

GENERAL DESCRIPTION FOR THE MODULE

Module
Proactivity – Take matters in your own hands
Number of participants
Up to 12
Main goal
Development of competences within a pro-active doing in life, increasing effectiveness of activities and improving quality of life

WORKSHOP SCENARIO – S1

Subject	
Proactivity - the basics	
General description	
Participants are able to recognize the difference between being reactive and being proactive	
Materials needed for the workshop	Duration time
<ul style="list-style-type: none"> - list of items to be presented to the trainer - flipchart sheets - felt-tip pens - A4 sheets - pens 	90 min

EXERCISE 1– S1

Type of activity	
Working in groups	
Division of participants	
Two groups (Dividing the participants by selecting 2 leaders and joining them by the rest of the group.)	
Materials needed for the workshop	Duration time
<ul style="list-style-type: none"> - list of items to be presented to the trainer - flipchart sheets - felt-tip pens 	30 min

Detailed results
Development of a set of effectiveness and ineffectiveness factors in action, a primary understanding of the essence of proactivity.
Instruction for participants
<p>Please present (each group separately) to the trainer the actually / physically collected items from the list, that each group has received (the content of the list is the same for both groups).</p> <p>List of items:</p> <ul style="list-style-type: none"> • sunglasses • an old item • earrings • a policy / regulations • men's watch on a bracelet • women's hair brush • cigarette lighter • a pack of marlboros • an office clip • today's newspaper • a handful of soil • a train ticket • the number of floors in the building • the number of employees of the institution, where we are currently located • a road map • names of participants of this group and their shoe sizes • a letter to a friend • an instruction manual (leaflet) <p>In your groups write down the following factors on the flipchart sheets:</p> <p>1. factors supporting achieving the assumed results (behaviors during working in a group) - e.g. activity, analyzing rules, looking for solutions, acting, encouraging, supporting/cheering, enjoying the results, optimism/positive attitude)</p> <p>2. factors, that do not support the achievement of results (behaviors during working in a group) - e.g. over thinking, considering difficulties, looking for detailed instructions, questioning the meaning, worrying)</p>
Exercise description
<p>Participants receive a list of items.</p> <p>The trainer does not answer the questions, where to get the items from. The task is about taking the initiative, showing creativity and undertaking risk to complete the task according to your own idea (creatively, in a non-standard way, e.g. draw a train ticket, when you don't have a one with you, borrow a watch from someone, come up with information the trainer asks for).</p> <p>Participants present their results, the trainer listens and observes, praises the completeness of the sets and the creative, non-standard solutions, collects information, who of the subgroup's participants prompted the others to accept such solutions and how did he/she argue them.</p>

The trainer makes comments to the solutions, accepts incompleteness, and emphasizes that it was just a game. At the same time, he notes that innovative, creative, non-standard behaviors and the initiative support achievement of results.

In the subgroups the participants write down the following factors on the flipchart sheets:

1. factors supporting achieving the assumed results (behaviors during working in a group) - e.g. activity, analyzing rules, looking for solutions, acting, encouraging, supporting/cheering, enjoying the results, optimism/positive attitude)

2. factors, that do not support the achievement of results (behaviors during working in a group) - e.g. over thinking, considering difficulties, looking for detailed instructions, questioning the meaning, worrying)

All results of each group are to be presented and we move on to the next exercise.

EXERCISE 2 – S1

Type of activity	
Discussion	
Division of participants	
None	
Materials needed for the workshop	Duration time
- flipchart sheets - felt-tip pens	30 min
Detailed results	
Creating a model of a pro-active and a reactive person.	
Instruction for participants	
<p>With regards to the previous exercise: what do you think, who can be called as a pro-active person and who is a reactive person? Let's discuss it. Let's create together a set of features of a pro-active person and a set of features of a reactive person.</p> <p>Features of a proactive person:</p> <ul style="list-style-type: none"> • taking responsibility • showing initiative • analyzing and selecting reactions instead of reacting instinctively • deciding independently about his/her inside (not getting influenced) • acting in accordance with him-/herself • Action based on own rules, values, analyzes, logic, emotions, instead of those being provided by someone (system) 	

Features of a reactive person:

- not taking responsibility,
- giving the initiative to others,
- instinctive reactions,
- succumbing to emotions,
- being influenced by others
- ignoring their own rules

Excercise description

Lead the discussion by inviting participants to be as active as possible. Bring participants' attention to the experience they have just got from the previous exercise. Encourage them to pay attention to the pro-activity topic by asking the following questions:

- how does a pro-active person approach showing initiative? (shows it, encourages others)
- what is his/her attitude to responsibility (takes responsibility for his/her own tasks and encourages others)
- how does he/she react to stimuli? (analyzes and chooses a reaction instead of reacting instinctively)
- how does he/she use his/her mind, imagination, experience, free will? (creatively, in harmony with him-/herself)
- what influence on him/her does he/she allows? (each, unless it is not in accordance with him-/herself)
- what is a driving force for a pro-active person? (rules, values, analyzes, logic, own emotions)

Finally, make a list with features of a proactive person by gathering the content in brackets above and a list with features of a reactive person (opposites of proactive) using brainstorming in the whole group.

EXERCISE 3 – S1

Type of activity	
Individual work	
Division of participants	
Each participant works individually.	
Materials needed for the workshop	Duration time
- A4 sheets - pens	20 min
Detailed results	
The participants become aware of their individual level of pro-activity.	
Instruction for participants	
Make a self-assessment of your own pro-activity level in the following areas: <ul style="list-style-type: none"> • taking responsibility 	

- showing initiative
- analyzing and selecting reactions instead of reacting instinctively
- deciding independently about your inside (not getting influenced)
- acting in accordance with yourself
- Action based on own rules, values, analyzes, logic, emotions, instead of those being provided by someone (system)

Rate yourself in each area on a scale from 1 to 5, where:

1- minimum level, intuitive understanding

5- expert level, high competence in the subject

I invite you to share your reflections on this work. How do you see the level of your own proactivity now?

Later in the workshop, we will continue to work on your proactivity.

Excercise description

Participants make a self-assessment individually, for themselves.

After completing the task, the trainer proposes a short discussion for volunteers.

WORKSHOP SCENARIO – S2

Subject	
Proactivity: the language of thinking and speaking of a proactive person	
General description	
The participants learn about the manifestation of a proactive attitude in the language of their own speaking and thinking.	
Materials needed for the workshop	Duration time
<ul style="list-style-type: none"> - flipchart sheets - A4 sheets - pens - felt-tip pens 	60 min

EXERCISE 1 – S2

Type of activity	
Individual work	
Division of participants	
None	
Materials needed for the workshop	Duration time
- A4 sheets - pens	15 min.
Detailed results	
Recognition of patterns of own communication (proactive / reactive).	
Instruction for participants	
Describe in detail an example of a situation from your life, when you wanted to achieve something, do something, get your own way. It can be a situation, that ended with your success or failure. Writing the description pay a special attention to your position, examples of communication of other people and especially examples of your own communication with others. Describe the goal and result, that you achieved in this situation.	
Excercise description	
The participants work independently. They put the notes into their own materials. The trainer informs, that after the next exercise he will come back to this topic and invite the participants to use those materials for a better self-knowledge.	

EXERCISE 2 – S2

Type of activity	
Working in small groups.	
Division of participants	
Working in pairs.	
Materials needed for the workshop	Duration time
- A4 sheets - pens - flipchart sheets - felt-tip pens	15 min.
Detailed results	
Initial noticing the differences between the communication of proactive and reactive people.	

Instruction for participants
<p>Think in pairs what language (words, sentences, intonation, body language) does the pro-active and reactive person use?</p> <p>Proactive communication: Let's see what I can do, I can write a good enough application, I can react in harmony with myself, I choose this approach, I prefer that solution, I will, I need, I want, I will deal with it, I will find time, I choose.</p> <p>Reactive communication: This is who I am, I can't help, I don't have time, I don't have the power, I have to do it, if they weren't I could do it, it's not my fault, it's not my business, it happens without any connection with me</p>
Excercise description
<p>Participants work in pairs having a discussion about a topic set by the trainer. Then the trainer collects conclusions from the work of each pair of participants. He makes a list with examples of proactive and reactive communication on a flipchart, aiming for results similar to the descriptions below:</p> <p>Proactive communication: Let's see what I can do, I can write a good enough application, I can react in harmony with myself, I choose this approach, I prefer that solution, I will, I need, I want, I will deal with it, I will find time, I choose.</p> <p>Reactive communication: This is who I am, I can't help, I don't have time, I don't have the power, I have to do it, if they weren't I could do it, it's not my fault, it's not my business, it happens without any connection with me</p>

EXERCISE 3 – S2

Type of activity	
Working in small groups.	
Division of participants	
Working in pairs.	
Materials needed for the workshop	Duration time
- A4 sheets - pens	30 min.
Detailed results	
Recognition of patterns of own communication (proactive/reactive)	

Instruction for participants
<p>Read the example of a situation from your life (from the exercise 1), when you wanted to achieve something, do something, get your own way. The listener is supposed to notice what communication patterns (proactive or reactive) have been revealed by the author of the material. The task of the listener is to note down examples of proactive and reactive communication and, after completing the reading, to give feedback using those examples, indicating the presence of proactive and reactive communication. The reader listens to the feedback and does not discuss it with the listener.</p> <p>What have you discovered about yourself by looking at the language of your descriptions of situations? How is the proactive or reactive attitude manifested in your individual language? Which of them is more visible? What can you work on here?</p>
Exercise description
<p>Participants work in pairs. Both participants go through the process of reading, analysis and feedback.</p> <p>The discussion take place at the forum, the volunteers speak out. The trainer strives to show, that the proactive and reactive attitude is present in the language of each person. Realizing that, can help to change and build a proactive attitude.</p>

WORKSHOP SCENARIO – S3

Subject	
Proactivity: Self-awareness of a proactive person	
General description	
Participants get to know aspects of themselves in terms of being proactive	
Materials needed for the workshop	Duration time
<ul style="list-style-type: none"> - flipchart sheets - felt-tip pens - A4 sheets - pens 	90 min.

EXERCISE 1 – S3

Type of activity	
Working in small groups	
Division of participants	
Working in pairs	
Materials needed for the workshop	Duration time
- A4 sheets - pens	45 min.
Detailed results	
Recognition of patterns of own communication (proactive/reactive)	
Instruction for participants	
<p>Tell your conversation partner an example of a situation from your life, when you wanted to achieve something, do something, get your own way.</p> <p>Then choose someone, who plays an important role in your life, someone you learn from, who inspires you. Share this situation from that person's perspective. Then tell the same story from a perspective of an another (selected from you) participant taking part in this situation or from a perspective of an abstract observer or an elderly person, who has got a lot of life's experience.</p> <p>The listener's task is to point out the differences that appear during the speaker's perception, when he/she is talking about the same situation, but from different people's perspective.</p> <p>The speaker after listening to the observed differences in his/her statements, decides to choose the variant of the reaction for today (his/her own variant, perspective of person 1, perspective of person 2) and analyzes the benefits of choosing this perspective.</p> <p>Do this exercise for each other in pair (both of you).</p> <p>Discussion: What did the analysis of different perspectives contributed? What choices could you make / did you make? How do you usually choose? How incorporating new perspectives will change your life?</p>	
Excercise description	
<p>Participants work in pairs. Both participants go through the process of reading, analysis and feedback.</p> <p>The trainer invites participants to understand different perspectives of the same situation and how noticing them opens up various possibilities to decide about our participation in it. For example, the participant would take the action "A", his mentor action "B" and his grandfather / father "C". The trainer emphasizes the importance of making this choice and that this is an act of proactivity. He highlights and strengthens all examples of looking beyond yourself, through the eyes of an another person, analyzing the situation and drawing conclusions enabling the participants to make different</p>	

decisions than usual. He points to this as an act of going beyond the ordinary thinking pattern and that this is an act of proactivity. Discussion about the exercise, while sitting in a circle.

EXERCISE 2 – S3

Type of activity	
Working in small groups.	
Division of participants	
Working in pairs (the participants choose their partners according to the principle: I work with those, with whom I have worked less until now)	
Materials needed for the workshop	Duration time
- A4 sheets - pens	45 min.
Detailed results	
Recognition of patterns of own communication (proactive/reactive)	
Instruction for participants	
<p>Read to your conversation partner an example of a past situation from your life, which was significant and important for you at that time, when you wanted to achieve something, do something, get your own way. How do you see it today? - notice it and share with your partner. Then look at the situation from your own perspective in 10 years. Then look at this situation from your perspective at the end of your life. Take time to explore each of those perspectives and notice how different opportunities they provide for observing the analyzed situation.</p> <p>The speaker after listening to the observed differences in his/her statements, decides to choose the variant of the reaction for today (his/her own variant, perspective of person 1, perspective of person 2) and analyzes the benefits of choosing this perspective.</p> <p>Do this exercise for each other in pair (both of you).</p> <p>Discussion: What did the analysis of different perspectives contributed? What choices could you make / did you make? How do you usually choose? How incorporating new perspectives will change your life?</p>	
Excercise description	
<p>Participants work in pairs. Both participants go through the process of reading, analysis and feedback.</p> <p>After working in pairs, the participants discuss briefly their reflections and conclusions in a group.</p> <p>Directions - Self-awareness supports choosing a proactive attitude. I can change my perspective, when I see, where I am now. I can take an analysis from a future perspective of my life. This increases my ability to effectively choose a behavior variant, that is better for me.</p>	

WORKSHOP SCENARIO – S4

Subject	
Proactivity: taking initiative	
General description	
Participants learn to take initiative as the main factor of proactivity.	
Materials needed for the workshop	Duration time
- flipchart sheets - felt-tip pens - A4 sheets - pens - printouts with forms	90 min.

EXERCISE 1 – S4

Type of activity	
Working in groups	
Division of participants	
Two groups (Participants build two groups according to their own preferences. They strive to work with people, who they have not worked yet with.)	
Materials needed for the workshop	Duration time
- A4 sheets - pens	30 min.
Detailed results	
Identifying patterns of taking the initiative.	
Instruction for participants	
<p>Share in your groups examples of situations, when you or someone else were successful (group A) or failed (group B). Think about the reasons/factors of effectiveness / ineffectiveness. Notice how much initiative was there?</p> <p>Summarize your work by preparing a list of the main factors of effectiveness and ineffectiveness in each of the groups.</p> <p>(self-confidence, self-esteem, material and mental resources, perseverance, goal-oriented and success-oriented, support for others, time, material base, initiative, activity, regularity, decisiveness, protection, steadfastness).</p> <p>Look at what extent the initiative is present in those factors.</p> <p>Present your work to the other group.</p> <p>I invite you to add additional information to the presented factors and to a short discussion.</p>	

What are the benefits of taking initiative? (possibility of achieving success, learning from failure, not immersing yourself in standing still)
 What supports taking initiative? (succeeding, learning, growing)
 How does the initiative affect a self-esteem? (it builds it)
 What is the correlation between having a sense of agency and taking initiative? (it is needed, if someone does not have the sense of agency, it will be difficult for him/her to take initiative)
 How does the initiative affect the sense of agency? (it strengthens, builds it)

Excercise description

Participants work in two groups, analyze the reasons for effectiveness and ineffectiveness, create lists with the reasons, analyze the importance of initiative in achieving success.

EXERCISE 2 – S4

Type of activity	
Individual work	
Division of participants	
None	
Materials needed for the workshop	Duration time
- A4 sheets - pens	30 min.
Detailed results	
Recognizing patterns of taking the initiative.	
Instruction for participants	
<p>Take a look at the list of success/efficiency factors from the previous exercise. Focus on the initiative as one of the factors. Make a self-assessment and specify:</p> <ul style="list-style-type: none"> - to what extent are you a person initiating your own/ others' actions? - to what extent are you a person that is being influenced of others and implementing their initiatives? <p>Make a self-assessment on a scale from 1 to 10, where 1 means taking minimal initiative and 10 taking initiative in each possible opportunity. Do the same with your life's energy donation. On a scale from 1 to 10, rate your tendency to give initiative to others and act as an executor of their ideas (submissive position, victim position). Do this work for yourself.</p> <p>Please sit in a circle. I invite those of you to speak out, who want you to share your conclusions and observations from this work.</p>	

Excercise description
Participants work independent and make a deep dive into the area of manifesting their initiative. In the circle volunteers share their discoveries.

EXERCISE 3 – S4

Type of activity	
Working in a group.	
Division of participants	
None	
Materials needed for the workshop	Duration time
- A4 sheets - pens - printouts with forms	30 min.
Detailed results	
Recognizing patterns of taking the initiative.	
Instruction for participants	
<p>Get as many autographs as possible using the form. Meet as many people as possible in the group to get their signature in the column on the right, in the field next to the question, which the person you meet can answer with "yes". For example, can you swim? Yes - your interlocutor signs (makes his/her signature), if he/she cannot - he/she does not sign. Get as many autographs as possible.</p> <p>Discussion:</p> <ul style="list-style-type: none"> - how did you carry out the task? - what reactions occurred in the people you meet? - what helped and what prevented you from getting as many autographs as possible? - what strategies did you undertake to get a large number of autographs? - how did you take the initiative, or maybe you gave it up? Did this affect the result? <p>Count the number of autographs collected. How has taking initiative contributed to your success? How do you take initiative in your daily life?</p>	

Someone, who plays an instrument		
Someone, who has the same eye color as mine		
Someone, who can swim		
Someone, who has the same name as someone in my family		
Someone, who has ever been skiing in the Alps		
Someone, who can sing the song "Imagine" of John Lennon		
Someone born in the same month as me		
Someone, who can dance waltz		
Someone, who surfs on the internet		
Someone, who didn't drink coffee this morning		
Excercise description		
<p>Participants meet in pairs in the workshop room, exchanging autographs by asking questions from the form. The goal for each participant is to collect as many autographs as possible using their own initiative and strategy. The elements of their attitudes are discussed in the summary of the exercise.</p>		

WORKSHOP SCENARIO – S5

Subject	
Proactivity: Control of the own internal processes	
General description	
Participants get to know their own level of internal control.	
Materials needed for the workshop	Duration time
- flipchart sheets - felt-tip pens	90 min.

EXERCISE 1– S5

Type of activity	
Individual work	
Division of participants	
None	
Materials needed for the workshop	Duration time
- flipchart sheets - felt-tip pens - A4 sheets - pens - printouts with forms	45 min.
Detailed results	
Learning about individual control patterns of thinking processes.	

Instruction for participants

Answer the below questions by choosing one of the following options: never, sometimes, usually.

	never	sometimes	usually
I am satisfied with my work			
I like myself			
My time during the day is well organized			
The way I live suits me and is safe			
I defend my needs and goals			
I have money and a prospect of earning it			
I am in peace every day			
I'm enjoying, what I have			
I am aware of my emotions and feelings in my body			
I know what I like to do and I give myself to it			
I care about my health			
I know my goals and I set them by myself			
I am happy with my relationships			
I have close relationships with other people			
I take responsibility for my life			
I keep a healthy diet			
I am good at dealing with everyday problems			
I like fun and creativity			

Analyze the results in the table. The more answers "usually" or "sometimes" you chose, the more strength you have in your inner resources and the more self-confidence there is in you. It should also mean more self-control, understood as the ability to pay attention to what you already have, what you want, what you need and reach for it instead of looking, what is lacking.

I invite you to share your reflections and conclusions from this exercise.

What is the greatest source of power for you?

What are you going to strengthen?

Excercise description

Participants answer the statements on their own, when the trainer reads them, or they use the printed forms by choosing an appropriate option in the table.

After completing this part of the work, the trainer invites the participants to share results of their individual work (to share reflections, comments, etc.)
In the discussion, the trainer aims to summarize, that the ability to see the resources, opportunities, the own power is also a choice that supports one's own effectiveness and it is a proactive choice. Looking at difficulties, neglecting resources and opportunities is a reaction that exacerbates the difficulty and it is a symptom of a reactive attitude.

EXERCISE 2 – S5

Type of activity	
Individual work	
Division of participants	
None	
Materials needed for the workshop	Duration time
- A4 sheets - pens - printouts with forms	45 min.
Detailed results	
Learning about individual control patterns of thinking processes.	
Instruction for participants	
<p>Complete the following exercise (all instructions carefully) within 3 minutes. It is possible. Who finishes first raises his hand. Do not disclose to the rest of participants, how you performed the exercise. Do not disturb the others, who are still working.</p> <p>We carry out the exercise spreading within the group the printouts with the instructions with the text face down and the blank side of the page facing up. The participants turn the pages with the text face up and from this moment we start the 3-minute countdown. Exactly after 3 minutes we stop working on the exercise. Who won't finish within this time, has not make it.</p> <ol style="list-style-type: none"> 1. Read all the instructions before you start. 2. Write your name in the upper right corner. 3. Make a circle around the word surname in the second sentence. 4. Draw five little boxes in the upper left corner of the paper. 5. Put a cross in each of the boxes mentioned in the point number four. 6. Put a circle around each box. 7. Sign your name below the title of this page. 8. Next to the title, write "yes, yes, yes." 9. Put a circle around the sentences 7 and 8. 10. Make a cross in the lower left corner. 	

11. Draw a triangle around the cross you have just made.
12. On the back of the page, multiply $24 * 18$.
13. Circle the word "five" in point four.
14. When you get to this point of the test, raise your right hand.
15. Smile.
16. If you have been following the instructions carefully, write at the bottom of the page: "I'm following the instructions carefully".
17. On the back of the page, add up $107 + 278$.
18. Circle the amount you have just received.
19. Draw a square on the back of the page.
20. Make three holes in the paper sheet with a pencil/pen in this place
21. Add a name after your surname.
22. Clap your hands.
23. Underline the name you just wrote next to your surname.
24. Close and open your eyes.
25. After reading everything, execute only instructions 1 and 2.
26. Put down the pencil/pen.
27. Smile.

What are your impressions after work?

What emotions did you experience?

How did the instruction for the exercise and the way of its presentation influence you?

How did this affect the performance of the task?

Who got it in 3 minutes? How was it possible? Thanks to what was it possible?

What internal processes prevented you from completing this task in 3 minutes?

In what other way those instructions could have been executed?

How to use your self-control to carry out tasks in your life successfully ?

Excercise description

Participants, under the influence of instructions containing a hint of competition, evaluation, game on time and testing, switch to automatic, reactive mode of action.

The exercise basically involves reading the text carefully and it can be completed within around 30 seconds. Most people, however, work by following the instructions in sequence, skipping the hint at the beginning of the exercise.

In a group discussion ask the participants about their first reactions. Invite people, who did not make it on time to speak out first. Invite them to explain, how did they act, based on what? (most possibly based on emotions, striving to win, fear of judgment, etc.).

Ask about other possibilities to work on this exercise, if someone performed it differently? Invite those, who did the exercise within 3 minutes, to share their way to do it.

Indicate the possibility of choosing a calmer and slower approach (proactive) to the task - with greater self-control, which can greatly improve the chances of getting a better result.

WORKSHOP SCENARIO – S6

Subject	
Proactivity: Awareness of one's own circle of influence. Effectiveness of acting in one's own circle of influence.	
General description	
Participants recognize the space of their own circle of influence, they broaden the awareness of their own effectiveness in their own circle of influence.	
Materials needed for the workshop	Duration time
- flipchart sheets - felt-tip pens - A4 sheets - pens - printouts with exercise materials	60 min.

EXERCISE 1 – S6

Type of activity	
Working in small groups	
Division of participants	
Groups of three people (Participants build the groups according to their own preferences. They strive to work with people, who they have not worked yet with.)	
Materials needed for the workshop	Duration time
- pens - printouts with exercise materials	30 min.
Detailed results	
Recognizing one's own circle of influence and stopping taking action outside of the own circle of influence.	
Instruction for participants	
Compare the following sets of sentences in your groups:	
<p>Set 1: I will cooperate I'll see what I can do I will be understanding I'll be patient I'm starting to learn I will analyze the possibilities I'll do what I can today</p>	

I develop my creativity
I will wait
I'm just finishing my work
I am writing my own project

Set2:

If I had a boss, who is more patient
If I had a better husband
It would be different, if you were different
I will be happy, when I will have a house
If I had finished my studies, I could do more
If I had better, more obedient children

Discussion in a group:

A discussion towards discovering what attitudes are behind each group of sentences.
What characterizes the sentences in the first set and what those in the second set?
What makes both sets different from each other? (set 1 "to be" in one's own circle of influence, set 2 "to have" a circle of interests, space outside one's own circle of influence)
What attitudes do the different sets present? (proactive / reactive)

Which type of thinking (speaking) do you recognize in yourself. Which way of thinking and speaking brings you closer to being more effective, achieving goals, being proactive?

Excercise description

The participants analyze in groups the differences in the sets of sentences, recognize that those sentences represent a proactive and a reactive attitude.
The trainer adds the perspective of acting in one's own circle of influence:
- focusing on yourself, making decisions for yourself, making reflections on those aspects of life, that we personally have influence on, thinking and planning in our own inner space (not other people's). He emphasizes, that this is an aspect of a proactive attitude, a source of efficiency, success and peace.
The trainer encourages to abandon analyzing reality, experiencing emotions related to what is beyond the individual circle of influence, taking actions outside the circle of influence (reactive attitude).

EXERCISE 2 – S6

Type of activity
Individual work.
Division of participants
None

Materials needed for the workshop	Duration time
<ul style="list-style-type: none"> - A4 sheets - pens 	45 min.
Detailed results	
<p>Recognizing one's own circle of influence and stopping taking action outside of the own circle of influence.</p>	
Instruction for participants	
<ol style="list-style-type: none"> 1. Within the next 10 minutes write down as many problems and issues as possible that bother you. Point out at least 30 issues, e.g. driving license, better work, getting up early, dirty pavement in front of the house, dangerous streets, inflation, polluted air ... 2. Notice, how do you feel after listing all these problems? 3. Separate those matters / problems that do not depend on you. Stop taking care about them. Make an agreement with yourself for this resignation. 4. Separate those issues / problems that depend only a little on you. Dedicate them a small amount of time, arrange with yourself to do it like that. 5. Separate those issues / problems that you can solve in the outside world or you can deal with them inside of you. Give them enough time. Plan the first action step for 3 selected issues. Check, how do you feel, after doing that? 6. Notice how do you feel, how much energy do you have now to act? 	
Exercise description	
<p>Participants work independently. Their task is to get to know their feelings related to the multiple issues concerning them and to learn about the method supporting reduction of tension associated with the multitude of issues. Participants train to separate problems, that are impossible to control from those, that they can influence and plan a solution for them. They experience the power of planning as a way to regain a sense of their agency.</p>	

EXERCISE 3 – S6

Type of activity	
Working in small groups	
Division of participants	
Groups of three people	
Materials needed for the workshop	Duration time
<ul style="list-style-type: none"> - A4 sheets - pens - flipchart sheets - felt-tip pens 	45 min.

Detailed results
Recognizing one's own circle of influence and stopping taking action outside of the own circle of influence.
Instruction for participants
<ol style="list-style-type: none">1. Discuss in the groups the answers to the following questions:<ul style="list-style-type: none">- How does it feel for me to separate issues, that are beyond my control, to stop dealing with them?-How does it feel to postpone issues / problems which I can influence only a little?-How does it feel to make an internal agreement with myself and to decide how much time I am going to spend on a given problem?- How does it feel for me to concentrate on issues / problems, that I can solve on my own, that bring changes in my life and environment?2. Make a list of tips titled: How to deal with problems proactively?3. Let's sit in a circle. I invite now each group to present its list of tips.
Excercise description
<p>The participants discuss the answers to the questions in small groups, they discuss various options, exchange views.</p> <p>After that, the trainer collects the results of the work from each group and makes a general list of tips on a flipchart.</p> <p>Summary: Dealing with issues within the own circle of influence is a source of efficiency and energy. Dealing with matters outside your circle of influence is a source of loss, distraction, distancing from yourself and reducing efficiency.</p>