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Exercises Validation®

<p>Theme Closed questions with an ambiguous pronoun give people the possibility to choose and make it easier to respond.</p>	<p>Name of the exercise Ambiguity</p>
<p>Exercise goal To practice the technique, ambiguity</p> <p>Time- Management 2x10 min Discussion: 10 min</p> <p>Group- Social- Form Partner- A & B</p> <p>Materials, if necessary</p> <p>Tips to do the exercises</p> <p>Make sure that the goal of the exercise is clearly stated before beginning.</p> <p>Use open questions during the discussion. Summarize what is said in the group discussion.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher invites the participants to find partners. 2. It is decided who will be A and who will be B. 3. The teacher helps participants to center using their breathing. 4. The teacher asks A to close her eyes and to think of a children’s rhyme, saying, limerick or a tongue twister and keep this in mind. B is asked to keep her eyes open and to calibrate. 5. The teacher leads A in a guided meditation to think about a person that A loves, using visual, auditory and kinesthetic suggestions. 6. The teacher asks A, as soon as she feels the loved person’s presence, to become aware of the emotions that she feels. Maybe it is anger because A was recently anger at this person. Maybe it is sadness because A misses this person. Maybe it is fear or worry about the loved person. Maybe it is love and hapiness. As soon as A is aware of her dominant emotion, B is ask once more to calibrate and sense which feeling arises in herself. 7. A is asked to open her eyes and to express her emotions verbally using the children’s rhyme, limerick or tongue twister over and over. i.e.”Peter Piper picked a peck of pickeled peppers“. 8. B should ask A about her feelings using an ambiguous pronoun, i.e. Is it difficult? Hard? Soft? Beautiful? Is it fun? Are they lovely? 9. A answers ‘yes’ when the ambiguous question fits and with ‘no’ when it does not fit. 10. The experiences are discuss in plenum. <p>Variations:</p> <ol style="list-style-type: none"> 1. The exercise can be repeated, switching roles. 2. The exercise can be done in 3’s, A, B & C, where B expresses the emotion with emotion and C asks questions using ambiguity about the emotion.

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<p>Theme Asking the opposite can help people to explore painful emotions or situations and perhaps find possible solutions or coping strategies</p>	<p>Name of the exercise</p> <p>Ask the Opposite</p>
<p>Exercise goal To practice and experience the validation technique, asking the opposite</p> <p>Time- Management Depending on the size of the group, 20 minutes plus 10 minutes of discussion</p> <p>Group- Social- Form Plenum</p> <p>Materials, if necessary Feather ball</p> <p>Tips to do the exercises Clearly explain the exercise in the beginning.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The Group sits in a circle, concentrated on the exercise. 2. The teacher begins to tell a story that is laden with painful feelings. For example: feeling shocked when the alarm clock goes off in the morning. Tell the story with emotion. 3. The teacher then throws the ball to a participant and asks her to ask the opposite. i.e. "are there times when you are not shocked when the alarm goes off?" 4. After this demonstration, the participant who now has the ball is asked to tell an emotionally laden situation and throw the ball to another person in the circle. The person who catches the ball then tries to use the technique, ask the opposite. 5. When everyone has had a chance to practice, experiences are exchange. Use open questions to stimulate discussion. Note that this technique is generally used with people in Phase 1. <p>Variations:</p> <p>This exercise can be done with partners (A & B) or in small groups.</p>

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Theme	Name of the exercise
<p>Use of many techniques</p> <p>Exercisegoal To use many Validation techniques at the same time</p> <p>Time- Management 30 minutes, including feedback</p> <p>Group- Social- Form Partners: A & B</p> <p>Materials, if necessary</p> <p>Tips to do the exercises Be sure to give the goal of this exercise at the beginning. Clearly describe the exercise before you begin. The Teacher should be prepared to handle some intense emotions from the students and support B in using Validation techniques</p> <p>Use open questions during the discussion. Summarize the important points at the end.</p> <p>Attention! Be carefull with: Many participants express emotions that are associated with old, unresolved events. Be prepared.</p>	<p>Balloon Trip</p> <p>Description</p> <ol style="list-style-type: none"> 1. The participants break into partners and decide who will be A and who will be B. 2. The teacher asks all participants to center themselves. 3. A : close your eyes; B: observe and calibrate 4. The teacher leads A on a balloon trip using visual, auditory and kinesthetic suggestions. A travels in her fantasy with a hot air balloon, that looks as A wishes, in 5-10 year steps back in time until she is 13 years old. A leaves the balloon then and enters the place where she lived. Behind the door A meet a person, someone who she misses, who she loved or with whom she has unfinished business. At this meeting A should open her eyes and say what she wants to say .B validates the feelings of A, using all the techniques that are appropriate. 5. When the feelings have been expressed, A and B can talk about what happened. Which techniques worked, which did not work? What helped A and what did not help? What did A miss from B? 6. Thereafter, exchange experiences in plenum. <p>Variations:</p> <ol style="list-style-type: none"> 1. The exercise is repeated, exchanging roles. 2. The exercise is done in groups of 3: A, B & C 3. Instead of a hot air balloon, you can use 'seven-mile boots', a luxury limousine, a train or bus into the past. Many people have a fear of heights. <p>Instead of leading participants to the adolescent stage of life, you can lead them to school age and have them meet someone at their old school.</p>

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<p>Theme Calibration means to carefully observe and adjust oneself to the other person.</p>	<p>Name of the exercise Calibration</p>
<p>Exercise goal To practice the art of calibrating</p> <p>Time- Management 2x10 min Discussion: 10 min</p> <p>Group- Social- Form Partner- A & B</p> <p>Materials, if necessary</p> <p>Tips to do the exercises</p> <p>Make sure that the goal of the exercise is clearly stated before beginning.</p> <p>Use open questions during the discussion. Summarize what is said in the group discussion.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher invites the participants to find partners. 2. It is decided who will be A and who will be B. 3. The teacher helps participants to center using their breathing. 4. The teacher asks A to close her eyes. B is asked to keep her eyes open and to calibrate. 5. The teacher leads A in a guided meditation to think about a person that A loves, using visual, auditory and kinesthetic suggestions. 6. The teacher asks A, as soon as she feels the loved person's presence, to become aware of the emotions that she feels. Maybe it is anger because A was recently angry at this person. Maybe it is sadness because A misses this person. Maybe it is fear or worry about the loved person. Maybe it is love and happiness. As soon as A's dominant emotion becomes clear, B is asked to calibrate and become aware of which feeling arises in herself. 7. While A remains in her memories and feelings about the loved person B is asked to totally concentrate on every fine change that occurs in A (facial expression, body position, arm movements, breathing, etc.) and step by step, adjust her body to match what she sees, like a musical instrument, B should tune herself to A. 8. When the class seems ready, the teacher asks A to open her eyes and look at her partner, at the emotion that is mirrored by B. 9. A gives feedback to her partner about what she experienced. 10. The experiences are discussed in plenum. <p>Variations:</p> <ol style="list-style-type: none"> 1. The exercise can be repeated and the roles switched. 2. the exercise can be done in groups of 3, A, B & C. C observes and gives feedback to B. 3. The exercise can be continued to practice the technique: say the emotion with emotion as follows: When B feels that she has achieved empathy, B says the emotion with emotion. A can respond.

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<p>Theme</p> <p>Centering is being open for whatever comes.</p>	<p>Name of the exercise</p> <p>Centering with color</p>
<p>Exercisegoal Using breath and the visualization of color to be able to center oneself.</p> <p>Time- Management 10 min, Auswertung: 10 min</p> <p>Group- Social- Form Individual</p> <p>Materials, if necessary</p> <p>Tips to do the exercises Clarify the goals of the exercise. Clearly describe the exercise before you begin. Use open questions during the discussion. Summarize important points at the end.</p> <p>During the exercise, calibrate the participants and explore feelings that are expressed with empathy.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher asks the participants to stand with their feet shoulder-width apart. 2. After a loosening up exercise, the participants are asked to close their eyes and place one hand approximately 5 cm below their navel. 3. The teacher asks the participants to breathe in through the nose and exhale through the mouth. 4. The teacher asks the participants to visualize an arch following the breath through the nose, over the head, the neck, the chest and how it flows into the belly, where the hand is placed, in the 'center', then out through the mouth. 5. The teacher asks the participants to become aware of themselves for a moment. 6. The teacher asks the participants to imagine that their entire body is surrounded by a balloon which is filled with their favorite color. 7. Participants are asked to breath in that color, allowing it to flow over the head, neck, shoulders, arms, hands, chest, belly, hips, legs and into the feets and with every exhalation to give up physical, mental and emotional blocks. 8. As soon as their bodies are filled with color, the participants are asked to imagine that the color becomes even stronger. 9. The participants are asked to open their eyes, when they are ready. 10. The experiences of the group are exchanged in plenum. <p>Variations:</p> <ol style="list-style-type: none"> 1. Centering with a favorite song (auditory) 2. Centering with movement (kinesthetic). 3. Centering with breath. 4. Centering with the energy field.

Exercises Validation®

<p>Theme Find the right distance or closeness in personal relationships with attention to respect and appreciation.</p>	<p>Name of the exercise Closeness and distance – your own comfort zone</p>
<p>Exercisegoal To learn how to feel the personal space of another person and to respect it, by finding a comfortable distance</p> <p>Time- Management 20 minutes with discussion</p> <p>Group- Social- Form Partners A & B</p> <p>Materials, if necessary</p> <p>Tips to do the exercises Demonstrate the exercise first. Make sure that the participants center themselves before they begin. Use open questions to lead the discussion. Summarize the important points at the end.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher asks the participants to find a partner that they do not know so well. 2. The participants decide who will be A and who will be B. 3. The teacher asks the participants to position themselves across from their partners, at least one meter apart. 4. The participants are asked to center themselves. 5. B is asked to imagine how close she wants to be to A. 6. A is asked to move slowly towards B while telling B a neutral story. A tries to find the most appropriate distance and stops. 7. B tells A if the distance is comfortable. If not, A should try again until a comfortable distance is found. 8. A then tries moving forward and backward a step to test the difference in what both partners feel. 9. The partners switch roles and repeat the exercise. 10. the teacher summarizes what the participants have experienced: Closeness and distance are dependent on trust, comfort or lack of comfort, from social conventions, from roles that we have, from feelings and from our physical energy. <p>Variations</p> <p>Both partners walk towards each other, instead of just A.</p>

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Theme Internalize a principle	Name of the exercise Find a coping mechanism from the past that can be used in the here and now
<p>Exercisegoal Gather experiences with the principle: find a coping mechanism</p> <p>Time- Management 2x 10 min, Discussion: 10 min</p> <p>Group- Social- Form Partner: A & B</p> <p>Materials, if necessary</p> <p>Tips to do the exercises</p> <p>It is important to clarify the goals of this exercise in the beginning, as well as how the exercise works.</p> <p>Discussion at the end should make use of open questions.</p> <p>Summarize the group experience at the end.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher asks the participants to find a partner. 2. Participants decide who will be A and who will be B. 3. The teacher helps the participants to center themselves with breathing. 4. The teacher asks A to close her eyes. B is asked to keep her eyes open and to calibrate her partner. 5. The teacher leads A to imagine an experience with a person when A did not feel valued or felt misunderstood, using visual, auditory and kinesthetic suggestions. 6. The teacher asks A to open her eyes as soon as the emotions from the past experience are felt, and to tell B. 7. B should use verbal Validation techniques to validate A as long as A has her eyes open. When A has expressed her feelings, B should ask about a similar experience and a coping mechanism that she used in the past, i.e. Have you felt this way before? Did you ever feel misunderstood before? What helped you then? Could that help you now? 8. When the conversation is finished, A and B should discuss what happened. Then the partner experiences can be shared in the plenum. 9. The Group should summarize what happened: adults have developed life experience and strategies to help them in conflict situations. Remembering one such strategy from the past can help make problems in the here and now, lighter. <p>Variations:</p> <ol style="list-style-type: none"> 1. The teacher demonstrates the exercise with a participant. 2. The roles are changed and the exercise repeated.

Exercises Validation®

<p>Theme Early learning stays</p>	<p>Name of the exercise Early learning stays</p>
<p>Exercise goal To experience and gain insight into this principle.</p> <p>Time- Management 2x 5 min</p> <p>Group- Social- Form Partner- A & B</p> <p>Materials, if necessary Shoelaces for participants who are not wearing shoes with laces.</p> <p>Tips to do the exercises</p> <p>Make sure that the goal of the exercise is clearly stated before beginning.</p> <p>Use open questions during the discussion. Summarize what is said in the group discussion.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher invites the participants to find a partner 2. Partners decide who will be A and who will be B. 3. A and B sit so that they have eye contact with each other. 4. A is asked to tie B's shoes, while B observes. Then B ties A's shoes while A observes. 5. The participants give feedback to their partners and then tell what they experienced in plenum. 6. The group summarizes what was experienced. The teacher should make clear that: tying one's shoes is a skill that is learned early in life and integrated so that we can use it unconsciously later in life. We only become aware of the concept 'early learning stays' when we have to tie someone else's shoelaces. <p>Variations:</p> <ol style="list-style-type: none"> 1. The exercise can be done individually.

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<p>Theme</p> <p>When we can no longer see well, we see with the inner eye. When we can no longer hear well, we listen with our inner ear.....</p>	<p>Name of the exercise</p> <p>“Eidetic images, inner pictures”</p>
<p>Exercise goal To experience this Principle</p> <p>Time- Management 10 min 20 min for discussion afterwards</p> <p>Group- Social- Form Individual exercise Materials, if necessary</p> <p>Tips to do the exercises</p> <p>Clarify the goal of the exercise beforehand. Make sure the exercise is explained sufficiently before beginning. Use open questions during the discussion afterwards. Summarize the main discussion points at the end.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher asks participants to sit in a comfortable position and close their eyes. 2. The teacher helps the Group to center, using breathing. 3. The teacher asks the participants to remember the first person they met this morning. Use visual, auditory and kinesthetic suggestions to help create this ‘inner picture’.. 4. Participants then open their eyes and tell of their experiences. 5. The teacher and participants summarize what was said: We have saved visual, auditory and kinesthetic memories that can be stimulated or activated under certain conditions (cnsciously or unconsciously). 6. The teacher clarifies the difference between an eidetic image and a halucination. <p>Variations:</p> <ol style="list-style-type: none"> 1. The teacher demonstrates this exercise with a participant. 2. Instead of remembering the first person one sees, the teacher can ask participants to think of another memory, i.e. think of a person you love, or think of your last vacation. <p>The participants can do this exercise in pairs, A & B</p>

Exercises Validation®

<p>Theme Painful feelings that are expressed within a trusting relationship and validated become less strong</p>	<p>Name of the exercise Empathy and Pacing</p>
<p>Exercise goal To fully experience and integrate this principle</p> <p>Time- Management 10 min Discussion: 20 min</p> <p>Group- Social- Form Individual</p> <p>Materials, if necessary Rhythm instruments for every participant</p> <p>Tips to do the exercises</p> <p>Make sure that the goal of the exercise is clearly stated before beginning.</p> <p>Use open questions during the discussion. Summarize what is said in the group discussion.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. One participant in the group is chosen. This person will express different feelings, one after the other, using a drum or some other rhythm instrument. 2. The other participants are asked to center and to adapt to the rhythm of the participant, who plays the drum with emotion. 3. The Teacher guides the participant, who will be expressing feelings by playing the drum, to enter into each emotion by asking open questions. For instance: Remember a situation when you were angry. What did you see? What did you hear? How did you feel? Who was there? What made you the most angry? When the participant really feels the emotion, he or she begins to play the drum using that emotion. The Teacher continues in this way with the emotions sadness, fear, and finally love. 4. The participant expresses his feelings one after the other by playing the drum. 5. The other participants adapt to this participant with empathy and play their drums in the same rhythm. 6. The participants share their experiences in the group, what happened to each emotion. <p>Variations:</p> <ol style="list-style-type: none"> 1. Each of the four emotions are felt and expressed by different participants. 2. One or two emotions are expressed, anger and love are easiest. 3. The exercise is done in small groups or as an A and B- exercise. 4. Stamping one's feet can be used instead of drums.

Exercises Validation®

<p>Theme</p> <p>Validating, sensitive listening gives trust, trust gives safety, safety gives strength. Strength stabilises feelings of self-worth</p>	<p>Name of the exercise</p> <p>Empathy versus Confrontation, Ignoring, Diversion</p>
<p>Exercisegoal To experience the difference between listening with empathy, confrontation, minimalizing, diversion or ignoring</p> <p>Time- Management 2x 10 minutes Discussion: 10 min</p> <p>Group- Social- Form Partner A- and B</p> <p>Materials, if necessary</p> <p>Tips to do the exercises</p> <p>Make sure that the goal of the exercise is clearly stated before beginning.</p> <p>Use open questions during the discussion. Summarize what is said in the group discussion.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher invites the participants to find partners. 2. It is decided who will be A and who will be B. 3. The teacher helps participants to center using their breathing. 4. The teacher asks A to close her eyes, B is asked to keep her eyes open and calibrate A. 5. The teacher asks A to think of an experience where A felt misunderstood and not valued, and uses visual, auditory and kinesthetic suggestions. 6. The teacher asks A to open her eyes when the experience and the emotions associated with it are present, and to express her feelings to B. 7. B is asked to ignore what A says, to rationalize or divert. 8. The experience is then discussed between the partners and then in the plenum. 9. A is then asked to close her eyes and once again get in touch with the same situation and the emotions associated with it. 10. B is asked to respond to A with openness, respect, non-judgemental and caring listening. 11. This experience is then discussed between the partners and then in plenum. <p>Variations:</p> <ol style="list-style-type: none"> 1. The teacher demonstrates the exercise with a participant. 2. The roles are switch and the exercise repeated.

Exercises Validation®

<p>Theme Experience indifferent irritations in a state of deep, inner withdrawal</p>	<p>Name of the exercise Experience with Phase 4</p>
<p>Exercise goal To gain insight into the experience of a person in Phase 4</p> <p>Time- Management 20 minutes with discussion</p> <p>Group- Social- Form Individual</p> <p>Materials, if necessary A blanket to lie on if needed.</p> <p>Tips to do the exercises Make sure that the goal of the exercise is clear in the beginning. Describe the exercise clearly in the beginning. Use open questions during the discussion. Summarize important points at the end.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher asks the participants to sit or lay down in a comfortable position. 2. The teacher leads a relaxation exercise using visual, auditory and kinesthetic suggestions. 3. As soon as the participants are relaxed, the teacher allows for about 20 seconds of silence. Then she begins to walk around the room, rattle a bunch of keys, let items fall on the floor, shake the door or close the curtains, murmur words and using a scarf, lightly touch the legs or arms of each participant. 4. After another moment of silence, the teacher asks the participants to breath deeply in and out, to come back to the here and now, open their eyes and sit down. 5. The participants share their experiences in plenum. Important points to make are: even people who are deeply sunken into themselves have an emotional inner life and need simple, clear, accepting signals from the environment in order to build relationships with the outside world. A flood of irritations or indifferent stimulations increase the inner withdrawal.

Exercises Validation®

Theme	Name of the exercise
<p>The meaning of close, honest eye contact</p>	<p>Eye contact and Validation 1</p>
<p>Exercisegoal To recognize the importance of eye contact when using Validation</p> <p>Time- Management 2 x 5 minutes</p> <p>Group- Social- Form Partner: A & B Feedback in plenum</p> <p>Materials, if necessary</p> <p>Tips to do the exercises</p> <p>Use open questions during the exchange and feedback afterwards.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher asks participants to break into partners- A & B, and to stand back to back (without eye contact) 2. The participants decide who will be A and who will be B. 3. A imagines a situation from the last 4 weeks where she was irritated. 4. B tried to validate A without eye contact,(open questions, polarity, imagine the opposite, etc.) 5. After a few minutes, A gives feedback to B about how it felt. Did the lack of eye contact have any effect on the empathy between them or on A's emotions? 6. Change roles. 7. B gives feedback to A <p>The exercise is then discussed in plenum, using open questions.</p>

Exercises Validation®

<p>Theme The importance of close, honest eye contact in Validation</p>	<p>Name of the exercise Eye contact and Validation 2</p>
<p>Exercisegoal To recognize the importance of eye contact when having empathy and using validation.</p> <p>Time- Management 2x5 min 5min. Discussion in plenum</p> <p>Group- Social- Form Partners A & B</p> <p>Materials, if necessary</p> <p>Tips to do the exercises</p> <p>Discussion and feedback after exercise should be done with open questions.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher invites the participants to find a partner. Decide who will be A and who will be B. A should stand and B should kneel down or crouch low. 2. A tries to get eye contact with B from the standing position, B looks up from her lower position. 3. A and B move in this constellation for a few moments through the room. After 2 minutes, change roles. 4. The participants gather in small groups to discuss their experiences and then those are discussed in plenum. 5. A summary of the experiences is made by the teacher and participants: that honest, close eye contact, that gives a feeling of appreciation, must always be on the same level. The teacher should clarify how this applies to different body positions of disoriented very old people. <p>Variations:</p> <ul style="list-style-type: none"> • See exercise, ‘Eye contact and Validation 1’

Exercises Validation®

Theme	Name of the exercise
Mental strength	Fire hose
<p>Exercisegoal To experience mental strength</p> <p>Time- Management 2x5 min with 20 minutes discussion</p> <p>Group- Social- Form Partner – A & B</p> <p>Materials, if necessary</p> <p>Tips to do the exercises</p> <p>During the discussion, explain how mental strength and validation can go together. Use open questions during the discussion and summarize what happens in the group experience.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher asks the participants to find a partner and position themselves so that they have eye contact. 2. The participants decide who will be A and who will be B. 3. A stretches out her arm and concentrates all her mental strength on keeping the arm straight. 4. B concentrates all her mental strength on bending A's arm and triest o do this physically. 5. Then A imagines that her arm is a fire hose and visualizes, using her inner eye, that there is a fire in the corner of the room. A concentrates all her menal strength and concentration on the fact that this fire can be put out by the fire hose. 6. B once again tries to bend A's arm. 7. A and B change roles and then discuss their experiences. <p>When everyone is finished, a summary of what everyone experienced should be discussed in the plenum.</p>

Exercises Validation®

Theme	Name of the exercise
Going deeper in a conversation	Going deeper
<p>Exercise goal To practice exploring the needs and feelings of a client</p> <p>Time- Management 2x10 min Discussion: 10 min</p> <p>Group- Social- Form Partner- A & B</p> <p>Materials, if necessary</p> <p>Tips to do the exercise</p> <p>Make sure that the goal of the exercise is clearly stated before beginning.</p> <p>Use open questions during the discussion. Summarize what is said in the group discussion.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher invites the participants to find partners. 2. It is decided who will be A and who will be B. 3. A tells B about a difficult event or experience that involves anger, loss, sadness or pain. 4. B- using empathy, identifies the key word that A has used. 5. B – using empathy, rephrases what A has said. 6. A – tells B if that is correct or not. If it is correct, then continue with the next part of the exercise. 7. B – now tries to explore to find out the underlying need or feeling. Use the key word to formulate an open question Use the key word to formulate a question that explores the extreme Use the key word to formulate a question that explores the opposite <p>This exercise can be used in Worker courses and Group Leader courses. It requires familiarity with the verbal techniques.</p>

Exercises Validation®

Theme People use words, movements and objects to express their feelings and needs.	Name of the exercise Link the behavior to the unfulfilled need
<p>Exercisegoal To practice the technique, link the behavior to an unfulfilled need</p> <p>Time- Management 2x10 minutes Discussion: 10 min.</p> <p>Group- Social- Form Partners A & B</p> <p>Materials, if necessary If desired, a ball</p> <p>Tips to do the exercises Clarify the goal of the exercise. Clearly describe the exercise before you begin. Use open questions during the discussion. Summarize important points at the end.</p> <p>Attention! Be carefull with:</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher invites the participants to find a partner. 2. The participants decide who will be A and who will be B. 3. The teacher helps everyone to center using breathing. 4. The teacher asks A to think of a noun that has a particular meaning and emotion for her, i.e Mother, book, car, pillow, children, etc. A is asked to say this word with emotion and/or need. 5. The teacher asks B to try to connect the word with a feeling or universal need using empathy, respect and appreciation, and to say a sentence that connects the word with the need or feeling. i.e. "You love that." Or "Working hard is so important." A is asked to tell B if the sentence fits her feeling or need. 6. Discussion follows in plenum. <p>Variations:</p> <ol style="list-style-type: none"> 1. The exercise can be repeated and the roles switched. <p>The exercise can also be done in plenum using a ball.</p>

Exercises Validation®

<p>Theme People in Phase 3 open to communication when their movements are mirrored with empathy</p>	<p>Name of the exercise Mirror movements</p>
<p>Exercise goal To practice the non-verbal technique, mirroring</p> <p>Time- Management 10 minutes, plus 10 minutes discussion</p> <p>Group- Social- Form Partner A & B</p> <p>Materials, if necessary</p> <p>Tips to do the exercises Make sure that the goals of the exercise are clear. Clearly describe the exercise before you begin. Use open questions during the discussion. Summarize important points at the end.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher asks the participants to find a partner. 2. Participants decide who will be A and who will be B. 3. The teacher helps participants to center themselves using breathing. 4. The teacher asks A to close her eyes. B is asked to keep her eyes open and calibrate. 5. The teacher asks A to imagine a situation at work where just before the end of work, she is asked to stay longer, even though A has an date that was made weeks ago. The teacher uses visual, auditory and kinesthetic suggestions to help A move into this imaginary situation. The fantasy trip goes further – A is now at home getting ready for the date and brushing her teeth. The teacher asks A to open her eyes and to begin 'brushing her teeth' with the emotion that she feels. 6. As soon as A begins to brush her teeth, B begins to mirror her with acceptance and respect, until A's movements get slower. 7. A gives B feedback about the experience with mirroring. 8. The group summarizes what happened. The teacher can use the following questions to lead the discussion: Under what circumstances can mirroring be seen as mimicing? How long and with what sort of energy can one mirror in a situation? <p>Variations:</p> <ol style="list-style-type: none"> 1. The exercise can be repeated and the roles switched. 2. The exercise can be done in groups of 3, A, B & C 3. The participants can determine themselves which movement to do with emotion.

Exercises Validation®

<p>Theme Singing and music are a great way to express feelings. It gives room and resonance to feelings.</p>	<p>Name of the exercise</p> <p>Music</p>
<p>Exercise goal To experience how singing effects energy and our emotions</p> <p>Time- Management 10 minutes including discussion</p> <p>Group- Social- Form In plenum</p> <p>Materials, if necessary</p> <p>Tips to do the exercises</p> <p>Make sure that the goal of the exercise is clearly stated before beginning.</p> <p>Use open questions during the discussion. Summarize what is said in the group discussion.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher asks the participants to form two lines facing each other so that every participant has someone with whom she can have eye contact directly opposite her in the other line. 2. The teacher begins singing the song “Frère Jacques” or another popular, well known song that all the participants know and can easily sing. 3. The teacher helps the participants to center using their breathing. 4. The teacher asks the participants to make eye contact with the opposite person and together to sing with energy Frere Jacques. The teacher asks each person to visualize an arch from her mouth to the sternum of her partner. The teacher starts the singing and the participants sing along with energy. 5. The teacher then asks the participants to sing the song in each of the 4 basic emotions. 6. The exercise is discussed in plenum: What changed with each singing of the song? Pay attention to the rhythm, loudness, tempo – did they change? What happened with eye contact while singing? <p>Variations:</p> <p>A- and B- exercise: A takes a moment to identify her dominant emotion and sings a familiar song to B expressing this emotion. B finds empathy and sings the song back to A using the same emotion.</p>

Exercises Validation®

<p>Theme Singing and music are a great way to express feelings. It gives room and resonance to feelings.</p>	<p>Name of the exercise</p> <p>Music 2</p>
<p>Exercise goal To experience how singing effects energy and our emotions</p> <p>Time- Management 40 minutes including discussion or shorter depending on the amount of music used.</p> <p>Group- Social- Form In plenum</p> <p>Materials, if necessary CD with a mix of Music from various times and cultures, CD- Player</p> <p>Tips to do the exercises</p> <p>Make sure that the goal of the exercise is clearly stated before beginning.</p> <p>Use open questions during the discussion. Summarize what is said in the group discussion.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher asks the participants to sit in a circle and for the next half hour, simply to listen to the music that will be played. Should the participant wish to sing along or dance, that is possible. The participants should be aware of themselves, their reactions, when a song feels especially good or when it feels particularly uncomfortable. 2. The teacher plays the music CD. 3. Personal reactions of the participants are discussed. "which songs were particularly pleasant, which were uncomfortable? What did you do when the music was not pleasant? What happened when the music stimulated emotions in you?" 4. The teacher and participants should come to a summary: In Validation music is chosen on an individual basis, based on the biography, the culture and the generation of the disoriented very old person. A Validation worker must know at least 5 songs that are appropriate for feelings and needs. The songs are sung with the appropriate emotion, a Validation worker does not sing just for the fun of singing. <p>Variations: The participants bring in their favorite song on CD. These songs are the played without saying from whom they came, one by one. The others try to use calibration to discover who brought each song.</p>

Exercises Validation®

<p>Theme Open questions that are asked with respect and acceptance give resonance and space for people to express what needs to be expressed.</p>	<p>Name of the exercise Asking open questions</p>
<p>Exercise goal To practice the technique: asking open questions</p> <p>Time- Management 2x10 min Discussion: 10 min</p> <p>Group- Social- Form Partner A & B</p> <p>Materials, if necessary</p> <p>Tips to do the exercises Make sure that the goal of the exercise is clear. Clearly describe the exercise before you begin.</p> <p>Use open questions during the discussion. Summarize the important points at the end.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher asks the participants to find a partner. 2. Participants decide who will be A and who will be B. 3. The teacher helps everyone to center by using breathing. 4. The teacher asks A to close her eyes. B is asked to keep her eyes open and calibrate. 5. The teacher asks A to imagine an experience where A did not feel valued or was misunderstood. The teacher uses visual, auditory and kinesthetic suggestions. 6. When A is feeling strongly in that experience, the teacher asks A to open her eyes and blame B for what had happened. 7. As soon as A opens her eyes, B should ask open questions, with absolute respect and to realize that the person is most likely using a blaming as a coping mechanism. A should not be confronted with her own emotions. 8. The partner should discuss what happened and then a general discussion takes place in plenum. 9. The group summarizes what has been said. <p>Variations:</p> <ol style="list-style-type: none"> 1. The exercise can be repeated and the roles switched.

Exercises Validation®

<p>Theme</p> <p>Gain concentration through relaxation</p>	<p>Name of the exercise</p> <p>Patting awake</p>
<p>Exercise goal To build concentration and feel more alert</p> <p>Time- Management 10 minutes</p> <p>Group- Social- Form Individual</p> <p>Materials, if necessary</p> <p>Tips to do the exercises</p> <p>It is useful to exchange experiences both before and after the exercise to make the difference clear.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher invites participants to stand in a circle so that everyone has enough room. 2. The participants are asked to stand with their feet shoulder-width apart, to breathe in through the nose and out their mouths. They should take a moment to become aware of how their body feels. 3. When the participants are ready, they should massage their bodies in the following way, using a patting movement; the hand should be in a loose fist: first the right foot, then the left foot, the right calf and then the left, the right knee and then the left. Continue up the body to the head where they should use their cupped fingers instead of a fist. 4. The teacher should first demonstrate and then lead this patting massage. A harder patting can be used in areas where there is more tension, such as the lower back and softer patting in more sensitive areas such as the neck and jaw. 5. At the end of the exercise the participants can compare how their bodies feel before and after the massage.

Exercises Validation®

<p>Theme Ask the extreme</p>	<p>Name of the exercise Use Polarity – ask the extreme</p>
<p>Exercise goal To practice the technique, ask the extreme</p> <p>Time- Management 2x10 min Discussion: 10 min</p> <p>Group- Social- Form Partner- A & B</p> <p>Materials, if necessary</p> <p>Tips to do the exercises</p> <p>Make sure that the goal of the exercise is clearly stated before beginning.</p> <p>Use open questions during the discussion. Summarize what is said in the group discussion.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher invites the participants to find partners. 2. It is decided who will be A and who will be B. 3. The teacher helps participants to center using their breathing. 4. The teacher asks A to close her eyes. B is asked to keep her eyes open and to calibrate. 5. The teacher leads A in a guided meditation to think about a person that A loves, using visual, auditory and kinesthetic suggestions. 6. The teacher asks A, as soon as she feels the loved person's presence, to become aware of the emotions that she feels. Maybe it is anger because A was recently angry at this person. Maybe it is sadness because A misses this person. Maybe it is fear or worry about the loved person. Maybe it is love and happiness. As soon as A is aware of the dominant emotion, she should open her eyes. 7. As soon as A opens her eyes, B is asked to explore the emotion using respectful, open questions. When A is ready to express her feelings, B asks the extreme with empathy and respect. 8. The partners exchange roles and then discuss what happened. Experiences are then exchanged in plenum. 9. The Group summarizes what has been said.

Exercises Validation®

<p>Theme When we can recognize the preferred sense of another person, then we can use visual, auditory or kinesthetic key words when we speak with this person, in order to communicate more easily.</p>	<p>Name of the exercise Recognizing the preferred sense of another person</p>
<p>Exercisegoal To recognize the preferred sense of another person by listening to their word choices.</p> <p>Time- Management 10 minutes + 10 minutes for feedback</p> <p>Group- Social- Form Partners: A & B</p> <p>Materials, if necessary</p> <p>Tips to do the exercises</p> <p>Explain the goal of this exercise before beginning. Use open questions during the discussion.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher asks the participants to break into groups of 2, A & B. 2. Decide who will be A and who will be B. 3. Everyone centers. 4. The teacher asks A to close her eyes and B to keep her eyes open. 5. The teacher leads A using visual, auditory and kinesthetic suggestions, to a lovely experience she has had in the last 4 weeks. 6. B should observe carefully how A reacts non-verbally to the suggestions. 7. The teacher asks A to open her eyes and to tell B about this lovely experience. 8. B should pay attention to the words that A uses to describe this experience. 9. B tells A which sense A used the most. 10. The teacher further explains in plenum, which criteria can also be used to identify the preferred sense. <p>Variations:</p> <ol style="list-style-type: none"> 1. The roles are exchanged and the exercise repeated. 2. The teacher leads A to a loved person and ask her to describe this person. 3. The teacher leads A to a general, emotionally laden situation. B asks open questions without using the preferred sense. <p>Exercise in Plenum: The teacher asks the students to close their eyes and to imagine an activity, like brushing your teeth (in front and in back) and then to say whether they first saw, heard, smelled or tasted the experience first.</p>

Level1- Worker Course

Exercise in the

Preferred Sense

	I see	I hear	I feel	I smell	I taste
Wood chopping					
Fresh bread					
Candles					
Sunsets					
Telephone					
Mozart					
Pidgeons					
Sunday					
Horse					
Rose					
Aluminium- Foil					
Dusk					
Laundry					
Toothpaste					
School					
Theater					
<i>I am mostly</i>	visual	auditory	kinesthetic		

Exercises Validation®

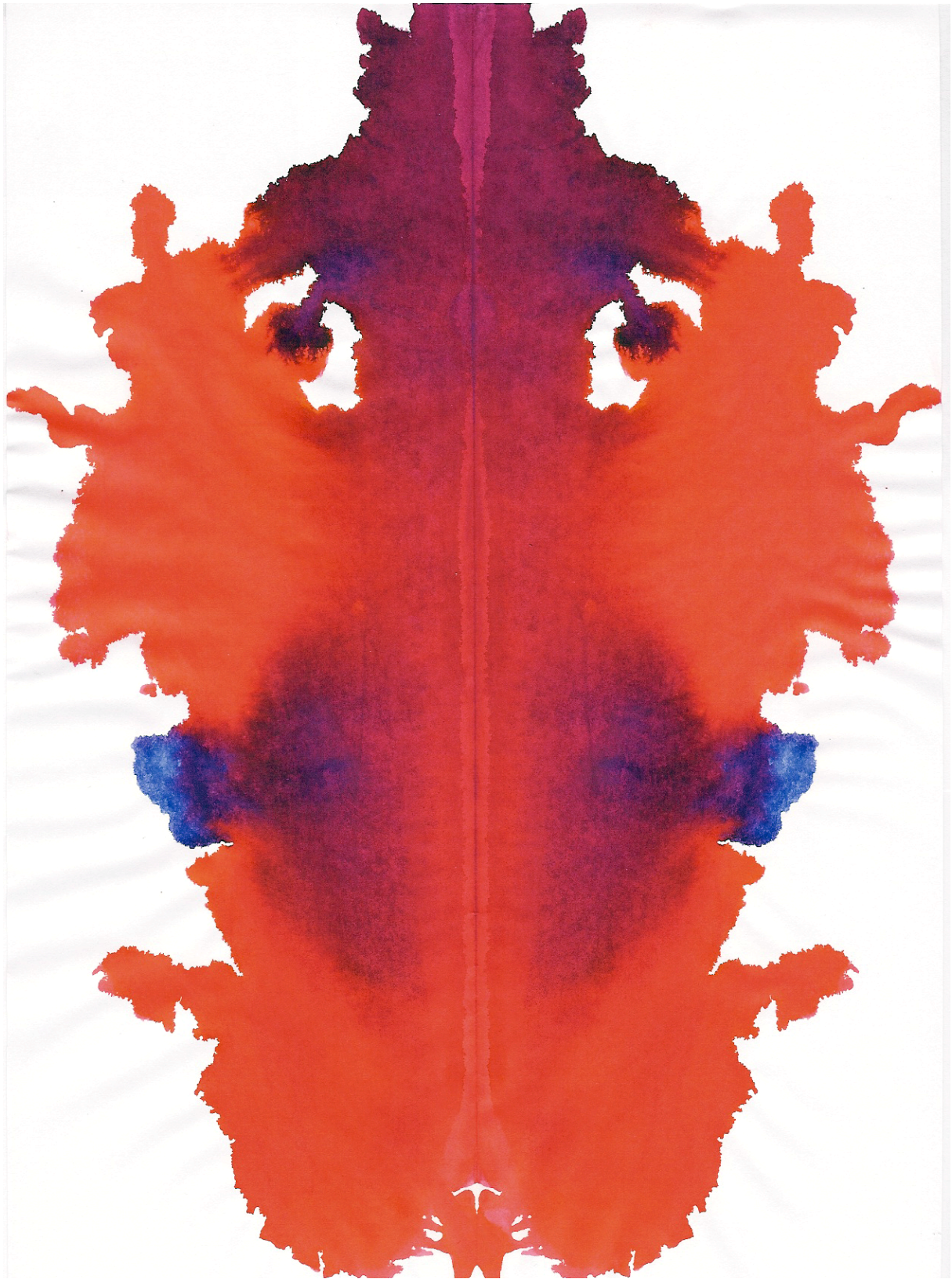
<p>Theme Turning to the past is good for the soul and can restore healing connections.</p>	<p>Name of the exercise Reminisce – ask about the past</p>
<p>Exercise goal To experience and practice the Validation technique: reminisce – ask about the past.</p> <p>Time- Management 10minutes plus 20 minutes discussion</p> <p>Group- Social- Form Partner A & B</p> <p>Materials, if necessary</p> <p>Tips to do the exercises Clearly explain the exercise before you begin. It is important to describe the population for whom this technique works best.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher asks the participants to find a partner. 2. The participants decide who will be A and who will be B. 3. The teacher asks everyone to center themselves using breathing. 4. A is asked to close her eyes; B keeps her eyes open and carefully observes. 5. A is asked to imagine a difficult situation that happened recently. The teacher uses visual, auditory and kinesthetic suggestions. 6. The teacher asks A to open her eyes and to tell B about her experience with emotion. 7. The teacher asks B to explore A’s emotions with open questions and then ask about the past. These questions about past events should be consistent to the theme that A presented and ask about concrete life experiences. 8. A gives B feedback about which questions felt good and whether the reminiscing helped express her feelings. 9. The exercise is then discussed in plenum. The teacher should make it clear that reminiscing with people in Phase 1 should be done in a more factual way and with people in Phase 2, with more emotion. <p>Variations:</p> <ol style="list-style-type: none"> 1. The exercise is repeated with the roles switched. 2. The exercise can also be used to practice other verbal techniques: asking the extreme, finding a coping mechanism or a combination of techniques.

Exercises Validation®

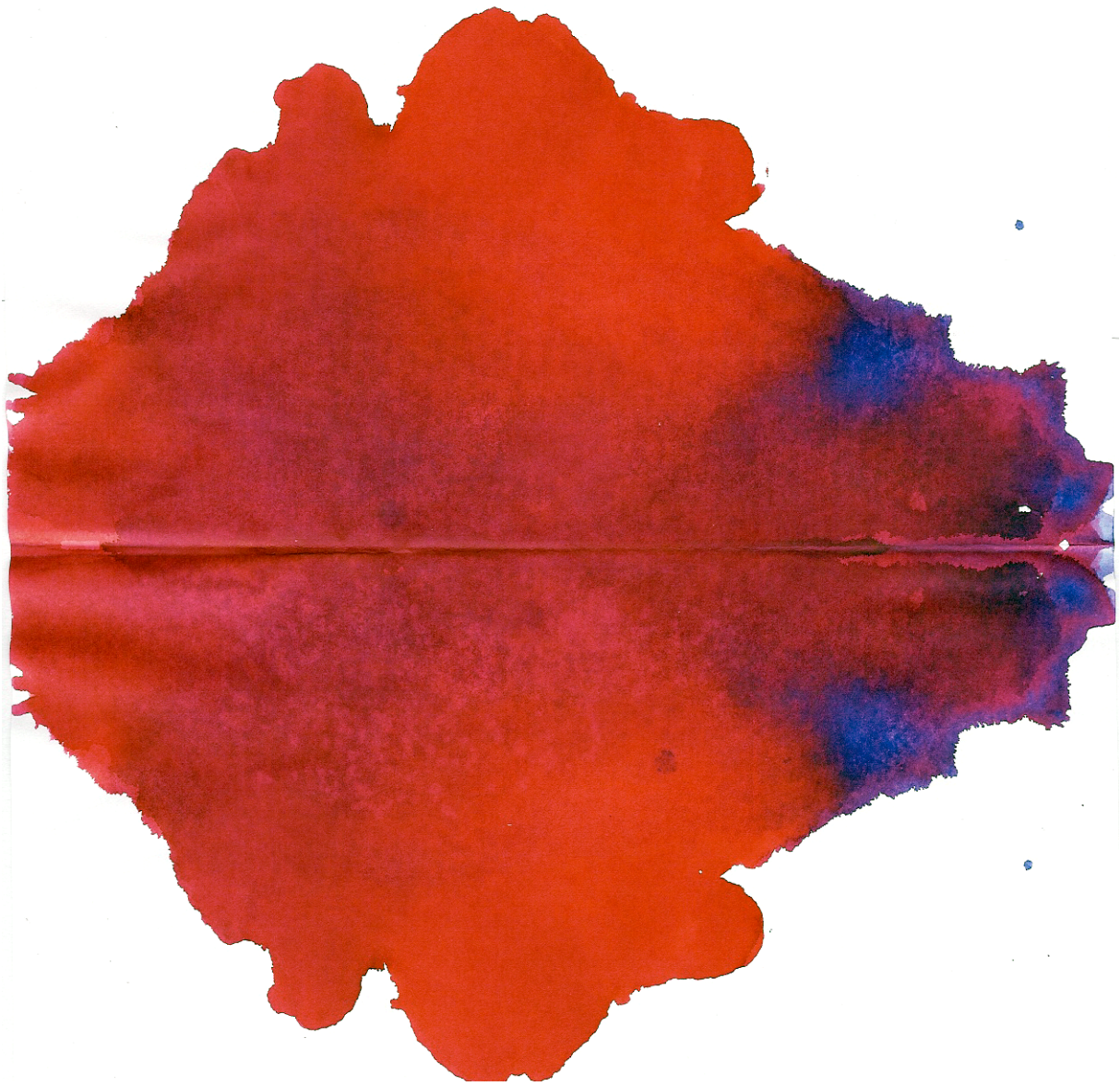
Theme	Name of the exercise
<p>Exercisegoal To practice the technique, rephrasing</p> <p>Time- Management 2x5 minutes + Discussion: 10 min</p> <p>Group- Social- Form Partner A & B</p> <p>Materials, if necessary</p> <p>Tips to do the exercises Clearly describe the goals of the exercise. Clearly describe the exercise before you begin.</p> <p>Use open questions during the discussion. Summarize important points at the end.</p>	<p>Repeat the key words, rephrase</p> <p>Description</p> <ol style="list-style-type: none"> 1. The teacher asks the participants to find a partner. 2. The participants decide who will be A and who will be B. 3. The teacher helps the participants to center themselves using breathing. 4. The teacher asks A to close her eyes; B is asked to keep her eyes open and to calibrate. 5. The teacher leads A to imagine a situation where she felt misunderstood or not valued, using visual, auditory and kinesthetic suggestions. 6. The teacher asks A to open her eyes as soon as the experience and the feelings are present, and to search for something in B that reminds her of the person who was responsible for the neglect or disregard 7. A should begin to blame B for the past neglect. 8. B is asked to respond to A's expression with absolute respect and in a neutral voice tone to rephrase what A said, keeping in mind that some people use blaming as a coping mechanism and do not want to be confronted with their own feelings. 9. The partners exchange experiences and then in plenum key points are discussed. 10. The teacher should summarize important points. <p>Variations:</p> <ol style="list-style-type: none"> 1. The exercise can be repeated with the roles switched.

Exercises Validation®

<p>Theme Symbols are people or objects that have a meaning beyond their conventional meaning.</p>	<p>Name of the exercise Symboles 1</p>
<p>Exercisegoal To gain insight in the concept of a symbol- that an object in the here and now can represent something from the past.</p> <p>Time- Management 20 minutes with discussion.</p> <p>Group- Social- Form Plenum</p> <p>Materials, if necessary Paper with ink-blots on it.</p> <p>Tips to do the exercises Clarify the goals of the exercise. Clearly describe the exercise before you begin. Use open questions during the discussion. Summarize the important points at the end.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher gives a sheet of paper with ink-blots to each participant) 2. The teacher asks the participant to spontaneously give a title to the picture, using their imagination. You can give them the following sentence to finish: “this looks like....” and they should write the title under the picture. 3. The pictures are placed in the middle of the circle or on a pin board. 4. The discussion should include the following points: ink-blots have a conventional meaning as well as many other meanings; the free associations of the participants are individual and emotionally laden; the meanings come from the unconscious in oriented people and are sometimes collective or archetypal. They often are connected to the biography of the individual. The variety of interpretations for ink-blots can be compared to the variety of meanings of a napkin or cloth to a disoriented very old person. <p>Variations:</p> <ol style="list-style-type: none"> 1. Use the video “The 4 Phases” and in plenum identify the people and objects that are used as symbols.



Klappbild 17.09.2003



Klappbild A 17.09.2003

Exercises Validation®

<p>Theme Symbols are people or objects that in addition to their conventional meaning, also have other more personal meanings</p>	<p>Name of the exercise Symboles 2</p>
<p>Exercisegoal</p> <p>The participants can fully understand that an object in the here and not can represent an object from the past.</p> <p>Time- Management 30 minutes including discussion</p> <p>Group- Social- Form Plenum</p> <p>Materials, if necessary</p> <p>Tips to do the exercises Clearly describe the goals of the exercise. Clearly describe the exercise before you begin. Use open questions during the discussion. Summarize important points at the end.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher asks the participants to center themselves in their own way, in order to be open to emotional associations. 2. The teacher asks the participants to walk through the building and outside the building and find an object that symbolizes a wonderful experience from their past. (childhood experience, vacation experience, etc.) 3. The participants come back at an agreed upon time and are asked one by one to tell the story behind the object that was brought back. 4. The other participants are asked to explore using open questions in a respectful and accepting way. 5. Important point to summarize: objects in the here and now can become a ticket in the past.

Exercises Validation®

Theme	Name of the exercise
<p>Symbols are tickets into the past</p>	<p>Symbols 3</p>
<p>Exercisegoal To gain insight into symbols, to experience that an object in the here and now can represent an object from the past.</p> <p>Time- Management 40 minutes including discussion</p> <p>Group- Social- Form In Plenum</p> <p>Materials, if necessary "Reminiscence suitcase" with objects from the life stages.</p> <p>Tips to do the exercises Clarify the goals of the exercise. Clearly describe the exercise before you begin. Use open questions during the discussion. Summarize important points at the end.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher places objects that have to do with various life stages in the middle of the circle. Items that have to do with infancy, childhood, status, work, religion and so forth, i.e. baby shoes, diapers, picture books, teddy bear, play car, watering can, stethoscope, white jacket, cooking spoon, etc. 2. The participants spontaneously choose an object from the middle that has some emotion attached to it. 3. Each participant tells the associations to the chosen object and tells what it represents. 4. Important points to summarize at the end: objects can have meanings beyond their conventional meaning that are emotionally laden and can be seen as symbols. Symbols are objects and people in the here and now that represent objects and people from the past.

Exercises Validation®

<p>Theme</p> <p>Trust gives safety, reduces anxiety and increases feelings of worth</p>	<p>Name of the exercise</p> <p>Trust Circle</p>
<p>Exercise goal To experience how trust can be built through movement. Personal boundaries are respected.</p> <p>Time- Management 5 minutes + 5 minutes discussion</p> <p>Group- Social- Form Plenum</p> <p>Materials, if necessary</p> <p>Tips to do the exercises Clearly describe the goals of the exercise. Clearly describe the exercise before you begin . Use open questions during the discussion. Summarize important points at the end.</p> <p>Attention! Be carefull with: Watch the participants carefully and accompany any feelings that are expressed with empathy.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. The teacher asks the participants to stand and form a tight circle so that everyone is physically in contact with their neighbor. The participants close the circle by holding hands. 2. The participants are asked to close their eyes. 3. The teacher helps everyone to center themselves. 4. The teacher also stands in the circle and begins by giving a movement impulse to the right, starting a chain reaction of movement. 5. The participants find themselves in a rocking rhythm, after initial blocks have been overcome. Continue this for about 2 minutes. 6. The teacher stands still so that the movement dies away. 7. The participants are asked to open their eyes when they are ready. 8. Experiences are exchanged in the group discussion. <p>Variations:</p> <ol style="list-style-type: none"> 1. Break into 6-8 person small groups. One participant stands in the middle of a close, tight circle and closes her eyes. The other participants bring their hands up so that their palms are facing the center. They have their eyes open. The participant in the middle lets herself fall and is caught by the others. She is gently passed from person to person around the circle or across the circle if she feels secure enough. Each person has a chance in the center for approximately 1 minute.

Exercises Validation®

<p>Theme In Validation, touch awakes early, emotionally laden experiences with loved people and gives resonance to the need, to be loved.</p>	<p>Name of the exercise Using touch in Validation</p>
<p>Exercisegoal To learn to use touch with empathy.</p> <p>Time- Management 20 minutes including discussion</p> <p>Group- Social- Form Partner A & B</p> <p>Materials, if necessary</p> <p>Tips to do the exercises Clearly explain the goals of this exercise. Describe the exercise clearly before you begin.</p> <p>Attention! Be carefull with: Some participants may experience strong, emotional reactions during this exercise.</p>	<p>Description</p> <ol style="list-style-type: none"> 1. Participants are asked to find a partner. Then decide who will be A and who will be B. 2. Everyone is asked to close their eyes and center using breathing. 3. The teacher asks B to open her eyes and A to keep her eyes closed throughout the exercise. The teacher asks A to lift her hand when she has a strong visual image (eidetic image) of someone she loves. This can be assisted by visual, auditory and kinesthetic suggestions given by the teacher. 4. The teacher asks B to calibrate and center as necessary; using empathy, respect and acceptance. 5. When A lifts her hand it means she is experiencing an eidetic image of a loved person. B is asked to use the anchored touch that is associated with the person A is 'visualizing'. If the touch matches the feelings of A, she can open her eyes. If it does not match, A keeps her eyes closed and B should center once again and try another anchored touch. The exercise continues until A opens her eyes. 6. A and B exchange experiences. <p>Variations:</p> <ol style="list-style-type: none"> 1. The exercise can be done in groups of 3, A, B & C; C observes and gives feedback at the end.