?’ In the same way I would like you to notice both yourself while disclosing your favourite food and your partner while disclosing theirs.

Discussion point:

People may observe themselves as being inclined to overshare, share just enough or not share any information during such an exercise. A useful question to notice this gradation is:

“How much information did your partner share about their favourite food?”

“How much of this was personal and private and how much basic information?”

“For those of you who chose to share truly personal and private information, what was the difference in bodily reaction/ sensation?”

“How did your partner react when you shared something personal/private?”

Note to facilitator: Sometimes sharing personal information can feel as if we are connecting in a positive way with others. Other times it may be awkward or uncomfortable. Noticing our bodily signals as well as those of others is important. Note however that our body and feeling is now always wise and other cues need to be considered.

What are some other cues to consider in order to decide whether to share personal information or not?

2. Short introduction to the topic - 15 minutes

Purpose: To explore the concept of personal and private information. The facilitator aims to define personal information, ranging from sensitive details like ethnicity and health information to less sensitive but still important data such as addresses and family information. The goal is to create awareness about the diverse nature of personal information, its significance in various contexts such as employment and relationships, and the importance of making informed choices about what to disclose.

Note to facilitator: The facilitator encourages a discussion on the importance of personal information in different aspects of life, such as job applications and social interactions.

Note to facilitator: Participants' understanding of personal and private information will enhance by defining the broad spectrum of personal data and discussing its relevance in various contexts. The activity emphasizes the balance between the necessity of personal information for job opportunities and relationship building and the right to privacy.

3. Exercise in small groups - 20 minutes

Purpose. The purpose of this activity is to facilitate a group discussion on the varying levels of risk associated with sharing different types of information in a workplace. By encouraging participants to identify and categorize information into different risk levels, the activity aims at raising awareness of the importance of discerning what information should be shared and what

should be kept private, thereby promoting effective communication and decision-making in professional settings.

Note to facilitator: Use worksheet PERSONAL INFORMATION DISCLOSURE HANDOUT 1 (Appendix 1) that include lists of several types of personal/ sensitive information.

Discussion point: General questions for the group to discuss the worksheet:

- How did it feel to identify personal information that was risky to share?
- Are there any common characteristics among those bids of information?
- What would happen if we shared no personal information in the workplace?
- How can we tell what is appropriate?
- Are there any cues for information sharing in the workplace?
- Is there any way that our personal values can guide us on whether sharing or keeping private is an effective way forward?

Note to facilitator: The facilitator will encourage the different opinions to be expressed in the group and develop a debate on what should/should not be shared in the workplace.

Note to facilitator: The facilitator introduces the idea that oversharing can be equally damaging as not sharing. The first can make us feel too exposed and trigger rejecting responses from others, while the second can leave us socially alone and lonely.

4. Finding balance in sharing: Exercise - 20 minutes

Purpose: To challenge common myths associated with sharing personal information. Participants explore the complexities of being vulnerable in communication, emphasizing that courage is required to discuss feelings, needs, and personal experiences. The goal is to promote a more realistic and nuanced understanding of sharing personal information.

Note to facilitator: Use FINDING BALANCE IN SHARING HANDOUT 2 (Appendix 2)

Information for facilitator

Alternative for Myth 1.

The idea here is that fear is natural when we choose to open up to others about ourselves as it is human to worry about judgement. Although the risk is there, if we choose carefully who to open to, we might feel validated and accepted.

Alternative for Myth 2.

Sometimes allowing the appropriate people to understand our struggle and our effort can open opportunities for us and can let people give us a hand. Allowing people to support us strengthens healthy relationships.

Alternative for Myth 3.

Being isolated in our effort can be very demotivating and heavy. Sharing the struggle can be more hopeful and can provide solutions we did not consider.

Alternative for Myth 4.

There are no guarantees that uncertainty or discomfort will not show up. Every time we open up a little bit to others, we might feel this way, however, sometimes for building a quality relationship is worth it.

Alternative for Myth 5.

Sometimes we believe that we must completely trust someone before we share a little bit of information about ourselves. This is not accurate. We need to assess the person and the situation yet; some risk is always involved when we share information about ourselves with others. Trust grows over time.

Note to facilitator: This activity aims to demystify common misconceptions surrounding personal information sharing. By discussing and challenging myths, participants gain insights into the complexities of vulnerability and courage in communication. The summary underscores the idea that being scared or uncertain is a natural part of sharing personal information, and it does not diminish one's strength. The activity promotes a more authentic and balanced understanding of the dynamics involved in talking about oneself.

5. Conclusion / questions - 5 minutes

Purpose: To enhance participants' understanding of personal information sharing in the workplace. The goal is to teach them how to assess the appropriateness of sharing different types of information, considering both the level of risk and the potential for building healthy relationships. The session aims to address the balance between sharing and maintaining privacy, debunking myths that may hinder open communication.

Note to facilitator: We need to learn to assess when and where sharing personal information is useful. Closing up completely however is also not useful as it prevents the build-up of healthy relationships. In this session we considered different types of information and the level or risk in sharing them in the workplace. We also considered your willingness in sharing personal information and some myths that may hold you back from opening up to others.

Lesson 2: Disclosure: Making wise choices (a)

Duration: 1.5 hours

Objectives

- Identify ways in which to build trust in the workplace.
- Develop a self-presentation for the workplace including full, partial or no disclosure of past criminal record.
- Explore the pros and cons of disclosing one's criminal record in the workplace.

Activities

Brief settling into the session - 5 minutes

1. Brief shame-based mindfulness practice - 10 minutes

Purpose: To settle and focus on the session. To connect to the feeling of shame and create acceptance.

Discussion point: This exercise can be very challenging for participants however it is a great simulation to the realities of talking about sensitive personal information in the workplace. Being able to discuss such issues requires that one has processed and can create some healthy space for feelings of shame or guilt. Some questions to use are:

- How challenging was it to choose a sensitive topic to focus on?
- How possible was it to observe the negative feelings of shame without attempting to erase them?

Note to facilitator: The facilitator will emphasise that when we disclose information about ourselves it is only natural to feel difficult emotions like shame or anxiety. Strengthening the ability to feel these feelings without running away or acting out will make our discussions with others more constructive and effective.

2. Disclosure in the workplace (discussion) - 20 minutes

Purpose: To discuss how to gradually disclose personal information in the workplace.

Note to facilitator: Ultimately the facilitator will need to organise the information according to the steps of DISCLOSURE IN THE WORKPLACE HANDOUT 3 (Appendix 3).

Note to facilitator: The idea from this process is that disclosure is not ‘all or nothing’ but a gradual process that requires observation, emotional regulation and constant decision making.

3. Small group work: Pros/Cons of disclosing criminal record at work interview - 25 minutes.

Purpose: To consider the process of deciding whether to disclose one’s criminal record in a work interview. The facilitator will introduce the exercise which will be completed on a worksheet in small group work. The topic will be discussed in the large group.

Note to facilitator: Use LEGAL HISTORY IN EMPLOYMENT: WEIGHING THE PROS AND CONS HANDOUT 4 (Appendix 4). The focus here will be on the criminal history information. This exercise can also be performed in the large group if the literacy level is low in the smaller groups to support the process.

Note to facilitator: The goal of the exercise is the realisation that not decision is absolutely correct and that all contain pros/cons. The important thing is to consider one’s values and contextual information. The facilitator can ask questions about values during the debrief. For example, if a group member says “I could never disclose”, then the trainer may ask: “what value would that be in the service of?” In reflecting on this the group member may realise that their decision is in fact, based on a value (e.g., self-protection) or may be the result of an avoidance (e.g., actually my value is being authentic, but I am too ashamed to disclose). The facilitator can emphasize the importance of being aware of our values before deciding how to act so that we

feel confident about our choice. Another important point is the 'context'. Is one obligated to disclose (e.g., legally?), is this a job where disclosing is irrelevant?

4. Preparing their self-presentation - 30 minutes

Purpose: At this point half of the participants will proceed with the 'preparing their self-presentation' exercise and half will engage with the VR activity. The purpose of this activity is for participants to identify personal information including both strengths and difficulties that they will be willing to introduce in a job interview. This task also increases individuals' confidence and ability in talking about themselves including skills and areas for improvement. This task is done in preparation of a 'simulated interview' that they will observe on the VR and that they will practice next.

Note to facilitator: Use SELF-PRESENTATION PREPARATION HANDOUT 5 (Appendix 5) that illustrates the exercise. For participants who will do complete this task on the week that we will not proceed with the interview task, make sure that you keep the copy of their document so that they can use it the following week.

5. VR activity – 30 minutes

6. Conclusion / questions - 5 minutes

Purpose: To address the challenges individuals, face when discussing themselves.

Note to facilitator: The importance of self-disclosure as a gradual and nuanced process is emphasized.

Lesson 3: Disclosure: Making wise choices (b)

Duration: 1.5 hours

Objectives

- Develop a self-presentation for the workplace including full, partial or no disclosure of past criminal record.
- Develop a specific script to use in a job interview with a potential employer.
- Practice disclosure and job interview skills.

Activities

Brief settling into the session - 5 minutes

1. Brief mindful movement exercise - 5 minutes

Purpose: To ground oneself and connect with the here and now through using the body. Sometimes individuals prefer to use their bodies as a tool to connect with the present moment. This can also be a practical tool to use in their daily lives.

2. VR activity /Preparing self-presentation exercise - 30 minutes

3. Self-presentation and discussion – How to talk about my past history - 40 minutes.

Purpose: To practice presenting themselves along with information about their criminal record (if/when needed). To have a prepared script of self to manage anxiety in the workplace.

Note to facilitator: Three narratives will be presented: a non-disclosure narrative, a disclosure narrative, and a partial disclosure narrative. A work context (case study) and a question and prompts for them to reflect on will be given (PERSONAL HISTORY DISCUSSIONS HANDOUT 6, Appendix 6).

Note to facilitator: The facilitator will support the group participants in finding the appropriate wording for self-presentation. If literacy skills prevent writing notes to aid in memory, one can be supported by the facilitator.

Note to facilitator: The facilitator is not too prescriptive about the 'right choice'. They remain open and curious while currently focusing more on pro-social values.

Note to facilitator: The participants may reflect on the differences between disclosure and non/disclosure choices in this exercise. Ideas may be generated and contexts in which disclosure is appropriate according to one's personal values. Care should be taken that people are not trained to lie or deceive others. If this comes up, we can return to the conversation about having right to keep personal information protected. Care should also be taken that people are informed that some work roles, require criminal checks. In these job roles being able to talk about this past openly is especially important.

4. Bring the elements of disclosure together - 10 minutes

Purpose: The purpose of this group discussion is for participants to identify some key elements from the previous exercises to keep as part of their memorised their self-presentation. They are then encouraged to share in the group the key elements of their self-presentation that they feel they can communicate to others in their future job search. Elements introduced can be both strengths and areas of development.

Note to facilitator: Use SELF-DISCLOSURE: INTEGRATING STRENGTHS AND ADDRESSING LIMITATIONS HANDOUT 7, Appendix 7.

Note to facilitator: The facilitator will seek to validate critical thinking about these issues and not enforce a specific opinion. When prosocial values are mentioned, these are to be emphasized by the facilitator.

5. Conclusion / questions - 5 minutes

Note to facilitator: The facilitator emphasizes the difficulty of talking about oneself. The facilitator acknowledges disclosure as a gradual process which includes being able to talk about our strengths and our areas of weakness and limitation. Paced disclosure allows us to build relationships, feel connected and gradually find communities of support.

MODULE 5

Anger Management - Conflict Resolution

Lesson 1: Conflict Resolution (a)

Duration: 1.5 hours

Objectives:

- Recognize the hidden emotions beneath anger.
- Develop emotion recognition skills.
- Give examples of the anger cycle's various phases.
- Develop strategies to manage anger effectively.
- Reflect on their coping skills for managing anger.
- Realize that conflict is a normal process of disagreement among co-workers and managers. Avoid conflicts between clients.
- Differentiate between positive and negative conflicts.

Activities

Brief settling into the session – 5 minutes.

1. Brief Check-In and Review of Between Session Work - 5 minutes

Purpose: To reflect with participants about anger and conflict in the workplace.

Note to facilitator: Possible question to guide discussion: Did you face any difficulties or challenges that you would like to discuss?

2. Psychoeducation about anger – 30 minutes

Purpose: The facilitator will guide participants through identifying and making sense of their emotions and behaviours. This is expected to facilitate managing them more appropriately during conflicts in the workplace.

Note to facilitator: Use DEFINITION OF ANGER HANDOUT 1 (Appendix 1) in defining anger.

Note to facilitator: Use COMPONENTS OF ANGER HANDOUT 2 (Appendix 2) to help participants recognizing anger.

Note to facilitator: Use EMOTIONS THAT ARE HIDDEN HANDOUT 3 (Appendix 3) to acknowledge that other emotions can make us vulnerable and so, anger can appear as the primary emotion.

Note to facilitator: CIRCLE OF ANGER AT WORK HANDOUT 4 (Appendix 4) to explain the cycle of anger.

Discussion point: In order to facilitate the discussion and to help participants realize their own experience of the cycle of anger, following questions can be used:

- ✓ When do you first notice you are getting angry at work?
- ✓ When do others notice that you are getting angry?
- ✓ What might others notice about our anger that we don't?

3. Anger Map Exercise – 15 minutes

Purpose: To understand in more detail the process of anger.

Note to facilitator: Use MAP OF ANGER HANDOUT 5 (Appendix 5).

4. Tips for Anger Management - 25 minutes

Purpose: To learn to manage the feeling of anger.

Note to facilitator: Use PLAN OF ANGER MANAGEMENT AT WORK HANDOUT 6 (Appendix 6).

Note to facilitator: Use MANAGE YOUR ANGER HANDOUT 7 (Appendix 7).

Discussion point. Example of discussion for the facilitator regarding Anger: a. What does my impulse want me to do? Shout. b. What is a value I can connect with? Connect with others. c. Commit to the prosocial action: Walk away and take a few breaths. Return to state clearly that you would like to discuss this issue. d. Outcome: Hopefully a more effective conversation.

5. VR Emotion Recognition Exercise – 20 minutes

6. Conclusion / questions - 10 minutes

Purpose: To encourage reflection on what has been significant or personally relevant in this group session for anger management.

Lesson 2: Conflict Resolution (b)

Duration: 1.5 hours

Objectives:

- Introduce the term for a conflict in the working relations and the types of conflicts.
- Present factors that commonly lead to conflicts in the relationship.
- Focus on healthy and unhealthy patterns during conflicts.
- Develop effective skills and strategies to manage conflicts.

Activities

Brief settling into the session – 5 minutes.

1. Brief Check-In and Review of Between Session Work - 10 minutes

Purpose: To understand the purpose of conflict and distinguish it to the anger.

Note to facilitator: Words with negative associations should be on one side of the board, and words with positive associations on the other. Participants may not initially recognize many positive aspects of conflict. This activity might be an excellent way to discuss some of the benefits of conflict (it is an opportunity for change, renewal of relationships, personal development, etc.).

Discussion point: Facilitator asks participants to discuss the differences between anger and conflict and physical and non-physical assaults. Following questions can be used:

- ✓ What is the conflict?
- ✓ Do all conflicts lead to anger?

- ✓ Do all conflicts start with anger?
- ✓ Do aggressive behaviours lead to positive consequences?

2. VR activity / Tips for Anger Management – 20 minutes

3. Introduction to different types of conflicts in the workplace – 15 minutes

Purpose: To identify different types of conflicts in the workplace

Note to facilitator: Use TYPES OF CONFLICT HANDOUT 8 (Appendix 8) to define the types of conflicts in the workplace.

Note to facilitator: Use THE PHASES OF CONFLICT HANDOUT 9 (Appendix 9) to explain the six conflict phases.

4. Exercise - 10 minutes

Purpose. To encourage participants to identify and articulate the sequence of events, negative thoughts, and emotional reactions triggered by conflict in the workplace.

Note to facilitator: Use DISCUSSION ABOUT CONFLICTS HANDOUT 10 (Appendix 10).

5. Management of Conflict - 25 minutes

Purpose: To acknowledge the conflict and develop strategies to manage the conflict effectively and apply these strategies in practice.

Note to facilitator: Use TIPS FOR CONFLICT RESOLUTION HANDOUT 11 (Appendix 11).

Note to facilitator. The facilitator will guide and supervise each dyad to identify an example of conflict at work. List of possible conflicts: time management, expectations of employer, changing shifts, asking to stay late, the way one talks to another at work, needing time off, needing extra payment

6. Scenario for effective conflict resolution (alternative activity for those who will not use VR) – 30 minutes.

Purpose. To encourage critical thinking and decision-making skills, while fostering discussion and reflection on the most appropriate approaches to resolving conflicts in a professional setting.

Note to facilitator: Use SCENARIOS OF CONFLICT RESOLUTION HANDOUT 12 (Appendix 12).

7. Effective and Ineffective Ways to solve a conflict at work using videos in VR - 30 minutes

Purpose. To identify healthy and unhealthy patterns to manage conflict at work through Q & A videos

8. Conflict resolution steps - 10 minutes

Purpose: Identify the correct order of steps to effectively solve a resolution at workspace.

9. Conclusion / questions - 5 minutes

MODULE 6

Setting interpersonal boundaries

Lesson 1: Personal rights at work

Duration: 1.5 hours

Objectives:

- Acknowledge personal rights as human beings.
- Understand the importance of personal boundaries for healthy relationships.
- Acknowledge personal rights at work.
- Acknowledge personal rights at work through VR.
- Challenge myths related to expressing needs and setting boundaries.

Activities

Brief settling into the session – 5 minutes.

1. Brief Check-In and Review of Between Session Work - 10 minutes

2. Personal boundaries – short introduction – 25 minutes

Purpose: To understand the concept of personal rights, boundaries and responsibilities within these rights.

Note to facilitator: Use HUMAN RIGHTS HANDOUT 1 (Appendix 1).

Note to facilitator: 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.

Discussion point: 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 the other person?

Note to facilitator: If participants won't come with an example, facilitator can go through the rights on the worksheet and discuss them guided by the questions described in the curriculum.

3. Personal boundaries/rights at work

Purpose. To facilitate a discussion among participants on the topic of employee rights and responsibilities.

Note to facilitator: Obligations should also be explored in this discussion, before handing out the handout.

Examples for obligations. 1. For the fair salary I have to show up at work accordingly to my schedule. 2. I have to do my very best in my work. 3. I have to announce my superiors, if I face any problems and can't go to work or I need to change my schedule. 4. I have to respect my co-workers and treat them fairly. 4. I have to be attentive to my work and respect security regulations, for me and my co-workers.

Discussion point: What do you think are your rights as an employee? Do you have any responsibilities?

Note to facilitator: Facilitator should be careful not to emphasize the rights to the detriment of obligations.

4. Rights at work – VR activity – 20 minutes

5. Rights at work – complete the scenarios – 20 minutes.

Purpose: To understand healthy ways of considering their rights in the workplace and ways of communicating on these areas.

Discussion point. Discuss with the participants about how they decided to complete the scenarios. Use these questions as guide: Are these scenarios in accordance with your rights as an employee? What did you think about the situation? How did that make you feel? What was

your first reaction to that? What stopped you? Is there another perspective on it? Could you think about another way to react?

Note to facilitator. With these scenarios we are introducing the idea of boundaries. In these scenarios boundaries/rights were broken/breached.

Note to facilitator: The facilitator should discuss possible cultural differences, if existing.

6. Myths getting in the way of setting boundaries and expressing needs – 20 minutes

Purpose: To understand the four myths that inhibit people from expressing their needs and setting boundaries in their personal or work relationships. This will be a small group task.

Note to facilitator: Use MYTHS RELATED TO RIGHTS HANDOUT 3 (Appendix 3).

Discussion Point: What is your opinion regarding these statements? Do any of them apply to your behavior in interpersonal relationships?

Note to facilitator: Use ALTERNATIVES TO MYTHS HANDOUT 4 (Appendix 4).

Note to facilitator. In discussing these myths:

1. Our human condition is linked to socializing and being with other people.

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 sufficient unto 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 basic to the human condition.

2. Hearing an angry refusal hurts.

Sometimes it hits so hard and suddenly that it takes your breath away. But is it true you can’t stand it? Think of the rejections you’ve suffered in your life—they were difficult, but you survived them. Refusals hurt, there’s no doubt about it, but the worst thing is living with years of pain because you never asked for what you want.

3. You may feel that it’s selfish to ask for things.

You may feel that it’s selfish to ask for things because of messages in your early family that said your needs didn’t count or that your needs were less important than the needs of others.

When you examine it, 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 saying what we want. Because if we don't, folks don't pay attention.

4. Control is relative.

You can't control the behavior of others, even though some folks go nuts trying. What can be controlled is *your* behavior. Passive or aggressive styles often have bad 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.

7. Conclusion / questions - 5 minutes

Note to facilitator: The facilitator emphasizes the key points of the lesson (rights, obligations, taking into consideration the other person while exercising rights, cultural differences).

Lesson 2: Communicating boundaries

Duration: 1.5 hours

Objectives:

- Understand why maintaining self-respect is effective in interpersonal relationships.
- Explore steps for setting boundaries while maintaining self-respect.
- Explore and practice steps for setting boundaries.
- Explore setting boundaries in VR.

Activities

Brief settling into the session – 5 minutes.

1. Brief Check-In and Review of Between Session Work - 10 minutes

Purpose: To revisit the previous lesson on Myths getting in the way of expressing needs and setting boundaries.

Discussion point: The facilitator with the participants will review the myths discussed in the previous lesson guided by these questions:

- What are the myths interfering with expression of needs and boundaries setting?
- How are they blocking?
- Which one of those are applying to you?
- Did you notice since our last meeting any of those myths blocking you in expressing needs or setting boundaries with others?

2. Rights at work – VR activity – 20 minutes

3. Effective boundaries setting: SET BOUNDARIES AND KEEP YOUR SELF RESPECT – short introduction – 10 minutes.

Purpose: To acknowledge the importance of maintaining self-respect in the process of setting boundaries in the relationship with others at workplace.

Discussion Point: Discuss with participants in what situation they think they lose respect for themselves.

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?
2. What happens when you give in and act passively rather than stick up for yourself? How do you see yourself? How do others see you? How do they react?
3. When you get extremely angry, mean, or become threatening? How do others see you? How do they react?

Discussion point: For **Being fair** the facilitator should use this guiding question What impact does prioritizing only your own needs or other's needs have on self-respect?

Discussion point: For **Stick to values** review with the participants their own values discussed in the previous lessons. What are the difficulties in standing up for yourself when someone wants them to do or say something that conflicts with their own values?

Discussion point: For **Be truthful**, facilitator should be aware that sometimes honesty can reduce relationship effectiveness and discuss it with participants.

4. Effective boundaries setting: SET BOUNDARIES – short introduction – 25 minutes.

Purpose: The purpose of this activity is for the participants to learn how to set boundaries in the relationship with others at workplace.

Note to facilitator. The facilitator will present the steps for an effective interpersonal boundary setting (adapted from DBT skills – DEAR MAN, Linehan, 2015). Follow the extended information in the curriculum.

5. Roleplay – 15 minutes

Purpose: The purpose of this activity is for the participants to have a full rehearsal of the steps discussed above (DEAR MAN).

6. Conclusion / questions - 5 minutes

MODULE 7

Making requests at workplace

Lesson 1: Making requests at workplace

Duration: 1.5 hours

Objectives:

- Practice the steps of setting boundaries/making requests
- Role play making requests
- Role play setting boundaries

Activities

Brief settling into the session – 5 minutes

1. Mindfulness exercise – 5 minutes

Purpose: To ground the participants in the here and now. To learn how to observe thoughts.

2. Brief Check-In and Review of Between Session Work - 20 minutes

Purpose: To have a short review of the steps for setting boundaries/making requests that were discussed in the previous activity.

Note to facilitator. If participants don't come up with an example, the facilitator can give an example to fill in the steps.

Discussion point. Discuss the steps with the participants using these guiding questions:

What does describing the situation means? Can you give an example? What is the purpose of expressing? Can you give an example? Is asserting similar with expressing? What is the difference? Can you give an example? What is the purpose of reinforcing? Can you give an

example? What about negotiation? Did you get the chance to go through these steps since our last encounter? How was that for you? Did you have any difficulties? Which step is more difficult for you? What listening skills help you go through these steps?

ALSO, use BOUNDARY-SETTING COMMUNICATION HANDOUT 1 (Appendix 1).

Note to facilitator. In case participants say they did not practice the steps, it would be important to see what the motives were related to that: they didn't understand the steps, they don't find them useful (here the facilitator should come with reasons to motivate them), this skill is not appropriate in the prison according to them, etc.

3. Making a request vs demand - 20 minutes

Purpose: To refer to the difference between making a request versus communicating in a demanding way.

Note to facilitator. The facilitator can role play (as the requester) the approaches with one of the participants or with the co-facilitator (if the case). Follow the discussion from the curriculum.

Discussion point. Which one of the approaches was a demand and which one a request? What was different about them? How did the first requester act? How was his/her voice? What did he/she say? How do you think the coordinator was feeling during this interaction? What do you think the result can be for this approach? How did the second requester act? How was his/her voice? What did he/she say?

How do you think the coordinator was feeling during this interaction? What do you think the result can be for this approach? Which approach did you use in the past when you needed something from others? How effective was? Would you choose a different approach now? Why? Follow also, the extended instructions from the curriculum.

4. Making a request vs demand - 10 minutes

Purpose. To acknowledge that polite request is a skill.

Discussion point. How do you think these expressions can impact the other person in responding to our request? Did you ever used one of them? Were they helpful?

5. Roleplay on making requests – 25 minutes.

Purpose: The purpose of this activity is for the participants to practice the steps of making a request/setting boundary.

Note to facilitator. Use Appendix 2: SCENARIOS OF REQUESTS HANDOUT 2. During the assignment, the facilitator can offer help to participants.

6. Conclusion / questions - 5 minutes.

MODULE 8

Review

Lesson 1: Review

Duration: 1.5 hours

Objectives:

- Review the learning from previous modules
- Catch up on pending VR activities
- Completion of half-way questionnaires

Activities

Ice-breaking activity - 5 minutes

Purpose: Getting things started, warming up for the group activities.

1. Mindful sensation exploration - 15 minutes

Purpose: The exercise Mindful Sensation allow for contact with the here and now through the use of the senses. It can also be a self-soothing exercise.

Discussion point. Link this activity to the program's themes by discussing how being present can enhance communication, active listening, and overall interpersonal effectiveness.

2. Review of Personal Values and Values in the Workplace - 10 minutes

Purpose: Provide a brief overview of the importance of personal values and their integration into the workplace.

3. Listening Skills and Prosocial Responding - 10 minutes

Purpose: Review the key components of active listening and prosocial responding.

Note to facilitator. Facilitate a group discussion on the challenges and benefits of implementing these interpersonal skills.

4. VR practice / Half-way program evaluation – 20 minutes

5. Conclusion / questions - 5 minutes.

MODULE 9

Social decision making at work

Lesson 1: Risk assessment of one's thoughts and actions

Duration: 1.5 hours

Objectives:

- observe and describe thoughts
- recognize thoughts as stories the mind is telling
- identify useful and un-useful thoughts
- identify the consequences of actions
- differentiate between the consequences of useful and un-useful thoughts
- identify un-useful patterns of avoidance actions

Activities

Ice-breaking activity - 5 minutes

Purpose: Getting things started, warming up for the group activities.

1. Floating Leaves on a Moving Stream - 15 minutes

Purpose: Helping participants observe the content of their thoughts and consider thoughts as stories the mind is telling.

Discussion point. The facilitator will clarify with the participants that it is natural to lose concentration and that the participant just has to gently refocus his mind on the floating leaves. The point of the exercise is to notice the words and images and not get entangled in the story that they are telling. Each time the participants get entangled in the story they just have to

refocus on just noticing what is there. The facilitator repeatedly will reinforce the idea that it is very natural to lose focus and get entangled but the main objective is to just return to noticing. **Note to facilitator.** The trainer will spend some time processing this with clients—not debating whether their mind’s story is true or untrue, but noticing thoughts that are unhelpful and tend to pull them away from doing things that are important to them.

2. The Master Storyteller - 15 minutes

Purpose: To consider the mind as a producer of thoughts but acknowledge that these thoughts are not always wise or useful.

Information for facilitator. The concept of the mind as a storyteller is deeply rooted in the understanding of human cognition and behaviour. The mind is seen as a narrative machine, constantly generating stories about the self, others, and the world. The mind has a tendency to merge with the stories it tells. This means that people often become entangled in their thoughts, treating them as literal truths rather than just mental events. For example, if someone has a thought like "I'm not good enough," they may become fused with this thought, believing it to be an accurate reflection of reality rather than just one of many passing thoughts. The mind primarily uses language and symbolism to construct these stories. Humans have a natural inclination to make sense of their experiences by weaving them into narratives. These narratives often include interpretations, judgments, and predictions about oneself, others, and the world.

Note to facilitator: Human language exerts an enormous degree of control over our behaviour, and as we mature, we increasingly engage with our environment, not directly as it is, but through the filter of what our language tells us it is. Our mind tells us “stories” about the world outside of us. The thoughts that we have are stories that the mind to make sense of our world. It is extremely difficult to escape this process, and one of the consequences is that we constantly get stuck in our thoughts.

Note to facilitator: Some participants will have difficulty accepting that the mind can have an agenda of it’s own. Help them open up to this idea by emphasising that this is a normal behaviour of our minds. It is programmed to protect us so it sometimes says things to keep us

safe. But just like an overprotective parent by protecting us it sometimes discourages us from doing things that could benefit us.

Discussion point: The main idea of this exercise is to observe the storyteller at work and be able to not get entangled in the stories it tells. Talk about the experience of just observing and noticing which story might be useful and which one is not.

3. The Challenge Formula - 15 minutes

Purpose: focusing on how to make decisions by showing that in any situation there are three possibilities of action.

Note to facilitator: Keep the discussion on work related situations. If non-work related situations are presented gently redirect the participant to think of an incident that is work related.

Note to facilitator: If the “leave” option seemed to be the best one in an example given by the participant acknowledge it and gently ask them to think of another situation. Emphasise that usually the least desirable outcomes stem from staying and not changing anything.

4. Join the D.O.T.S - 15 minutes

Purpose: Help participants realize that what they have been trying to do to avoid difficult thoughts, emotions and sensations is not efficient for a long-term period.

Note to facilitator: The idea is not to start judging these methods as ‘good’ or ‘bad’, ‘right’ or ‘wrong’, ‘positive’ or ‘negative’. The aim is simply to find out if these methods are efficient on the long run – i.e. do they work in the long term to give you a meaningful life? (Obviously, if any of these methods improve one’s life in the long term, they could keep doing them!)

Note to facilitator: Engage the participants in a brainstorming exercise and list on the flipchart the main thoughts, feelings, sensations, memories, emotions, urges that participants do not want in one column. On another column list the strategies that they have used in order to get away or manage them. On the third column write the consequences for the long run. Remind the participants that the short-term consequences are always the relief that they feel.

Note to facilitator: It is important to emphasise the idea that if using those strategies would have been useful they would have had a long term solution for that specific situation that they employed that strategy for. Since they still use that strategy to get away from or manage that situation, that strategy is not useful.

Note to facilitator: Validate the strategies that the participants are presenting, that is tell them that using them comes natural to us humans and they may be a valid response for short periods but they are not useful for the long run.

Note to facilitator: After completing the brainstorming activity check to see if the participants have gotten the message that what they have been doing is not efficient on the long run. This can be obtained by asking questions such as what strategies do they use today that seem to be an avoidance-based strategy; which will lead to long term unhealthy consequences. After it is clear that the participants have understood this idea invite them to use an alternative strategy. That of just observing feelings, thoughts and urges without trying to get away from them (namely what they have learned through the activities in these lessons).

5. Conclusion / questions - 5 minutes

Purpose: To reinforce key points covered in the lesson, including mindfulness, thought observation, recognizing unhelpful thoughts, decision-making and values, long-term perspective on coping strategies, authenticity in the workplace, and decision-making for personal and professional growth. Additionally, the facilitator aims to create an open dialogue by encouraging participants to ask questions. Finally, the facilitator introduces the topic of the next module in a general manner.

Lesson 2: Making value-based decisions

Duration: 1.5 hours

Objectives:

- Link values to goals
- Identify actions oriented toward goals
- Identify goal obstacles
- Identify actions to overcome obstacles

Activities

Ice-breaking activity - 5 minutes

Purpose: Getting things started, warming up for the group activities.

1. Walking the Path - 15 minutes

Purpose: identify the fact that it takes effort to maintain new behaviours and that it is easy to get pulled back into older, more self-destructive/ deficient ways of acting.

Information for facilitator. Old and new habits can compete with each other due to the limited cognitive resources available for decision-making and behaviour regulation. Here's how this competition typically unfolds. The human brain has a limited capacity to process information and make decisions. When confronted with competing habits, individuals may experience cognitive load as they weigh the options and decide which behaviour to enact. This cognitive load can make it challenging to prioritize new habits over old ones, especially if the old habits are deeply ingrained. Old habits tend to be stronger than new ones because they have been reinforced over time through repetition and reward. These well-established neural pathways make it easier for the brain to default to familiar behaviours, even when individuals consciously desire to adopt new habits. Environmental cues and contexts associated with old habits can trigger automatic behavioural responses, making it difficult to resist engaging in familiar routines. For example, if someone has a habit of snacking while watching TV, simply sitting in front of the television can automatically trigger the desire to snack, regardless of whether they intend to change that behaviour. When old and new habits conflict, individuals must engage in a process of conflict resolution to determine which behaviour to prioritize. This process involves weighing the short-term rewards of the old habit against the long-term benefits of the new habit. Depending on various factors such as motivation, self-control, and situational

factors, individuals may choose to stick with the old habit, adopt the new habit, or find a compromise between the two. Successfully replacing old habits with new ones requires strong self-regulatory skills, including self-awareness, self-monitoring, goal setting, and self-control. Individuals need to recognize when old habits are being triggered, anticipate potential challenges, and employ strategies to overcome them, such as implementing environmental changes, seeking social support, or practicing mindfulness techniques.

Discussion point: Based on the information given by the participants emphasise the long term consequences of their decisions. Point out that obtaining new consequences is possible only by walking on a new path.

Note to facilitator: (1) It is important to validate the effort of the participant; and (2) inform them of occasional mishaps. Inform the participant that they may have slip ups, that is they may temporarily revert to an old habit especially when they are tired, under stress or when having certain emotions. It is important in these situations not to judge oneself too harshly and start doing the new behaviour when the next situation occurs.

Note to facilitator: Acknowledge the fact and emphasise that building a new habit takes time and effort. So, participants should expect to confront several situations when they feel various manifestations of discomfort.

Discussion point: discuss with the participants the risks and benefits associated with trying out new behaviours. Emphasise persisting in action even if the rewards are delayed.

2. Don't Do What You Say - 15 minutes

Purpose: Participants learn that they can behave differently from the story that their mind is telling them in a working environment.

Note to facilitator: This exercise is very useful in making the connection between previous exercised regarding just noticing thoughts. This time alongside noticing the participant also challenges the thought by not acting upon it.

Discussion point: Talk about how does it feel to do something different from what your mind is telling you. Does the mind tell you something even about the fact that you are doing something while it is telling you to do something different? What does it tell you. Emphasise the

fact that this is a natural way for the mind to act and for a person to feel. Just keep doing what you are doing while noticing what is showing up.

Note to facilitator: While doing this exercise remind the participants what they have learned in previous exercises where they have noticed thoughts as stories. Encourage them to remember this simple activity when they are noticing thoughts that are not helpful. Emphasise the fact that the person is actually in control if they learn to identify what is useful and what is not. And do things that are useful on the long run.

Note to facilitator: Make a point about only doing this (not doing what your mind is telling you) when you notice that your mind is telling you do something that is not useful for you on the long run or is preventing you to do something useful (for the long run).

3. Jump Exercise – 15 minutes

Purpose: This exercise is aimed at showing the participants that seeking to avoid commitment to a decision by only doing things halfway is not efficient; actions must be done completely in order to be efficient in getting the desired results.

Information for facilitator. Explain that when one decides to make a ‘new path’ decision at work it needs to be done completely, not half-way even if you get tired or certain emotions or thoughts show up. Therefore, committing to a values-based decision in the workplace is like jumping. You can jump off lots of things, but you can’t do halfway. You can choose what you jump off of. Sometimes it can be something that’s very close to the ground, like a book. Other times it can be jumping out of something that’s thousands of feet up in the air, like skydiving out of an airplane. You just can’t stop halfway and you can certainly not go back. The only way to get to the end is to go through the jump. Similarly if you want the end result you have to complete the action (and persist doing it until you get the end result).

Discussion point: Discuss with the participants what actions they have started and not completed. Emphasise the fact that by not completing those actions they have not achieved the desired end result. Discuss with the participants what they would like to achieve and what height would that represent for them as a jump. Point out that there can be progressive heights for jumping off from.

Note to facilitator: Use THE EFFECTS OF MY DECISIONS AT WORK HANDOUT 3, participants choose certain decisions (up to 3) from the new path. They choose one that would represent an easy jump for them, one that would be moderately difficult and a very difficult one for them. Participants present their new path decisions and their level of difficulty in the group after completing JUMPING INTO MY DECISIONS HANDOUT 4 (Appendix 4). Help participants identify intermediate steps (e.g., skills to practice) towards value-based new path decisions.

Discussion point: Discuss what feelings and thoughts come up just before the jump. Validate those feelings and thoughts by reminding the participants that this is all normal and that it is just the way the mind works. Then remind them that they can do things differently from what their mind is telling them. Also, remind them that they can choose the height from which to jump from so they can gradually increase it.

4. Conclusion / questions 5 minutes

Purpose: To reinforce the key points covered in the lesson, encourage participant engagement through questions, and introduce the topic of the next module in a general manner.

MODULE 10

Reinforcement of civic values

Lesson 1: Reinforcement of civic values

Duration: 1.5 hours

Objectives:

- Identify values guiding social behaviour at work.
- Develop value-based behavioural goals for workplace communication.
- Prevention of relapse.
- Provide feedback and closure of the group.

Activities

Brief settling into the session – 5 minutes

1. Brief Check-In and Review of Between Session Work - 5 minutes

Purpose. To reflect on values in the work domain and identify related goals, skills, and barriers. The conversation regarding skills will be prompt for the next exercise on guiding social behaviour at work.

Discussion point. Guiding points:

- ✓ Reflection on the previous session
- ✓ Did you face any difficulties or challenges that you would like to discuss?

2. Values card sort - 30 minutes

Purpose. To revisit personal values and the idea of choosing values in life. Link with civic values. Participants will make their own personal cards of values.

Note to facilitator. Use **CIVIC VALUES CATEGORIZATION HANDOUT 1**

Discussion point. The facilitator encourages the group members to talk about at least 1 card in the group. The processing on this card can be very emotional and therefore the facilitator reminds the group of the Group Shared Values (Module 1). In processing a card, the trainer can ask the following questions:

- Tell us more about placing this value in this area of life. How is it important to you?
- Have there been moments in life where you had been close to this value?
- How close or far are you presently to this value?
- What kinds of choices or behaviours bring you closer to this value?
- Can you identify any personal goals related to this value?
- Do you need to develop any skills to approach this value?
- Are there any opinions or thoughts or emotions that might interfere from acting on this value?
- Is it possible to make some space for these barriers while we act on our value?

Note to facilitator. The facilitator does not need to ask all the questions to each member but go through them with different group members.

Note to facilitator. Facilitator can also address orally some additional values related to work, if time permits. Civic values help create a positive and ethical work environment and guide the behavior of employees and employers. Special emphasis is given to work.

Information for facilitator on values.

- ✓ *Ethical Conduct:* Employees are expected to act ethically and with integrity in all their professional dealings. This includes being honest, transparent, and avoiding conflicts of interest.
- ✓ *Respect:* Just as in society, respect for colleagues, supervisors, and subordinates is crucial in the workplace. This means treating everyone with dignity, regardless of their position or background.
- ✓ *Diversity and Inclusion:* Promoting diversity and inclusion in the workplace is a civic value that fosters a sense of belonging and ensures equal opportunities for all employees.

- ✓ *Teamwork:* Collaboration and cooperation with colleagues to achieve common goals are essential civic values at work. This includes respecting the contributions of others and working well in a team.
- ✓ *Responsibility:* Employees are expected to fulfill their job responsibilities and commitments to the best of their abilities. Meeting deadlines, being punctual, and taking ownership of one's work are part of this value.
- ✓ *Civic Engagement:* In some workplaces, employees are encouraged to engage in civic activities outside of work, such as volunteering, participating in community initiatives, or advocating for social causes.
- ✓ *Environmental Responsibility:* Many companies today emphasize environmental sustainability and corporate social responsibility. Employees may be expected to contribute to these initiatives by reducing waste, conserving resources, and adopting sustainable practices.
- ✓ *Education:* Some organizations provide training and educational opportunities to help employees understand their rights and responsibilities within the company and the broader community
- ✓ *Conflict Resolution:* Having mechanisms in place to address conflicts and disputes in a fair and constructive manner is essential for maintaining a harmonious workplace.
- ✓ *Accountability:* Holding individuals and teams accountable for their work and ensuring that there are consequences for misconduct or unethical behavior is an important civic value at work.
- ✓ *Fair Compensation and Benefits:* Providing fair wages, benefits, and opportunities for professional development is a reflection of civic values related to fairness and social equity within the workplace.
- ✓ *Health and Safety:* Ensuring the safety and well-being of employees is a fundamental civic value. This includes maintaining a safe work environment and providing resources for physical and mental health

3. Problem Solving Strategy – 30 minutes

Purpose: To teach group members problem solving strategy as a way of broadening behavioural repertoires.

Note to facilitator. The consequences of impulsive and avoidant behaviour patterns can lead to deficits in skills associated with considering behavioural options when dealing with situational barriers to valued action. Teaching problem solving strategies is used here to broaden behavioural responses to workplace problems and identify values consistent actions to address them. Revise ways to deal with social problems at work. Empower the participants how to overcome their challenges.

Note to facilitator. The rationale for each step of IDEAS CAN (use IDEAS CAN HANDOUT 2) is as follows and the facilitator explains the steps to the group:

- ✓ Identify Valued Direction: This places the barrier in context and emphasises the direction by which the barrier is approached.
- ✓ Define barrier as Specifically as Possible: Defining the barrier clearly and in concrete terms (rather than in vague and general terms) makes it easier to identify solutions that are context specific.
- ✓ Explore Possible Responses to Barrier: Brainstorm as many solutions as possible that may impact the barrier as defined. Emphasise that the quantity of options is most important at this stage. Quite often, our tendency to approach problems habitually can lead us to overlook potentially useful alternative courses of action. We may discount options because they appear to be the ‘wrong’ thing to do, are something ‘we can’t see ourselves doing’, or feel they will elicit levels of discomfort we are unwilling to make room for. For these reasons, avoid evaluating or judging those options until a range of possibilities have been recorded.
- ✓ Assess Workability of Each response: Once a menu of behavioural options has been generated, each can be assessed in terms of a) the likely impact on the identified barrier, and b) the degree to which that response moves one in the direction of their values.
- ✓ Select Most Workable Response(s): From the above steps, select the behavioural response (or combination of responses) that has been assessed as most workable.

- ✓ Commit to Your Valued Action: Once selected, see if you can make a commitment to that action. Maybe make a public commitment and tell someone else of your intention. Consider when and where you will take action.
- ✓ Act Mindfully/Accept Discomfort: When taking action, be present. Watch your experience. New responses can bring up unwanted thoughts and emotions; this doesn't indicate that the wrong option has been selected, it shows you are doing something new and meaningful.
- ✓ Notice What Happened/Next Cycle: After your valued action, reflect on what happened. Explore what impact your actions had. It is important to review the effectiveness of your actions and learn from those experiences. If the barrier still remains, you can cycle through these steps again. Let your experiences guide you to determine your next steps which move you in the direction of your valued direction.

4. Seemingly irrelevant decisions – 20 minutes

Purpose: To increase awareness of set-ups to relapse or lead to an ineffective communication at work.

Note to facilitator. Explanation for relapse: It is a deterioration in someone's state, after a temporary improvement. Relapse happens when we tend to repeat the previous unhelpful decisions/ behaviours, because something triggers us. (You have made a conscious decision to abandon your recovery plan and return to your pre-treatment ways). Often it is easier for us to choose what we used to do instead of using the new strategy/behaviour. It requires a great effort to leave our comfort zone and to follow our new value-based life. Relapse is when we go back to the 'old path' of behaviour. 'Relapse patterns' are formed by our attitudes and thought processes.

Discussion point. After presenting The Relapse Story (use RELAPSE STORY HANDOUT 3), the facilitators should use these guiding questions:

- At which event do you think Alex recognised the impending lapse/ behavioural problem?
- Which event marks the start of the lapse?

- At which event would it have been easiest for Alex to have acted to avoid the lapse? What could he have done differently at that choice point?
- What thoughts and emotions were Alex 'Hooked' by which led him to lapse?

5. Climbing a Ladder Metaphor – 5 minutes

Purpose: To convey that lapses can be averted more easily the earlier they are noticed.

Note to facilitator. Use RELAPSE PREVENTION PLAN HANDOUT 4

6. Ending the group – 10 minutes

Purpose: To mark the ending of the group in a memorable way and to create an ending ceremony for the group which allows an organization of this learning experience.

7. Conclusion / questions - 15 minutes

Purpose: To encourage reflection on what has been personally relevant in this group program.

Note to facilitator. The facilitator emphasizes the key points of the RECOMMIT program: *values, listening skills at the workplace, prosocial responses, sharing personal information at work, conflict resolution, setting interpersonal boundaries, making request in the workplace, social problem solving and social decisions at work.*

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