

materials for educators

*workshop scenarios and
worksheets*

THESE EDUCATIONAL MATERIALS WERE PREPARED IN PARTNERSHIP AS PART OF THE “GROWTH&ART” PROJECT.

THE WORK PLAN FOR EDUCATORS WAS PREPARED BY AN INTERNATIONAL TEAM OF EXPERTS:

- DÉBORA BARRIENTOS ORTEGA
- SVEA MEIER
- JAVIER MORALES
- MARIA NIEDBALA
- ARLÈNE OLDENBURG
- EMILIA SROKA
- ROKAS SUTKUS
- TERESĚ ŽVINAKEVIČIŪTĒ

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GENERAL INFORMATION

Form of implementation: Workshop

Workshop topic: Growth & Art

Duration of the workshop: 6 - 8 didactic hours

Participants of the workshop: around 15 teenagers (aged 15-18) who volunteered to participate in the workshop that involves self-development topics and stress management

Didactic methods: Presentation, practical exercises, observation, reflection, discussion

Tools used during the class: Computer, projector, Internet, worksheets (prepared in advance)

Purpose of the workshop: The main purpose of the workshop is development of skills related to self-reflection and self-empathy in teenagers, which will later influence the relationship they have with themselves and with other members of their community.

Recruitment process: The recruitment process takes place via an online survey (Google Forms). The application form consists of the following questions:

- Basic information - First name, Last name etc.
- Which school do you attend? What class/profile do you go to?
- What is your level of English?
- Why do you want to take part in this workshop? What are you most interested in? (max. 500 words)
- What would you like to learn? (max. 500 words)
- Do you have any experience related to psychology or developing psychological skills (e.g. participation in therapies, trainings, courses)? (max. 300 words)
- Do you consider yourself to be a creative/open-minded person? (max. 300 words)
- Do you have any allergies, special diets or other health needs that we should take into account?
- Are there any special needs or limitations that we should take into account when organising the workshop?

- Are there any special needs or limitations that we should take into account when organising the workshop?
- Do you consent to your personal data being processed for the purpose of organising the workshop?
- Do you consent to photos and video being taken during the workshop, which may later be used for promotional purposes?
- Is there anything you would like to add? (additional comments, suggestions, questions)

SUGGESTED FRAMEWORK OF THE WORKSHOP

1. Introduction of the workshop leader(s)
2. Presentation of the class schedule
3. Introductory presentation on the topic of empathy
4. Setting the contract of group work
5. Introductory exercises, group integration
6. Break
7. Practical workshop
8. Break
9. Questions and answers session (?)
10. Summary with feedback from the participant

WORKSHOP SCENARIOS – Part 1. Psychology-themed scenarios

WORKSHOP SCENARIO 1

Start: 10:00 AM

1. INTRODUCTION

Presentation + discussion (30 minutes)

Presentation on empathy (20 minutes) + discussion (10 minutes): what is empathy, why it is important, how it is connected to emotions

Attached is a presentation with all the above information included. It should be presented after getting acquainted with the topic of empathy and the most important information on the topic.

PRESENTATION: EMPATHY - SCRIPT

Slide 1: Start off without mentioning the topic by starting the video: CGI Animated Short Film: "Mr Indifferent" by Aryasb Feiz | CGMeetup

Afterwards ask students: Any ideas what we will talk about today? What did you observe?

Slide 2: Title: Empathy and Self-Empathy: Foundations for Emotional Growth

"Welcome to our exploration of empathy, a journey into understanding and connecting with the emotions of ourselves and others. Today, we'll uncover the power of empathy in transforming our relationships and personal growth."

Slide 3: What is Empathy?

“To start of we will first have to clarify what empathy is. Empathy is the ability to understand and share the feelings of another. It involves four key aspects: Understanding, Feeling, Sharing, and Self-Other Differentiation.”

Slide 4: Understanding and Feeling

“Let me give you an example to make the definition more applicable. The first tokey features are understanding and feeling. To give you an example: When a friend is upset about failing a test, empathy allows you to understand theirdisappointment and feel their frustration, without judgment.”

Slide 5: Sharing and Self-Other Differentiation

“When we look at sharing and self-other differentiation taking the same example: Empathy involves sharing experiences to show understanding and support,you might tell your friend about a time where you failed a test while also recognizing the distinction between your emotions and those of your friend, this time it is not you who is being sad about failing the test.”

Slide 6: The Importance of Empathy

“Why is important to learn about empathy? Empathy strengthens our relationships, helps resolve conflicts, and is a crucial part of emotional intelligence. It enables us to connect with others on a deeper level.”

Slide 7: Self-Empathy

"Before being able to have empathy towards others we need to have a foundation of self-empathy. Self-empathy is about applying the same kindness and understanding to ourselves that we would offer to others. It's recognizing our emotions and treating ourselves with compassion. During today's workshop you will have time to practice this at this does not always come naturally."

Slide 8: Role of Self-Empathy

"Practicing self-empathy is well invested time as it improves our emotional well-being, helps us navigate challenges, and enhances our ability to empathize with others."

Slide 9: Self-Care

"Self-empathy in action might look like acknowledging your own stress and responding with self-care, rather than self-criticism. Take for an example the failed exam again. You just received the bad news, originally you had planned to study for the upcoming exams but you feel really sad. Acknowledging your stress you will decide to meet a friend to keep you company and recharge your energy to be more productive for a full day of studying tomorrow."

Slide 10: Build Bridges

"In a world where understanding and compassion are needed more than ever, empathy and self-empathy can bridge divides and build stronger communities. To give you an example: All countries around the world trying to agree on a contract to protect the climate while understanding each others standpoints and differing situations.

I want to conclude by shortly summarizing that empathy and self-empathy are transformative forces that can enhance our relationships, foster personal growth, and create a more compassionate world. Let's commit to practicing empathy every day, starting with how we treat ourselves."

Slide 11: Discussion

"Right now, I would like to hear from you. What does empathy mean to you? How do you show empathy to yourself?"

2. EXERCISES

Exercise 1: What I like about that (30 minutes)

□ Form of group: groups of 4-6

□ Purpose: By the end of the exercise participants will have experienced collaborating with others in a climate in which all ideas are built upon. They have reflected on their own tendencies to actively listen and used their imaginations to expand on what is possible.

□ Setup: Tell the participants that they are going to design a product together, such as a toaster, using a specific procedure:

o One person adds a feature to the toaster (e.g. "I would like it to have six slots.").

o The next person will say "What I like about that is..." and finish this sentence based on something in their partner's offer (e.g. "What I like about that is that my husband, my son, and I can all have toast at the same time."). Then they add another feature to the same toaster ("And I would like the toaster to be blue.").

o The next person will say "What I like about that is..." and follows the structure as explained in b.

□ Instruct them that there are two additional variables: They have infinite resources and the laws of physics do not apply (i.e. the toaster could also fly). Demonstrate with 2-3 volunteering participants. Each group can choose its own product to design if they want to.

Debrief questions:

- What was easy/difficult about having to say, “What I like about that...”?
- What surprised you?
- What is the difference between accepting and agreement?
- What did your group have to do to be successful?
- How does this process compare to how you communicate at work/at university?
- What would be different if you spent one day responding to everything you hear with “What I like about that is...”?
- Anything else to consider while conducting this exercise: Demonstrate at least three “What I like about that”- exchanges before you send them into groups – participants tend to skip the “What I like about that” step and move straight to adding their own feature to the item. Be strict about always starting with “What I like about that”. In the debrief, when some individuals struggle with building on their partner’s idea, make sure that such behaviours are not characterised as bad or wrong – for some people, learning to actively listen is a challenge.

Contract (30 minutes)

When working in a group in psychological environments, especially when it may involve sensitive topics, as well as self-exposure, it is very important to establish clear boundaries of the group as well as some rules for how the participants should treat others that are being vulnerable.

The workshop leader explains why it is important to have a contract: it is a set of rules that the group agrees upon, it defines the conditions that are important for the participants of the workshop, it creates a sense of security.

The contract may include any ideas, however, it is advised that the person conducting the workshop points the participants towards the direction of respect towards self and others, as well as confidentiality - that the sensitive information shared in the group setting will be kept confidential etc. Participants share their ideas for rules one by one, the workshop leader writes them down and then asks everyone if they agree to all the rules.

Examples of rules for the contract are: we don't interrupt each other, we don't criticize/judge others, we participate actively in the workshop, we turn our phones off for the duration of the workshop, we can refuse to participate in an exercise if it intimidates/triggers us.

BREAK TIME 11.30-11.40 AM

Exercise 2: "Navigating Emotions: A Journey to Self-Awareness" (80 minutes)

The exercise is divided into three parts. The first two parts will be before the lunch break and the last part after it.

□ Objectives:

- o To help teenagers recognize and name their feelings accurately.
- o To encourage teenagers to make conscious, positive choices in response to their emotions.
- o To emphasize the importance of emotional self-awareness in daily interactions.

□ Materials Needed:

- o Emotion cards or a list of emotions with corresponding pictures. Visit the following website <https://www.socialworkerstoolbox.com/face-emotions-sheet/> and print the emotion sheet. It is freely available for download.
- o Large poster board or digital presentation with a variety of emotions displayed.
- o Writing materials (pens, paper).

Today I Feel... Activity (30 minutes):

- Hand out the emotion cards or display the list of emotions with pictures.
- Ask each participant to identify and share how they feel today by selecting from the list or pictures.
- Encourage participants to share why they feel that way and what events or thoughts led to that emotion.

Reflection and Commitment (20 minutes):

Reflective writing: Participants write down a list of emotions they often struggle with and one positive way they plan to respond to it in the future.

- How can the emotion influence our decisions?
- Where did they react positively where not?

12.30-13.30 LUNCH BREAK

Making Smart Choices (40 minutes), Exercise continued:

- Students can read their notes (5min)
- Group discussion: share in the group
- How can they influence, what is a good way or a bad way to react to it
- Sharing and commitment: Participants share their reflections with the group and make a commitment to practice their chosen positive response.

Exercise 3: Emotion charades (20 minutes)

Interactive activity: "Emotion Charades" where participants act out an emotion and others guess.

□ Objective:

- infuse energy, uplift spirits, and strengthen the sense of teamwork within the group.
- Enhance participants' ability to recognize emotions through non-verbal cues like facial expressions and gestures.

□ Materials:

- Emotion Cards: Prepared cards with various emotions, one for each card,

- o Box or Container to hold and distribute emotion cards.
- o Timer (Optional): Use a timer to manage each participant's charades turn.
- o List of emotions: Happiness, Sadness, Anger, Fear, Surprise, Disgust, Excitement, Love, Jealousy, Guilt, Shame, Envy, Pride, Anxiety, Contentment, Relief, Loneliness, Gratitude, Regret, Hopefulness

□ Form of group: groups of 3-4 people

□ Participants draw cards with emotions written on them from a box. Using facial expressions and/or gestures, they show those emotions to the other members of the group. The other members guess the emotions

Exercise 4: "Exploring Empathetic Strengths" (45 minutes)

□ **Objective:**

- o identifying and appreciating their personal strengths through the lens of empathy
- o fostering a deeper understanding of how strengths contribute to empathetic connections.

□ **Materials:**

- o Strengths Assessment Sheets: Prepared sheets with a list of various strengths,
- o Paper and Pens: For participants to jot down reflections and personal strengths.

Introduction:

Emphasize the interconnectedness of personal strengths and empathy: In summary, personal strengths and empathy are mutually reinforcing elements. As individuals recognize and celebrate their unique qualities, they become better positioned to understand and connect with others empathetically, contributing to the creation of supportive and positive communities.

Strengths Assessment (20 minutes):

- **Distribution of Sheets:** Provide participants with the strengths assessment sheets. **Individual Reflection:** Ask participants to reflect on and choose three strengths that resonate with them the most.
- **Journaling and Creative Expression:** Instruct participants to journal about times when these strengths have influenced their interactions with others empathetically. Encourage them to creatively express one of these empathetic strengths through drawing, writing, or any form of personal expression within their journals

Strengths Assessment Sheet:

Kindness

Empathy

Resilience

Patience

Leadership

Creativity

Open-mindedness

Teamwork

Communication

Adaptability

Pair and Share (20 minutes):

□ Pair participants and have them share their chosen strengths, corresponding reflections, and creative expressions. Encourage partners to delve into how these strengths have enhanced their ability to empathize with others. Partners offer affirmations and positive feedback based on the empathetic strengths shared. After 10 minutes pairs are newly mixed. 10 minutes per pair and 5 minutes for each student to share their notes.

Closing:

8

□ Encourage participants to continue recognizing and utilizing their strengths to enhance empathetic interactions.

15.15-15.30 BREAK

- Take-away and goal setting

Exercise 5: Write a letter to yourself (80 minutes)

□ Objectives:

- To make the participants gain insight into their cognition and emotions
- To teach how to distance themselves from negative thoughts and emotions and change perspective
- To reframe negative views on self

□ In the first part of this exercise, the participants are asked to write about an issue that makes them feel bad/inadequate/unfitting. It can be a physical feature, a feature of their personality etc. Participants are instructed to focus on their emotions and show them exactly how they feel them - and put that in writing.

□ In the second part, participants are asked to think of an imaginary (or real) friend who is accepting, kind, and unconditionally loving, who sees all their strengths but also weaknesses, and who knows about the unwanted aspect that the participant wrote about in the letter. Now participants are asked to write a letter to themselves from the perspective of this friend. What would this friend say about the “flaw” that the participant sees in themselves from the perspective of unlimited kindness and compassion? How would the friend remind the participant that they are only human and we all have our strengths and weaknesses?

Participants should be asked to focus on including a strong sense of acceptance and kindness in the letter.

□ After the exercise has been completed, participants should be debriefed about what shifts they observed in their attitudes while changing perspectives.

*Exercise adapted from: <https://self-compassion.org/exercises/exercise-3-exploring-self-compassion-through-writing/>

Exercise 6: Self-compassion meditation (30 minutes)

□ Explanation: Participants engage in mediation or a tapping (EFT) session, which shows them how to regulate their emotions, how to control physiological reactions to stress, and how to influence both their physiological and cognitive reactions to stressful situations.

□ Examples of videos that might be used:

10 min Guided Meditation for Self-Love and Compassion with Alli Simon

10 Minute Tapping Meditation For Anxiety, Stress and Worry
Feel Worthy | 10 minute EFT tapping Meditation

It is good to follow such session with a sensitive and mindful discussion and ask participants

- how did you feel before? how do you feel after the session?
- did you feel tension in any part of your body? did you manage to release it?

18.00 END OF WORKSHOP 1

WORKSHOP SCENARIO 2

10:00 START

Energizer 1.1(10 minutes):

Stand in line according to your birthday without using any words.

Exercise 1.2: Fear in a hat (30 minutes)

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□ Objectives:

- o Develop understanding and empathy as participants share and discuss each other's anonymously written fears.
- o Create a safe space for individuals to express fears without judgment, promoting trust and openness within the group.
- o Improve communication skills by articulating and discussing someone else's fear, fostering effective expression of emotions and perspectives.
- o Encourage a shared experience to broaden participants' understanding of diverse fears, breaking down potential stigmas.
- o Prompt self-reflection as individuals engage with others' fears, fostering self-awareness and personal growth.

□ Material:

- o Paper and pen/pencil per participant;
- o Hat, tin or bag

□ Description: People write personal fears anonymously on pieces of paper which are collected. Then each person reads someone else's fear to the group and explains how the person might feel

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Introduction (2 minutes):

Briefly explain the purpose of the exercise: to create a safe and anonymous space for sharing fears, promoting empathy within the group. Emphasize the importance of maintaining confidentiality, respect, and the understanding that fears shared are not to be commented on during the sharing session.

Self-Reflection (10 minutes):

Distribute two pieces of paper to each participant. Instruct everyone to write down two personal fears on separate papers, ensuring anonymity. Collect the fears in a container to maintain anonymity. Allocate 10 minutes for individual self-reflection. Ask participants to consider their own fears and reflect on potential feelings associated with them

Sharing Session (20 minutes):

Collect the pieces of paper, mix them around, and invite each person to select a fear from the container.

One by one, each participant reads out the fear of another group member and elaborates on what they feel that person is most afraid of in this group/situation. Emphasize that no one is to comment on what the person says, just listen, and move on to the next person. If the reader doesn't elaborate much on the fear, ask them one or two questions. Avoid implying or showing your opinion on the fear unless the person is disrespecting or completely misunderstanding someone's fear. If the person doesn't elaborate after one or two questions, leave it and move on.

Closing:

Conclude the activity by thanking participants for their willingness to engage and for respecting each other's privacy. Emphasize the value of empathy, understanding, and the importance of keeping the shared fears confidential.

Note to the Teacher:

Monitor the emotional well-being of the participants during the activity and be prepared to provide additional support or resources if necessary. Reinforce the expectation that fears are not to be commented on during the sharing session, maintaining a non-judgmental environment.

Exercise 2: The other side of Empathy - When it all gets too much (55 minutes)

□ Objectives:

- Self-Reflection: Reflect on personal experiences with overwhelming empathy.
- Collective Strategies: Develop shared coping mechanisms for navigating overwhelming empathy.

□ Materials:

- Hand-out with reflection questions for each student
- Pencil

Self-reflection (15 minutes) Distribute the hand-out

Hand-out:

Self-Reflection Questions: "Overwhelmed by Empathy"

Think about a time when you felt overwhelmed by empathy, either because there were too many problems or one or two problems felt too heavy to handle. For instance, imagine a time when a friend was going through a tough situation at home, another friend was struggling in school, and maybe you saw someone else feeling lonely. It's like you want to help everyone, but the problems seem so big, and you might feel like you can't do anything to fix everything.

In this 15-minute self-reflection:

- Describe the Situation: Recall a specific situation when you felt overwhelmed by empathy. What made it feel like there were either too many problems or one or two problems felt too heavy to handle?
- Explore Your Feelings: Reflect on your emotions during that situation. Were you sad, stressed, or frustrated because you wanted to help but didn't know how?
- Share Your Thoughts: Share any thoughts you had about the problems you noticed and your desire to make things better.
- Actions Taken or Not: Consider whether you tried to help in any way or if you felt like it was too much to handle.
- Reflect on Self-Care: What could you have done differently to take care of your own feelings in that overwhelming situation?

11.35-11.45- BREAK We have a break within this exercise to give students a short break

Discussion (40 minutes)

1. Voluntary Sharing of Personal Situations (≈14 minutes):

Begin by inviting participants to voluntarily share the situations they reflected upon. Encourage them to express their feelings and thoughts related to the overwhelming empathy they experienced.

Guiding Questions:

- What personal situations did you reflect upon during the self-reflection phase?
- Can you describe a specific instance when you felt overwhelmed by empathy?
- How did you experience and manage your emotions during that situation?
- What thoughts or feelings arose in response to overwhelming empathy?

2. Explore Common Themes and Patterns (≈7 minutes):

After sharing personal situations, encourage the group to explore common themes or patterns that may have emerged from the shared experiences. Facilitate a discussion on similarities and differences in their encounters with overwhelming empathy.

Guiding Questions:

- Are there common themes or patterns emerging from the shared experiences?
- Do you notice similarities or differences in how participants dealt with overwhelming empathy?
- How might understanding common themes help us navigate overwhelming empathy collectively?

3. Impact of Overwhelming Empathy (≈7 minutes):

Guide the discussion to explore how overwhelming empathy can affect individuals emotionally and potentially impact their ability to provide support.

Guiding Questions:

- In what ways can overwhelming empathy impact an individual emotionally?
- How might overwhelming empathy affect one's ability to provide support to others?

4. Reflect on Coping Mechanisms and Future Actions (≈10 minutes):

Transition the discussion to coping mechanisms and strategies that participants have either employed in the past or could envision using in overwhelming empathy situations. Create an open space for participants to share their personal strategies for managing their emotions in empathetic scenarios.

After discussing coping mechanisms, encourage participants to brainstorm and share potential actions or strategies to deal with overwhelming empathy in the future.

Guiding Questions:

- What coping mechanisms have you personally employed in situations of overwhelming empathy?
- Are there specific strategies that you found effective in managing your emotions?
- How can we support each other in implementing these strategies? Are there any collective approaches to navigate overwhelming empathy that the group can adopt?

5. Emphasize the Importance of Balance (≈2 minutes):

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Remind the group about the importance of finding a balance between empathy and self-care. Highlight that while empathy is valuable, it's equally essential to prioritize their well-being and establish healthy boundaries.

Exercise 3: Danish clapping (15 minutes)

- Form of group: pairs
- Purpose: Get all participants focused, activate them and respond to each other. It also serves as a break in between two more emotionally exhausting exercises.
- Setup: The students form pairs. They will do movements at the same time and have three options:

- o Clap on their legs/thighs and swing their arms right
- o Clap on their legs and swing their arm left
- o Clap on their legs and move their hands above their head
- o So, each movement starts the same - clapping on the lap and then each individual chooses one of three options (left, right, up). If everybody in the pair/ group moves in the same direction (both up/ one left & one right / one right & one left), they clap on their legs again and then give each other a high five. When it flows, they should speed up.

- o The exercise is explained here visually:
<https://www.youtube.com/watch?v=Et56yUVpAIM>

□ Debrief questions

- o How did it work out for you?
- o How did you feel during the exercise?
- o Anything else to consider while conducting this exercise: Pick one student to show how the exercise works. It might get quite loud thanks to all the clapping and laughter, this exercise is very energetic!

Exercise 4: In other words... (40 minutes)

□ **Objectives:**

- Overcoming barriers in communication with others
- Understanding own judgments and attitudes
- Emphasizing the importance of self-awareness in daily interactions

□ **Materials:** pieces of paper in a box with different social issues written on them (e.g. death sentence, euthanasia).

□ Participants work in pairs. They draw pieces of papers from the box (one per each pair) and they discuss them. The instruction to the discussion is as follows:

- Person A shares their opinion
- Person B paraphrases what Person A said using the sentence "In other words", "If I understand correctly, you mean that..." (they try to avoid asking questions, just paraphrasing)
- only after Person A accepts the paraphrase, Person B can share their own opinion.
- then the process is reversed: Person A paraphrases what Person B said and the discussion continues in this way.

Important: the issues written on pieces of paper have to be somewhat controversial and complex, because usually these kinds of issues generate obstacles in communication between people. This exercise encourages participants to actively listen to the other person, understand their point of view, but also to express their own opinion and understand the reasoning behind it.

Discussion (10 minutes):

- how did you feel during the exercise?
- what was the most difficult part of this exercise?
- was it easy to understand the other person correctly? Was it easy to express yourself clearly enough?

12.30 -13.30 LUNCH BREAK

WORKSHOP SCENARIO 3 - Empathy towards others

Introduction

Presentation:

Script:

□ Kick off: “The gold or black dress” debate

One photo is responsible for so much confusion causing people to question their sanity and everything they knew about reality.

□ The first lesson:

Illusions, fallacies, and biases exist and the human brain is not infallible in judging reality.

□ The second lesson:

People can see the world as fundamentally different from each other. The exact same object or gathered information can be interpreted completely differently from another person than one's own standpoint.

A person may rationally accept that one's perception is flawed but it's not possible to alter this initial judgment. Having empathy and compassion for others fosters understanding of different viewpoints and is a highly desirable quality and skill which gets trained and explained during the workshop.

□ Questions:

o WHY Empathy towards others?

o main goal: emphasizing the need to strengthen empathy towards others

o Why?: It allows you to deepen your relationships towards others immensely, diffuse conflict and overall motivate prosocial behavior - meaning being able to actively improve the lives of others

15.00- 15:30 – BREAK

Exercise 1: “VISION BOARDS”

□ Objectives:

- o Participants are able engage in a creativity while defining goals for themselves which promotes focus and motivation
- o Promotes understanding as participants gain deeper understanding of each others perspectives, desires, aspirations and values. This understanding forms the basis of empathy.
- o Sharing creative vision boards encourages active listening within a group. Engaging with each other's stories and experiences fosters Empathy.
- o Perceiving and discussing different vision boards fosters perspective-taking and enables participants to consider another person's point.
- o Sharing vision boards leads to engagement and eventually support and encouragement within the group. This environment cultivates Empathy by demonstrating interest and care for each other's journeys.

□ Materials:

- o -Posters
- o -Old magazines, newspaper, wallpaper
- o -Pencils
- o -Glue
- o -Scissors
- o -Paper

□ Procedure:

o In order to create powerful vision boards the participants are guided by the trainers

1. Introduction (15 minutes)

1.1. Trainers explain purpose of exercise

1.2. Trainers encourage participants to approach the activities with an open mind.

1.3 Trainers provide materials and instructions on creating vision boards

1.4. Creativity and self-expression are emphasized by the trainers

2. Creating vision boards (45 minutes)

2.1. Participants get creative; draw, collage, color, reshape and sculpt

their own personal vision board

2.2. Trainers supervise participants and answer questions and encourage and support the participants' creative process

3. Reflection and sharing process (30 minutes)

3.1. After finalizing their vision boards, participants gather in sub groups

of four

3.2. Participants are encouraged to show their vision boards and talk

the other participants through it

4. Debriefing (30 minutes)

4.1 Trainers thank participants for their engagement and praise their art works

4.2. Trainers ask questions about how participants felt while presenting the vision boards to the group and if their perception of empathy has changed

17:30 END OF DAY 2

WORKSHOP DAY 3

10: 00 AM START

Exercise 1: Metta-meditation

□ **Objectives:**

- o Metta meditation, also known as loving-kindness meditation, is a mindfulness practice that involves fostering feelings of connection, love, compassion and ultimately towards others
- o This exercise fosters self-compassion towards oneself by offering yourself kindness and acceptance. This self-compassion builds the foundation in order to develop kindness, acceptance and lastly Empathy for others.
- o Metta-meditation progresses gradually extending kindness towards others starting with close related loved ones, acquaintances, neighbors, strangers, animals etc.
- o By cultivating feelings of kindness and love, individuals become less likely to engage in negative thoughts about others thus their empathy and overall compassion increases

□ **Materials:**

- o cushions
- o candles
- o blankets
- o potentially yoga mats

□ **Procedure:**

1. Introduction
 - 1.1. Trainer explains purpose of exercise
 - 1.2. Trainers encourage participants to approach the activities with an open mind

2. Comfortable Space

2.1. Participants gather in the room, finding a comfortable place and find a comfortable seating position for themselves

3. Breathing

3.1. Trainer starts the meditation

3.2. "Take a few deep breaths in order to center yourself"

3.3. "Feel your body and the air that comes and leaves your body while you are breathing"

3.4. "Be mindful and present while breathing"

3.5. "Relax your body and soul"

4. Loving-kindness towards yourself

4.1. Choose a kind encouraging phrase

4.2. "May I be safe"

4.3. "May I find peace"

4.4. Keep repeating the phrase intentionally

5. Loving kindness towards others

5.1 Participants start to extend their affirmations to family, acquaintances, colleagues, animals and other things

5.2. "May you be happy"

5.3. "May you find peace"

5.4. "May you be protected"

5.5. Participants should pay attention to the meaning of their phrase and how it makes them feel when they think about it

6. Debriefing

6.1. Participants gather together in a circle

6.2. Participants are encouraged to share their experiences, thought

processes and sensations during the exercise

6.3. How did you feel as you directed kindness towards yourself ?

6.4. How did you feel as you directed kindness towards others?

6.5. Did you feel a difference between directing kindness towards yourself and towards others?

6.6. Did you find this exercise challenging or did you encounter difficulty during it?

6.7. What insight did you gain from this exercise?

6.8. Trainers should remind participants that cultivating and fostering kindness is an ongoing journey in self growth and encourage

participants to reflect on them and exchange experiences with others

6.9. Express gratitude for the openness of other participants to engage in this workshop and who are on this journey with you together

Exercise 2: The Village

□ Setup

o People and Place

□ Room with a clean wooden or carpeted floor

□ Sufficient space so that everyone has room to move around and stand without feeling crowded

□ Good to have at least 5 people and can be practised by large groups.

□ Time: The Village practice may vary between 10 to 20 minutes.

1. Explain the exercise

2. Practice

3. A round of insights or learning from and I perspective. Don't give an opinion just describe the experience of feeling, sensations and patterns of behaviors without interpretation.

Exercise 3: The stuck

□ **Set up**

o People & Place

□ Groups of 3 people ideally

□ Sufficient space so that groups can work without distraction

□ **Time**

o Part 1 is 10 minutes. Each person shares a gesture and a few minutes of reflection at the end

o Part 2 is 5 minutes. All participants practice together.

o Part 3 is 10-15 minutes per person. Each person sets up Sculpture #1, moves to Sculpture #2, and there is time for reflection after each person's "stuck".

Exercise 4: The Gift Conversation

At the end of the session, we will finish with this conversation. We will set up

the room and divide people into groups of three.

□ Principles of the conversation:

- Questions are more powerful than answers. Questions should be ambiguous, personal, and anxiety-producing.

- Small groups of 3 or 4 allow everyone to be engaged. People should sit close together, no more than 30 centimeters from their neighbour.

- Participants should not give each other advice. The goal is to express your ideas and listen deeply to others

Time: 10/12 per group. Depending on the time we will rotate the small groups or not. Everyone is leaving at least with a gift.

Educational Material for Art and Stress management.

Workshop Day 4

Welcome to the "Art and Stress Management" segment of the workshop. The following information outlines artistic exercises aimed at helping participants connect with their inner world, including feelings, emotions, and the subconscious. These exercises are designed to alleviate stress, anxiety, and a sense of disconnectedness, particularly in young people.

Conductors of these exercises should encourage participants to follow their intuition and express themselves freely during all activities. It is crucial to emphasize prioritizing the process over the results, as this aligns with the principles of art therapy.

Throughout the workshop, creating a peaceful and welcoming atmosphere is vital, providing participants with encouraging words to adapt exercises to their needs. The focus should be on allowing participants to discover freedom in the world of art and creation.

10:00 START

Introduction

Presentation (30mins)

Begin with the "Canvas of Calm" presentation, included in this guide (see below). It explains the importance of stress management and the value of art in this topic.

Exercise 1: Healing touch of clay (90min)

□ **Objective:** This exercise is meant to show the healing properties of working with clay. The benefits of this type of craft are so clear that even medical professionals sometimes recommend it for those struggling with regulating their emotions.

□ **Materials needed:**

- o Clay, at least 500g for each participant (preferably natural clay, but can be air dry clay such as terracotta as well)
- o Something to protect the working surface like plastic tablecloth, sheets of old paper/newspaper etc.

□ **Process:**

- o Provide each participant with a portion of clay.
- o Present the topic, choose one for everyone: (balance, dream, empathy or other.)
- o Tell the participants to create any interpretation of said topic in clay.
- o Encourage the participants to play around with the material, feel the clay, focus on the sensations
- o Participants work on their sculptures for about an hour
- o When the sculptures are done, do a little exhibition, putting all of the sculptures in a visible place and gathering the group together to look at it and discuss it. Pay attention how different the sculptures are, despite being on the same topic.

□ **Feedback questions:**

- o How did it feel to work with the clay?
- o Were you able to connect with the topic?
- o How did the way you feel change before/after the activity

12.30-13.30 LUNCH

Exercise 2: Collage of the mind (60 mins):

□ Objective:

o Participants create intuitive collages which is an activity helpful in boosting creativity, calming emotions, connecting with the subconscious mind.

□ Materials:

- o Old magazines (at least 1 per participant).
- o A4 pieces of paper, preferably thicker than printing paper.
- o Glue stick for each participant.
- o Pair of scissors for each participant.

□ The Process:

- o Participants are encouraged to choose images and illustrations from the magazines intuitively, without much thought.
- o They create collages by cutting out the images out of the magazines and gluing them on their piece of paper.
- o They exchange magazines in order to have more choices.
- o The participants should work on their collages for about 40 minutes

□ **Evaluation:**

When most of the participants are done, the role the subconscious mind plays in this activity should be explained: the way we pick the elements that speak to us is linked with our inner world which we connect with when we do things intuitively.

The following collage should be provided as an example and the possible symbolic meanings of the chosen elements should be proposed:

- The figure in the center might mean that the author feels in the center of the world. It might be a sign of confidence.
- A big watch next to the figure might imply that the author feels a pressure of time in their life. They might want to reflect on their relationship with it.
- The tree in their collage might show that the person seeks to grow or is yearning to connect more with nature. They might want to reflect why the tree is in the very back of the image.
- The pumpkin and the big pickle might mean that the person was a bit hungry when making it 😊 (it is important to keep things fun and light when conducting these workshops and addressing the inner worlds of people).

It should be emphasized that the interpretations here are very subjective and can be compared to guesswork. No one else can accurately interpret the collage of the other person. Give some time for the participants to look into their own collages and wonder what it might mean to them.

Encourage them to exchange the collages they created and have some discussions in pairs. Ask them if any of the thoughts they had about their collages matched with the perspective of the other person.

□ **Feedback questions:**

- Was it easy to choose the pieces for your collage?
- Did you enjoy doing it?
- Was it difficult to interpret your own collage? Was it difficult to interpret the collages of other participants? Which one was easier?
- Did anything surprise you?

Exercise 3: Intuitive Painting with Music (120 minutes):

□ **Objective:** This exercise is centered on expression of inner feelings through painting. It uses music to help the participant to connect to what they want to express. Participants should be encouraged to paint freely, use big brushes, not to focus on the visual impressiveness of their work. They can do abstract art or symbols, whatever helps them feel free and connect to the topic of their choice.

Materials needed:

- o Canvases (60x80cm) or thick large pieces of paper/cardboard for each participant.
- o Set of paintbrushes, including 1 big painter's brush (at least 3 cm wide) per participant.
- o Set of paint for each participant, acrylic or tempera.
- o A wooden or plastic painter's palette, one for each participant (you can also use plastic or paper plates as a substitute).
- o Headphones (encouraged to bring, provided if needed).

□ The Process:

- o Participants choose a topic (empathy, self-knowing, inner world, emotions (can be specific like anger, love, fear etc.) for their painting.
- o The facilitator emphasizes the connection between music and emotions.
- o The facilitator provides examples of music that is helpful in inducing specific emotions. The list of suggestions is provided below.
- o Participants choose the music which they feel could help them to connect with the topic they chose (either the options provided by the facilitator or their own pick).
- o Participants listen to music and paint freely, intuitively, focusing on feelings rather than visual impressiveness.
- o If needed, the facilitator provides personal encouragement for participants that appear to be afraid/shy/anxious to express themselves freely.

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Evaluation: Once all of the participants are done painting, arrange the painting in a way that would make them visible for the entire group.

Make them pay attention to how different all of the paintings are. The participants can also guess each other's topics.

□ **Feedback questions:**

- o How did it feel to paint?
- o Did you feel more connected to the topic of your choice?
- o Did the music help to connect with inner feelings on the topic?
- o Did you enjoy the overall experience?
- o How do you feel compared to how you felt before the exercise?

BREAK 16.30-16:45

Exercise 4 Fractal Drawing (75 mins):

□ **Objective:**

This is a simplified version of the fractal exercise which provides relaxation, allows connecting with the subconscious and helps to track emotions.

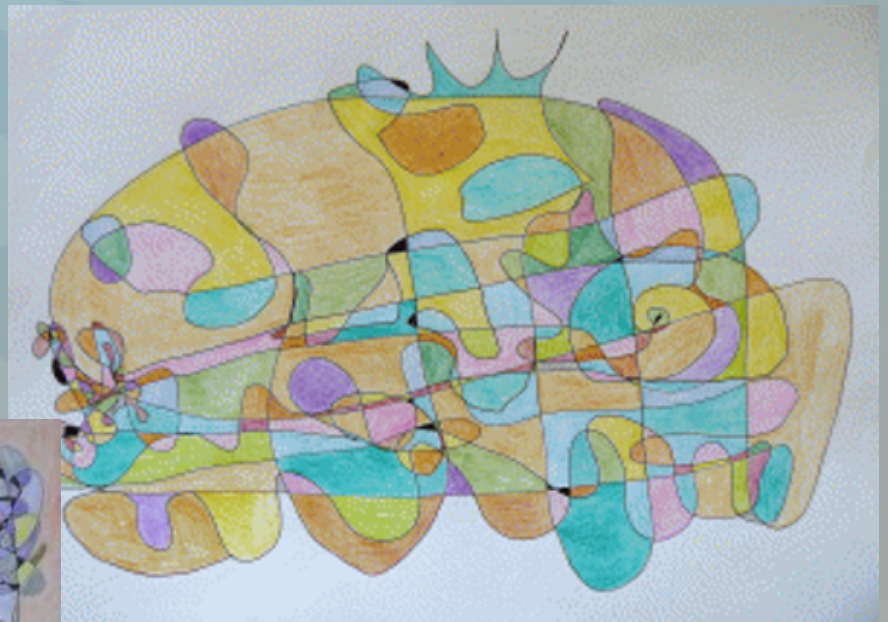
□ **Materials needed:**

- o Colored pencils in many shades of color (at least 6 per participant, e.g. 3 sets of 24 colors for a group of 12 people).
- o A box to hold the colored pencils.
- o A4 pieces of paper.
- o Regular HB pencils for each participant

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The Process:

- o Put the paper in front of you.
- o With closed eyes, draw a continuous line at medium speed with the HB pencil on paper without lifting the pencil for about 45 to 60 seconds.
- o Open your eyes and ensure that the spaces created by the line crossing itself are more or less evenly distributed. If there are big gaps left, close your eyes again and draw for an additional 10 to 20 seconds.
- o Randomly (without looking) select colored pencils and fill the spaces, ensuring colored spaces are not adjacent. Fill at least and up to 12 spaces with each color.
- o Fill all of the spaces.
- o Date the page for daily tracking of emotions.



□ **Evaluation:**

When most of the participants are done drawing (around 60 minutes in exercise) provide explanations about the helpfulness of the exercise. It is done not only for relaxation, but also for daily tracking of emotions.

Challenge the participants to try to do this exercise every day for a week or two and see how different the fractals turn out. Interestingly, even though the colors are chosen randomly, they usually correspond with the way the person feels when working on the fractal (e. g. more black/gray/red on a more difficult day, more yellows and greens on a peaceful and happy day).

□ **Feedback questions:**

- How did you feel throughout the exercise?
- Did the way you feel change compared to how you felt in the beginning?
- Do you see any tendency in the colors you got?
- Would you like to try to implement this exercise in your daily routine?

18.00 END

Workshop Day 5

This day is more focused on collaborative ways of using art to connect not only with yourself, but with others as well.

10:00 AM START

Exercise 1: “Story of the Circle” (30 mins)

□ **Objective:** This is a playful activity which seeks to show the participants the value of collaboration, how working together can boost creativity and produce unexpected fun results. It's meant to be engaging and fun, thus capturing the attention of participants in the beginning of the day and boosting their involvement.

□ **Materials needed:**

- o A4 paper, 1 per participant
- o Markers, 1 or more for each participant

□ **Process:**

- o Each participant is presented with a marker and a sheet of paper
- o All participants sit in a Circle
- o Each participant draws 1 thing on the paper. It can be anything they want (flower, eye, dog, car, etc.). They have 1 minute to do so. After time passes they send the paper to the person on their left. Facilitator keeps a timer and informs when it's time to do so.
- o Next person adds whatever they want to the paper and after 1 minute sends it to the person on the right once again.
- o The game continues until the paper reaches the first person who drew on it

Evaluation:

Once the activity is done, send the papers around the circle to look through

them. Discover what kind of stories emerged from the activity.

□ Feedback questions:

- How did you like the activity?
- What was different/similar about the drawings that emerged from the activity?
- How does this activity show the value of collaborative work?

Exercise 2 “Grounding magic of Land art” (120-180mins)

□ **Objective:** This activity presents the participants with the idea of Land art. Connecting with nature is a powerful way to reduce stress, calm emotions, practice mindfulness and a peaceful state of mind. In this activity participants work in groups, thus also strengthening their communication and collaboration skills.

□ **Materials needed:**

o Open space outside, hopefully close to a piece of nature. It can be a park, a yard of the residence of the project or anything similar you have available. Make sure no roads are nearby, instruct the participants on road safety if needed.

o Any materials you find in the area - rocks from the gravel, fallen leaves, sticks, pinecones etc.

□ **Process:**

o Present participants the topic of Land art (you can also use the presentation provided in this guide):

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“Land art is an art movement that emerged in the 1960s and 1970s. It broadens the world of art by exploring unconventional materials and strategically placing the artworks within natural environments. The materials used are often the materials of the Earth, including the soil, rocks, vegetation, and water found on-site, and the sites of the works were often distant from population centers. Land art seeks to step away from commercialization of art, it emphasizes transience and bringing the person closer to their roots, back to deeper connection with nature.”

Showcase some examples of land art.



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- Put the participants in groups, making them count numbers 1-4 (or different numbers if there are less/more participants. The groups should consist of 3-4 people).
- Allow the participants to come up with their own topics, drawing inspiration from the activities from the previous days.
- Give participants around 2 hours to come up with a piece of land art anywhere in the designated area. Any natural materials can be used. Encourage them to be mindful and creative

12.30-13.30 LUNCH

Exercise 2: “Grounding magic of Land art” continues

- When everyone is finished gather the group together
- Go around and see all of the creations, each group making a little presentation about their work for the others.

□ Feedback questions:

- How did you like the activity? Was it difficult/easy?
- How did being in nature make you feel?
- What do you think about the idea of Land art?
- How did it feel to collaborate on an artistic project? Was it difficult/easy?

Exercise 3: Unleashing the Inner Landscape (mixed media creation) (120- 180mins)

□ **Objective:** This activity focuses on connecting everything that has been named throughout the whole workshop. It uses mixed media materials to help the participants find what works for them exactly and to create an interesting collaborative experience between the whole group.

□ **Materials needed:**

○ Mural paper, Large canvases (at least 1 meter width and height), large sheets of thick paper, or any large piece of material (cardboard, wood, etc.) participants could work on with mixed media supplies.

○ **Mixed media supplies:**

- Paint (acrylic, tempera, etc.)
 - Glue sticks
 - Hot glue
 - Various pieces of fabric
 - Old magazines
 - Buttons
 - Thread
 - Anything else you can come up with (Beads, leaves, old books etc.)
- .

The Process:

- o Divide people into groups depending on the working surface you have available. Make it about 4 people per 1 square meter of working surface. If you have mural paper available, create large groups and large pieces of art (7-8 people and 2-3 meters of mural paper).
- o Present the topic of the mural: Connection. (You can choose a different topic if you feel it to be more fitting to the group you're working with but keep it abstract enough, so participants can create their own interpretation).
- o The groups work together to create a mixed media art piece with all the supplies you have available. Encourage each of them to bring their point of view, not to plan too much, focus on the process, creativity and make the result secondary.
- o If you see any participants feeling fearful or not contributing much, tell them that even in big pieces of work, little details matter. This exercise focuses on showing the beauty of our differences and how they complement each other. Tell the less expressive participants to create something small inside the big mural piece. That creates depth to the creation and makes it interesting to be discovered from more than 1 point of view.

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Evaluation:

□ Once 2-3 hours pass (adjust the timing depending on the situation, leave at least 30 minutes for the discussion), arrange the works in a little exhibition. Have each group explain their experience and share ideas about their creation. Encourage others to ask questions and pay attention to the details of each piece. Point out how different all creations are, even though the topic was the same. Explain the beauty of celebrating each other's differences, which make the world colorful and interesting to discover.

Feedback questions:

- How did you like the activity?
 - How did it feel to work with a group on a project like this? What value did it bring to the process?
 - What did you learn from it?
- Final evaluation (30 mins.)

Once all of the activities are done, start the last stage of the workshop. Share your insights you acquired from working with the group. Remind them that the art and creative field is a broad world they can spend their whole life discovering. Thank everyone for their participation, tell the group that they can be proud of what they achieved throughout the activities. Reflect on challenges they were able to overcome.

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To close the workshop, ask everyone for feedback on the whole experience.

Use the following questions and/or come up with your own which you feel would be fitting to the group you were working with:

- How did you like the overall experience?
- What did you learn?
- Which activity was your favorite?
- Would you consider incorporating art into your daily life? How would it benefit your wellbeing?
- Do you have any suggestions on how to improve the experience?

END 18.00

Presentation for Art and Stress management

Presentation: “Canvas of Calm”

1. Slide. Canvas of Calm title

Today, we will start the artistic section of our training course. Let's explore how various art forms can become your “Canvas of Calm”.

2. Slide. Role of Stress

We can start by looking at the role of stress in our life. Throughout our journey, we encounter various challenges—work, relationships, uncertainties about the future and more. It is a natural part of life.

3. Slide. Stress Management

However it's crucial to address stress and recognise its impact on both our mental and physical health. While we can't avoid stress entirely, effective management is the key for our overall well-being. That can be challenging sometimes, but thankfully, there are tools to help us with it. Art can be a powerful one.

4. slide. Therapeutic Power of Art

Art offers a therapeutic outlet for relaxation, self-expression, and an overall improved mood, regardless of age or background. You don't need artistic skills to be able to use it for your benefit. The creative process in itself, regardless of the result, can do wonders in helping to relieve stress.

5. slide. Science Behind Art and Stress

Scientific research supports the idea that art can reduce the stress hormone - cortisol and stimulate the release of feel-good neurotransmitter - dopamine. It is proven that creative expression, in any form, has tangible, positive effects on our well-being.

6. slide. Exploration of Art Techniques

In the following 2 days we will explore different art techniques you can use for your benefit. Different ways work better for different people, so we will explore a little bit of everything to help you find which one suits you. After all, it's not about the technique, but about the process.

7. slide. Intuitive Art for Stress Relief

Stress management through art is focused on being intuitive, feeling free to express yourself and letting yourself go. Results are always secondary. The most important part is how you feel; therefore you're welcomed to adapt the practices we will learn together to your needs. Don't be afraid to try all of them.

8. slide. Supportive Space

An accepting atmosphere is very important when connecting with your inner world. To be able to focus and express ourselves we will need to work all together. Let's create a supportive and non-judgmental space for each other. We can help each other open up if we stay empathetic, tolerant and caring.

9. slide. Reflection and Feedback

After every activity we will have time to reflect, give and receive feedback on how the process has affected us. Feel free to share your thoughts and any suggestions that would help to improve the experience further.

10. slide. Daily Art

We hope that after trying out all the different techniques you will be inspired to incorporate artistic practices into your daily life. Art can truly be a useful outlet for emotions, which can sometimes even be difficult to describe.

11. slide. Exploration continues!

If none of the practices we try together catch your attention – don't worry. It doesn't mean that art cannot help you in stress management. Try new things look into photography, jewelry making, paper crafts, crocheting or endless other creative outlets that are out there. Artistic field is a broad world and can offer everyone an interesting, helpful and healthy hobby

12. slide. Connecting Through Art

And if you find that creative field is something that helps to connect to your inner world – consider trying it with others. Look into groups and classes and other communities around the place of your residence where you could engage in a loved activity with like minded individuals.

13. slide. Holistic Approach

But of course art is just one element in the topic of self-care. Remember to incorporate other self-care practices like exercise, mindfulness, and sufficient sleep into your routine. A holistic approach ensures overall well-being.

14. slide. Thank you!

As we wrap up, I want to express my gratitude for your active participation. I encourage each of you to continue exploring the connection between various art forms and stress management in your lives.

15. slide. Thoughts/Questions?

And before we end, let's hear from you. Do you have any questions? Maybe expectations or fears you'd like to share before we start with the practical activities?

List of suggested songs for “Intuitive Painting with Music” exercise

1. Happiness/Joy

- "Happy" by Pharrell Williams
- "Can't Stop the Feeling!" by Justin Timberlake
- "Don't Stop Believin'" by Journey
- "Walking on Sunshine" by Katrina and the Waves

2. Sadness/Grief

- "Someone Like You" by Adele
- "Hallelujah" by Jeff Buckley
- "Tears in Heaven" by Eric Clapton
- "The Sound of Silence" by Simon & Garfunkel

3. Anger/Frustration

- "Killing in the Name" by Rage Against the Machine
- "Break Stuff" by Limp Bizkit
- "Bulls on Parade" by Rage Against the Machine
- "You Oughta Know" by Alanis Morissette

4. Peace/Tranquility

- "Clair de Lune" by Claude Debussy
- "Spiegel im Spiegel" by Arvo Pärt
- "Gymnopédie No.1" by Erik Satie
- "Weightless" by Marconi Union

5. Love/Romance

- "Thinking Out Loud" by Ed Sheeran
- "At Last" by Etta James
- "A Thousand Years" by Christina Perri
- "Make You Feel My Love" by Adele

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6. Fear/Anxiety

- "Mad World" by Gary Jules
- "The Sound of Silence" by Simon & Garfunkel
- "Breathe Me" by Sia
- "Hurt" by Johnny Cash

7. Excitement/Thrill

- "Uptown Funk" by Mark Ronson ft. Bruno Mars
- "Shut Up and Dance" by Walk the Moon
- "Dancing Queen" by ABBA
- "Eye of the Tiger" by Survivor

8. Hope/Optimism

- "Here Comes the Sun" by The Beatles
- "I Will Survive" by Gloria Gaynor
- "What a Wonderful World" by Louis Armstrong
- "Lean on Me" by Bill Withers

9. Loneliness/Isolation

- "Everybody Hurts" by R.E.M.
- "Sound of Silence" by Simon & Garfunkel
- "Eleanor Rigby" by The Beatles
- "Hurt" by Johnny Cash

10. Gratitude/Appreciation

- "Thank You" by Dido
- "What a Wonderful World" by Louis Armstrong
- "Wind Beneath My Wings" by Bette Midler
- "You Raise Me Up" by Josh Groban

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