



**Project Title: Walk'n'Talk**  
**Project Number: 2016-1-DE02-KA204-003413**

**Health at Senior Age - FAST res-  
cognition of stroke**



Created by Kiran  
from Noun Project

# Stroke

## Common causes, symptoms and prevention mechanisms

➤ **Stroke** is the world's fifth leading cause of death, and the second leading cause of death **for people above 60**, as well as one of the major causes for disability.

➤ But what exactly is stroke, how can we prevent it and, more importantly, how do we avoid the risk of secondary stroke if we have already experienced one?

➤ A stroke occurs when blood flow to the brain is suppressed or disrupted, resulting in the brain cells being deprived of oxygen, which leads to death of brain tissue and loss of motor and speech functions.

➤ The severity of the stroke is determined by the area of the brain affected, the time elapsed before appropriate medical measures are taken and by the amount of brain tissue that has been damaged.



Created by Clockwise  
from Noun Project



Created by Grégory Montigny  
from Noun Project

Depending on the size of the clot or the severity of the hemorrhage, as well as the region of the brain that is affected by the loss of blood flow, symptoms can vary considerably.

**Possible effects** include permanent loss of speech, as well as movement and/or memory dysfunctions.

# Stroke

## Common causes, symptoms and prevention mechanisms



**Strokes** are caused by brain aneurysms, the rupture or bursting of a cerebral blood vessel, followed by hemorrhage and swelling in the brain, or by blood clots travelling through arteries to smaller blood vessels, clogging them and preventing the supply of blood to the brain.

## Hemorrhagic stroke and ischemic stroke

Created by Ilсур Aptukov  
from Noun Project



H  
E  
M  
O  
R  
R  
H  
A  
G  
I  
C  
S  
T  
R  
O  
K  
E

- ❑ Consists of a ruptured brain aneurysm or a weakened, leaking blood vessel.
- ❑ Despite being less common (only 15%), hemorrhagic strokes are responsible for about 40% of all stroke deaths.
- ❑ Blood spilling into the brain or around it causes pressure and swelling, leading to tissue and cell damage.
- ❑ Depending on where the bleeding is localized, the stroke may be caused by **intracerebral hemorrhage**, which means that a blood vessel located in the brain bursts, leaking blood into and around brain tissue, or **subarachnoid hemorrhage** which means that the bleeding occurs in the area between the brain and the tissue covering it (subarachnoid space).

I  
S  
C  
H  
E  
M  
I  
C  
S  
T  
R  
O  
K  
E

- ❑ Occurs when a blood vessel is clogged, obstructing the flow of blood to the brain.
- ❑ Ischemic strokes represent nearly 87% of all strokes.
- ❑ One of the most important risk factors is **high blood pressure**.
- ❑ There are two types of ischemic stroke:
  - ❖ In an **embolic stroke**, a blood clot or a fragment of plaque is formed elsewhere in the body (most of the times, in the heart) and travels towards the brain. Once it reaches a small enough blood vessel, it gets stuck there and blocks blood flow.
  - ❖ A **thrombotic stroke** is caused by a deposit or clot that forms on one of the arteries transporting blood to the brain. Atherosclerosis and high cholesterol levels are two of the most important risk factors.

# Stroke

## Common causes, symptoms and prevention mechanisms

T

❑ A Transient Ischemic Attack (TIA) occurs when blood flow to the brain is shortly interrupted. It generally doesn't cause permanent damage, but it is a serious warning sign for the possibility of a future stroke.

❑ Some of the usual causes for TIA are:

I

1. **Low blood flow** on a major artery carrying blood to the brain (such as the carotid artery).

2. A **pre-existent blood clot** which decomposes into smaller pieces that travel to the brain, blocking one of its blood vessels.

A

3. Plaque build-up or some other form of **narrowing of a smaller blood vessel in the brain** which briefly prevents blood flow.

❑ It is important to note that 40% of the people who experienced a TIA will have an actual stroke. Moreover, the symptoms for TIA and stroke are the same.

➤ In case a person has suffered a TIA, medical procedures should be followed by a number of lifestyle changes:

- ❖ Limited alcohol consumption;
- ❖ Giving up smoking;
- ❖ Switching to a healthy diet;
- ❖ Increasing the level of physical activity (jogging, aerobics, fitness, etc.);

➤ Apart from that, a healthcare provider could recommend medication to treat pre-existing risk factors, such as high blood pressure, high cholesterol or heart disease, or may prescribe blood thinners for the prevention of clots.

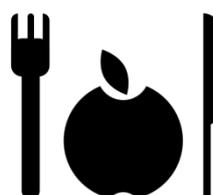
➤ If a TIA is caused by a blockage in the carotid artery (the main blood vessel supplying blood to the brain), surgery might be needed.



Created by Lilsale  
from Noun Project



Created by Danil Polishin  
from Noun Project



Created by sachin modgekar  
from Noun Project



Created by DPicons  
from Noun Project

# Stroke

## Signs and symptoms

- ❑ Detecting the **signs and symptoms** of a stroke in a timely manner ensures access to adequate medical treatment. Even if someone experiences mild or momentary symptoms that do not last for more than 24 hours, hospitalization is of the utmost importance, improving one's chances for significant recovery.
- ❑ The signs and symptoms of a stroke **occur suddenly** and frequently include:
  1. Dizziness, lack of balance or coordination;
  2. Intense headache for no apparent reason;
  3. Numbness or weakness of face, arms or legs (commonly on one side only);
  4. Difficulty seeing with one or both eyes;
  5. Confusion and difficulty understanding what others are saying;
  6. Difficulty swallowing, in the absence of known medical conditions.

❑ In order to obtain a better understanding and a faster recognition of stroke symptoms, an acronym model has been developed:

**F**ACE – one side of the face is drooping (smile holds only in one corner, the other one facing downwards);



Created by Dev Patel  
from Noun Project

**A**RM – one of the arms is uncoordinated and it keeps falling when the person tries to lift it or sustain an object;



**S**PEECH – is generally incoherent or slurred, dragging on sounds or pronouncing words in a strange, strenuous manner, even exhibiting what is known as **word salad**.



Created by Gabor Garami  
from Noun Project

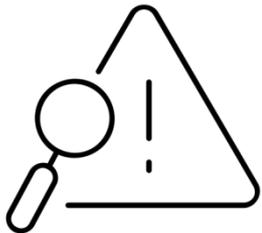
**T**IME – is of the essence. Do not waste any minute. **Call 112** and report a possible stroke immediately. Note the exact time when the first symptom appeared. Available lines of treatment depend on this crucial detail.



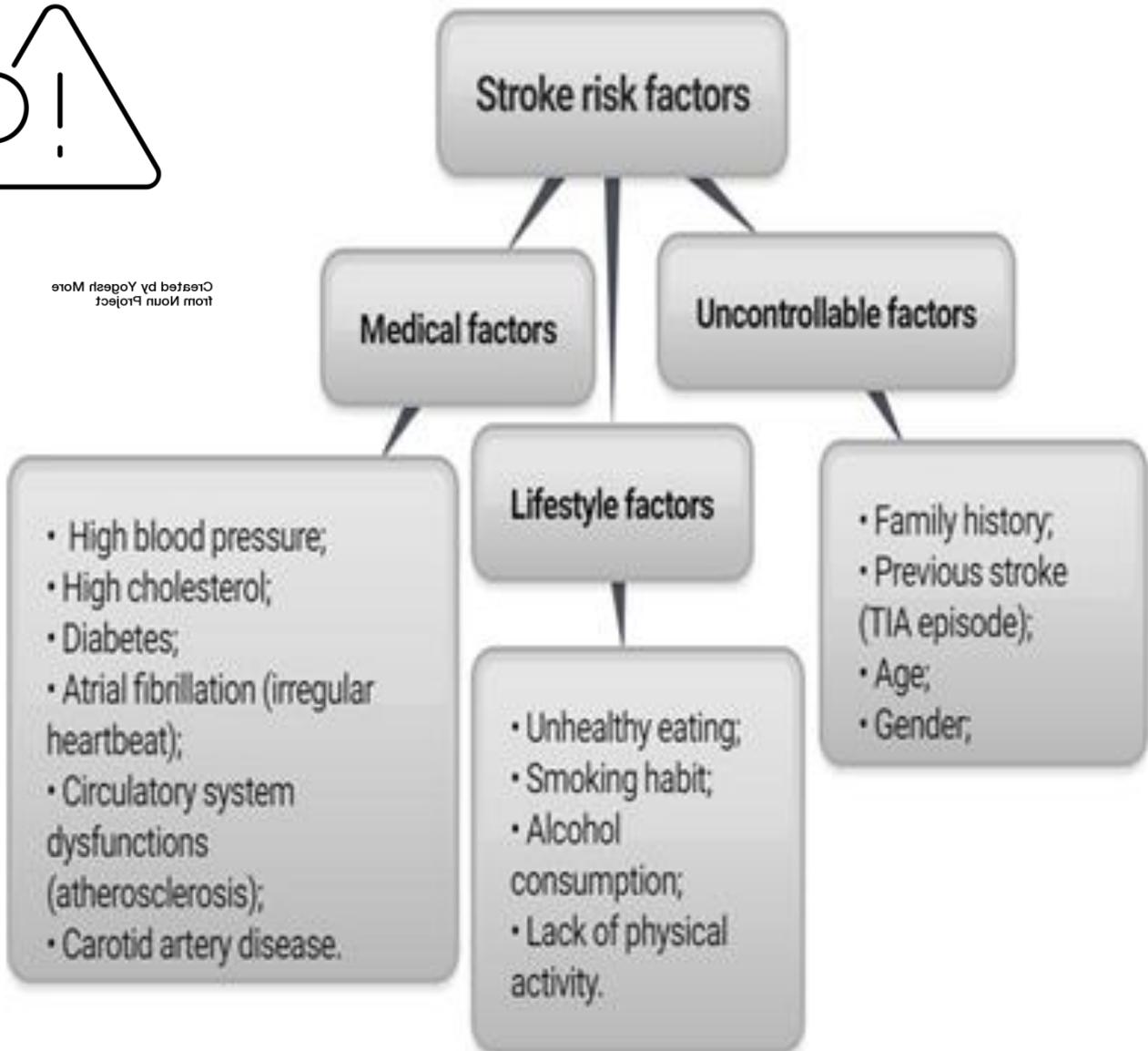
# Stroke

## Common causes and risk factors

❑ Avoiding stroke often relies on increased awareness regarding the main **risk factors**.



Created by YouProject  
from Noni Project



• **Family history** – There is a high probability of stroke if one of the family members has suffered a stroke or a heart attack at an early age.

• Although strokes can occur at any point in a person's life, after the **age** of 55, the risk of stroke doubles for every ten years that person lives. Thus, stroke has a higher incidence in the elderly and the consequences are much more severe, including the prevalence of death.

• As for **gender**, women suffer more strokes yearly than men, due to the fact that they live longer. Nevertheless, experiencing stroke at an elderly age also signifies suffering greater disability. For **men**, stroke incidence is **higher at younger ages**.

# Stroke

## A guideline for prevention

- ❑ Preventing a stroke entails following a series of steps:
  1. Identify the risk factors that apply to your particular situation and keep them monitored;
  2. Work towards considerably reducing their impact on your general health;
  3. Recognize stroke symptoms: memorize FAST and other common signs in order to be able to alert competent medical authorities in case of experiencing or witnessing stroke.

## PRIORITIES

❑ It is highly important to know the difference between a TIA and full-blown stroke. Although they differ mainly in intensity, the relevant data is timeframe. Transient Ischemic Attack consists of a focal neurological deficit lasting less than 24 hours.

❑ Symptoms lasting for more than 24 hours or the presence of a significant brain lesion are undoubtful criteria for stroke diagnosis.

❑ In case a stroke has already occurred, the focus should be on preventing a secondary, perhaps fatal one. The aim is to ensure emotional support and to promote mobility and self-help (making sure that the patient remains as highly functional and autonomous as possible).

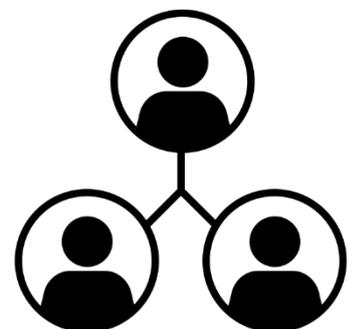
❑ **Stroke Prevention Programmes:** initiating a number of projects aimed at increasing awareness in stroke and stroke-related symptoms constitutes an important first step towards the dissemination of crucial information in stroke recognition. The more informed people are, the more effective the prevention strategy becomes.



Created by Delwar Hossain  
from Noun Project



Created by Marek Polakovic  
from Noun Project



Created by Laymik  
from Noun Project

# Stroke

## Focus on recovery

- ❑ Despite being the **fifth leading cause of death**, and one of the main causes for adult long-term disability, it is a myth that surviving a stroke necessarily means impairment in all cases. The quality of life and subjective well-being of stroke survivors greatly depends on quickly **recovery strategies** are implemented and how thoroughly they are followed.
- ❑ The recovery timeframe can vary significantly; whereas some of the stroke survivors regain most of their previous functionality in as quickly as two to three months after a stroke, for the majority the process spans well into the first or second year.
- ❑ Some of the factors that directly influence progress and recovery after stroke are:
  - The region of the brain affected by lack of oxygenated blood or hemorrhage;
  - The amount of tissue affected;
  - The persistence of symptoms;
  - The general health state prior to the stroke (how healthy someone was before);
  - The quantity and quality of rehabilitation programmes (therapy can begin a few days after becoming stable again, at the hospital, in a rehabilitation unit, or at home, with the help of specialised personnel);



The efficacy of recovery strategies decreases proportionally with age. Statistically, 40% of patients who suffered a stroke are left with moderate functional impairments, while 15 to 30% are left with severe disability.

Furthermore, “patients older than 85 years were nearly ten times as likely to show a low response to rehabilitation in activities of daily living and nearly six times as likely to show low response in mobility as younger patients”. (Michael & Shaughnessy, 2006)

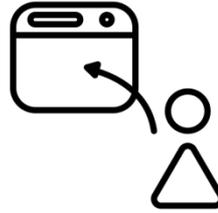
## Conclusion

! Even though the chances of having a stroke increase exponentially as we grow older,, actions implemented in order to manage risk and facilitate age appropriate treatment can significantly reduce its occurrence and impact.

# Stroke

## Common causes, symptoms and prevention mechanisms

This section provides a collection of web pages, bibliographical references and articles that can be accessed on the topic.



Created by Evgeni Moryakov  
from Noun Project

[National Stroke Association](#)

[Signs and Symptoms of Stroke](#)

## Where can I find further information about STROKE?

[Stroke Foundation](#)

[Model of Stroke Care \(2012\)](#)



Created by Fasobrun Jamil  
from Noun Project

### Bibliography

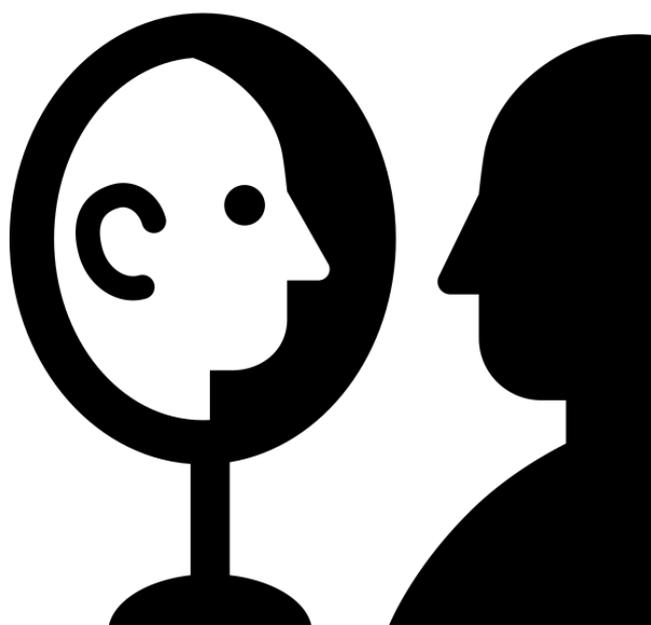
Michael, K. M., & Shaughnessy, M. (2006). Stroke prevention and management in older adults. *Journal of Cardiovascular Nursing*, 21(5), S21-S26.

Sacco, R. L., Adams, R., Albers, G., Alberts, M. J., Benavente, O., Furie, K., ... & Johnston, S. C. (2006). Guidelines for prevention of stroke in patients with ischemic stroke or transient ischemic attack: a statement for healthcare professionals from the American Heart Association/American Stroke Association Council on Stroke: co-sponsored by the Council on Cardiovascular Radiology and Intervention: the American Academy of Neurology affirms the value of this guideline. *Circulation*, 113(10), e409-e449.



**Project Title: Walk'n'Talk**  
**Project Number: 2016-1-DE02-KA204-003413**

**Self-presentation and group dynamics  
for seniors 65+**



Created by Luis Prado  
from Noun Project

# Self-presentation and group dynamics for seniors 65+

## Key concepts:

**Group dynamics** is a theory, method and application focused to the influential actions, processes, and changes that take place in groups.

**Group dynamics exercise** is an activity proposed by moderator for an small group (optimum 7-12 persons) in which members of this group interacts for reach the proposed goal. It is observed how members is centered on task and relations.

*Group is more than sum of the interpersonal relations!* (Gestalt principle)

### GD fields:

- action-research (K. Lewin);
- planned-change (K.D. Benne);
- training-group (K.D. Benne & L. Bradford);
- meeting-group (C. Rogers);

### Purpose of GD:

- To create and develop a (small) social group;
- To explore and to share thoughts (opinions, attitudes), affects (emotions, feelings), motivations between members of the group;
- To enrich self-knowledge and knowledge of the others members of the group;
- To help understand what is informal group roles, the advantages and disadvantages. To define own group role and to value positive characteristics
- To encourage cooperation between members of the group

### Functions of GD (Leclerc, 1999):

- Communication – mutual understanding and understand interpersonal interactions;
- Metacommunication – observing and comprehending group processes;
- Output – focusing on task requirements and solving the aim;
- Structure – learning and performing structured and coherent strategies to solve the task;
- Affectivity – developing positive affectivity and good interpersonal relations

### Type of GD exercises :

- Structured
- Semi-structured
- Unstructured

Structure of GD exercise (Baiwir, Delhez, 2000):

- Intentions: the pursued aim and finality
- Objectives: behaviors to observe, strategies to follow;
- Type of task: solve problem or/and making decision
- Type of situation: methods and techniques used e.g. role playing
- Number of participants: minimum and maximum of members
- materials e.g. cards, colors,
- procedure and time management: step-by-step script, the time management for each phase and whole activity, instruction, distribution or preparing personal and group materials, discussion, evaluation.

Structured exercises of GD – **why?** (De Visscher, 2000):

- Intensive growth group – for personal and group development;
- Group counseling – for *normal* persons with *normal* problems;
- Training-group – identifying and to clarifying the group roles practiced by all members, exercising several group roles for understanding which of them is more characteristic for the person, practicing and increasing the best performance of these roles, analyzing formal or informal leader of the group, understanding leadership styles and strategies.

📖 Belmont, J. A. (2006). *103 group activities and tips*. Eau Claire, WI, USA: PESI.

📖 De Visscher, P., Neculau, A. (Eds.) (2001). *Dinamica grupurilor*. Iasi: Polirom.

📖 Levi, D. (2014). *Group dynamics for teams. Fourth Edition*. Los Angeles: SAGE Publications, Inc.

# Self presentation in group dynamics field

## for seniors 65 +

### Key concepts summary :

**Self** is as an active agent who acts on the world as well as being influenced by that world and is object of reflection and evaluation.

**Public self** is information about self shared to others; **Private self** is information about self do not shared to others.

**Self presentation** is expressing oneself and behaving in ways that create a desired impression.

**Self discrepancy theory** refers to differences between different kinds of facets of the self or self-images: actual self vs. ideal self and actual vs. ought self.

**Actual self** is a person's representation of the attributes that someone believes the person actually possesses;

**Ideal self** is a person's representation of the attributes that someone would like the person, ideally, to possess (*hopes, goals, wishes*);

**Ought self** is a person's representation of the attributes that someone believes the person should or ought to possess (*duty, obligations, or responsibilities*).

**Group dynamics** is a theory, method and application focused to the influential actions, processes, and changes that take place in groups.

**Group dynamics exercise** is an activity proposed by moderator for an small group (optimum 7-12 persons) in which members of this group interacts for reach the proposed goal. It is observed how members is centered on task and relations.

*Encyclopedia of  
social psychology*

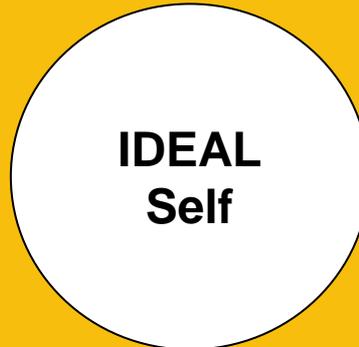
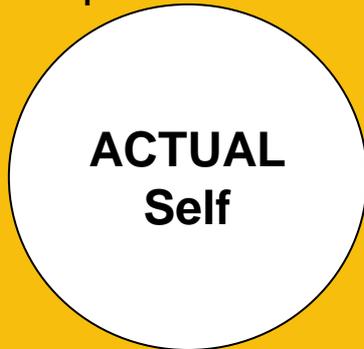
*Baumeister, Vohs, 2007*

# Self discrepancy theory

(E. Tory Higgins, 1987)

Representation of the self in present

## Domains of the Self (1)



Domains of the self (1)

Representations of the self in the future

**Actual self**

- the representation of the self in the present

**Ideal and Ought self**

- the representations of the self in the future

**Magnitude of self-discrepancies** can be between:

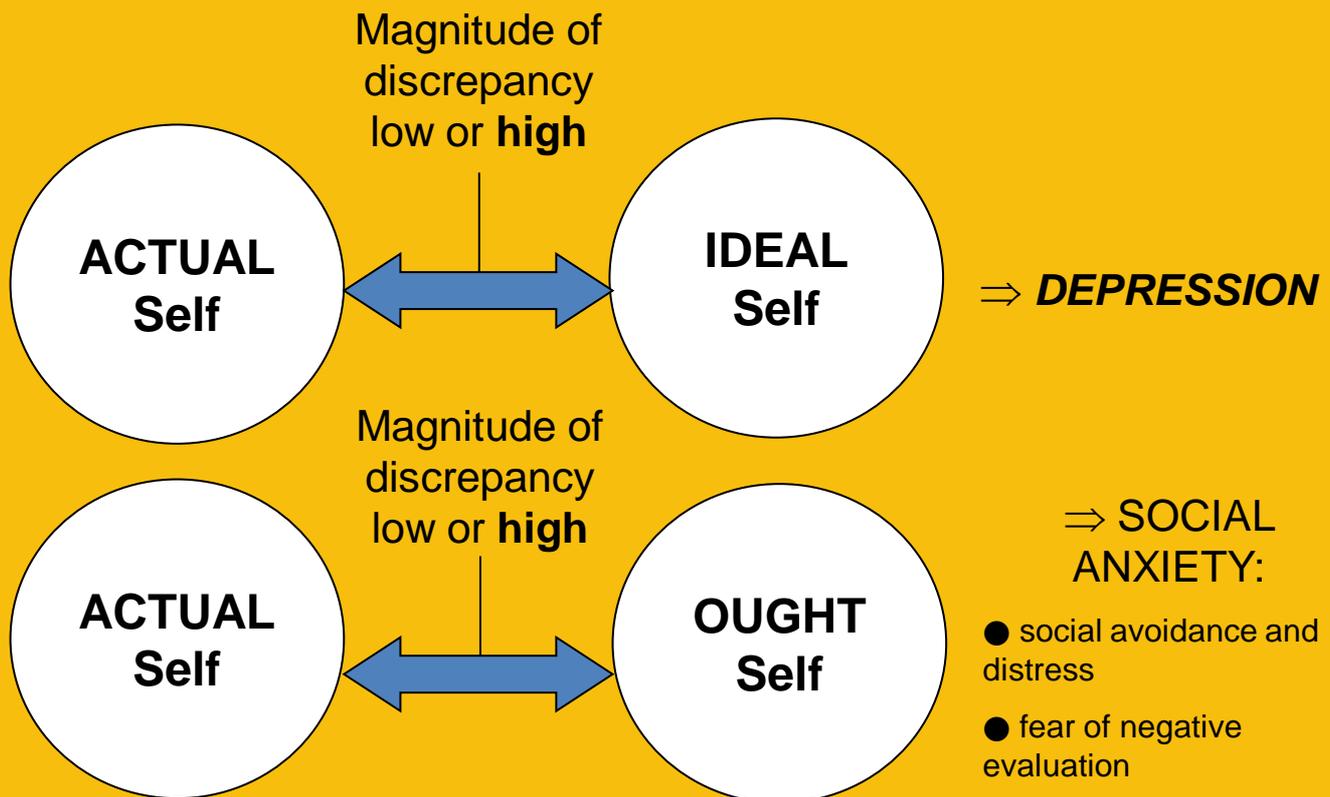
- actual-self and ideal-self
- actual-self and ought-self

**Magnitude of self-discrepancies** can be:

- low to high



# Self discrepancy effects



## The main effects of self-discrepancies:

- if it is between the actual-self and the ideal-self then generate *depression*
- if it is between the actual-self and the ought-self then generate *social anxiety*, social avoidance and distress, fear of negative evaluation

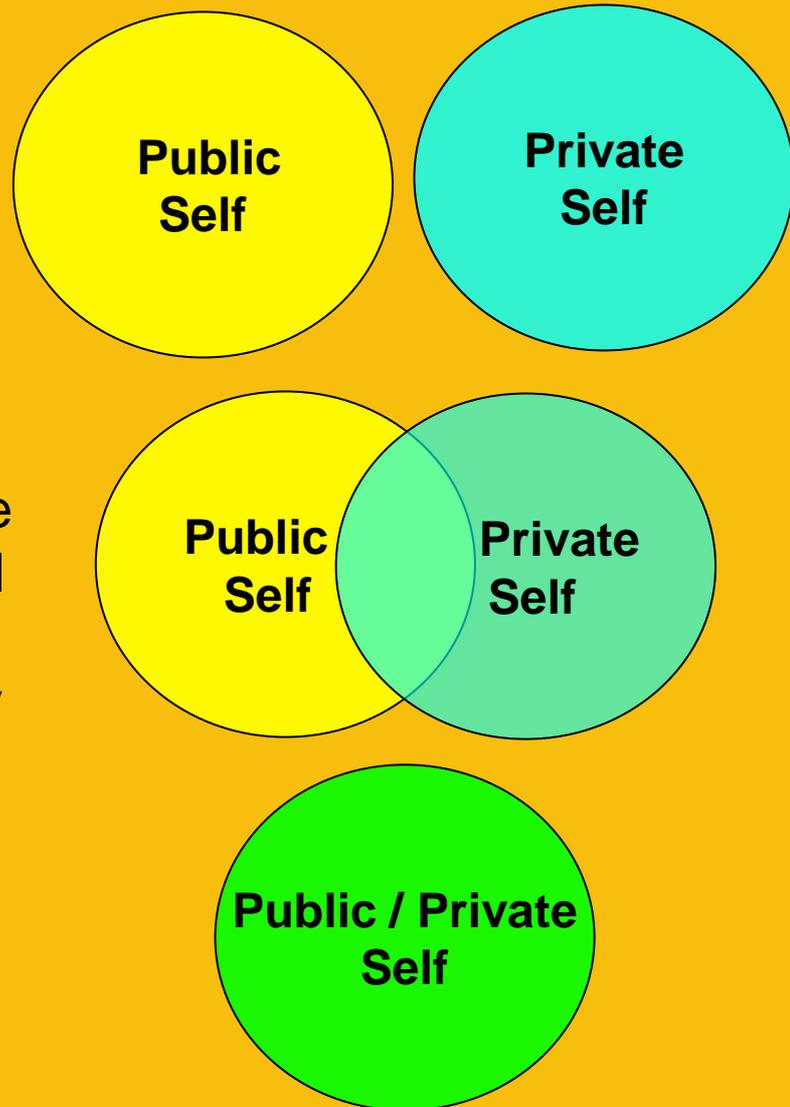
## The other effects of self-discrepancies:

- negative emotions and states like: low self-esteem, embarrassment, guilt, shame, self-criticism, disappointment, dissatisfaction, apprehension, anxiety, agitation, feeling lonely, and possible melancholia

# Public self *versus* private self as domains of the Self

## Relation between public and private self:

- if public self and private self are different and are contradictory, then results compliance – an overt, public action performed in accordance with a request from an external source. Person can feel sadness because is necessary to accomplish the request.
- if public self and private self are the same that means person acts in concordance with own values, principles, and norms - internalization.
- if between public self and private self exists similarities, then person acts because a part of behaviors is expression of own internalized values and principles and another part is because the source asked the behavior is some attractive – identification.



# Self-presentation strategies (for reducing self-discrepancies)

## Self-presentation

- **Refers to** : *to how people attempt to present themselves to control or shape how others (called the audience) view them. It involves expressing oneself and behaving in ways that create a desired impression*
- **Consists** of behaviors which are intended to manage the impressions that observers have of actors (Goman, 1959)

**Self presentation strategies** (Tedeschi & Lindskold, 1976:  
Tedeschi & Norman, 1985):

### ***Assertive self-presentation:***

- behavior aimed at establishing particular identities in the eyes of others
- refers to proactive behavior performed to establish particular identities

### ***Defensive self-presentation:***

- actions taken to reestablish a positive identity or remove negative effects
- occur when an event is interpreted as endangering or spoiling a desired identity and are intended to mend the identity or mitigate the negative effects of the precipitating event

# Positive versus negative affective state

(Watson, Clark, 1994)



## Positive emotions (10):

Active, Alert, Attentive, Determined, Enthusiastic, Excited, Inspired, Interested, Proud, Strong,



## Negative emotions (10):

Afraid, Ashamed, Distressed, Guilty, Hostile, Irritable, Jittery, Nervous, Scared, Upset

## SCALE to record answers:

1	2	3	4	5
very slightly or not at all	a little	moderately	quite a bit	extremely

# The Nonviolent Communication Model

(Marshall Rosenberg)

## Group dynamic exercise

## Coat of arms - personal -

### Intentions:

- Improve knowledge of de self and knowledge of others by dynamic of social comparison
- Understand and learn a different modality of self-presentation applied in small group

### Objectives propose to:

O1. Stimulate reflections about actual self and the content of self-schemata in process of defining the self;

O2. Develop capacity of observation and interpersonal interaction;

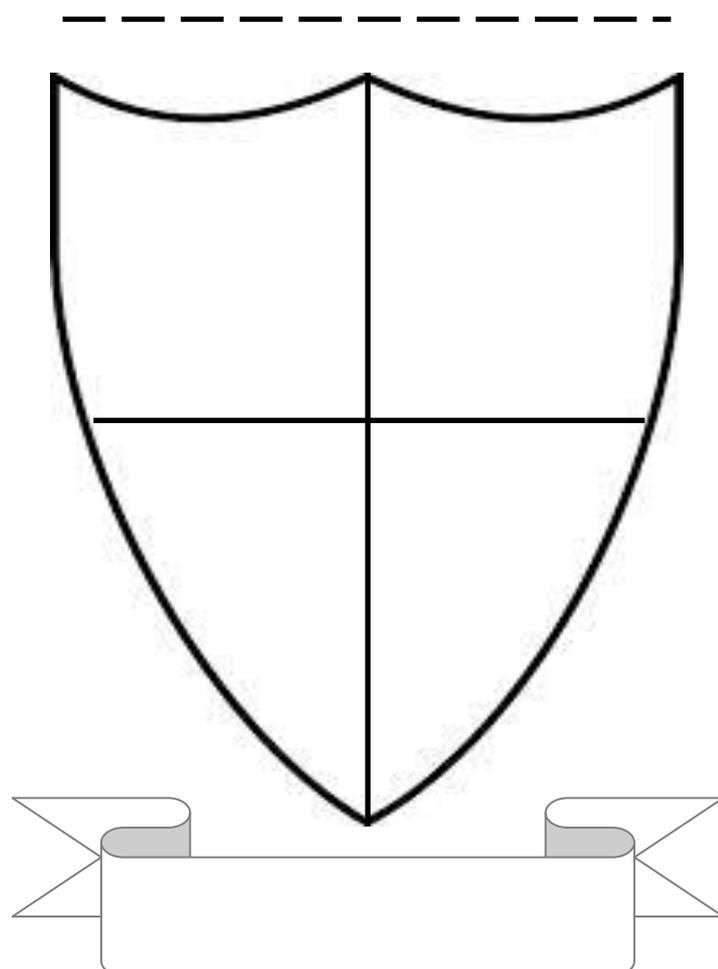
O3. Define, experience and sharing emotions inside the group

**Type of task:** self-presentation in group, share opinion and emotions

**Form of task:** verbal and non-verbal communication

**Number of participants:** optimum 7-12 persons. The exercises can applied on a higher number of participants but this imply more time.

**Materials:** papers with coat of arms, paper clips, pens, colors



**Age:** no limits

**Time:** about 1,5 hours (it is depend of number of participants)

**Space:** room with tables and chairs or outdoor<sub>3</sub>

## ***Exercise: The coat of arms***

**Introduction:** The participants are invited to join in the activity who follow up knowing the self. They are asking what they know about *coat of arms*. After their responses, it is specifying the mean identified in semantic dictionary (e.g. Longman): *a set of pictures or patterns, the distinctive heraldic bearings or shield and used as the special sign of a person, family, town, corporation, university, country etc.*

**Step 1** (15 min.): Participants are invited to elaborate personal coat of arms; moderator giving for each participant a paper with an “empty” coat of arm.

Participants must to draw four symbols (one for each dial) who represents the most important and relevant aspects of personal life. It is important to draw symbols without write anything.

In the bottom of paper it is exist a space in which must be write a motto guide their existence (*thought, aphorism, maxim, proverb*).

**Step 2** (20 min.): After finishing, the coat of arm will be hang on the chest with prepared paper clips. Each person must examine all coats of arm of the others without saying anything – just visiting, no words. The moderator will ask to respect this norm.

**Step 3** (35 min.): In this step is permitted to talk (and walk!). Two persons - a dyad – will be formed.

One of the person of dyad will try to guess what means each symbols of the partner and will hear the real explanation of symbols. Then, the roles will be changed between partners.

Participants will meet and interact with everyone.

**Step 4** (10 min.): Each participant is invited to write on overleaf of the paper with coat of arms what he/she felt during the exercise, describing emotional state and other important information he/she consider.

**Step 5** (20 min): Participants will dispose in a space forms a circle. Each of them will give to the next participants own *coat of arms* and will receive the *coat of arms* from preceding participants. Everybody will read information presented in all coats of arms until he/she received own *cot of arms*.

**Step 6** (15 min.): ***Debriefing*** – The moderator ask and encourage all participants to share public their thoughts and feelings.

# Measures and expectations

Comparing states before and after applying the exercise



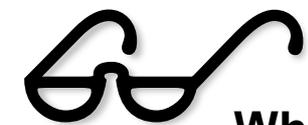
**What we** (want, may, can or must) **evaluate:**

1. Affective states (☺ + ☹);
2. Self-discrepancies: actual-ideal self and actual-ought self;



**How we** (want, may, can or must) **evaluate:**

1. Positive Affect Negative Affect Schedule (PANAS, );
2. Self-discrepancies questionnaire;
3. Well-being questionnaire.



**What we expect:**

1. More positive affect and less negative affect;
2. Less self-discrepancies;
3. High level of well-being.
4. High desire to participate in similar tasks with members of the group



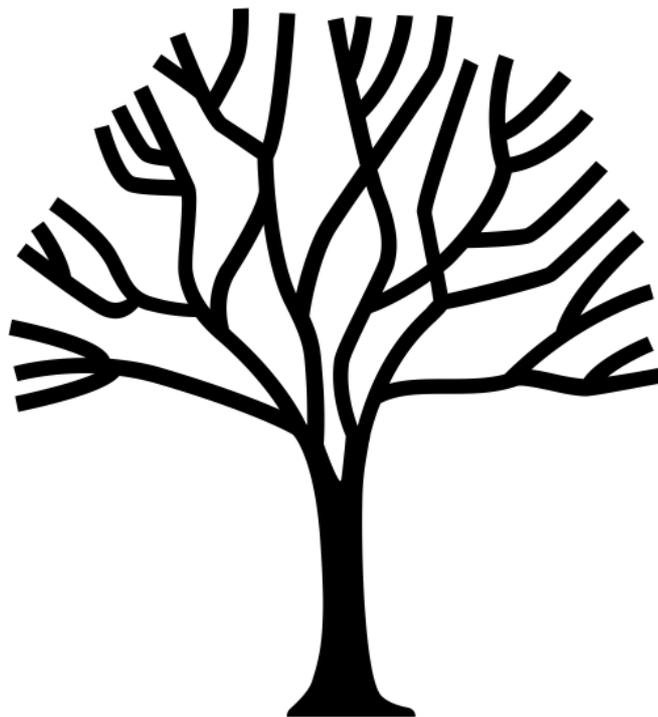
UNIVERSITATEA  
„ALEXANDRU IOAN CUZA“  
din IAȘI



Erasmus+

**Project Title: Walk'n'Talk**  
**Project Number: 2016-1-DE02-KA204-003413**

**The *Tree of Life***  
*storying your life...*



Created by Laymik  
from Noun Project

# NARRATIVE PRACTICE

– a pathway to connect to preferred self, people and nature

*The road  
NORTH is  
linked with all  
the roads of  
your life*



Created by Vectors Market  
from Noun Project

*Focus on storying your life...*

## **Purpose of Storying your Life**

- To engage in conversations that sustain vitality, hope, and action orientation in life
- To create a context of honoring the desirable identities of those present in the conversations
- To be inspired and to inspire others participating in rich personal, group or community story development

## **Narrative principles**

We ascertain meaning to our experiences of life through stories.

Life is multi-storied, not single-storied.

Stories have real effects and are shaping of our lives.

Rich descriptions and vivid preferred identity accounts create platforms that sustain preferred ways of living

The problem is the problem and the person is the person.

## **Background of Storying your Life**

- Narrative approaches and practices are found in Michael White's narrative therapy beginnings in the 1980s
- Dulwich Centre in Adelaide, Australia is the forerunner and promoter of Michael White and David Epston understandings on narrative therapy and community work based on narrative principles
- Most frequent applications include therapy, school systems, health care, prisons, workplaces, drug treatment & social services, families, disenfranchised communities, migrants, people living with disabilities.

## **Storying your Life**

### **1. Process**

Entering experiences of life into narratives is a performative engagement with life. It is a process, it takes time. In order to allow taking yourself into consideration, a context of safety and respect is paramount. The process of re-authoring one's life story is assisted and facilitated with narrative skills.

### **2. Uniqueness**

We are all diverse individuals with myriads of experiences of life that only part is reflected upon, only a tiny part is put into words and narrated. Each time we invite someone to share a particular experience of life, we create a realm for his or her unique description, describing an unique identity facet.

# The Tree of Life

(Ncazelo Ncube-Mlilo, REPSSI and David Denborough, Dullwich Centre)

*From Tree of  
Life  
to  
Forests of Life*

"it is a tool that uses different parts of a tree as metaphors to represent the different aspects of our lives"

(Ncube & Denborough, 2007)



Created by Mark S Waterhouse  
from Noun Project

**Uncovering preferred identity, putting it into circulation**

The whole process of Storying your life using the Tree of Life narrative practice may be explored in five experiential areas:

1. Drawing a tree (individually)
2. Writing examples from own experiences of life, hopes, principles and values on various parts of the drawing
3. Exposing the Tree of Life (Gallery of Forest of Lives)
4. Presenting, in turns, each Tree of Life
5. Honoring the shared descriptions of preferred identities – Diploma awarding



# The Tree of Life

(Ncazelo Ncube-Mlilo (REPSSI) and David Denborough, Dullwich Centre)

## A scaffolding map from concrete experiences to identity conclusions

**The Tree of Life  
is not a test!  
Rather, it is a  
conversational  
map.**

Exploration of life events and situations may be understood as “knitting” between two “landscapes”: Landscapes of action - describing concrete experiences, positioned in time – facts, situations where a person has emotions, feelings, thoughts, sensations, and acts in a certain way – and Landscapes of identity – describing relations between those facts, conclusions regarding the position the person may have with regard to them, and the idea on what important aspect of their life is illuminated by the positioning (White, 2007)



## Focus on a narrative practice

### What it is important in Drawing the Tree of Life:

Inform participants it is NOT a test, it is NOT an artistic process, it is A WAY to organize sharing something of value from a person's life to himself or herself and to the others who are present.

The drawing is sketchy: simply draw some roots in the 1/3 bottom of a portrait (Vertical) piece of paper, a line of the ground, a trunk and a corona.

### What we need:

Enough space to write some disparate key words, name of people, or short sentences.

### Why we need it:

The drawing is a support for the narrative journey that follows

### How long does it take:

The drawing may take 10-15 minutes for a simple sketch, but it may be embellished, colored, refined for more time (in may take 30 min – 1 hr)

C



# The Tree of Life

(Ncazelo Ncube-Mlilo (REPSSI) and David Denborough, Dullwich Centre)

## The Tree of Life journey



## Taking a stroll while sharing

### The writing has a time of its own

It takes some time to write keywords, names of dear people, or short sentences.

Facilitated, it is rather a conversation with some anchors written, from place to place and time to time, for remembering and sharing with others, later on.

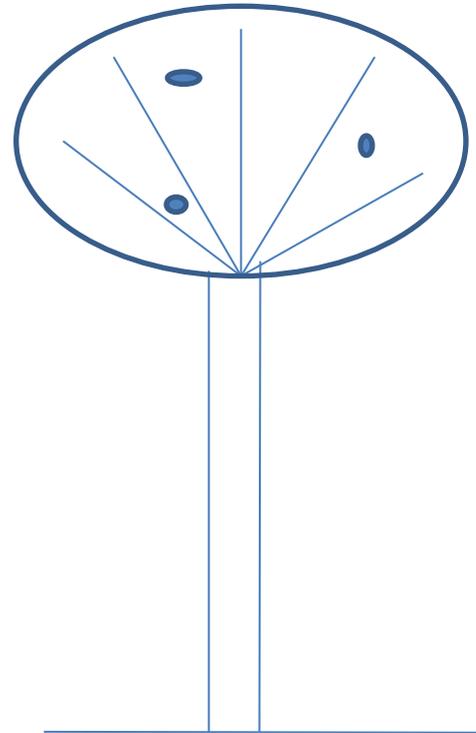
Behind each word it may be a whole story.



Created by Sergey Demushkin from Noun Project

### The Tree of Life narrative practice

- **The roots:** My personal and/or professional history: Heritage, family, culture, place of origin or place of significance, religion, favourite childhood songs and games, important teachers etc.
- **The ground:** Where they are now in the present, the activities they enjoy, where they live
- **The trunk:** Talents, skills, resources that are personally and/or professionally recognized
- **The branches:** Projects, hopes and goals for their life. E.g. wanting to live independently, to have a partner and grandchildren, have an occupation, do more sport, to travel, learn to cook
- **The leaves:** The persons who personally and/or professionally matter to me, now or in the past, real or fictional.
- **The fruits:** the support, the gifts received: e.g. "caring person", "friendly", "understanding", "thoughtful".
- **The flowers:** the support and gifts offered to others...



### The Tree of Life CERTIFICATE

*Awarded to.....  
For proving to herself and to others that she has many skills and abilities which give her strengths in her life. She has also special dreams and hopes for the future.  
Among skills and abilities she includes....  
Her hopes and dreams are....  
She would like to appreciate the following people in her life....  
Date/..... Signature.....*

*Let's walk...*

and talk



In this section a collection of web pages, movies, short videos, songs, books, etc. we liked and recommend to you.



<https://dulwichcentre.com.au/what-is-narrative-therapy/>

**Some** questions

How can I **get involved with narrative practice?**

**Different** answers



<http://www.communitydoor.org.au/how-to-hear-me/tree-of-life>



<https://firefly255.wordpress.com/2016/05/20/narrative-therapy-project-tree-of-life/>



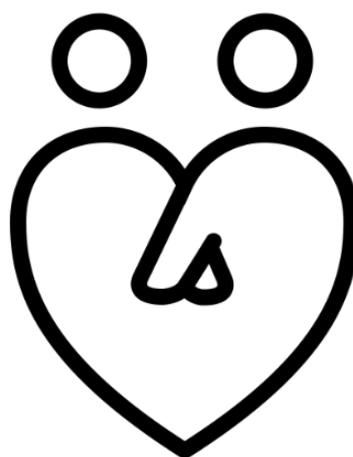
UNIVERSITATEA  
„ALEXANDRU IOAN CUZA“  
din IAȘI



Erasmus+

**Project Title: Walk'n'Talk**  
**Project Number: 2016-1-DE02-KA204-003413**

## ***The Nonviolent Communication Model***



Created by Ji Sub Jeong  
from Noun Project

# The Nonviolent Communication Model

(Marshall Rosenberg)

## The Non-Violent Communication Model: let's understand

**A Language of  
Consideration  
Rather than  
Domination**

Nonviolent Communication (NVC) is a process of connecting with people in a way that allows everyone's needs to be met through empathizing with the universal needs we all share. It is a way of relating to ourselves and others out of an awareness of feelings and needs rather than judgments, labels, punishment, guilt or shame. Find out more at [Center for Nonviolent Communication](#)



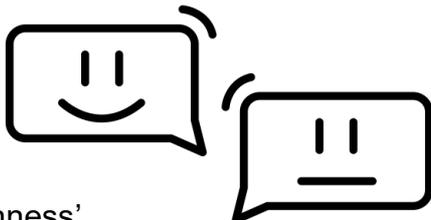
Created by Vectors Market  
from Noun Project

**Focus on non-violent communication...**

### Purpose of NVC

- To evoke an empathic, natural connection so that all needs may be met
- To consider and to connect to the life in ourselves and others
- To be inspired and to inspire others to give out of the natural joy of giving

At the heart of NVC is **the ability to connect**



to our own 'humanness' and to the "humanness" of others. It is to see ourselves and each other not as objects or as 'good' or "bad," but as whole, dynamic persons with varying combinations of feelings and needs. When we can express that which is alive in us in a nonjudgmental, non-blaming way we have a much greater chance of inspiring an **empathic connection with others** because as humans we all share these same qualities; e.g. the needs for trust, safety, appreciation, caring, freedom... the list goes on. When empathy is experienced in connection to another person (or to ourselves) we, as humans, have a natural desire to improve the life of that person. Within this connection an exchange can take place that greatly enhances the chances of getting everyone's needs met.

### Background of NVC

- Founded by [Marshall Rosenberg](#) during the Civil Rights era; influenced by Carl Rogers
- The Center for Nonviolent Communication, founded in 1984, has international presence in such places as the Middle East, Bosnia, Rwanda, Columbia, Indonesia, Malaysia, Sri Lanka, Nigeria, Sierra Leone, India, Western Europe and more.
- Most frequent applications include school systems, health care, prisons, workplaces, law enforcement & military, drug treatment & social services, families.

### NVC - Based on 2 Principles

#### 1. Principle #1

##### Nurturing Our Nature

NVC is taught on the underlying supposition that our true nature is one of desire to make life more wonderful for ourselves and others. Unfortunately most of us have lost the skill and know-how to fulfill this desire. NVC is as much a process of unlearning old, unskillful reactions as it is gaining new tools and developing new responses.

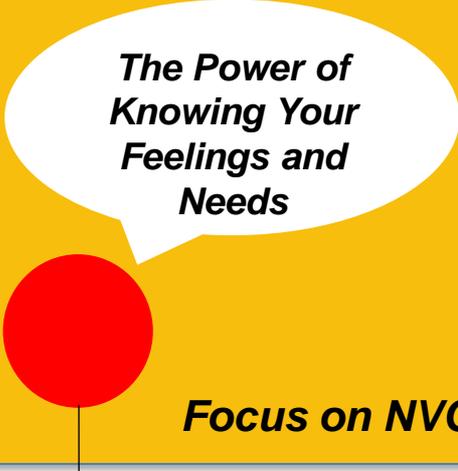
#### Principle #2

##### No One *Makes* You Feel

This means, understanding that we are responsible for our own reactions to any given situation. It's not that something or someone makes you feel anything but rather your needs are being met or not met.

# The Nonviolent Communication Model

(Marshall Rosenberg)



## The Power of Knowing Your Feelings and Needs

### Focus on NVC Model

#### The link between feelings and needs: let's understand

Feelings are caused by needs and only stimulated by what someone does or simply by 'the situation'. Feelings are indicators of needs.

Only you know what word best describes your feeling. It could be just one precise word or a combination of more words. If you are uncertain about the word, an idea could be to reflect more on your body's reaction. You will know when the right word is there.

[A list of feelings](#)

[A list of needs](#)

#### The Four Components of NVC

The first 3 components - observations, feelings and needs - make up the first part of the empathy process. This is a process of objectively identifying what's really alive in you or another person. It's an exploration of what 'is' without blame, judgment or analysis. It involves:

**1. Observation** (free of judgment, labels, diagnosis, opinions, etc.)

"When I see/hear/notice..."

**2. Feeling** (free of thoughts, not "I feel like..." or "I feel that...") We are also careful not to use 'jackal' words that imply blame such as bullied, ignored, cheated, betrayed, abandoned, victimized...)

"...I feel..."

(happy, sad, delighted, frightened, surprised, angry, content, confused, thankful, anxious, affectionate, resentful, intrigued, overwhelmed, thrilled, etc...)

**3. Need (universal;** without reference to any specific person, time, activity)

"...because I am needing..."

(trust, appreciation, freedom, understanding, connection, safety, hope, consideration, equality, integrity, respect, acceptance, autonomy, etc...)

**4. Request** (clear, positive, present, detailed, active request that would enrich life)

"Would you be willing to...?"

The fourth component - the request - is the 'dance' that allows life to move forward. It presents the opportunity to make life more wonderful by moving toward a joyful resolution.

#### Example of bad communication:

Person #1: You never listen to me when I'm talking to you. You're ignoring me constantly.

You just don't care!

Person #2: Yeah right! I listen to you all the time!

Person #1: You can't listen to me and read the paper at the same time! You're so unreal!

Person #2: I'm unreal?! You don't even....  
(discussion goes nowhere and ends in frustration)

#### Example of good communication:

Person #1: When I see you read the newspaper while I'm talking, I feel frustrated because I'm needing to be heard. Would you be willing to close the newspaper for 5 minutes and hear my idea?

Person #2: When you ask me to close the paper when I'm reading an article that is very important to me I feel anxious because of my need to understand what's going on in the world. I also feel concerned because of my need for your well-being. Would you be willing to wait 5 minutes while I finish this article so I can give you my full attention?

Person #1: Yes.

# The Nonviolent Communication Model

(Marshall Rosenberg)

**The Power of  
Knowing Your  
Feelings and  
Needs**

## Empathy and Self-Empathy: let's understand

Empathy is the capacity to understand or feel what another person is experiencing from within their frame of reference, i.e., the capacity to place oneself in another's position. There are many definitions for empathy that encompass a broad range of emotional states. Types of empathy include cognitive empathy, emotional empathy, and somatic empathy.

Source: [Empathy](#)



**Focus on NVC Model**

Created by Sergey Demushkin  
from Noun Project

## Two Parts of NVC

### 1. RECEIVING EMPATHY

Honestly **EXPRESS** your clear, nonjudgmental observations, your own feelings and needs; being aware of what's alive in you:

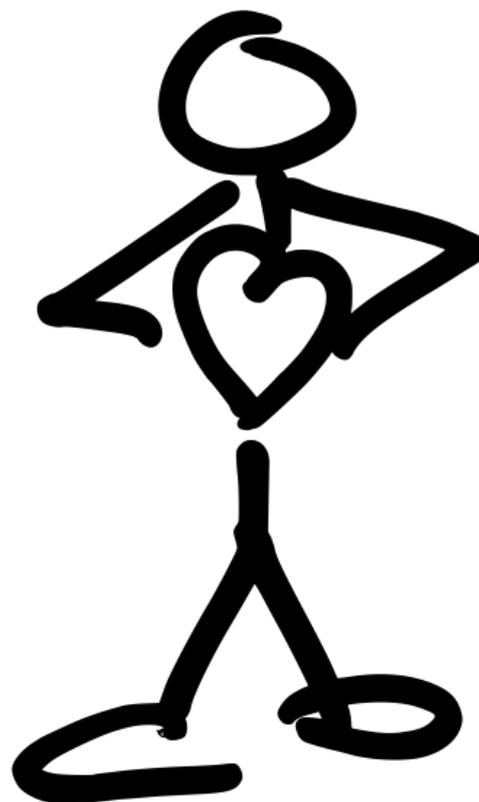
- Ongoing awareness of observations, feelings and needs: "When I hear (see)... I feel....because I need.... Would you be willing to...?"
- Willingness and courage to express those feelings and needs (vulnerability)
- Willingness to make clear, detailed requests

### 2. PROVIDING EMPATHY

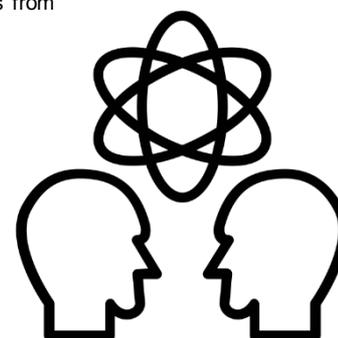
Empathically **LISTEN** to other's observations, feelings and needs:

- Presence, Focus, Space, Verbal reflection of feelings & needs: "Are you feeling...?", "Are you needing...?"
- NOT advising, fixing, consoling, story-telling, sympathizing, analyzing, explaining, defending.
- No matter what is said, hear only feelings, needs, observation & requests.
- Make a request **ONLY** after being given a 'sign' or asked to do so.

**The Self Empathy Process (or Compassionate Communication)** is a process in which we bring our attention and focus to ourselves and listen with kindness to the feelings and needs arising in us. Self empathy is a valuable tool to learn when we find ourselves triggered and upset by a situation or by the actions of others. It offers us a way of really being in touch with ourselves and what we are longing for and processing our feelings and needs.

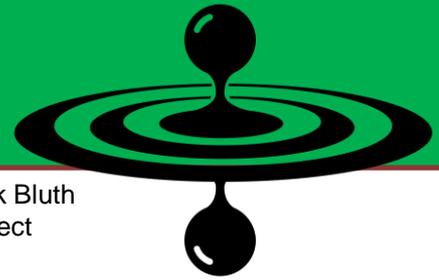


Created by Swen-  
PeterEkkebus from  
Noun Project



Created by Vectors Market  
from Noun Project

# How to practice Self-Empathy?



Created by Nick Bluth  
from Noun Project

## Practicing Self-Empathy

Practicing self-empathy can be very helpful in cultivating inner peace and self-compassion. The practice of self-empathy involves being present with yourself and turning your attention inward by asking yourself four questions:

**What am I observing?**

**What am I feeling?**

**What am I needing right now?**

**Do I have a request of myself or someone else?**

This practice can be done as many times as needed to soften the hard defenses and open the heart. It may take a minute, a day or two, sometimes more. You may choose to make it a daily practice which would be optimal.

**1. Take Time & Space:** When you are in pain take some time, create a space alone and undisturbed where you can write (or type) freely.

**2. The Jackal Show:** Just start writing. Don't watch your words or try to "be nice". Just let it flow. This is called the Jackal Show. You can write all about what 'they' have done to you, what they have created, what they've destroyed. You can express all your pain and anguish, your fears and outrage, your judgments, thoughts, analysis of the situation and whatever else comes to mind. Do this until you have nothing left to say.

**3. List the Jackal Words:** Go back over what you've written. What are the jackal words that come to mind? Make a list of the jackal words that imply blame such as; bullied, ignored, cheated, betrayed, abandoned, victimized...

**4. Translate Jackals into Baby Giraffes:** Go back over your jackal list. What are the real feelings behind all this? Make another list using your list of jackal translations. Remember that no one *makes* you feel anything. Your feelings are your own and are the results of your perceptions, beliefs and attitudes. Go behind the jackal words and get a real sense of the feeling words that describe what is going on in your body now such as; sad, frightened, angry, worried, confused, anxious, overwhelmed, bitter, jealous, etc... Use the Feelings List and pick out the words that describe the way you really feel. Each feeling is a baby giraffe crying with an unmet need. Feel them, listen to them. What are they trying to say? What needs are not being met?

**5. List the Needs (not the strategies) Behind the Feelings:** In this next list write down the unmet needs (not strategies) behind all these feelings such as; respect, appreciation, intimacy, recognition, cooperation, support... Use the Needs List to pick out the needs you have that are not being met. Remember these needs are not specific to any one person. An example of a need would be, "I need understanding." An example of a strategy is, "I need *you* to understand me." List only the needs not the strategies.

**6. Mourning:** Allow yourself to mourn the fact that these needs are not presently being met. Be with yourself. Give yourself permission to feel the pain of not having these needs met. It is painful. Hold your pain like you would hold a baby. If anger and resentment persist for a long time go back to writing more of the Jackal Show. Often once we have completed the first step a shift will take place and suddenly anger feels more like sadness. List the new feelings. List the needs behind those feelings. And allow yourself to mourn your loss again.

Read more on [Compassionate communication](#).

# The Nonviolent Communication Model

(Marshall Rosenberg)

*The jackal is just a giraffe with communication problems*

## The Giraffe and Jackal: let's understand

Marshall B. Rosenberg, the founder of Nonviolent Communication, chose two animals to help convey his ideas with power and clarity: the jackal and the giraffe. They represent two qualities in us. The jackal is result-oriented, judgmental and authoritarian. The giraffe is both gentle and strong, regarding whatever comes up with kindness, communicating from his heart and seeking connection and clarity.



Created by Mark S Waterhouse from Noun Project

## Focus on NVC Model

### THE JACKAL:

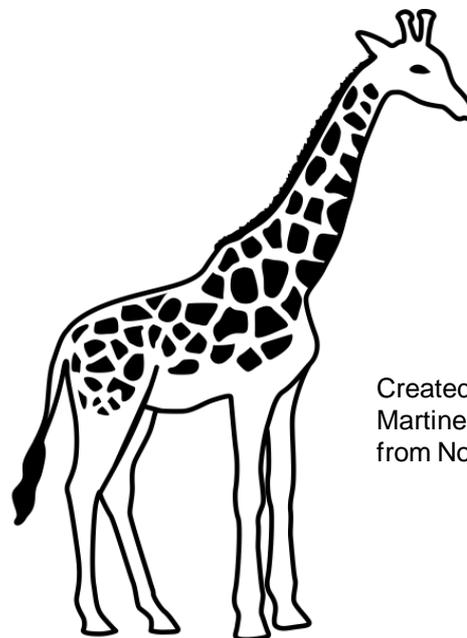
In NVC we the Jackal is used to symbolize the life alienating, domination language most of us were raised with. The jackal, as an animal, is low to the ground, a scavenger, competitive and vicious. A jackal as a person is one who approaches people (including themselves), places and things through the lens of a Right/Wrong, Good/Bad judgments. They speak a language that instills fear, anger, guilt and shame. It often inspires painful obsessions and behaviors. The jackal sees everything as deserving either reward or punishment for themselves or others. Their language is demanding; "Do this." "Don't do that." The jackal lives in their head judging, analyzing and blaming themselves and others.

Created by Bakunetsu Kaito from Noun Project



### THE GIRAFFE:

In NVC, the Giraffe is used to symbolize the life serving, partnership language that inspires connection and community. The giraffe is a very powerful yet peaceful, gentle animal. It has the largest heart of any land animal on earth and the longest neck which allows for a far, overall view of the world around it. To speak 'giraffe' is to speak from the heart. A giraffe person is non-judgmental, non-blaming, non-demanding and non-threatening. A giraffe is objective in their view and understanding of their feelings and needs as well as the feelings and needs of others. They practice empathy and desire to make life more wonderful for themselves and those around them.



Created by Isabel Martinez Isabel from Noun Project

# Jackals versus Giraffes...

## What is the difference between a jackal and a giraffe?

### OBSERVATIONS

The jackal who is interpreting, judging, generalizing, blaming, criticizing and says:

I see you don't get it.

or

Did you not finish that little bit of work yet?

A giraffe that is observing says:

I see your eye brow raising.

or

I see you are writing, how is your job going?



Created by Luis Prado  
from Noun Project

### FEELING

The jackal who is quasi-feeling (he is interpreting and thinks he shares his feelings), says:

It feels like everyone is getting to me.

or

I feel attacked.

The giraffe who is feeling, says:

I am afraid and feel insecure.

or

I feel uncomfortable if you say this.



Created by Luis Prado  
from Noun Project

### NEEDING

The jackal who thinks his strategy is a need, says:

It's about time we make love!

or

Because you supervise me in such a bad way, I don't learn anything.

The giraffe who speaks about his needs, says:

I am looking for intimacy.

or

I want to learn something.



Created by Gianni - Dolce Merda  
from Noun Project

### REQUEST

The jackal who is demanding or commanding, says:

If you don't go, I won't go.

or

Repeat what I have said!

The giraffe who is making a request, says:

I would love you to join me. Would you do that?

or

Can you tell me what you just heard me say?

# Let's exercise the NVC model

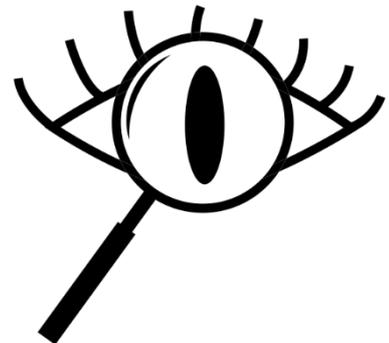
## OBSERVATION and EVALUATION

Making clear observations helps us to be aware of our judgments and connect with others free of judgment. The following exercise helps us see how we use judgments in our language and how we might think and speak about our experience in a way of that is clearer and more connected.

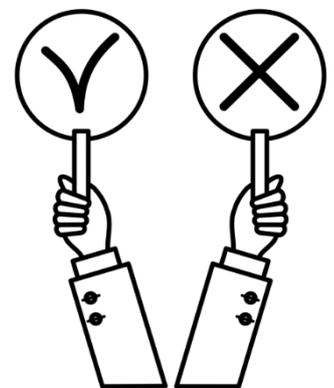
Part 1 - For the following statements, do you consider the speaker to be making an observation, evaluation or a mixture of both? Circle one.

Part 2 - If you believe a statement is other than pure observation, write down what might be said to make it evaluation free.

- 1) I saw you rush out of the room. (O, E or O+E)
- 2) I lost 10 pounds last month. (O, E or O+E)
- 3) Your new haircut really looks great on you. (O, E or O+E)
- 4) I find it Beautiful, the way your hair frames your eyes. (O, E or O+E)
- 5) This wine tastes terrible. (O, E or O+E)
- 6) I'm really not enjoying this wine.. (O, E or O+E)
- 7) I'm noticing that I'm getting agitated, listening to you talk for so long. (O, E or O+E)
- 8) You are speaking too loud. (O, E or O+E)
- 9) It's getting Late! (O, E or O+E)
- 10) The furnace is making too much noise. (O, E or O+E)



Created by Juliana Coelho  
from Noun Project



Created by Olenka Panasovska  
from Noun Project

## FEELINGS

Time: 20 mins

The facilitator could keep with him/her a set of 'feelings' cards. The cards could be kept in the centre and the participants could be asked to pick up a card based on what they are feeling. Then keep a set of 'needs' cards. Ask the participants to identify the need that was met/unmet based on their feelings.

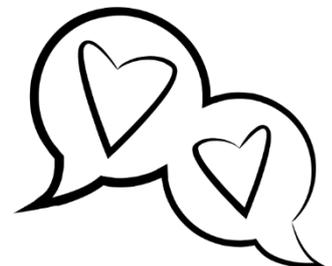
Debrief:

"I feel angry because you... ",

"I feel angry because I want... "

We know that the cause of our feelings is not another person, but rather our own thoughts, wants, and wishes. We become angry because of the thoughts we are having, not because of anything another person has done to us.

In fact, violence, whether verbal or physical, is the result of assuming that our feelings are caused not by what is going on inside us but rather by what is going on "out there." In response, we say things designed to hurt, punish, or blame the person whom we imagine has hurt our feelings. Aware of this tendency, a person practicing non-violent communication would conclude, "I'm angry because my expectations have not been met."



Created by Ian Ransley  
from Noun Project

# Let's exercise the NVC model

## Exercise: Role Play

Time: 20 mins

### Scene A

Ask two volunteers to come up.

Describe the following relationships among staff, but also to grievances and situation: complaints.

You have just entered the room and the other person sitting in a chair starts to shout, "You always do it.

You are never on time. Whenever we need you, you are not there. And, we can't even trace you.

You don't even pick up calls.

When you see the hospital number you switch your phone off.

I'm very disappointed. If this persists I'm going to complain to the higher ups." "You know....."

"I don't want to listen to your useless excuses.

Now, just leave the room."

Ask them to enact the scene.

Ask for participants' feelings.

Debrief: This type of communication is critical, negative and evaluative. The communicator often appears to be speaking from a superior position and talking down

at the listener. This can leave the recipient feeling offended and upset, and with no information about how to proceed. It is not constructive because the speaker did not say what was wrong and offered no advice to help improve.

The main problem with using this mode continually is that there is no follow-up, nothing to restore the relationship to a place where there can be reconciliation, and nothing to build on. Also, using the judgmental mode is usually not the best way to motivate someone.

If used frequently and indiscriminately, this type of interaction and style can lead not only to poor relationships among people (staff), but also to grievances and complaints.

### Scene B

Ask the two volunteers to enact the same situation but the conversation would go as follows:

You have just entered the room and the other person sitting in a chair welcomes you with a smile. "I have observed that for the last one week you have been coming half an hour after your shift starts. I feel agitated when you don't come on time. You know we have just three staff on this shift and the ward is full. I need your cooperation. Would you be willing to discuss this with me?"

"Oh, yes....Could we meet 15 minutes from now? I've something urgent to attend to..."

"Fine. We'll meet here in 15 minutes."

"I'm sorry my coming late for the last week has upset you..."

"I'm sorry my coming late for the last week has upset you..."

Ask for participants' feelings.



Created by chiccabubble  
from Noun Project

*Let's walk...*

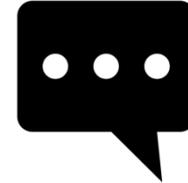
and talk



In this section a collection of web pages, movies, short videos, songs, books, etc. we liked and recommend to you.



[Marshall Rosenberg - Nonviolent Communication - Brief Introduction](#)



[Jackal and Giraffe about love, illustrated by Rosenberg](#)

**Some questions**

**How can I get involved with NVC?**

**Different answers**



[Precise communication at the right place and the right time is a guarantee for success! Watch the video to find out more about result-driven communication!](#)



[2 Self Empathy, by Marshall Rosenberg](#)



[Conflict resolution using NVC](#)



[Nonviolent Communication Introduction](#)



[Top 3 Misconceptions about Nonviolent Communication](#)