## Facilitator moves

**THE MAIN MOVE**

**"What makes that fit?"** Ask for the reason, then invite someone to rehearse the next thing they would actually say or do.

Then ask: **"Who sees it differently?"**

### When the room needs help

- **Silence.** Wait ten seconds. Ask, "What could the listener say next?"
- **Dominating.** "Let's hear from someone who hasn't spoken and wants to."
- **Giving advice.** "Can you offer a response for the shared case and explain why it fits?"
- **Counting streaks.** "Did that response still fit when you repeated it?"
- **Rigid role rules.** "What changes about your responsibility when the circumstances change?"
- **Regret after a lapse.** "What repair or next opportunity remains?" Offer the shared case if preferred.

**PROTECT THE TIME**

Discuss from minute 10 to 55, including the short reading at question 4. Apply from minute 55 to 80. Shorten follow-ups or omit the reveal if needed; close at minute 80 and finish at 90.

### When asked for your view

Offer it briefly: "Here's my tentative view. What would make you doubt it?" Keep the question open.

## Notes and follow-up

Fuller explanations, sample responses, and the readings are in the March expanded guide and Meeting Primer. Key texts: Epictetus, *Discourses* 2.18.1–7 and 2.10.1–12; Seneca, *Letters* 20.1–5. *On Stoic Living*, Weeks 9–12; Week 13 informs the closing integration.

# Knowing What to Do—and Doing It

What does this situation call for from me?

Today we explore what makes a response appropriate, how responsibilities shape it, and what helps us carry it through.

**THE MEETING**

**Date:** _____ **Place:** _____

**90 minutes of discussion** · Wisdom · Discipline of Action

## Before you begin

Silence your phone, set a quiet timer, and keep this guide open. Have the reading ready on a phone or printout, and a pen for your own notes.

## Open (10 minutes)

Welcome. Challenge ideas, give reasons, and share the floor. Passing is always fine, and a made-up example works as well as a personal one. Experience with the weekly lessons is welcome; the shared case gives everyone a starting point.

**THE SHARED CASE · READ IT ALOUD**

A colleague asks for help with a task due today. You have useful experience, and you begin explaining what they should do. They try to add something, but you continue—you think you already understand the problem. You also have your own deadline approaching.

Ask the whole group: **"What needs considering before you decide how to respond?"** Read the shared case aloud before asking the opening question. Hear two or three initial interpretations without settling the answer; carry these into the discussion.

| Open · 10 min | Discuss · 45 min | Apply · 25 min | Close · 10 min |
|---|---|---|---|
| Welcome and shared case | Reasons, roles, and habit | Test possible responses | What became clearer? |

## Discuss

**1. What makes a response fitting in this situation?**

**Probe:** What do you need to understand before offering useful help?

**2. What does your role call for, and when might that change?**

**Probe:** How do your responsibilities to your colleague and your own work bear on this?

**3. What response could you justify, and what would carrying it out involve?**

**Probe:** How could you offer useful help while being honest about the time available?

**READ ALOUD · EPICTETUS, DISCOURSES 2.18.1–7**

Read the passage aloud from the linked text or the QR code. Epictetus explains how repeating an activity strengthens the corresponding habit, including habits of anger and desire.

Discourses 2.18

During question 4, introduce this passage: Epictetus connects repeated activity with the habits we strengthen. Read it aloud, then use question 4 to examine what repetition contributes and what still needs judgment.

**4. How can repetition strengthen good judgment as well as a habit?**

**Probe:** What would justify changing the response you prepared?

**5. How could a clearer judgment and a looser demand help you act here?**

**Probe:** What might you assume or want that makes listening harder?

**GOING DEEPER · IF THE ROOM IS READY**

When two different responses fit, what makes choosing and carrying out one reasonable?

## Application: test your understanding

Work through the steps aloud. Take two or three answers at each step.

1. **Notice.** What facts, people, and responsibilities matter here? Consider your role and what has changed.
2. **Choose.** I will do this because it fits these circumstances. Give a reason, then tie the response to a cue.
3. **Follow through.** When the cue appears, do it if it still fits. Adapt when needed; after a lapse, return and try again.

**IF TIME ALLOWS · THE REVEAL**

The colleague explains that the usual method has already failed, and your own deadline has just moved forward.

**Probe:** What changes about your reasons and the help you can offer? Try a revised response.

*Compare the response with its reason. What did the rehearsal clarify, and what would make you revise your answer?*

## Close

Return to the opening: **“What does this situation call for from me?”** Ask what became clearer about appropriate action, or what question remains unsettled. Hear a few brief answers; passing is welcome.

**UNTIL NEXT TIME**

Notice an ordinary response this week and ask what makes it fit its circumstances.

Thank members, confirm the next meeting, and finish on time. Next month begins our quarter of justice through the Discipline of Assent: **How can I judge other people with fairness and understanding?**

After the meeting: send a short recap through your group’s usual channel with one or two insights or open questions and the take-home invitation.