



FREE YOUR MIND
START NEW LIFE



**Co-funded by
the European Union**

TOOLBOOK FOR TRAINERS

MODULE

Title
Getting rid of stereotypes and prejudice

SCENARIO

Title	
Stereotypes: origins and definitions	
Materials	Time
Flip chart, A4 paper, pens, markers	At least 120 minutes

EXERCISE 1

Type of exercise	
Work in groups of three.	
Dividing the participants	
Counting off	
Materials	Time
Paper, pens.	40 minutes
Specific outcomes	
<ul style="list-style-type: none">The participant recognizes stereotypical prejudice as a social phenomenon.	
Instruction for the participants	
<p>Think of some examples of situations from your life when you came across thinking, expressing, using simplifications such as: “Life is hard.” “Men/women are less hardworking.” “We don't self-develop any more when we've turned 50.” Write down a minimum of five examples on a sheet of paper.</p> <p>Sit down in groups of three. Each of you presents situations chosen from the examples. Then answer the questions: How did you feel in these situations? What did you feel like doing, what did you do? What makes those situations so difficult? What, if anything, could be done to transform a situation when we come across stereotypical reactions?</p>	

What does it require of the people who are in such a situation? Why is it important to work toward eradicating stereotypes and prejudices?

Write down the main conclusions on a flip chart.

Exercise description

Participants prepare examples of situations when they came across stereotyping. Next, participants work in groups of three. They share examples of prejudice present in communication. They think about the possibilities of changing such relationships in which stereotypical behaviour appears. They look for motivations to stop stereotyping.

EXERCISE 2

Type of exercise

Working in a circle. Individual work.

Dividing the participants

Free

Materials

Flip chart, A4 paper, pens, markers

Time

40 minutes

Specific outcomes

- The participant recognizes the main elements of stereotypical behaviour

Instruction for the participants

I invite you to discuss what a stereotype is. What would you call this phenomenon? What does it consist of? What examples of patterns are included in stereotypes? What simplifications, mental shortcuts occur in stereotypes? What omissions form stereotypes? What examples of generalizations are built into stereotypes? What emotions do stereotypes raise in people? What can they be used for? What dangers in everyday life emerge by relying on stereotypes?

Exercise description

The group discusses various aspects of stereotypes aiming to grasp their definition.

The instructor may present the definition of a stereotype (Wikipedia) in conclusion:
A stereotype is an overgeneralization, generalization, a cognitive schema that is adopted by an individual as a result of his or her own observations, taking on the views of others, patterns transmitted by society. It may also be the result of emotional processes (for example, the transference of aggression). Stereotypes can be negative, neutral or positive, although negative depictions are most common. A stereotype is a collective belief - it is a belief held by a certain group of people: the term "stereotype" cannot be used to describe a belief (even though meeting

all the other criteria) held by one person alone. It is expressed in a general sentence (for example, "[All] Poles are messy").

A stereotype is a false and insufficiently justified collective belief that applies to a certain group of people (overgeneralization), usually impervious to argumentation.

If the group offers valuable insights, the instructor may only confirm that the components of the definition of a stereotype that have already been covered by the group in the discussion, and then invite them to move on.

EXERCISE 3

Type of exercise	
Work in groups of three.	
Dividing the participants	
Counting off	
Materials	Time
Flip chart, A4 paper, pens, markers	40 minutes
Specific outcomes	
<ul style="list-style-type: none"> Participant knows the sources of stereotypes and prejudices 	
Instruction for the participants	
<p>Choose one of the situations from the ones you wrote down during the first exercise. Then let each of you name the stereotypical phenomenon included in it. Use your intuition while doing it. Then draw it together, also using your intuition, not literally; approach it in a creative way. Ideally, it would be some character, phenomenon, SCENARIOt, animal. When you have done this together, the person who came up with a given stereotype should try to assume the role of that character. The other two people should ask him or her questions:</p> <p>Where do you come from? How did you come into existence? Who created you? What are your functions?</p> <p>Repeat this procedure for each person, for different stereotypes.</p> <p>Then, on sheets of paper from the flip chart, write down the answer to the questions: What are the sources of stereotypes ? Where do stereotypes come from?</p>	
Exercise description	
Participants use the stories from the first exercise. They draw stereotypes in metaphorical terms and then impersonate them to answer the question about the sources and purposes of their creation.	

SCENARIO

Title	
The structure of a stereotype in language.	
Materials	Time
Flip chart, A4 paper, pens, markers	At least 120 minutes

EXERCISE 1

Type of exercise	
Group work, work in pair, working in a circle	
Dividing the participants	
Materials	Time
Flip chart, A4 paper, pens, markers, cards with stereotypical thoughts.	40 minutes
Specific outcomes	
<ul style="list-style-type: none">Participant understands cognitive deviations caused by stereotypes	
Instruction for the participants	
<p>Each participant draws a card with one of the texts. The cards may be repeated for different people.</p> <p>“You are too young.”</p> <p>“You are too old.”</p> <p>“You can't do that in this part of the country.”</p> <p>“You have to try harder.”</p> <p>“You are homophobic.”</p> <p>“You are homosexual.”</p> <p>“You represent an ethnic minority.”</p> <p>“You come from an aggressor country.”</p> <p>“You are a former prisoner.”</p> <p>“You are an orthodox follower of a ... religion.”</p> <p>“You are a rich man from the Wall Street.”</p> <p>“You are a cow farmer from a tiny village.”</p> <p>“You have emotional issues.”</p> <p>“You are a psychiatrist.”</p> <p>“You can't have children.”</p>	

Participants approach each other. Person A asks person B to do something. E.g. "Help me carry my groceries," "Lend me a bike for a ride," "Teach me to dance," "Show me pictures from your vacation, please."

Person B responds to the request of the person he met through the filter of the content of the card he or she is holding. The response to the request contains stereotypical perceptions of the person asking, .e.g. "I can't do it for you because you are one of ...," "You are too...," "You have...," "You don't have...,"

We do not verbally reveal the knowledge of the stereotype.

Then person B in the pair makes his or her request and the process repeats. After the meeting is over, persons A and B exchange cards. Next, they repeat the meetings with other group members.

Sit down in groups of three. What did you encounter during the exchanges in pairs? What specific markers of the presence of a stereotype in the language of the person you met did you notice? What difficulties in communication did this cause? Talk about it.

Sit in a circle.

How do stereotypes manifest themselves in communication?

How does stereotypical thinking work in relationships?

What emotions does the presence of stereotypes create?

Exercise description

Participants meet in pairs. They conduct short request-response exchanges. They have cards with examples of stereotypical thinking to be included in meetings. In groups of three, they analyze the qualities that appear in communication due to stereotypical thinking. In a circle, they make generalizations about the effects of incorporating stereotypical thinking into relationships.

EXERCISE 2

Type of exercise	
Working as a whole group, movement, groups of three	
Dividing the participants	
-	
Materials	Time
Flip chart, A4 paper, pens, markers	40 minutes
Specific outcomes	
<ul style="list-style-type: none"> Participant recognizes the components of stereotype language; becomes aware of the impact of stereotypes on emotions and feelings; recognizes the universal disruptive effects of stereotyping. 	

Instruction for the participants

Move around the room at your own pace. React to the words I read out by changing the way you walk, move, breathe, your facial expressions, gesticulation. Take your time; there will be a pause after each word. Pay special attention to the subtle feelings and emotions within yourself. Express them in movement.

- never, always, everywhere, nowhere, everyone, no, not possible, must, necessarily, not suitable, can't be done, not available.

- Russians, Black people, Poles, Czechs, Germans, Americans, old people, kids, masters, merchants, traders, Greeks, Spaniards, savages, scientists, shamans, teachers, computer scientists, bankers, nurses, gay people, transsexuals, doctors, rednecks, women, men, whites, Latinos.

- they steal, they drink, they are honest, they are stupid, they are clumsy, they are childish, they know nothing, they are smug, they are lazy, they are ridiculous, they are inadequate, they are rude.

Sit in groups of three.

What internal reactions did the words I read evoke in you? Was there anyone who had no reaction to the words I have read?

Did the words refer to anyone here in particular?

What makes us react by tension, emotion, reserve, apprehension to the very words that carry the stereotype?

Exercise description

Participants listen to the elements of stereotypical beliefs, examine negative impact of the beliefs on their well-being; notice that each type of stereotype-building vocabulary has a destructive and disruptive effect on people.

EXERCISE 3

Type of exercise

Work in groups of three.

Dividing the participants

Free

Materials

Flip chart, A4 paper, pens, markers

Time

40 minutes

Specific outcomes

- Participants recognize general quantifiers, group markers and statements about group members as components of stereotype construction. They know how to challenge them.

Instruction for the participants

Use the words from the previous exercise. Each group has to create 5 typical stereotypical statements from the words of their choice (you can also use your own ideas). The statements must meet the following criteria:

Name of social group+general/specific quantifier+generalized judgmental statements about it. E.g. "Germans have always been a hard-working nation."

Then the groups of three sit down together to form a circle.

Representatives of the groups address people outside their trios with a stereotype of their choice that they have created.

The person to whom the stereotype communication is directed is supposed to respond by challenging one of its components.

E.g. "Germans have always been a hard-working nation." Answer: "Always?" Or answer: "Germany?" Or answer "Hardworking nation?"

When all the examples have been used, sit in a circle.

How did the challenging but not judgmental questions work?

Did the stereotypists feel like continuing to defend their stereotype?

How did the person questioning feel?

For what could he or she have used the time left after asking the question?

Can stereotyping be stopped by asking a question?

Exercise description

Participants work in groups of three. They create typical stereotypes. Next, they then address them to others in the group. Those individuals ask challenging questions. The group observes and learns how to ask questions to stop stereotyping.

SCENARIO

Title	
Sources and sustaining factors - benefits of stereotypes	
Materials	Time
Flip chart, A4 paper, pens, markers	At least 120 minutes

EXERCISE 1

Type of exercise
Working in two groups

Dividing the participants	
Counting off to two	
Materials	Time
Flip chart, A4 paper, pens, markers	40 minutes
Specific outcomes	
<ul style="list-style-type: none"> Participant recognizes the sources of stereotypes. 	
Instruction for the participants	
<p>Sit in two groups to form an outer circle of observers and an active group inside this circle. The task of the inner circle will be first to give as many examples of groups of stereotypes as possible, e.g. stereotypes of gender, age, wealth, place of residence, etc., without additional analysis. Next, your task will be to collectively assume the role of the phenomenon of stereotyping and answer the questions - "Where did we come from?" "How did we come to our existence/creation?" "Who creates us?" "How does it happen that we arise again and again?" When you have exhausted your ideas for answering these questions, swap the seats. Let the outer circle go inside and the inner circle go outside. The inner one answers the questions: "Do communities or individuals create stereotypes?" "What needs are behind the creation of stereotypes?" "What needs of groups, individuals can be met with the help of relying on stereotypes?"</p> <p>Now split into two separate groups and write down on flip charts as many sources/causes/needs for stereotypes as you see.</p> <p>Sources of stereotypes for the flip chart presentation:</p> <ul style="list-style-type: none"> The need to reduce the amount of data for analysis Generalizations, categorizations and cognitive patterns present in societies for generations Deeply rooted beliefs about reality Seeking to reduce the tension associated with incomplete knowledge Simplification of processes of change Preventing rejection Maintaining self-esteem Conflicts and conflict prevention Concealing aggression Image building Groupism Distinctiveness, uniqueness 	
Exercise description	
<p>The group works in two circles taking turns working and listening to each other. They look for the sources of stereotypes. They observe the causes and development of stereotypes, find needs that can be satisfied by stereotypes and prejudices.</p>	

EXERCISE 2

Type of exercise	
Work in groups of three	
Dividing the participants	
Free	
Materials	Time
Flip chart, A4 paper, pens, markers	40 minutes
Specific outcomes	
<ul style="list-style-type: none">Participant is able to empathetically perceive the actions of people behaving stereotypically, which makes it easier for him or her to avoid the tensions associated with the presence of a stereotype.	
Instruction for the participants	
Sit down in groups of three. Briefly recall situations in which stereotype-based behaviour was present. Think and make a list of what difficulties you think a person who uses such behaviour may be experiencing? How does your view of it change when you notice it? How might you react differently to stereotypical behaviour when you look at it with compassion, empathy, understanding? Will it be easier to take action or inaction in that way?	
Exercise description	
The group three analyses situations involving a stereotype. It looks for unresolved difficulties as a motive for using stereotypes. Together, the group explores the possibilities that come from taking a compassionate attitude towards people who do so.	

EXERCISE 3

Type of exercise	
Work in groups of three	
Dividing the participants	
Free.	
Materials	Time
Flip chart, A4 paper, pens, markers	40 minutes

Specific outcomes	
<ul style="list-style-type: none"> Participant uses compassion, empathy when confronted with a stereotype 	
Instruction for the participants	
<p>Sit down in groups of three. Briefly recall situations in which stereotype-based behaviour was present. Think about and make a list of what, in your opinion, conscious, unconscious, unmet, forgotten, forbidden needs the person using such behaviour may have? How does your view of it change when you notice it? How might you react differently to stereotypical behaviour when you view it with compassion, empathy, understanding? Will it be easier to take action or inaction from that perspective?</p> <p>Let's sit in a circle. I'll write down on a flip chart the opportunities and benefits of taking a compassionate view of a person relying on stereotypes. I invite you to share how you see it.</p>	
Exercise description	
<p>Participants in groups of three analyze situations involving a stereotype. They look for unfulfilled needs as a motive for using the stereotype. Together, they explore the possibilities that come from taking a compassionate approach to such people.</p>	

SCENARIO

Title	
Ways to deal with stereotypes and prejudices	
Materials	Time
Flip chart, A4 paper, pens, markers	At least 120 minutes

EXERCISE 1

Type of exercise	
Work in groups of three, skills training	
Dividing the participants	
Counting off	
Materials	Time
Flip chart, A4 paper, pens, markers	40 minutes
Specific outcomes	
<ul style="list-style-type: none"> Participant knows and applies the bookkeeping model of dealing with stereotypes 	

Instruction for the participants

Each participant of the group of three chooses one of the situations written down at the beginning of the first workshop or can choose any new one. He or she tells the others about it. The task of the others is to respond using as much factual information that contradicts the content of the stereotypical example as possible.

Repeat this process for each example.

Next, sit in a circle.

How did the presentation of information contradicting the stereotype work? (It weakened it, broke it)

How much information is needed to weaken the stereotype? (a lot, they are resistant to change)

What does it require of us to break out of stereotypes by this means? (faith, patience, knowledge).

Exercise description

Participants in groups of three practise working with a stereotype by means of providing a lot of information.

Next, in a circle, we analyze the process of working with a stereotype, build motivation to deal with it by raising awareness of why countering stereotypes is the right thing to do.

EXERCISE 2

Type of exercise

Working in groups of four, skills training

Dividing the participants

Creating new groups.

Materials	Time
Flip chart, A4 paper, pens, markers	40 minutes

Specific outcomes

- Participant knows and uses the conversion model

Instruction for the participants

Choose a situation which is different from the previous exercise. The creator of the example tells/reads the situation to the others. The group of four splits into two pairs. The two in which the owner of the example is think about what could break the stereotype from the example. The other two look for meaningful, relevant expressive information contradicting the stereotype. E.g., the stereotype "Men don't do well in the kitchen." can be challenged with information like: "In recent years, the number of male cooks in the US has increased by 200% and now includes X thousand men."

The procedure is repeated for each person. The information provided as arguments can be made up. The purpose of the exercise is to practise this kind of reaction and thinking.

Let's sit in a circle:

How did giving meaningful, explicit information affect stereotypical behaviour?

What increased the effectiveness of the impact?

Exercise description

Participants work in groups of four. They test the conversion model of dealing with a stereotype. They practise responding to a stereotype with meaningful, expressive information.

EXERCISE 3

Type of exercise

Work in three groups

Dividing the participants

Counting off to three

Materials

Flip chart, A4 paper, pens, markers

Time

40 minutes

Specific outcomes

- Participant knows and uses the subtyping model

Instruction for the participants

Participants in groups have the task of subtyping for the given examples of stereotypes :

Group one:

- "Housework is for women."
- "Children must listen to their elders."

Group two

- "Men are lazy."
- "People under 30 are the best learners."

Group three

- "Only a full family can raise children."
- "Women should shave their legs."

Subtyping is information that is disconfirming the stereotype, forming a subcategory, leaving the space of existence of the main stereotype seemingly intact.

Example: "A man should support his wife/**but Tom takes care of the child and his wife works.**"

Each group writes down on a flip chart their stereotypes and subtypes them.

Sit in a circle.

Was the subtyping easy or difficult for you?
 Those who had difficulties should gather on the right and those for whom it was easy on the left. Sitting opposite each other, share your observation of what makes it difficult and what makes it easy to fight stereotypes.

Notice how convincing others by being in a group immediately generates the energy to stereotype in us.

Exercise description

Participants in three groups use a flip chart to create examples of how to deal with stereotypical behaviour with the help of subtyping.

SCENARIO

Title	
Benefits and consequences of stereotyping and prejudice; defence against stereotyping.	
Materials	Time
Flip chart, A4 paper, pens, markers	120 minutes

EXERCISE 1

Type of exercise	
Work in three groups.	
Dividing the participants	
Counting off	
Materials	Time
Flip chart, A4 paper, pens, markers	40 minutes
Specific outcomes	
<ul style="list-style-type: none"> The participant notes how the sequence of stereotypical thinking is formed, what effect it has on the individual, what effect it has on the relationship, how the mind forms stereotypical thoughts around key words. 	

Instruction for the participants

Work in pairs. Write down on a flip chart, in two columns side by side: traditional stereotypical thoughts and stereotype-free thoughts. In each column write answers to the question "Who is it?" and "What are they like?" Refer to the slogans received from the instructor:

a Black person, a European person, grandfather, a beautiful woman, a rich white person, a Roma, an Arab person, a terrorist, a Vietnamese person.

Allow yourselves to fantasize.

Read your traditional stereotypical descriptions to the others. Are they true?

Read to the others your descriptions devoid of stereotypical thinking. What potential for relationships, interaction, achievement do they have?

Exercise description

Participants in pairs create examples of stereotypical and non-stereotypical thinking that can appear in a person's mind when confronted with a stereotype, other situations, phenomena. Next, they explore the potential for relationships, cooperation, quality of life resulting from both ways of thinking.

EXERCISE 2

Type of exercise

Working in two groups

Dividing the participants

By counting off

Materials

Flip chart, A4 paper, pens, markers

Time

40 minutes

Specific outcomes

- The participant sees the benefits of stereotyping, realizes the temptation to simplify the reality by stereotyping and avoids it

Instruction for the participants

Form two groups.

The task of each group is to collect on a flip chart as many benefits of stereotyping as possible.

Group A will examine the perspective of the stereotyped person, group B will look from the perspective of the stereotyping person.

Present the results of your work on flip charts.

Who benefits from stereotyping?

What benefits do groups receive?

What benefits do individuals receive?

Are the benefits also consequences?

So, is it worth to rely on stereotypes?

Examples of benefits of a stereotyped person:

- strengthens positive self-traits, group traits,
- creates a common enemy, helps strengthen against him or her.
- judges others giving opportunity to act with/against them
- stigmatizes - frees from the effort of individual evaluation
- allows to avoid change, progress by exaggerating threats
- belittles others, self, isolates, builds distrust - supports remaining in the same place
- engages strength and resources, gives a sense of fulfilment,
- gives energy to act, often aggressively,
- supports beliefs and self-fulfilling prophecies.

Examples of benefits of a person stereotyping:

- speeding up the decision-making process, often leading to wrong decisions,
- saving time and energy on cognitive effort,
- facilitating adaptation and giving simple answers,
- bringing ready-made patterns of action and order
- limiting the effort of real examination of the situation,
- building self-identity within the group,
- giving a sense of control over the world

Exercise description

The two groups examine the benefits of stereotyping from the perspective of the stereotyped and the stereotyping person. They note the paradox of benefits - they are consequences, they have a face of the loss.

EXERCISE 3

Type of exercise	
Working as a whole group	
Dividing the participants	
Materials	Time
Flip chart, A4 paper, pens, markers	40 minutes
Specific outcomes	
<ul style="list-style-type: none">• Participant knows and uses communication that stops stereotyping.	

Instruction for the participants

Each participant recalls an example of stereotypical thinking about others that he or she encountered in previous exercises.

Work in pairs. Person A establishes communication using stereotypical behaviour. E.g. "All young people are lazy and there is no point in teaching them to work." (taken from previous exercises)
Person B responds by reading from a card his or her response. After the exchange, you swap cards.

"I don't agree with that."

"I have a different opinion about it."

"I see it differently."

"Why do you think so?"

"What evidence do you have to support this idea?"

"Why are you talking like that?"

"What do the scientists say about it?"

"What do you think this idea leaves out?"

"What group does this thinking protect?"

"Why not think differently?"

"What would it be like to change your perspective?"

"Do you agree with that?"

"I avoid such jokes/statements."

"One case does not entitle us to make generalizations."

"Even if it is true, I'm different."

"Among there are many people with completely opposite behaviour."

"Why don't we talk some more before stating something?"

"Why don't we think together about whether this is true?"

Sit in pairs. What reactions did the messages read from the cards evoke?

What relationships create such reactions?

How do the reactions from the cards protect your values and counteract stereotyping?

Exercise description

Participants practise defensive messages to distract and stop stereotyping. They analyze the impact of using that kind of defensive communication on emotions and relationships.

MODULE

Title
My mindfulness and attentiveness to other people

SCENARIO

Title	
Thoughts	
Materials	Time
Cards with one sentence for each participant	90 mins

EXERCISE 1

Type of activity	
Pairwork	
Dividing the participants	
By counting off	
Materials	Time
Flip chart, markers, paper, pens, cards with sentences	30 mins
Specific outcomes	
<ul style="list-style-type: none">Participant notices unsupportive thoughts and the possibility of replacing them with other thoughts.	
Instruction for the participants	
Analyze in pairs examples from the cards. After reading the example, answer the questions from the board. How does such a thought affect its owner? How does it program him or her in the long term? What might failing to notice that thought lead to? What other thought can it be replaced with? What will change if you completely stop repeating it?	
Exercise description	
<p>Participants receive cards with sentences on them. The instructor writes on a flip chart an example of a thought similar to those on the participants' cards, and an example of how it may be replaced with another one. Participants read the cards and analyze them looking for answers to the questions:</p> <p>How does such a thought affect its owner? How does it program him or her in the long term? What might failing to notice that thought lead to? What other thought can it be replaced with? What will change if you completely stop repeating it?</p> <p>After 15 minutes for this analysis in pairs, the group sits in a circle and shares observations, reflections, emotions that arose during the work. The instructor collects examples of replaced thoughts, summarizes the life results of the changes.</p> <p>Examples on cards:</p> <p>"I don't feel like doing anything." "I have no energy; I'm tired." "Everything is difficult and pointless." "All this mundane life brings only burden." "It would be nice to have more slack."</p>	

I" can't make it."

"Others are better, have more opportunities."

"I'm not ready to achieve something yet."

Concluding comment: thoughts are instructions for the mind. Careful observation and changing their content may help improve the quality of life.

EXERCISE 2

Type of activity	
Pairwork	
Dividing the participants	
By counting off	
Materials	Time
Sheets of paper and pens	30 mins
Specific outcomes	
<ul style="list-style-type: none">Participants notice their own way of thinking and know how to manage it	
Instruction for the participants	
Write down on a piece of paper five examples of thoughts from this morning. Focus on the thoughts that popped into your mind that were similar to the examples from the previous exercise. Write them down paying attention to use their exact wording. Read them to the person you are working with. Together, think about the impact of the thought; what results the appearance of the thought might cause here and now, and what results it may lead to in the future. Write down an alternative sentence that may replace the thought or accept it consciously in its present form.	
Exercise description	
Participants work with examples of their own thoughts they had in the morning. They analyze the impact of those thoughts on their day and their life. Based on the experiences from the previous task, they find alternative ways of thinking that support them.	

EXERCISE 3

Type of activity	
Pairwork	
Dividing the participants	
Work in the pairs which are different from the previous exercise.	
Materials	Time
Sheets of paper and pens.	30 mins
Specific outcomes	
<ul style="list-style-type: none">Participants notice the impact of the influence of others on their life.	
Instruction for the participants	
Write down on sheets of paper some examples of statements you hear from other people. Pay special attention to the statements that you're uncomfortable with. E.g. someone at home often repeats: "Nothing can be done in this country." Or "Living is so hard." Notice that the mind of the listener (your mind), hears these statements, notices them and thinks about them. Think how listening to such statements affects you. How could it affect you?	

Exercise description

Participants write down statements that people make while being in relationships. Together with their partners, they think about how the content of the statements could potentially affect them. The instructor offers an antidote to the impact of those statements. It may be used in internal dialogue. Examples:
“I see it differently.” “I can achieve my goals.” “This is your way of thinking.” “I reject this way of thinking.”

SCENARIO

Title	
Mindfulness – emotions	
Materials	Time
Flip chart, markers, A4 paper, pens	At least 90 mins

EXERCISE 1

Type of activity	
Working in groups of three	
Dividing the participants	
By counting off	
Materials	Time
none	50 mins
Specific outcomes	
<ul style="list-style-type: none">Participants notice their own and other people's emotions	
Instruction for the participants	
<p>Work in groups of three, standing up, maintaining eye contact. Each member of the trio will play each of the three roles - Sender, Receiver, Observer.</p> <p>The role of the Sender: talk about something that is important to you in life. React in harmony with yourself to the behaviour of the person receiving your message.</p> <p>The role of the Receiver: listen, ask questions, show interest, show your own emotions if they arise in you, do not hide your own reactions.</p> <p>The role of the Observer: observe the behaviour of both other participants, give feedback after completing each part of the task. Share with the others the emotions you had as an observer. Name the emotions of the other participants that you observed. An example of the feedback: “When you, X, narrated ... I saw your excitement, and then you, Y, experienced, maybe fear, maybe anger? I also saw X’s facial expressions that made Y curious...”</p> <p>Each pair talks to each other for 5 min, then they have another 5 min for the feedback from the Observer. Then, the people from the pair share their own observations about their experiences for 5 minutes.</p> <p>In conclusion, the whole group analyses the experience by answering the questions: Was it easy to notice one’s own emotions while working? Was it easy to notice someone else’s emotions while working? Why don’t we notice all emotions? What makes others perceive our emotions?</p>	
Exercise description	
Participants work in groups of three, observe their emotions while telling each other important things, and give each other feedback. Then, working together, they look for conclusions related to attentiveness to emotions in a relationship.	

EXERCISE 2

Type of activity	
Work in groups of three, work as the whole group	
Dividing the participants	
New groups of three	
Materials	Time
Cards with tasks	30 mins
Specific outcomes	
<ul style="list-style-type: none">Participant notices how being mentally or physically engaged in other activities disrupts attentiveness, which in turn lowers the quality of the relationship built with another person.	
Instruction for the participants	
<p>Participants are standing in groups of three. One by one, each person takes 3 minutes to invite the others to discuss, listen, exchange information on any topic of his or her choice. The person occupying the central place in the group does not perform additional tasks. Simultaneously, the other participants of the group carry out the tasks from the card they've received.</p> <p>After 3 minutes people exchange cards, and the central place is taken by the next person, inviting the others to do the task. After about 10 minutes, when everyone has finished their work, people answer questions:</p> <p>What was it like to work? How did you feel, what emotions did you experience? Did you feel respected, important, being in the centre of attention, invited to cooperate? When was that the case?</p> <p>Next, the group sit in a circle and answer the questions together:</p> <p>What does the level of attentiveness depend on? How does attentiveness improve the quality of relationships? What kind of attentiveness is needed to build the best relationships? What emotions does the person initiating the activity feel confronted with the lack of attentiveness in the others?</p> <p>Tasks for cards:</p> <p>Think of as many details as possible from your last vacation.</p> <p>Run your finger in your shoe.</p> <p>Analyze as many details of the other two people's clothing as possible.</p> <p>Lean evenly from side to side so that it doesn't show.</p> <p>Smile in your head.</p> <p>Analyze your morning.</p>	
Exercise description	
<p>Participants in threes engage in a joint activity. One person leads it for the others. The other two people have a task on cards. The task makes people distracted through a mental or physical action. The task helps to notice how such actions affect attentiveness in everyday life, when we unconsciously undertake them, and how this affects relationships, how it reduces the quality of being here and now.</p>	

EXERCISE 3

Type of activity	
Pairwork; work in groups	
Dividing the participants	
New pairs and new groups, free choice of selection.	
Materials	Time
None	40 mins
Specific outcomes	
<ul style="list-style-type: none">Participant notices how emotions are formed, the individual factors leading to their formation, the possibility of dealing with emotions by noticing and/or expressing them by being in contact with each other, attentiveness to the other person.	
Instruction for the participants	
<p>Tell each other about a situation from your life in which you were emotionally agitated. It is important that you focus on how emotions affected the efficiency of your mind and body; to what extent you lost that efficiency, to what extent you lost control over your behaviour. Share with each other the results and also the effects, such as fatigue, exhaustion, worsened mood. How did you express your emotions in that situation? How else could you have expressed them? How could you have acted to deal with them in a better way? How do other people you know do it? What methods have you heard about?</p> <p>Instructor's tip: Unconscious emotions cause problems for us when it is not clear for us what they relate to, and we do not have the permission to disclose them. It happens because of their tendency to take control over our mind and body. In addition to expressing emotions verbally, another way of dealing with them is to experience them consciously, being mindful, letting them fully unfold and also noticing what they refer to, what clue they convey. Sit in groups of four. In silence, return to your emotional situations. Feel those emotions as much as possible. Let yourself immerse in them for a while. Then notice a friendly hint those emotions want to bring into your life. Share this observation with the rest of the group. How does receiving the message of emotions in a mindful way support building relationships with yourself and others?</p>	
Exercise description	
Working in pairs, participants tell each other about a situation from their lives in which they were emotionally agitated. They focus on emotions, ways of dealing with them, and learn to experience emotions in a mindful way and receive the messages they convey.	

SCENARIO

Title	
Mindfulness of the body	
Materials	Time
None	At least 120 mins

EXERCISE 1

Type of activity	
Individual work; work in groups of three	
Dividing the participants	
-	
Materials	Time
None	40 mins
Specific outcomes	
<ul style="list-style-type: none">Participant notices the impact and importance of breathing	
Instruction for the participants	
<p>Sit in an open space so that nothing restricts your movements. Follow the instructions one by one at a fast pace.</p> <p>Touch your left foot with the finger of your right hand.</p> <p>Touch your right knee with your left foot.</p> <p>Rub your palms against the ankles of your feet.</p> <p>Open and close your eyes at equal intervals.</p> <p>Stomp your heels against the floor, as fast as possible.</p> <p>Tense your buttocks and relax them.</p> <p>Touch your ears with the middle parts of your palms.</p> <p>Place your palms on your navel.</p> <p>Clap your hands twice.</p> <p>Cover your eyes with your hands.</p> <p>Now focus on how you breathe. To what extent is it normal, or fast, or shallow? Did you hold your breath during this sequence of actions? How did this fast, variable, surprising action affect your breathing?</p> <p>Sit in groups of three.</p> <p>How do you recognize your daily life? Is it similar to this task in any way?</p> <p>How do you breathe in your daily life?</p> <p>How can you breathe better, more mindfully? What would it require? What benefits could it bring?</p>	
Exercise description	
Participants notice the disruptive effects that an excessive number of tasks have on breathing, attentiveness and efficiency. In pairs, they discuss the factors present in their daily lives that are disruptive to breathing/living/acting/achieving.	

EXERCISE 2

Type of activity	
Individual work	
Dividing the participants	
-	
Materials	Time
None	40 mins
Specific outcomes	
<ul style="list-style-type: none"> Participant is able to breathe consciously 	
Instruction for the participants	
<p>Sit up straight, with your spine straight. You can close your eyes. Focus your attention on breathing. Do it a little more slowly and deeply than usual. Draw air in through your nose, let it out through your mouth. Take a small pause between inhaling and exhaling. Keep your attention on your breathing. Observe how your mind tends to move away from this activity. Turn your attention back to it. Calmly, non-judgmentally concentrate on your breathing. Be mindful, don't breathe too hard, this may cause dizziness and other kinds of discomfort. After 3 minutes open your eyes and return to normal functioning. Notice the change in how you feel in your body, in the quality of your thinking, in your emotions, in the way your senses work.</p> <p>Sit in groups of three and share your impressions of the breathwork, its results, the change in the body and your mind, contact with yourself you have gained through conscious breathing.</p> <p>Instructor's comment: Focusing on the breath is a way to improve contact with oneself, to increase attentiveness, to have better control of thoughts and behaviour. Conscious breathing helps to restore lost emotional balance, to restore the balance in relationships.</p>	
Exercise description	
Participants work independently by breathing consciously, as guided by the instructor. Afterwards, they examine the results of a short breathing session and learn about the possibilities of using the breath as a tool for raising mindfulness, awareness, and restoring and improving contact with themselves and the other person in the relationship.	

EXERCISE 3

Type of activity	
Individual work, working as the whole group.	
Dividing the participants	
Free choice	
Materials	Time
Blankets and cushions for meditation.	40 mins
Specific outcomes	
<ul style="list-style-type: none"> Participant notices tensions in the body and is able to relax them. 	
Instruction for the participants	
<p>Sit comfortably on blankets or cushions and relax. Straighten your back. Perform a body scan. Consciously become aware of how much tension there is in various parts of your body. Close your eyes. Take three deep breaths. Become aware of the parts of your body one by one, starting from the top of your head through your face, eyes, ears, mouth, cheeks, neck, shoulders, elbows, hands, chest, back, buttocks, thighs, calves, feet. Breathe, each time shifting your attention to a new place in the body. Take your time.</p>	

Notice the tensions in the muscles, the skin; direct your awareness there, breathe into that spot and relax it.

Take three more breaths and open your eyes. Sit in groups of three and answer the questions: What observations did you make, how many tense spots did you notice? Were you able to relax them using your breath?

Now let's sit in a circle.

How can these tensions in the body affect our daily lives?

How can we change our lives by being attentive to these tensions and relaxing them with conscious mindful work with the body using the breath?

What will be better? What do we need to put effort, work into?

Exercise description

Participants scan their bodies individually, then discuss the experience in groups of three and reach a conclusion in the whole group.

SCENARIO

Title	
Body and relationship with self	
Materials	Time
Flip chart, markers, sheets of paper and pens	40 mins

EXERCISE 1

Type of activity	
Individual work, pairwork	
Dividing the participants	
Counting off	
Materials	Time
Flip chart, markers, sheets of paper and pens	40 mins
Specific outcomes	
<ul style="list-style-type: none"> Participant notices different qualities in his or her life and their contribution to it. 	
Instruction for the participants	
<p>Draw a circle on a sheet of paper. Divide it into eight parts. Write titles in the parts: <i>work, family, hobbies, leisure, learning, personal development, money, ...</i> you can leave the last area blank or fill it in yourself.</p> <p>Assign to each area of the circle examples of activities that are its essence. Assign each area a percentage indicator describing how much of your life is filled with that part of it. E.g., someone who learns a lot may subjectively feel that 50% of their life is filled with learning. Notice the regularities. Which areas are less, and which are more filled? Which are packed and which ones are neglected?</p> <p>Team up in pairs. Share observations from your work. Which areas of your life need more space, which ones take up too much space, which ones are neglected?</p> <p>Sit in a circle.</p> <p>When can we talk about balance in life? How can mindful self-observation help here? What clues can be drawn by noticing the proportions of the areas of the circle of life? How do we treat ourselves? How can mindfulness help to have a balance?</p>	
Exercise description	

Participants work individually with the wheel of life. Next, they analyze the results in pairs, following the instructor's questions. Sitting in a circle, they draw generalized conclusions and project their usefulness into their daily life.

EXERCISE 2

Type of activity	
Individual work, pairwork, work in a circle	
Dividing the participants	
Materials	Time
Flip chart, markers, sheets of paper and pens	40 min
Specific outcomes	
<ul style="list-style-type: none"> Participant knows how to apply mindfulness in discovering areas for change and harmonizing them in life. 	
Instruction for the participants	
<p>Choose one area from the circle of life (e.g., work, home), one that you feel needs working on. Sit with your partner. Answer the questions asked by your partner:</p> <p>What are you doing now to increase the space this area takes up in your life? What else can be done to increase the space for this area? What are others doing? What is their ratio of this area to other parts of their lives? What is the ideal space for you that this area should cover? What will change then? What will your benefits be? How will it affect your whole life? How will you know that the change has taken place? What will be possible? Who can you tell about it? What reward will you give yourself?</p> <p>Repeat this process for the other person.</p> <p>Sit in a circle. What will you be attentive to in such a change process? How can mindfulness support it? What body signals can you use to increase your chances of achieving harmony among different areas of your life?</p>	
Exercise description	
<p>Participants work on harmony among areas of life. They use the results of the previous exercise. They work in pairs using questions provided by the instructor. In a circle, they systematize their knowledge about the application of mindfulness in discovering areas for change and harmonizing them in life.</p>	

EXERCISE 3

Type of activity	
Individual work, pairwork, work in a circle	
Dividing the participants	
Free	
Materials	Time
Flip chart, markers, sheets of paper and pens	40 mins

Specific outcomes	
<ul style="list-style-type: none"> Participants deepen their awareness of their body and areas that need more attention 	
Instruction for the participants	
<p>Draw a figure of a person on a piece of paper. Guided by the knowledge of yourself, mark on it: Known and unknown areas. Areas of pain and illness. Areas of pleasure and well cared for (beauty treatments, massages, etc.). Areas you like and dislike. Notice which of the questions you find most difficult, which are just challenging, and which are easy. Notice which parts and aspects of your body you take care of on a daily basis/give them attention, and which ones you don't? Notice what consequences (you don't attend to) or benefits (you do) this brings. Choose one to three areas/aspects of your body that you choose to address in the near future (write since when).</p> <p>Sit in pairs and answer the questions: What did I discover? What did I not know? What is coming to me? What have I focused my attention on so far ? What have I not been directing attention to lately? What will I be more mindful of?</p> <p>Let's sit in a circle: What is worth being mindful of? What distracts our mindfulness? How does it happen that we lose the mindfulness of our body? What can we gain by having more of it? What information to us about ourselves is the state of our body? How will I treat myself? - Each participant writes down the answer in their own notes.</p>	
Exercise description	
Participants analyze their own physical condition. They practise mindfulness of various aspects of the body, health, emotions, fatigue. They discuss the results of their work in pairs. In a circle, they make conclusions from their own observations and the analysis they've made in pairs.	

SCENARIO

Title	
Mindfulness in relationships	
Materials	Time
Flip chart, markers, sheets of paper and pens	At least 120 mins

EXERCISE 1

Type of activity
Individual work, pairwork, work in a circle
Dividing the participants
Free; it is advisable for those working in pairs to know each other better, feel close to each other, etc.

Materials	Time
Flip chart, markers, sheets of paper and pens	40 mins
Specific outcomes	
<ul style="list-style-type: none"> The participants notice the repressed aspects of themselves. 	
Instruction for the participants	
<p>Think of difficult people from your life, situations in which you experienced difficult emotions on their part. How they behaved, what they were doing, what they were not doing, what angered you the most, irritated you, made you sad, frightened you in their behaviour. The observation may concern one person or many. They might be celebrities, family, relatives, acquaintances, strangers, characters from movies, books, etc. Write down as large a list of behaviours as possible. Focus on answering the question of what he/she does.</p> <p>Sit down in pairs. Read your list to your partner. Take your time, let the listening partner have the opportunity to hear what you are saying. Then have the partner indicate the points on your list of difficult behaviours that they feel they notice in your behaviour (because they have experienced them from you, their intuition tells them you have, or you seem to have). If possible, have the people listening point out specific situations, words, gestures, tone that support this type of observation. Listen to this message from your partner without interrupting. You don't have to agree with it. However, give yourself a chance to reflect.</p> <p>Repeat this process by swapping roles.</p> <p>Share your impressions. Do you know that part of yourself? Do you agree that you also have these qualities?</p> <p>Sit in a circle.</p> <p>Which of your qualities have you discussed? Why are we usually not aware of them? Does ignoring them make them cease to exist? How can we incorporate them into our lives? What might be the benefits of them? How can daily mindfulness make our shadow aspects become our strengths?</p> <p>Instructor's comment:</p> <p>Over the years of life, childhood, youth and later, we give up some of our behaviours recognizing them as inadequate, unwanted, inappropriate. This happens under the influence of other people, norms, upbringing, institutions, laws, emotions. In this way, we create our shadow. The part we don't fully realize that exists. Its conscious inclusion and learning to use the qualities hidden in it may significantly improve the quality of our lives. Being mindful of shadow aspects can help build better relationships.</p>	
Exercise description	
Participants work on self-analysis in terms of shadow aspects of their life. They share observations in pairs, and then, sitting in a circle, they draw conclusions and form a generalized clue to their life.	

EXERCISE 2

Type of activity	
Individual work, pairwork, work in a circle	
Dividing the participants	
Free	
Materials	Time
Sheets of paper and pens	40 mins
Specific outcomes	
<ul style="list-style-type: none"> Participants incorporate their shadows qualities into their lives 	

Instruction for the participants

Sit calmly and close your eyes. Become aware of the existence of various parts of you, aspects of you. Notice the beautiful, bright, strong sides, and the dark, more difficult aspects. Think of situations in which the latter manifested themselves. Choose some difficult aspects of yourself with which you identify less, prefer not to see them, not to have them. Examples of such aspects are being bossy, assertive, managing, delegating tasks, looking at the reality in a critical way, communicating straightforwardly, acknowledging and communicating difficult, challenging events. Despite their obvious positive aspects, they are perceived as negative, are rejected by many people, and arouse many difficult emotions. Draw this dark side of yours as a character, phenomenon, animal, capture its image in a metaphorical way. The drawing may be schematic, its aesthetic value is not important. Describe some of its special features - powers. Think about how these powers, despite their difficult/dark aspect, can be supportive for you? How can they help you take care of yourself, increase the quality of your life, strengthen your achievements? Describe the drawing using keywords.

Sit down in pairs. Show each other the drawings and share your observations, discuss with each other the powers that may bring so many benefits to your life, although considered difficult.

Sit in a circle.

How did you discover these powers? Was there a reflex to deny their existence, to keep rejecting them? Did mindfulness allow you to see the positive aspects of yourself and the possibilities hidden in the dark side of you? How, using mindfulness, can you engage valuable parts of yourself, enriching your daily life instead of pushing them away? What other aspects of you can still be activated? What benefits will you receive?

Exercise description

Participants work on self-analysis of their shadow side. They share observations in pairs, draw conclusions and then, working as the whole group in the circle, prepare general guidelines regarding their lives.

EXERCISE 3

Type of activity

Individual work, work in groups of three, work in a circle

Dividing the participants

Free

Materials

Sheets of paper and pens

Time

40 mins

Specific outcomes

- Participant embraces his or her potential to the fullest

Instruction for the participants

Think of an unresolved situation from the past. Become aware of its details, including your reasons for abandoning the solution. Then describe some of your strengths that you identify with. Draw a character that includes them.

Sit down in groups of three. The two people sitting with you are to take on the roles of your drawn characters: one from the light side and the other from the shadow side. Then they are to SCENARIO together a solution to your past situation using only the qualities on their side.

The task for you is to observe their interchange and look for inspiration in it. It is less important to actually solve the task. It's more about including both sides of you and learning how it can happen and what values might come out of it.

Let's sit in a circle.

What values can come from the inner dialogue of our light and dark sides? What is needed for it to occur? How can mindfulness support this process?

Exercise description

Participants work individually and recall an unresolved situation from the past. They draw and describe a figure embodying their bright side. They use the drawing of the dark side made in the previous exercise. They cast two people from the trio in the roles of their light and dark side of their personalities.

They observe their conversation - negotiations aiming at resolving that past situation. They use mindfulness to inspire themselves for the future to include both of their sides in the process.

MODULE

Title
Positive communication in teamwork today and tomorrow

SCENARIO

Title	
Clarity and precision in team communication	
Materials	Time
Flip chart, A4 paper, pens	At least 120 minutes

EXERCISE 1

Type of exercise	
Working in groups of three	
Dividing the participants	
Free/Counting off	
Materials	Time
Flip chart, A4 paper, pens	40 minutes
Specific outcomes	
<ul style="list-style-type: none">The participant understands that the basic prerequisite for communicating in a team is to express one's thoughts clearly and precisely.	
Instruction for the participants	
<p>Sit in groups of three. Each of you should demonstrate what they think is a prerequisite for effective communication. Write down the essence of what each of you said on one flip chart sheet divided into three parts.</p> <p>Overview: Present the results of your work. You are invited to share your observations regarding the similarities and differences in the responses of each group of three to the same question. How does effective communication relate to expressing one's thoughts? How do you express your thoughts to communicate as effectively as possible?</p>	
Exercise description	
Participants in groups of three discuss the conditions necessary for effective communication. The same topic is presented by three people, which, by design, leads to three different but close answers. They present the results of the work of their groups to the whole group. Participants observe how clarity and precision of speech affect the effectiveness of communication. Participants observe that they are a basic condition for effective communication in a team.	

EXERCISE 2

Type of exercise
Individual work

Dividing the participants	
-	
Materials	Time
Paper and pen	40 minutes
Specific outcomes	
<ul style="list-style-type: none"> Participant notices key areas of his or her own effectiveness in communicating within the team 	
Instruction for the participants	
<p>Make a self-assessment of your own clear expression of thoughts in the following aspects:</p> <ul style="list-style-type: none"> Talking about facts Talking about what you feel / about emotions Talking about aspects of your own personality Talking about needs Talking about intentions Talking about opinions <p>Rank yourself in each aspect on a scale from 1 to 5, where: 1 - minimal level, intuitive understanding 5 - expert level, high competence on the subject</p> <p>Sit in groups of three to share observations from the exercise. Each person should specify one or more area for special development of clear speech skills.</p>	
Exercise description	
Working individually, participants evaluate the effectiveness of their communication in selected key areas of teamwork. They make this evaluation based on the criteria provided by the instructor.	

EXERCISE 3

Type of exercise	
Pairwork, circle discussion, the whole group	
Dividing the participants	
Participants choose pairs according to the similarity of the colours of clothes - as similar colours and shades as possible in each pair.	
Materials	Time
Sheets of paper with sentences used in the exercise.	40 minutes
Specific outcomes	
<ul style="list-style-type: none"> Participant uses fact-based communication, understands its importance in effective team communication. 	
Instruction for the participants	
<p>Analyze the following sentences in pairs. Choose the sentences (or parts of sentences) that state the facts.</p> <ul style="list-style-type: none"> It was raining when they arrived at his wife's family home. His mother opened a jar of orange jam with a smile. He was laughing aloud while she was making funny faces. Walking barefoot in the snow is unhealthy. Any person using disposable dishes is anti-environmental. The dumbest solution to this problem was presented by Hans. 	

- On Sundays, the bells ring in churches in every city.
- Young children are incapable of proper judgment.
- Cycling is dangerous for the elderly.
- Yesterday, when he was 15 km away from his home, he caught a flat tire and was half an hour late.
- The road back to the resort was terrible in that winter blizzard.
- I don't like it when she is late; I always feel so dejected.
- I've been feeling better and my sinuses have been clear since I stopped eating cheese.
- Pedestrian crossings are safe.
- Trees produce oxygen as a product of photosynthesis.
- In recent years, about 70% of insects in Europe have been found to be extinct.
- When bees become extinct, the earth is in danger of extinction.
- There is no milk in the kitchen cupboard.
- You should have better results in completing your projects.

Present the results of your work. Let's analyze together which of the sentences are examples of talking about facts. How do they sound to you? What results do we get in our relationship with the interlocutor when we use speaking of facts? (we are perceived as precise individuals, knowing what we are talking about, we clearly formulate thoughts). What does talking about facts invite the other party to do? (to consider facts, generate solutions, make suggestions).

Exercise description

The instructor invites participants to work in pairs. Participants look at a set of provided sentences and select the sentences that include facts.

Next, working in a circle, the participants present the results of the analysis and systematize the knowledge of the values of using facts in communication, expressing thoughts.

The instructor analyses each suggestion together with the group, rejecting incorrect statements. He collects on the board the statements that include facts:

- It was raining when they arrived at his wife's family home.
- His mother opened a jar of orange jam with a smile.
- He was laughing aloud while she was making funny faces.
- Yesterday, when he was 15 km away from his home, he caught a flat tire and was half an hour late.
- I don't like it when she is late; I always feel so dejected.
- Trees produce oxygen as a product of photosynthesis.
- In recent years, about 70% of insects in Europe have been found to be extinct.
- There is no milk in the kitchen cupboard.

Working together, participants reach a conclusion regarding the value of fact-based communication and its positive aspects in team cooperation.

SCENARIO

Title	
How to express your thoughts to be understood. Avoiding mistakes in communication.	
Materials	Time
Flip chart, printouts, pens, markers	At least 120 minutes

EXERCISE 1

Type of exercise
Pairwork with a presentation for the whole group.

Dividing the participants

Participants work pairs with people whom they know better, like better or are similar to.

Materials

Short instructions on strips of paper.

Time

40 minutes

Specific outcomes

- Participants eliminate communication distractions making communication more positive and friendly.

Instruction for the participants

Working in pairs, prepare a one-minute presentation (a scene), in which one of you will be the person speaking (without a role) about his or her hobby, while the other one will have a task. This task will be to play the role of the person making mistakes in communicating with the other person, described on the drawn strip of paper. Next, change the roles and prepare another scene, from another strip.

Each pair has about 5 minutes to prepare, and then the pairs present two scenes/presentations of erroneous behaviour to the rest of the group. The task of the others is to identify the error that the presenters included in the scenes. The instructor writes down the names of the erroneous behaviour on the flip chart.

1. You keep asking questions, lots of questions - on various topics / open, closed - too many questions
2. You're listening to the participant but do not respond verbally - inconsistency of verbal and non-verbal communication
3. You're raising your voice, you are very decisive, respond with short phrases - tension
4. You require the participant to tell you something, and when he/she starts, you ask persistently - pressure
5. You're asking closed questions only - the interrogation effect
6. You're giving advice - "In this case it would be better if you..." "Do it like this..." , "You will definitely achieve it if..." - giving advice
7. You're pointing out the participant's mistakes - "You speak too quietly," "Too loud," "Unclear," "You speak unintelligibly."
8. You are talking, you are in contact with the person you are talking to, but you are fidgeting, something is absorbing you as if you were somewhere else.
9. You're comparing – "Someone else knew it, and you?" - differentiation
10. You're asking a question and answering it yourself; another question, the participant is trying to answer – you're answering for him/her – you're not waiting for an answer, no sense of involvement of the participant
11. You adopt a requesting and affectionate tone - inviting the participant to share his/her experience - taking liberties with the other person
12. 12 You are very bossy, firmly urging the participant, you're asking a question and say, "Mister/Lady, we have only two minutes to solve the problem!" - pressure

Questions to discuss the exercise:

How did communication errors on the part of the interlocutor affect you as a speaker?

How do these mistakes limit the person making them, and how do they limit the interlocutor in communicating efficiently and positively within the team?

Exercise description

Participants draw strips of paper with descriptions of the scene to be played. Working in pairs, person A and person B take turns playing the roles of the person making a mistake and the person simply saying their role, and they present the erroneous behaviour. The rest of the group is asked to guess what mistake the presenter is making.

The instructor writes down the group's suggestions (what errors in communication the participants see). The group analyses how errors in communication affect the effectiveness and efficiency of positive team communication.

EXERCISE 2

Type of exercise	
Pairwork	
Dividing the participants	
It would be best if there were the same pairs as in the previous exercise	
Materials	Time
Printouts with examples of reactions to communication errors on the part of the interlocutor	40 minutes
Specific outcomes	
<ul style="list-style-type: none"> Participants deal with negative behaviours (mistakes, distractions) on the part of the interlocutor. 	
Instruction for the participants	
<p>All the pairs re-enact their scenes at the same time (without showing them to others). When one of the participants of the pair is playing his/her role, the task of the other one is to respond with one of the following sentences (written out on a flip chart by the instructor)</p> <ul style="list-style-type: none"> Please listen to me until I finish. I don't know if you want to listen to me. I would like to finish my story. I find your behaviour disturbing. I feel irritation. I don't know if you want to listen to me, but I would like to finish my story. I find what you are doing disturbing. We agreed that you would listen to me. <p>How did the use of these sentences work on people in roles (making mistakes)? Did it restore clarity of communication between you? What would you call this group of phrases ? (expressing requests, expressing intentions, talking about emotions). In what life situations could you use them to increase the effectiveness and positive effect of your communication? In your opinion, does the use of these phrases create positive communication in teamwork?</p>	
Exercise description	
Participants in pairs re-enter the roles from the previous exercise. The exercise is performed by all pairs at the same time. Participants who do not have a role at a given moment are asked to respond with sentences provided by the instructor. They discover the possibility of restoring clarity in communication using tools such as expressing requests, expressing intentions, and talking about emotions.	

EXERCISE 3

Type of exercise	
Individual work	
Dividing the participants	
-	

Materials	Time																																														
A questionnaire printed for each participant.	40 minutes																																														
Specific outcomes																																															
<ul style="list-style-type: none"> Participants notice typical errors in their own communication; it allows them to avoid the mistakes. 																																															
Instruction for the participants																																															
<p>Work on noticing your tendency to make mistakes that block others from understanding you in everyday communication. Effective communication also depends on the condition of the recipient. When you notice the mistakes you make, you can eliminate them more easily.</p> <p>Read each statement and mark the correct answer for your own information.</p> <table border="1"> <thead> <tr> <th>Mistake</th> <th>Never</th> <th>Sometimes</th> <th>Often</th> </tr> </thead> <tbody> <tr> <td>Asking many questions in succession without listening to the answer.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Lack of non-verbal communication</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Exerting pressure</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Asking closed questions</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Answering your own questions yourself</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Excessive politeness, coyness</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Excessive authoritativeness</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pointing out mistakes to the participant</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Giving advice</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Diverting attention from the conversation</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>If there is anyone willing to share the results after answering the questions, feel free to do so. If not, I encourage you to work on eliminating those behaviours from your daily life. Finally, I invite you to write down your conclusions, your answers to the question: how does avoiding communication mistakes improve our communication in teamwork?</p>				Mistake	Never	Sometimes	Often	Asking many questions in succession without listening to the answer.				Lack of non-verbal communication				Exerting pressure				Asking closed questions				Answering your own questions yourself				Excessive politeness, coyness				Excessive authoritativeness				Pointing out mistakes to the participant				Giving advice				Diverting attention from the conversation			
Mistake	Never	Sometimes	Often																																												
Asking many questions in succession without listening to the answer.																																															
Lack of non-verbal communication																																															
Exerting pressure																																															
Asking closed questions																																															
Answering your own questions yourself																																															
Excessive politeness, coyness																																															
Excessive authoritativeness																																															
Pointing out mistakes to the participant																																															
Giving advice																																															
Diverting attention from the conversation																																															
Exercise description																																															
<p>Participants fill out a short questionnaire about communication errors to look at their own tendencies to make them. The instructor invites volunteers to share their reflections. He encourages everyone to work on avoiding those errors for positive team communication.</p>																																															

SCENARIO

Title	
Positive communication: conveying intentions in a positive way	
Materials	Time
Flip chart, A4 paper, pens	At least 120 minutes

EXERCISE 1

Type of exercise
Working in groups of three, the whole group.
Dividing the participants
Participants match according to hair length: they aim to form groups of people with short and long hair.

Materials	Time
Printouts, flip chart, markers	40 minutes
Specific outcomes	
<ul style="list-style-type: none"> Participants notice the differences in the formulation of intentions and the consequences of their occurrence 	
Instruction for the participants	
<p>Share with your group what outcome you are looking for in this workshop. In the exercise, focus on the linguistic form of the answers that appear. Note down some examples of statements about what different people care about. Feel free to give examples, I will write them down on the board. What is the linguistic format of the intention? (first person singular, use of the words "I care," "I want," "I expect," "I need," etc.). In further exercises we will look at the language of intention and the meaning of intention.</p>	
Exercise description	
<p>Working in groups of three, participants express their intentions regarding what they would like to achieve at the workshop. They write down language forms (e.g., "I would like to learn...," "I care about getting...," "What I mean is..."). The different forms used by the participants are collected by the instructor on the flip chart. At the end, he/she reads them out and titles them as "Intentions". These are working language forms for expressing intentions. We will practise and develop them later in the workshop for their inclusion as tools for efficiency and positive communication in the team.</p>	

EXERCISE 2

Type of exercise	
Working as the whole group	
Dividing the participants	
-	
Materials	Time
Printed strips with examples of intentions.	40 minutes
Specific outcomes	
<ul style="list-style-type: none"> Participant knows positive ways of expressing intentions and uses them 	
Instruction for the participants	
<p>Everyone should draw one strip with a sentence. Stand up. Meet another people in the group and read the text from the strip addressing the person you meet. The person to whom the text is directed may respond, so that a short conversation ensues. Next, the recipient turns into the sender, reading his or her text. Next, he or she moves on to the next person. Do this exercise with as many people in the group as possible. You can exchange cards from time to time.</p> <ol style="list-style-type: none"> I would like to talk to you today about.... I've come to introduce you to an idea. I want to tell you about it because it is important to me. I have important/interesting information/proposals for you today. I asked you to meet me because the deadline for a decision regarding our project is approaching. 	

6. I want to ask you today about the situation regarding the approaching deadline for the completion of a phase of our project.
7. I would like to invite you to talk about my idea.
8. I suggest that we get back to what is most important.
9. The purpose of my call is to inquire about certain facts to know how best to prepare for our meeting.
10. I am anxious to share the good news with you today.
11. In my opinion, the best option for our action today is...
12. I offer only proven solutions to my colleagues.
13. I need a conversation with you because we should look at the problem together. I have collected data and want to arrange a meeting.

Questions to discuss in the circle:

- How did you feel after the meetings?
- How did you react after hearing the text from the person you met?
- What did what you heard encourage you to do?

Expressing intentions opens up the interlocutor, and also guides the conversation. It helps express thoughts related to the topic and opens up space for them. It also strengthens the speaker in the intention related to the expressed intention and enables further development of positive team communication.

Exercise description

Participants meet in a workshop room for short exchanges in pairs. They read the text from their cards to each other, interact briefly and move on to the next person. They observe how the text from a piece of paper works on them (the intention expressed by the interlocutor); they practise positive communication - the expression of intention. Together they reflect on the value of including the speaking of intentions into the canon of positive team communication.

EXERCISE 3

Type of exercise	
Individual work, pairwork, group discussion	
Dividing the participants	
-	
Materials	Time
Sheets of paper and pens, beginnings of sentences describing intentions written on the flip chart.	40 minutes
Specific outcomes	
<ul style="list-style-type: none"> • Participant becomes aware of his or her intentions, understands their importance for positive communication in team cooperation, uses model expressions of intentions. 	
Instruction for the participants	
<p>Think about the areas which are important in teamwork. Notice what they are about, what you care about, what you would like to achieve, what you don't want, what makes you happy and want more of. Make a note of fifteen intentions covering these main areas.(e.g., "I want synergy," "I care about good relationships," "I want to learn," "I want to communicate in a positive way"). Sit in a pair and read your intentions without additional comments or discussion, just express them aloud.</p>	

Use the following beginnings of sentences:

- I need for myself
- I care about
- I want to
- It is important to me to
- I want less
- I want more
- I care about

Discussion in a circle:

What intentions have you written down?

In what team situations, for what purpose can you use them?

(to streamline communication, to be reminded of the direction of the conversation flow, for yourself - to organize your thoughts before expressing them, to ensure positive results in the team)

Exercise description

Participants notice their intentions in significant areas of their functioning in the team and write them down. Next, they read them out in pairs in order to more firmly embed the intentions in their mind. Next, the volunteers sit in a circle, read out the examples of their own intentions and share reflections on their discovery. Together they reflect on the usefulness of conscious intentions in everyday team life, especially for obtaining a positive aura of team cooperation, building a good team future.

SCENARIO

Title	
Developmental feedback in team communication	
Materials	Time
Printed strips with examples of intentions, flip chart, markers, A4 paper, pens.	At least 90 minutes

EXERCISE 1

Type of exercise	
Group work	
Dividing the participants	
-	
Materials	Time
Paper balls (20-30 pieces).	30 minutes
Specific outcomes	
<ul style="list-style-type: none"> • Participant knows the principles of effective feedback 	
Instruction for the participants	
<p>Line up in a group on one side of the workshop room. A volunteer stands on the other side of the room. He/she is given balls of paper. He/she may have a helper who passes him/her the balls. The group representative places an object on the floor in a place of his/her choice. The volunteer has three test throws with a ball to try and hit this object. Later, the volunteer stands with his or her back to the object and the people in the group. The volunteer throws balls of paper behind him/her and his/her task is to hit the object. The group supports him or her and gives hints if they choose to do so.</p>	

Questions for the group:
 How did you support the volunteer?
 What behaviours did you exhibit?
 How did you change the behaviour and why?

Questions for the volunteer:
 Which of the participants' behaviours helped you and which bothered you?
 What was too much and what was too little?
 How does constructive feedback enhance effective positive team communication?

Points to conclude:
 Information should be given as soon as possible after the behaviour.
 It should be devoid of judgments.
 It should concern behaviour.
 It should touch the core and be devoid of redundancy.
 It should reinforce what is good and correct the weaknesses.

Exercise description

The group lines up in a group on one side of the workshop room. A volunteer stands on the other side of the room. He/she is given balls of paper. He/she may have a helper who passes him/her the balls. The group representative places an object on the floor in a place of his/her choice. The volunteer has three test throws with a ball to try and hit this object. Later, the volunteer stands with his or her back to the object and the people in the group. The volunteer throws balls of paper behind him/her and his/her task is to hit the object. The group supports him or her and gives hints if they choose to do so.
 The discussion includes participants' experience and tips regarding feedback.
 Next, they look for motivation to apply it in team cooperation and building positive communication in the team.

EXERCISE 2

Type of exercise

Working in groups of three

Dividing the participants

Participants are matched according to the rule: I work with who I have worked with less so far

Materials

Paper and pen.

Time

30 minutes

Specific outcomes

- Participant can give reinforcing feedback

Instruction for the participants

Sit down in groups of three. Each of you should draw a picture on a piece of paper. In this task, neither the content nor artistic quality of the picture is important. Allow yourself to draw whatever comes to your mind.
 When everyone has drawn a picture, share how you felt while drawing. Next, focus on giving supportive feedback. Skip any negative aspects of the drawing. Reinforce anything you notice that can be supported.

Use forms:

"I like..."

"It suits me..."

"I have the impression..."

"I feel..."

"It awakens in me..." etc.

After everyone has done the exercise, share your emotions.

How did you feel getting supportive feedback?

What did you feel like doing at the time?

What changed in you when you received it?

How does constructive feedback enhance effective positive team communication?

Supportive feedback directs attention to strengths and resources. It helps you look positively at your position.

Exercise description

Participants in groups of three give each other reinforcing feedback regarding the drawing made by each participant. During the discussion, they pay attention to the effect of reinforcing feedback. Next, they look for motivation to apply it in team cooperation and build positive communication in the team.

EXERCISE 3

Type of exercise

Working in groups of three

Dividing the participants

Participants are matched according to the rule: I work with who I have worked with less so far

Materials

-

Time

30 minutes

Specific outcomes

- Participants know how to give feedback using forms of communication appropriate for feedback and avoiding mistakes

Instruction for the participants

Tell a story of your choice from your professional or private life, the course and value of which for you have difficulty evaluating (something has happened and to this day you do not know what to think about it). Describe your involvement and the role of others, as well as the situational context. Invite the other people in the group to give you feedback using the knowledge from the exercises you've done so far.

Remember to use "I" messages, the language of reinforcement and correction, and don't be afraid to share your observations based on your intuition.

What benefits have you gained from receiving feedback from the other members of your group?

Why is feedback called a gift?

Is it possible to simply ask for feedback? What does it give?

How can feedback build relationships?

To what extent do you use feedback in your life/work/team environment and what does it give you?

How does constructive feedback enhance effective positive team communication?

Exercise description

Participants in groups of three give each other balanced, clear, constructive feedback while avoiding mistakes. Next, they look for motivation to apply it in team cooperation and build positive communication in the team.

SCENARIO

Title	
Positive communication: using opinion mode; avoiding judgments.	
Materials	Time
Flip chart, markers, printouts	At least 90 minutes

EXERCISE 1

Type of exercise	
Working in groups of four	
Dividing the participants	
Counting off to 3 (with twelve people in a group)	
Materials	Time
Printed sentences to be used in groups	30 minutes
Specific outcomes	
<ul style="list-style-type: none">Participant recognizes the negative aspects of judgmental communication, understands its negative impact on team relationships, and avoids it to increase the amount of positive communication in the team.	
Instruction for the participants	
<p>Sit in mini circles of four people each. Read the sentences from the cards to each other. Notice what emotions they evoke in you, what reactions you feel like having, whether they are supportive, encouraging messages or rather the opposite. Write down your observations about how the sentences affect you.</p> <ol style="list-style-type: none">1. It won't work.2. Others do it differently.3. It is pointless.4. There is no chance.5. It's too difficult.6. It can't be done within this deadline.7. This is the best, great solution.8. It can be done better and faster.9. This proposal is not good.10. It can't be done this way.11. It's better to do it the way I say.12. It doesn't lead to anything. <p>The groups are invited to share their observations, reflections. I will write them down on the flip chart.</p> <p>What do these sentences contain? How would you call these sentences? How do they work on others, on the relationship? Do they build positive communication? Do they build positive team communication?</p> <p>Note that the use of judgments in conversational language makes it more difficult to talk, it is blocking, and may lead to the surfacing of opposites and interpersonal conflict. It is worth avoiding these linguistic forms for the sake of increasing the quality and positive nature of your expression of thoughts. The linguistic forms which may be used to replace them will be practised in the next exercise.</p>	
Exercise description	

Participants work in groups of four. They read out examples of sentences containing judgments. They note their destructive nature. They make a decision to avoid them in daily team communication.

EXERCISE 2

Type of exercise	
Working in groups of four	
Dividing the participants	
Participants work in the same groups as in the previous exercise.	
Materials	Time
Printed beginnings of statements for practice.	30 minutes
Specific outcomes	
<ul style="list-style-type: none"> Participant uses positive communication, avoids judgments, uses opinions. 	
Instruction for the participants	
<p>Use the sentences from the previous exercise as starting material. Create two examples of an alternative non-judgmental (constructive) message for each of them, with similar content, using formulas beginning with words as in the examples below:</p> <ul style="list-style-type: none"> "I have a feeling that..." "It seems to me..." "In my opinion..." "From my experience..." "The way I see it is that..." "I suggest a solution that involves..." "I see such a possibility..." "In my opinion..." <p>Write them down and prepare to present them to the others.</p> <p>After completing that task: Feel free to present the results to the group. I will collect examples on a flip chart.</p> <p>Discussion How do these examples sound to you? What emotions do they evoke? To what do they encourage? How do they support the effective expression of thoughts by those involved in the conversation? Do they build positive communication within the team?</p>	
Exercise description	
Participants create alternative message-opinions for the evaluators. They use the template provided by the instructor. They note the value of using opinions instead of evaluations for clarity and constructiveness, the effectiveness of positive team communication.	

EXERCISE 3

Type of exercise	
Individual work	
Dividing the participants	
-	

Materials	Time
Paper, Pen, flip chart, markers	30 minutes
Specific outcomes	
<ul style="list-style-type: none"> • Participant knows how to remove judgments from his or her language 	
Instruction for the participants	
<p>Notice in which areas of teamwork you use judgments. You can easily find these areas when you ask yourself, "In which relationships/topics/parts of life is it harder for me to communicate?" Write down for yourself ten examples of these on a piece of paper.</p> <p>Use the beginnings of sentences, initiating a constructive form of expression - opinions, transforming the previously used evaluations into opinions:</p> <ul style="list-style-type: none"> • "I have a feeling that..." • "It seems to me..." • "In my opinion..." • " From my experience..." • "The way I see it is that..." • "I suggest a solution that involves..." • "I see such a possibility..." • "In my opinion..." <p>Answer the questions: In which relationships will I be better understood if I remove judgments from my language? Which issues will be easier for me to deal with when I remove judgments from my language? Will it increase my positive perception by others?</p> <p>Summarizing in a circle. Volunteers take the floor. How does avoiding judgments support effective communication and expression of thoughts? What in your life could be less frequent and more common if you avoid judgments?</p>	
Exercise description	
<p>Participants make insights into the extent to which they use judgments in their own daily lives. They convert the most commonly used judgmental sentences into opinions using sentence beginnings provided by the instructor. They summarize it by noticing the value of using opinions instead of judgments, and the aspects of positive perception of the person communicating in this way by the team.</p>	

MODULE

Name
Proactivity – take matters into your own hands

SCENARIO

Name	
Everyday proactivity	
Course materials	Duration
A4 sheets, pens, flipcharts, markers	70 minutes

EXERCISE 1

Type of activity	
Discussion in pairs	
Distribution of participants	
vapor	
Materials	Duration
A4 sheets, pens	10 minutes
Detailed results	
Participants will understand what it means to be proactive, recognize their own behaviors.	
Referral for participants	
Talk in pairs and list examples of proactive actions you have taken recently.	
Description of the course of the exercise	
Participants share their experiences and then discuss what made them take the action.	

EXERCISE 2

Type of activity	
group work, poster creation	
Distribution of participants	
Three	
Materials	Duration
flipchart cards, markers	20 minutes
Detailed results	
Participants will see how proactivity affects everyday situations.	
Referral for participants	

In threes, prepare a poster on which you will present situations in which proactivity could be helpful.

Description of the course of the exercise

Participants work together to create a poster, coming up with different scenarios in which proactivity can be useful.

EXERCISE 3

Type of activity

Group discussion

Distribution of participants

whole group

Materials

lack

Duration

20 minutes

Detailed results

Participants will understand how a change of perspective can affect their proactivity.

Referral for participants

Let's analyze the situations from the posters together. What are the alternative ways to respond to these situations?

Description of the course of the exercise

Participants analyze and discuss situations from posters, suggesting alternative solutions and strategies.

EXERCISE 4

Type of activity

individual work

Distribution of participants

Individually

Materials

A4 sheets, pens

Duration

20 minutes

Detailed results

Participants will create a plan to improve their proactivity.

Referral for participants

Write a plan for how you would like to increase your proactivity in the future. List the specific actions you intend to take.

Description of the course of the exercise

Each participant writes an individual plan, outlining the actions they intend to take to be more proactive.

SCENARIO

Name	
Proactivity as a driver of change	
Course materials	Duration
A4 sheets, pens, cards with scenarios (prepared by the lecturer)	80 minutes

EXERCISE 1

Type of activity	
Discussion in pairs	
Distribution of participants	
vapor	
Materials	Duration
A4 sheets, pens	15 minutes
Detailed results	
Participants will understand the difference between proactivity and reactivity.	
Referral for participants	
In pairs, discuss the difference between a proactive and reactive approach to the situation. Prepare a list of characteristics for both of these attitudes.	
Description of the course of the exercise	
Participants share their thoughts and then create lists of characteristics of proactive and reactive behavior.	

EXERCISE 2

Type of activity	
Recreating scenes	
Distribution of participants	
groups of three	
Materials	Duration
cards with scenarios (prepared by the lecturer)	30 minutes
Detailed results	
Participants will learn to recognize proactive and reactive behaviors in practice.	
Referral for participants	
Recreate the scene you received on the card. Try to show both proactive and reactive attitudes.	

Description of the course of the exercise

Groups replay their assigned scenes, trying to illustrate as much as possible the difference between proactive and reactive attitudes.

Scene 1: "Problem with the project at school"

We assume that a group of students has a problem with the project they have to prepare for the next week. One of the students does not do his part, which causes the entire project to be delayed.

Scene 2: "Cleaning the house"

The siblings aim to clean the house before guests come. One of them takes the initiative and divides the tasks, while the other waits for instructions.

Scene 3: "Preparing the presentation"

Students work on a presentation for the lesson. One of them proactively seeks information and ideas, while others wait for ready-made solutions.

Scene 4: "Planning a trip"

A group of friends is planning a weekend trip. One of them proactively proposes places to visit and activities to do, while others wait for ready-made proposals.

Scene 5: "Organization of the party"

A group of teenagers is planning to organize a party. One takes responsibility for providing music and snacks while others wait to see what happens.

EXERCISE 3

Type of activity	
group discussion	
Distribution of participants	
whole group	
Materials	Duration
lack	15 minutes
Detailed results	
Participants will be able to analyze and discuss proactive and reactive behaviors.	
Referral for participants	
Let's discuss the scenes presented together. What proactive and reactive behaviors have you noticed?	
Description of the course of the exercise	
Participants discuss the scenes, pointing out proactive and reactive moments.	

EXERCISE 4

Type of activity
individual work

Distribution of participants	
Individually	
Materials	Duration
A4 sheets, pens	20 minutes
Detailed results	
Participants will learn to create action plans to increase their proactivity.	
Referral for participants	
Based on previous discussions and scenes, think about your approach to proactivity. Create a plan in which you write down specific actions you can take to become more proactive in your life. This may include relationships, decisions, career goals, social activities, or other areas you deem relevant.	
Description of the course of the exercise	
Participants individually create action plans that will help them increase their proactivity. After finishing work on the plans, participants can share their ideas and strategies with the rest of the group if they wish. This exercise helps participants see how they can apply proactivity to specific aspects of their lives and what steps they can take to become more proactive.	

SCENARIO

Name	
Proactive in problem solving	
Course materials	Duration
A4 sheets, pens, flipcharts, markers	70 minutes

EXERCISE 1

Type of activity	
Discussion in pairs	
Distribution of participants	
vapor	
Materials	Duration
A4 sheets, pens	15 minutes
Detailed results	
Participants will learn how to define a problem and what roles proactivity plays in the process.	
Referral for participants	
In pairs, define the problem you have encountered recently. Discuss how a proactive approach could help solve it.	

Description of the course of the exercise	
Participants share their experiences and discuss how proactivity could help in coping with problems.	

EXERCISE 2

Type of activity	
working in groups, creating mind maps	
Distribution of participants	
Three	
Materials	Duration
flipchart cards, markers	25 minutes
Detailed results	
Participants will learn how to use the mind map to analyze a problem and look for proactive solutions.	
Referral for participants	
In threes, create a mind map about the selected problem. Try to indicate different possibilities of action.	
Description of the course of the exercise	
Participants create a mind map, reflecting on the possibilities of action and possible effects.	

EXERCISE 3

Type of activity	
group discussion	
Distribution of participants	
whole group	
Materials	Duration
lack	15 minutes
Detailed results	
Participants will learn to analyze problems and consider proactive solutions.	
Referral for participants	
Let's discuss mind maps created together. What proactive solutions have you found?	
Description of the course of the exercise	
Participants discuss their mind maps, pointing out proactive solutions to problems.	

EXERCISE 4

Type of activity	
individual work	
Distribution of participants	
Individually	
Materials	Duration
A4 sheets, pens	15 minutes
Detailed results	
Participants will create a concrete action plan to help them become more proactive.	
Referral for participants	
As you reflect on what we have discussed and learned today, create a plan of action that will help you become more proactive in your daily life. Think of specific steps you can take and write them down on your paper.	
Description of the course of the exercise	
Participants work individually, reflecting on their current level of proactivity and identifying areas where they can be more proactive. They then create a concrete action plan, describing the specific steps they intend to take to increase their proactivity. Upon completion, each participant has the opportunity to share their plan with others if they wish. This plan can be used as a tool to track progress and motivate you to further develop proactivity.	

SCENARIO

Name	
Proactive in decision-making	
Course materials	Duration
A4 sheets, pens, cards with scenarios (prepared by the lecturer)	70 mins

EXERCISE 1

Type of activity	
Discussion in pairs	
Distribution of participants	
vapor	
Materials	Duration
A4 sheets, pens	10 minutes
Detailed results	
Participants will learn how different types of decisions may require different levels of proactivity.	
Referral for participants	
In pairs, think about the different decisions you have made in the past. Were they proactive or reactive? Discuss the differences.	
Description of the course of the exercise	

Participants share their experiences by discussing different types of decisions and how they were made.

EXERCISE 2

Type of activity	
Recreating scenes	
Distribution of participants	
Groups of three	
Materials	Duration
cards with scenarios (prepared by the lecturer)	30 minutes
Detailed results	
Participants will learn how proactivity affects the decision-making process.	
Referral for participants	
Recreate the scene you received on the card. Try to show proactive and reactive decision-making.	
Description of the course of the exercise	
<p>Groups replay their assigned scenes, illustrating the difference between proactive and reactive decision-making.</p> <p>Scene 1: "Selection of school subjects" In this scene, a group of students must decide what subjects to choose for the final year of school in order to best prepare for their future career. One of them proactively explores different options, talks to counselors and plans a path while other students wait for the last minute or decide on subjects that their friends choose.</p> <p>Scene 2: "Organizing a birthday party" A group of friends wants to organize a surprise party for another friend. One of them proactively creates a plan, decides on the theme of the party, the place, the guests and the food, while other friends simply agree with his ideas without getting involved in the planning.</p> <p>Scene 3: "Group project at school" A group of students is given the task of creating a project at the end of the semester. One student proactively proposes a topic, arranges group meetings, and divides assignments, while other students simply do what they are assigned without much commitment.</p> <p>Scene 4: "Holiday job" Students plan what they will do during the holidays. One of them proactively looks for a job to gain experience and earn some money, while others wait until the last minute or plan to just relax.</p> <p>Scene 5: "Help in the community" In the school community, there is a need for volunteers to help with a local project. One student proactively decides to help and gets involved in the project, while others wait to be asked or don't get involved at all.</p>	

EXERCISE 3

Type of activity
group discussion

Distribution of participants	
whole group	
Materials	Duration
lack	15 minutes
Detailed results	
Participants will be able to analyze and discuss proactive and reactive decision-making.	
Referral for participants	
Let's discuss the scenes presented together. What proactive and reactive decisions have you noticed?	
Description of the course of the exercise	
Participants discuss the scenes, pointing out proactive and reactive moments.	

EXERCISE 4

Type of activity	
individual work	
Distribution of participants	
Individually	
Materials	Duration
A4 sheets, pens	15 minutes
Detailed results	
Participants will learn to create decision-making plans that they will use in their daily lives.	
Referral for participants	
Based on today's discussions and exercises, think about what decisions you need to make in the near future. These can be big decisions, like choosing a school, or small ones, like planning your time. Create a plan that records these decisions, the steps you plan to take to make them, and what resources can help you.	
Description of the course of the exercise	
Participants individually create decision plans, identifying the decisions they need to make, potential steps to make those decisions, and resources that can help them. At the end of the exercise, participants can share their plans with others if they wish. This activity helps participants understand how to be proactive in making decisions and planning actions.	

SCENARIO

Name	
Proactivity in building relationships with others	
Course materials	Duration
A4 sheets, pens, cards with scenarios (prepared by the lecturer)	70 minutes

EXERCISE 1

Type of activity	
Discussion in pairs	
Distribution of participants	
vapor	
Materials	Duration
A4 sheets, pens	15 minutes
Detailed results	
Participants will learn to analyze their relationships in terms of proactivity.	
Referral for participants	
In pairs, discuss your relationships with friends, family, teachers. Where have you been proactive in these relationships?	
Description of the course of the exercise	
Participants discuss their relationships, noting the times when they were proactive.	

EXERCISE 2

Type of activity	
Recreating scenes	
Distribution of participants	
groups of three people	
Materials	Duration
cards with scenarios (prepared by the lecturer)	30 minutes
Detailed results	
Participants will learn how proactivity affects building and maintaining relationships.	
Referral for participants	
Recreate the scene you received on the card. Try to show proactive and reactive behaviors in relationships.	
Description of the course of the exercise	
<p>Groups replay their assigned scenes, illustrating the difference between a proactive and reactive approach to relationships.</p> <p>Scene 1: "Conflict resolution" In this scene, two friends have a conflict. One of them proactively takes steps to solve the problem by proposing a meeting, while the other waits for the situation to resolve itself.</p> <p>Scene 2: "Organization of a social event" A group of friends wants to organize a social event. One of them proactively takes on the role of leader, schedules meetings, delegates tasks, while others wait for instructions.</p>	

Scene 3: "Support for a friend in need"

One of the students is having a difficult time - he has problems at home. One of his friends proactively offers support, offering to help with learning, giving space to talk, while other friends don't know how to react.

Scene 4: "Starting a new project"

A new project appears in the classroom. One student proactively forms a project group, decides on a topic, and organizes meetings while other students wait to be assigned to groups.

Scene 5: "Establishing new relationships"

Students go on a school trip, during which they have the chance to meet students from other classes. One student proactively makes contacts while others wait for someone to approach them.

EXERCISE 3

Type of activity	
group discussion	
Distribution of participants	
whole group	
Materials	Duration
lack	15 minutes
Detailed results	
Participants will be able to analyze and discuss proactive and reactive behaviors in relationships.	
Referral for participants	
Let's discuss the scenes presented together. What proactive and reactive behaviors have you noticed in relationships?	
Description of the course of the exercise	
Participants discuss the scenes, pointing out proactive and reactive moments.	

EXERCISE 4

Type of activity	
individual work	
Distribution of participants	
Individually	
Materials	Duration
A4 sheets, pens	10 minutes
Detailed results	
Participants will create a plan that will help them be more proactive in building and maintaining relationships.	

Referral for participants

Think about your relationships – with family, friends, teachers. In what areas can you be more proactive? Is it by expressing gratitude more often, initiating meetings, or actively listening? Write down on a piece of paper at least three specific steps you plan to take to improve your relationships.

Description of the course of the exercise

Participants work individually, identifying areas in their relationships where they can be more proactive. They then create a plan in which they write down the specific steps they intend to take to be more proactive in their relationships. Once finished, participants can share their plan with the group if they wish.

MODULE

Title
Working with stress and negative emotions

SCENARIO

Title	
Expressing emotions and difficulties, recognizing messages related to emotions produced by others.	
Materials	Time
Flip chart, pens, A4 paper	At least 30 minutes

EXERCISE 1

Type of activity	
Working in groups of three	
Dividing the participants	
Free	
Materials	Time
A piece of paper with a story for each group.	30 minutes
Specific outcomes	
<ul style="list-style-type: none">Participant recognizes emotional components manifested in communication	
Instructions for the participants	
<p>Read the story in your groups of three. Analyze it for the presence of the language of emotions in it.</p> <p>Notice which phrases and descriptions include emotions. What types of communication (pre-define them) about emotions are included in the stories. What emotions are not explicitly named here?</p> <p>Story 1 "You're pissing me off," she exclaimed loudly. She leaned her body toward him and gave him a menacing look. "I've had enough of you," she shouted, looking meaningfully at the door. "I can't stand your constant chatter about nothing. Go away if you want. Take your stuff and get out of here." He looked at the floor and then at her, then at the door again. "It makes me sad to hear this from you. When you scream like that, I get a little scared of what I'm about to hear. I also feel angry when you yell just because I talk too much. I like to talk; I also simply want to tell you about my day. Maybe if it makes you so angry, then leave yourself. I won't stand for your yelling. No one around here yells like you do at 7 in the morning."</p> <p>Story 2 He was happy to see her. Tears glistened in his eyes. He took the bag from her and gave her a hand to jump off the train more easily. She looked at him with joy. They hugged each other. "I'm happy to see you. I missed you. I was already afraid that you wouldn't come now, and yet we were so looking forward to it. And with the last breakup we had a lot of sadness, tears, dilemmas whether we will be able to meet now. Let's have a cup of tea, there is such a nice cafe nearby, I like to sit there. You will probably like it. They serve delicious tea from Ceylon there."</p>	

"You know, I don't want to go anywhere right now. I'm tired and need to get some sleep. I'm tired of this trip. I don't want tea or to go to a coffee shop. Let's go home quickly."

The groups are invited to share their observations. What emotional phrases have you noticed? What emotions are not expressed in the stories? What effect do these messages have on the interlocutors? To what extent do emotions support/hinder clear expression?

Emotions make it difficult to express thoughts clearly. Emotions have priority in the neurological system and they have priority in engaging us. If, in addition, if they are not properly expressed or not expressed at all, they can cause significant difficulties in the clear expression of thoughts.

We will talk more about the constructive and destructive examples of communicating emotions in the next exercise.

Exercise description

Participants in groups of three read one version of a story of two people. The task is to point out emotional expressions/sentences and to indicate the emotions which are present in the stories but which are not clearly expressed. Working in your groups, you will use the emotion wheel model containing five main emotions: anger, joy, sadness, fear, disgust, as well as emotions derived from them. See below the marked sentences containing emotions (Emotions not expressed are in brackets):

"You're pissing me off," she exclaimed loudly. She leaned her body toward him and gave him a menacing look. (anger)

"I've had enough of you," she shouted, looking meaningfully at the door. **"I can't stand your constant chatter about nothing. Go away if you want. Take your stuff and get out of here."**

He looked at the floor and then at her, then at the door again. (fear, sadness)

"It makes me sad to hear this from you. When you scream like that, I get a little scared of what I'm about to hear. I also feel angry when you yell just because I talk too much. I like to talk; I also simply want to tell you about my day. Maybe if it makes you so angry, then leave yourself. I won't stand for your yelling. No one around here yells like you do at 7 in the morning." (anger)

He was happy to see her. Tears glistened in his eyes. He took the bag from her and gave her a hand to jump off the train more easily. She looked at him with joy. They hugged each other.

"I'm happy to see you. I missed you. I was already afraid that you wouldn't come now, and yet we were so looking forward to it. And with the last breakup we had a lot of sadness, tears, dilemmas whether we will be able to meet now. Let's have a cup of tea, there is such a nice cafe nearby, I like to sit there. You will probably like it. (joy, love) They serve delicious tea from Ceylon there." (hope)

"You know, I don't want to go anywhere right now. I'm tired and need to get some sleep. I'm tired of this trip. I don't want tea or to go to a coffee shop. Let's go home quickly." (anger, impatience)

EXERCISE 2

Type of activity	
Working in the same groups of three as in the previous exercise	
Dividing the participants	
-	
Materials	Time
Paper and pen	30 minutes

Specific outcomes	
<ul style="list-style-type: none"> Participant recognizes destructive emotional messages; uses assertive communication to restore constructive communication. 	
Instructions for the participants	
<p>Go back to the emotional messages of a destructive nature collected in the previous task. What are their characteristics? (judgment, statement, aggression). In your opinion, which of them are they? Find them in the stories.</p> <p>"You're pissing me off," "I've had enough of you," "I can't stand your constant chatter about nothing. Go away if you want. Take your stuff and get out of here." "Maybe if it makes you so angry, then leave yourself. I won't stand for your yelling. No one around here yells like you do at 7 in the morning."</p> <p>Which emotional messages in these stories are more constructive and why? (first person singular, "I" message, talking to someone about your emotions)</p> <p>"It makes me sad to hear this from you. When you scream like that, I get a little scared of what I'm about to hear. I also feel angry when you yell just because I talk too much. I like to talk; I also simply want to tell you about my day." He was happy to see her. Tears glistened in his eyes. "I'm happy to see you. I missed you. I was already afraid that you wouldn't come now, and yet we were so looking forward to it. "You know, I don't want to go anywhere right now. I'm tired and need to get some sleep. I'm tired of this trip. I don't want tea or to go to a coffee shop. Let's go home quickly."</p> <p>So, what are the linguistic characteristics of these constructive messages expressing emotions? What is the impact of talking about oneself, one's emotions, on emotions and related tensions and stress? What action supporting coping with emotions and stress have you noticed?</p>	
Exercise description	
<p>Participants in groups of three pick out from the stories the examples of destructive and constructive ways of talking about emotions. Working together and considering communication about emotions, they decide what determines whether a message is hurtful and destructive or uplifting and constructive</p> <ul style="list-style-type: none"> - communication using the first person singular, - talking about emotions - speaking to someone by referring to their behaviour 	

EXERCISE 3

Type of activity	
Working as the whole group.	
Dividing the participants	
-	
Materials	Time
Printouts of examples from the exercise	30 minutes
Specific outcomes	
<ul style="list-style-type: none"> Participant uses constructive communication that includes emotions. 	

Instructions for the participants

nr	Destructive	Constructive
1	You are pissing me off with your talking.	I feel anger, you talk a lot.
2	Take away your stuff.	I get irritated at the sight of your scattered things.
3	You're creating chaos in this room.	I get angry when you bring chaos into the room.
4	You make me feel bad, you never listen.	I feel bad when you don't listen.
5	You always must know better.	I get frustrated when you want to know everything.
6	You never wash the dishes.	I feel irritated when you don't wash the dishes.
7	You don't know anything and you're being a smartass.	I'm afraid you'll always be smarting off, even though you don't know. I feel anger.
8	Give me a break, I know it.	I feel angry, I feel I'm being lectured. I know it.
9	I've had enough of you.	I'm frustrated. I want to be alone.
10	Let it end already, it's your fault.	I feel anger when you keep doing this. I want to change something.
11	I don't know what to do anymore, you're pissing me off. Go away.	I am helpless and angry. I want to be left alone.
12	I have to get away, it's not for me.	I am afraid. I wanted things to be different.

What will your work and your life look like when you use this kind of messages to convey your emotions? (there will be more balance which will make it easier for me to convey my thoughts clearly; I will have better relationships)

How does expressing emotional states affect you? (it helps to present thoughts clearly)

Exercise description

Participants are given strips of paper with examples of destructive emotional messages and are to turn them into corresponding examples of constructive communication following the rules:

- communication in the first person singular,
- talking about emotions
- talking to someone by referring to their behaviour

Examples of correct solutions:

- I feel anxiety when you shout.
- I feel sad because of your refusal.
- I get angry when you change your mind while we work together.

SCENARIO

Title	
Dealing with negative emotions - expressing needs	
Materials	Time
Flip chart, markers, pens, paper, printouts for exercises.	90 minutes

EXERCISE 1

Type of activity	
Working in groups of three, working in a circle.	
Dividing the participants	
Participants are matched according to hair length: they aim to form groups of people with short and long hair.	
Materials	Time
Stories from the emotions exercise	30 minutes
Specific outcomes	
<ul style="list-style-type: none">Participant knows how to express his or her needs, uses communication of needs as a way to reduce stress and reduce negative emotions.	
Instructions for the participants	
<p>Read the stories again. Think about what needs are hidden behind the emotions in these stories. Name those needs. Allow yourself to write more needs following what your intuition tells you. Prepare lists of needs to be presented for other participants and the instructor.</p> <p>"You're pissing me off," she exclaimed loudly. She leaned her body toward him and gave him a menacing look. (anger) (the need for peace, lack of tension)</p> <p>"I've had enough of you," she shouted, looking meaningfully at the door. "I can't stand your constant chatter about nothing. Go away if you want. Take your stuff and get out of here." (the need for less stimulus, silence, time for yourself).</p> <p>He looked at the floor and then at her, then at the door again. (fear, sadness) (the need for clarity in relationship, the need for intimacy)</p> <p>"It makes me sad to hear this from you. When you scream like that, I get a little scared of what I'm about to hear. (the need for acceptance, self-expression)</p> <p>I also feel angry when you yell just because I talk too much. I like to talk; I also simply want to tell you about my day. (the need to reduce tension by talking)</p> <p>Maybe if it makes you so angry, then leave yourself. I won't stand for your yelling. No one around here yells like you do at 7 in the morning." (anger) (the need for security, the need to belong)</p> <p>He was happy to see her. (the need to meet, to be close, to belong)</p> <p>Tears glistened in his eyes. He took the bag from her and gave her a hand to jump off the train more easily. She looked at him with joy. They hugged each other. (the need to be in a relationship, the need for tenderness)</p> <p>"I'm happy to see you. I missed you. I was already afraid that you wouldn't come now, and yet we were so looking forward to it. (the need to meet, the need for joy, satisfaction in the relationship)</p> <p>And with the last breakup we had a lot of sadness, tears, dilemmas whether we will be able to meet now. (the need for security, the need to be with each other in peace)</p> <p>Let's have a cup of tea, there is such a nice cafe nearby, I like to sit there. (the need for pleasure, good mood, peace and quiet)</p> <p>You will probably like it. (joy, love) (the need to fulfil your desires)</p>	

They serve delicious tea from Ceylon there." (hope) (the need for positive experiences)
"You know, I don't want to go anywhere right now. (the need for rest, peace, gathering some strength, safety)
I'm tired and need to get some sleep. I'm tired of this trip. (the need to be at home)
I don't want tea or to go to a coffee shop. Let's go home quickly." (anger, impatience) (the need for quick gratification, focus on the goal)

What needs were not expressed in these scenes? (Collect the results of the group's work, present the version from brackets)

How can the expression of needs affect stress reduction and dealing with emotions? (increases efficiency and clarity, speed)

What might have been the results if needs had been expressed right away? (the speed of communication, setting boundaries, meeting needs)

Exercise description

Participants analyse familiar scenes for expressed/unexpressed needs. The groups of three present to the whole group the needs that participants noticed in the scenes; they discuss the value of expressing needs in coping with stress and emotions. They discover the connection between difficult emotions and stress and unexpressed needs.

EXERCISE 2

Type of activity

Vapor

Dividing the participants

Participants match up to work with people other than those in groups of three from the previous exercise

Materials

Flip chart, pens, A4 paper

Time

30 minutes

Specific outcomes

- Participant knows how to formulate messages expressing needs, understands how such communication prevents the occurrence of difficult emotions in relationships, how it reduces stress.

Instructions for the participants

Each pair should prepare six examples of messages expressing needs based on the stories from the previous exercise. Use the beginnings of the sentences I'm going to provide.

- "I need..."
- "Please,..."
- "I want..."
- "I would like to..."
- "I'd prefer..."
- "It will do me good..."
- "I would feel best..."
-

Present the results of your work to the others. I will write down some examples on the flip chart (those that differ from the others).

What do we gain by expressing needs? (more clarity, closeness and order in relationships)

Why can it be concluded that the expression of needs increases the effectiveness of communication and, consequently, reduces the level of emotional tension and stress?

How can you use this knowledge in your professional relationships?

Exercise description

The group prepares some examples of statements capturing the needs behind the emotions based on the stories. Next, they look at the importance of communicating needs in reducing stress and emotional tension.

EXERCISE 3

Type of activity

Vapor

Dividing the participants

Working with people with whom participants have worked less often during the previous exercises

Materials

A4 paper, flip chart, markers

Time

30 minutes

Specific outcomes

- Participant knows how to take care of the needs of others in relationships.

Instructions for the participants

Prepare a short scene in which you, as people who know each other and have some kind of relationship (personal, professional), discover your needs. For example, when you need to buy a new car, or change the way your team functions. Person A expresses himself or herself (as in the stories) in an emotional way, person B asks about the needs and talks about his or her own needs:

"I think we should buy a new car. This one is simply too old and I'm sick of it."

"Ok, and what do you need most now that you've noticed it?" (getting to the needs)

"I need a faster and more comfortable ride to work."

"Ok. I understand However, I don't have time to talk about it now, I need to work on some task. Can we talk about it later?"

After preparing the scenes, the pairs present them to the others.

How did asking about needs work?

How did talking about needs work?

Can talking about needs reduce emotional tension and reduce stress?

In what situations from your life or work can you use this knowledge and this ability to speak about your needs? How does this skill affect your ability to cope with stress and difficult emotions?

Exercise description

Participants present a scene describing talking about needs. They build on stories from previous exercises. They present them to the whole group and develop the ability to talk about needs as well as to ask about needs. They notice the connection between talking about needs and coping with stress and difficult emotions. They adapt this ability to their professional and personal life.

SCENARIO

Title

Dealing with stress and emotions using breathing exercises and visualization

Materials

Flip chart, markers, paper, pens. Optionally: blanket, mat, meditation cushion or chair.

Time

90 minutes

EXERCISE 1

Type of activity	
Individual work	
Dividing the participants	
-	
Materials	Time
Optionally: blanket, mat, meditation cushion or chair.	20 minutes
Specific outcomes	
<ul style="list-style-type: none"> Participant uses diaphragmatic breathing as a way to reduce stress and difficult emotions 	
Instructions for the participants	
<p>Place your hand on your abdomen under the rib line. Inhale while observing if the abdomen rises. If it does, it's good. If it doesn't, then look for a breathing mode to activate this movement. When all of you have mastered this mode of breathing, we will move on. Straighten your back, you can close your eyes. You can think of any things. Breathe in the following way:</p> <ul style="list-style-type: none"> - draw in air through your nose, - exhale through your mouth, - at the end of each inhaled breath, hold it and then exhale, - do not breathe deeper than usually, - focus your attention on how air enters through your nose and exits through your mouth; keep your attention on how your abdomen rises and falls; count your breaths. <p>Do such ten breaths or finish the exercise when I give the signal. It is especially important not to breathe very deeply (much more deeply than usually). After the signal (10 breaths) slowly proceed to your normal breathing.</p> <p>Sit in a circle. What impressions did you have while practicing diaphragmatic breathing? What specific changes do you notice in your body, thinking, emotions? How can these changes be described (calming, soothing, contact with yourself, relief, lightness, freedom) ? How can this practice work in stressful, emotional situations? (reduction) In what situations can you use this practice?</p>	
Exercise description	
Participants perform diaphragmatic breathing under the guidance of the instructor. This is individual work. Next, in a circle, they analyze the results, observe the changes in how they feel that the practice caused. They draw conclusions regarding the application of this practice in their life and work to reduce stress and emotional tension.	

EXERCISE 2

Type of activity	
Individual work, working in a circle	
Dividing the participants	
-	
Materials	Time
Optionally: blanket, mat, meditation cushion or chair.	30 minutes

Specific outcomes	
<ul style="list-style-type: none"> Participant uses the practice of visualizing his or her safe place in situations of stress and difficult emotions 	
Instructions for the participants	
<p>Sit on a cushion, (blanket, chair). Straighten your back, take three deep breaths and relax. Think back to any occasion when you felt safe, relaxed, calm, happy. Recall as many details of that moment in your life as possible. Where was it, who was there, what was the atmosphere like, what were the sounds, colours, smells, what were you doing, what were you not doing, how were other people behaving, or maybe there was nobody there? Notice those circumstances and the accompanying mood. Let yourself now go there in your imagination. Take part in the event again. Experience that feeling again. Enter that state and consciously experience it again; if possible, more intensely. Experience the change in your breathing, your emotions, your thoughts. Be there. After a few minutes of being in your safe place like that, when you have established this state within yourself, open your eyes and return to the current situation while maintaining this positive inner state. Open your eyes.</p> <p>Sit in a circle. What impressions did you have while practicing visualising? What specific changes do you notice in your body, thinking, emotions? How can these changes be described (calming, soothing, contact with yourself, relief, lightness, freedom) ? How can this practice work in stressful, emotional situations? (reduction) In what situations can you use this practice? Keep a description of your safe place in mind for yourself. Move there and invoke this empowered state of your body and emotions when you need it.</p>	
Exercise description	
<p>Participants practise visualising their safe place under the guidance of the instructor. This is individual work. Next, in a circle, they analyze the results, observe the changes in how they feel that the practise caused. They make conclusions regarding the application of this practice in their life and work to reduce stress and emotional tension.</p>	

EXERCISE 3

Type of activity	
Individual work, vapor, working in a circle	
Dividing the participants	
-	
Materials	Time
Paper, pens	30 minutes
Specific outcomes	
<ul style="list-style-type: none"> Participant uses stress reduction practice 	
Instructions for the participants	
<p>Take a piece of paper and describe a stressful, emotional situation that once caused you difficulty. Analyze it again and write down some (at least 5) main ideas regarding the situation, the people involved and you in particular. Next, read the description and ideas to the person working with you in a pair.</p> <p>Together, answer the question whether it is true or false, questioning the ideas describing the situations. Be analytical and do not hesitate to question the validity of the ideas. At the end, the person describing can decide whether it is true or false. However, his or her task is to allow himself/herself to consider the possibility that it is false.</p>	

Sit in a circle.
 What impressions did you have while practising this analysis?
 What specific changes do you notice in your body, thinking, emotions?
 How can these changes be generalized (releasing tension, relief)?
 How can this practice work in stressful, emotional situations? (reduction)
 In what situations can you use this practice?
 What does this practice require of you to bring relief? (distance, ability to challenge your own ideas).

Exercise description

Participants write on sheets of paper the thoughts that accompany them in stressful situations. They read them out to their partners. Together, they consider whether the thoughts are true or false. They analyze the effect of stating the false nature of stressful thoughts on reducing internal difficulties caused by stress and emotional tensions.

SCENARIO

Title	
Reduction of stress and emotional situations that cause tension	
Materials	Time
Paper, flip chart, pens Optionally: Blanket, mat, meditation cushion or chair	90 minutes

EXERCISE 1

Type of activity	
Individual work, working in a circle	
Dividing the participants	
-	
Materials	Time
Paper, pens Optionally: Blanket, mat, meditation cushion or chair	30 minutes
Specific outcomes	
<ul style="list-style-type: none"> Participant notices the possibility of reducing stress by consciously, symbolically releasing it. 	
Instructions for the participants	
<p>Write down on sheets of paper a minimum of five thoughts that arise when you are in a stressful, emotional situation. Be honest with yourself. We will not read them aloud, in front of others. Read them in concentration. Next, consciously, with as much momentum as possible, crumple that piece of paper into a ball. Next, unroll it and, putting as much energy as possible, shred it into as small pieces as possible. Perform these actions allowing yourself to release tension. Allow yourself to make sounds and even scream.</p> <p>Sit in a circle. What emotions were you experiencing while writing those thoughts? How did your state change when you read them with attention?</p>	

How did your state change when you destroyed the pages giving this behaviour a lot of momentum?
 Does this type of practice have a stress-reducing effect?
 In what situations can you perform it?
 What benefits can it bring?

Exercise description

Participants write down on sheets of paper examples of thoughts that appear in their minds in stressful and emotional situations. Next, they destroy the cards allowing themselves to vent their emotions. They observe the effect of this behaviour on reducing stress and reducing difficult emotions.

EXERCISE 2

Type of activity

Working in groups of three

Dividing the participants

Free choice

Materials

Paper, pens

Time

30 minutes

Specific outcomes

- The participant SCENARIOs an action to resolve a stressful situation

Instructions for the participants

Sit down in groups of three. Each of you should write down an example of a stressful situation from your life. Next, work in the following sequence:

- one person reads his or her description of a stressful situation,
- the other people brainstorm solutions, a minimum of 15 (we do not evaluate the ideas, they can go beyond the traditional understanding of problem solving, they can be creative, unconventional, paradoxical); write down the solutions on a separate sheet of paper.
- the person who has just read the description of the stressful situation chooses a minimum of three solutions, the others help him to create mini scenarios for solving the problem; it is possible to move away from the situation presented by of the first person,
- the author of the situation notices a change in his or her emotional state (change of emotions, reduction of stress)

Sit in a circle.

How did it affect you when you were looking for solutions, generating scenarios to improve your situation?

How does the state (stress/emotions) change by just sharing the difficulty with others, listening to their advice, looking for solutions together (relief, reduced focus on the difficulty).

Do solutions have to be entirely realistic to change our emotions, reduce stress?

Does undertaking solution SCENARIOing for demanding situations in itself have an impact on reducing the difficulties associated with them?

In what areas of your life and work can you SCENARIO solutions instead of being stressed?

What benefits will you gain?

Exercise description

Participants work in fours on creating solutions to stressful and emotionally demanding situations. They discover that SCENARIOing solutions in itself results in stress reduction and reduced emotional intensity.

EXERCISE 3

Type of activity	
Vapor	
Dividing the participants	
Free, by counting off	
Materials	Time
-	30 minutes
Specific outcomes	
<ul style="list-style-type: none"> Participant knows how to reach for unconscious possibilities to solve stressful and emotional situations 	
Instructions for the participants	
<p>Sit down in pairs. Each person writes down briefly a situation from his or her life, one that he or she finds stressful, emotional, and that he or she doesn't know how to handle at first glance. The partner tells him or her, "Think of an example of a person you know who has the skills to solve difficulties and describe what she would do in this situation. Now, adapt this solution to your abilities, SCENARIO to use this inspiration in your life."</p> <p>Repeat this process by swapping roles.</p> <p>Sit in a circle.</p> <p>How did the discovery of the potential solution of your people with strong character work for you? To what extent did they turn out to be feasible for you? Does simply seeing this possibility already reduce stress and lower the intensity of emotions?</p> <p>In which real life situations you can apply this solution?</p>	
Exercise description	
Participants discover opportunities for active solutions to difficulties through inspiration from familiar people with strong character. They learn about the potential for stress reduction by seeing opportunities outside their current perception of solutions.	

SCENARIO

Title	
Reducing stress and difficult emotions	
Materials	Time
Optionally: cushions, rollers, yoga blankets	90 minutes

EXERCISE 1

Type of activity	
Individual work	
Dividing the participants	
-	
Materials	Time
Optionally: blanket, mat, meditation cushion or chair	30 minutes

Specific outcomes
<ul style="list-style-type: none"> The participant uses the method of shifting attention as a tool to reduce stress and emotional tension
Instructions for the participants
<p>Sit on cushions (chairs, blankets), straighten your spine. Take a few deep breaths. Relax your body and mind.</p> <p>Focus all your attention on your body. Notice the pleasant places, notice the emotions present: anger, joy, sadness, fear. Notice the pressure of the floor, the pressure of your clothes, fatigue, pain. Notice the intensity or lack of vital energy, the temperature you feel, thirst, hunger or satiation. Notice stressful thoughts and hopeful thoughts.</p> <p>Take a few deep breaths and relax your body and mind.</p> <p>Now focus all your attention on what's outside. Notice the sounds, smells, temperature, air movement, the presence of other people or objects, animals, insects, the weather. Notice the texture of the materials you are in contact with.</p> <p>Repeat this practice three times. Shift your attention and concentration completely from inside to outside.</p> <p>After following the instructions, return your attention to the room and join the circle.</p> <p>Sit in the circle.</p> <p>What are your impressions after doing this practice?</p> <p>Was it easy or difficult to do?</p> <p>What happened to tensions, emotions? What was difficult?</p> <p>How do you feel now?</p> <p>In what life situations, during what tasks can you use it to reduce your stress and emotional tension?</p>
Exercise description
<p>Participants shift their attention by focusing alternately on their inner and outer selves. They explore the stress-relieving and emotional tension-reducing qualities of such a practice and how it can be applied to their daily life.</p>

EXERCISE 2

Type of activity	
Individual work	
Dividing the participants	
-	
Materials	Time
Optionally: blanket, mat, meditation cushion or chair	30 minutes
Specific outcomes	
<ul style="list-style-type: none"> Participant knows how to consciously shift attention from inner to outer self in order to reduce stress and emotional tensions 	
Instructions for the participants	
<p>Stand up. Work individually but be attentive to others so as not to collide with each other. Start stomping your feet on the floor gradually increasing the momentum, volume, intensity of your stomping; lift your feet higher, hit the floor harder and louder. Allow yourself to make voices, grunts, growls, shouts. The louder the better. Now include hand movement. Wave your arms in an uncoordinated way; release spontaneous, energetic, disorderly movement. Combine the movement of your legs and hands, let your whole body move energetically, make sounds spontaneously. Now find the right intensity of all this movement for you. Next, decrease its</p>	

intensity and increase the attentiveness of the movement, the awareness of how you move. Notice your state of energy, emotion, notice what you feel like doing. Slowly return your attention to the room and sit in a circle.

Sit in a circle.

What are your impressions after doing this practice?

Was it easy or difficult to do?

What happened to tensions, emotions, what was difficult?

How do you feel now?

In what life situations, during what tasks can you use it for lowering stress and emotional tension?

Exercise description

Working individually, participants use various movements and sounds to release tension and stress. In a circle, they analyze the result of the practice and design its application for the future.

EXERCISE 3

Type of activity	
Individual work.	
Dividing the participants	
-	
Materials	Time
Optionally: blanket, mat, meditation cushion or chair	30 minutes
Specific outcomes	
<ul style="list-style-type: none"> Participant uses Jacobson's relaxation technique to reduce stress and emotional tensions 	
Instructions for the participants	
<p>Sit on a cushion (chair, blanket); straighten your spine. Take a few deep breaths. Relax your body and mind.</p> <p>Focus all your attention on your body.</p> <p>Clench both fists, notice the tension in your forearms, relax your muscles.</p> <p>Touch your shoulders with your fingers and raise your arms. Notice the muscle tension, relax the muscles.</p> <p>Shrug your shoulders as high as possible. Notice the muscle tension, relax the muscles.</p> <p>Tighten your eyelids. Notice muscle tension, relax the muscles.</p> <p>Wrinkle your forehead. Notice the muscle tension, relax the muscles.</p> <p>Press the tongue against the palate. Notice the muscle tension, relax the muscles.</p> <p>Clench your teeth. Notice the muscle tension, relax the muscles.</p> <p>Toss the head back. Notice muscle tension, relax the muscles.</p> <p>Lower your head back. Notice the muscle tension, relax the muscles.</p> <p>Arch your back. Notice the muscle tension, relax the muscles.</p> <p>Take a deep breath. Notice the muscle tension, relax the muscles.</p> <p>Take three deep breaths. Notice the muscle tension, relax the muscles.</p> <p>Pull in your abdomen. Notice the muscle tension, relax the muscles.</p> <p>Tighten the abdominal muscles. Notice the muscle tension, relax the muscles.</p> <p>Tighten the buttocks. Notice the muscle tension, relax the muscles.</p> <p>Tighten your thighs, straighten your legs. Notice the muscle tension, relax the muscles.</p> <p>Point the toes of the feet upward. Notice the muscle tension, relax the muscles.</p> <p>Curl your toes up. Notice the muscle tension, relax the muscles.</p> <p>Notice the changes in your mood.</p> <p>What effect did this practice have on your tensions? How do you feel now? What emotions are accompanying you?</p>	

What is your energy level? What effect has the practice had on your body?
Think of the value of performing such a practice. While doing so, think in which real life situations, during which tasks you can use this practice for reducing stress and emotional tension.

Sit in a circle.

What are your impressions after performing this practice?

Was it easy or difficult to do?

What happened to the tensions, emotions? What was difficult?

How do you feel now?

In what real life situations, during what tasks can you use it for lowering stress and emotional tension?

Exercise description

Participants perform the Jacobson's relaxation technique individually. They note the benefits they gain from its implementation. Sitting in the circle, they share their impressions and potential benefits.