



**PROFILING ALTERNATIVE METHODS OF
THERAPY TOOLKIT**

/Belarus, Bulgaria, Latvia, Malta, Morocco/



TOOLKIT OVERVIEW

Presentations of artistic therapy methods used in our practice

1. Art Therapy
2. Football
3. Montessori
4. Participatory Video
5. Neurographica
6. Yasam&Zabotik applications

Descriptions of artistic therapy methods used in our practice

1. Fairy Tale Therapy
2. Embodiment – Letters to the Body
3. Coaching
4. Phototherapy
5. Mobile applications
6. Participatory Video
7. Montessori
8. Neurographica
9. Psychological First Aid in disasters

New NFI methods created during the Training Course

1. Children of Tomorrow
2. Democratic Engagement
3. Pack for Everest/Pack for Fgura

About the Project

Art therapy.

What is art therapy?



Dace Berzina, +371 29246371, LATVIA.

WHAT IS ART THERAPY?

Here are some key points about art therapy:

- **Expression of emotions:** Art provides a non-verbal means for individuals to express and communicate their emotions. This can be particularly beneficial for those who find it challenging to express themselves through traditional talk therapy.
- **Self - exploration:** engaging in art-making allows individuals to explore their thoughts, feelings, and experiences in a safe and supportive environment. It can help uncover subconscious thoughts and promote self-awareness.
- **Empowerment:** Completing an artistic project can “install” a sense of accomplishment and empowerment. This especially true for individuals who may struggle with a sense of control in other areas of their lives.

- **Stress reduction:** The process of creating art can be relaxing and meditative. Focusing on the creative process can distract individuals from stressors and promote a sense of calm.
- **Therapeutic relationship:** Art therapists are trained to guide individuals through the creative process and help them explore and understand their emotions. The therapeutic relationship between the client and the therapist is crucial in facilitating healing.



Art therapy is not about
creating “artistic”
masterpieces.



Art therapy is not about creating "artistic" masterpieces; rather, it focuses on the process of creating and the emotions and insights that arise during that process. It is an integrative mental health profession that combines the creative process with psychotherapy to promote emotional, mental, and behavioral well-being.

Mandalas

also known as zentangle.

Mandalas are circles within a square boundary arranged into different sections. These sections are organized around a focal point and produced on surfaces such as paper and cloth. While the art may have you intrigued, the meditative and symbolic meaning behind these intricate circles is profound and goes far beyond its visual appearance. So, let's delve deeper into knowing about creative mandala art, and who knows, you might get interested in creating one too!





Mandalas is suitable for all ages and skill levels, including beginner-friendly patterns, intricate designs, geometric zentangles, animal-inspired creations, floral-themed pages, and a plethora of other captivating designs.

Here is some ideas what to do with zentangle coloring pages!

✓ Decorative trays;

✓ Greeting cards;

✓ Wall art;

✓ Calendars;

✓ Coasters;

✓ Decorative rocks;

✓ Wrapping paper;

✓ Wine glass charms;

✓ Puzzles;

✓ Book covers.

Mandala Rock painting



Fluid Abstract art



Fluid abstract art

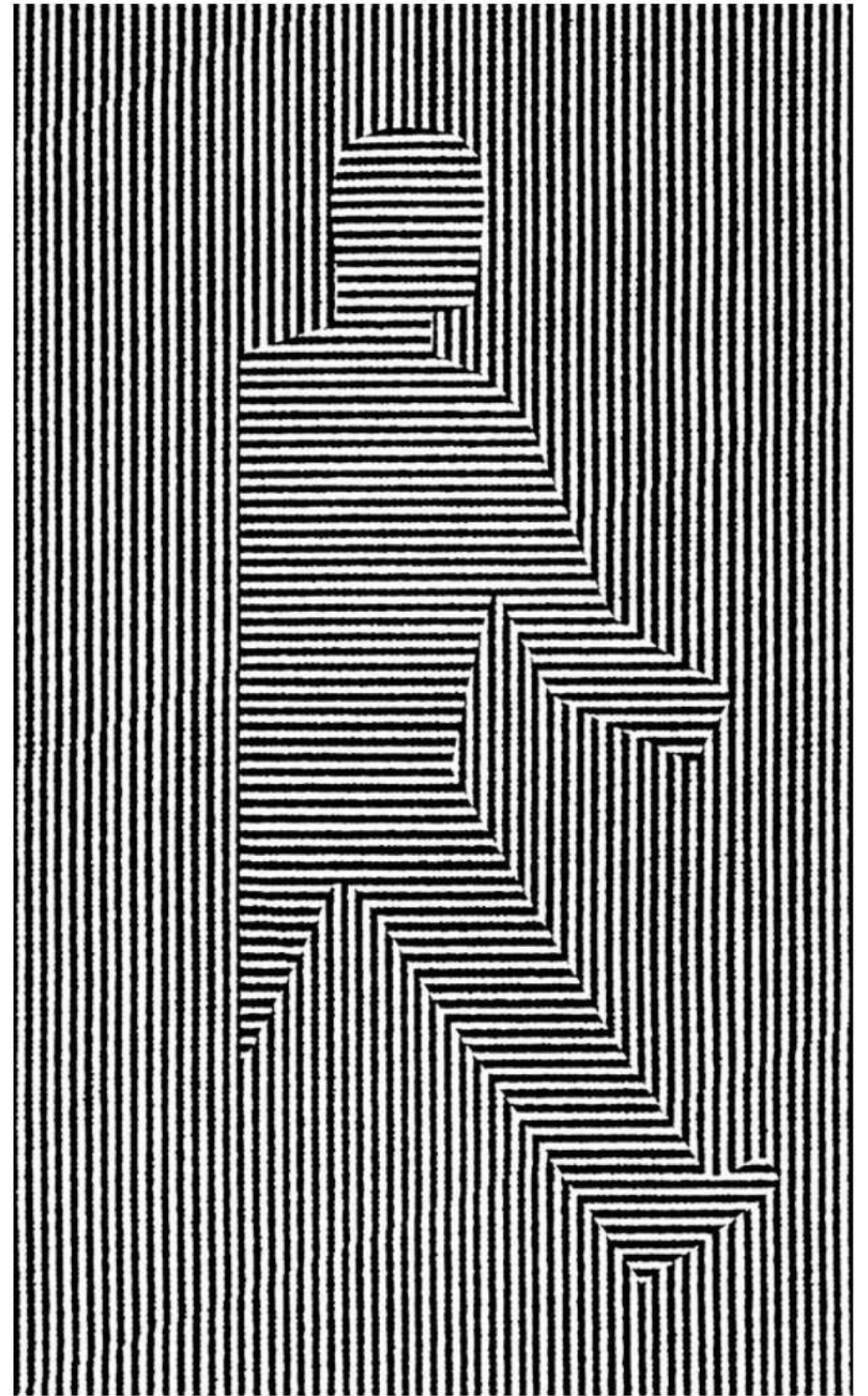
Also known as acrylic pouring, fluid painting is a type of abstract art that involves pouring layers of thin, liquidy acrylic paint onto a canvas.



Because of that fluid consistency, the paint moves and spreads feely, creating interesting organic shapes.



Line art



Make it your self!

It's very easy



- Step by step!
- All You need is a paper and some pencil or other colour stuff (pens, pencils, markers, ...)

Thank You!

Dace Berzina, Latvia, +371 29246371

FGURA UNITED FC



2024



Brian Agius
PHOTOGRAPHY

WHO ARE WE?

NAME: FGURA UNITED FOOTBALL CLUB

FOUNDED: 1971

STATUS: SEMI-PROFESSIONAL

DIVISION: MALTA CHALLENGE LEAGUE

PREMISES: CLUBHOUSE, BAR AND RESTAURANT, 11-A-SIDE PITCH, 5-A-SIDE PITCH

FOOTBALL SCHOOL: 300+ MEMBERS (3-19 YEARS)

FOOTBALL SCHOOL LICENSE: UEFA A

NUMBER OF COACHES: 40+

WEBSITE: WWW.FGURAUNITEDFC.COM

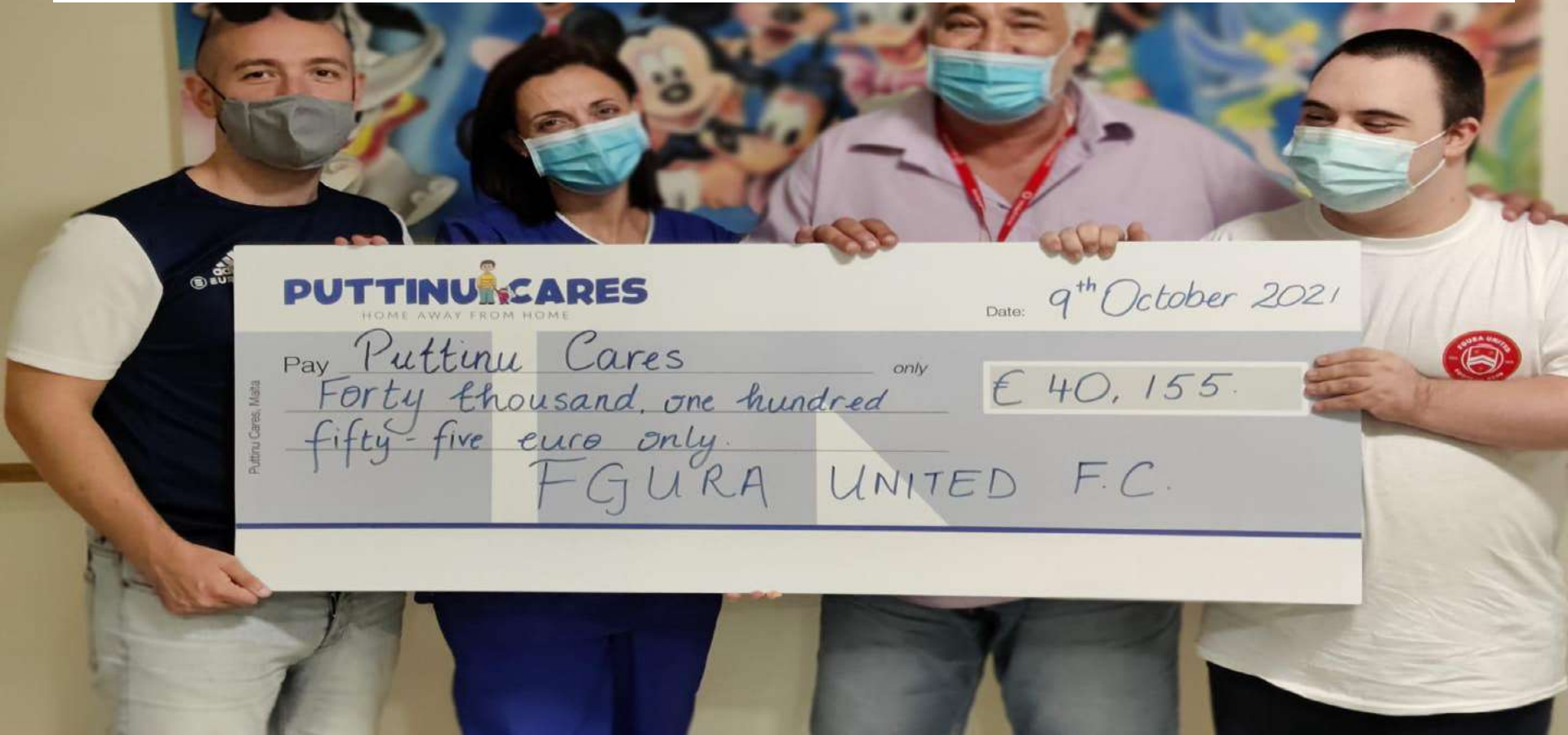
WHAT IS OUR VISION?

TO BECOME ONE OF THE LEADING FOOTBALL SCHOOLS IN MALTA BY PROVIDING A HOLISTIC EDUCATION TO ALL OUR MEMBERS. WE ENVISAGE TO PROVIDE A POSITIVE EDUCATIONAL EXPERIENCE THAT GOES BEYOND FOOTBALL COACHING.



DRIVERS OF
POSITIVE IMPACT.
IF NOT US, THEN
WHO?

50 HOUR FOOTBALL MARATHONS - OVER €50,000 COLLECTED



PUTTINU CARES
HOME AWAY FROM HOME

Date: 9th October 2021

Pay Puttinu Cares only
Forty thousand, one hundred
fifty-five euro only.
FGURA UNITED F.C.

€ 40,155.

Puttinu Cares, Malta



CAREER DAYS



BOOK BANK



TEAM-BUILDING WORKSHOPS



SEDQA PROGRAMME





GET INVOLVED PROGRAMME





112 BOTTLES



INCLUSION AWARENESS PROGRAMME

All Different, All Equal



ANTI-BULLYING CAMPAIGN

PARENTS-KIDS SESSIONS



CARNIVAL SESSIONS



SCHOOL POCKETS



GOZO TRIPS



STICKER ALBUM



BREAKFAST CLUB AND AFTER SCHOOL PROGRAMME



FIRST AID COURSES TO OVER 100 KIDS



INCLUSION

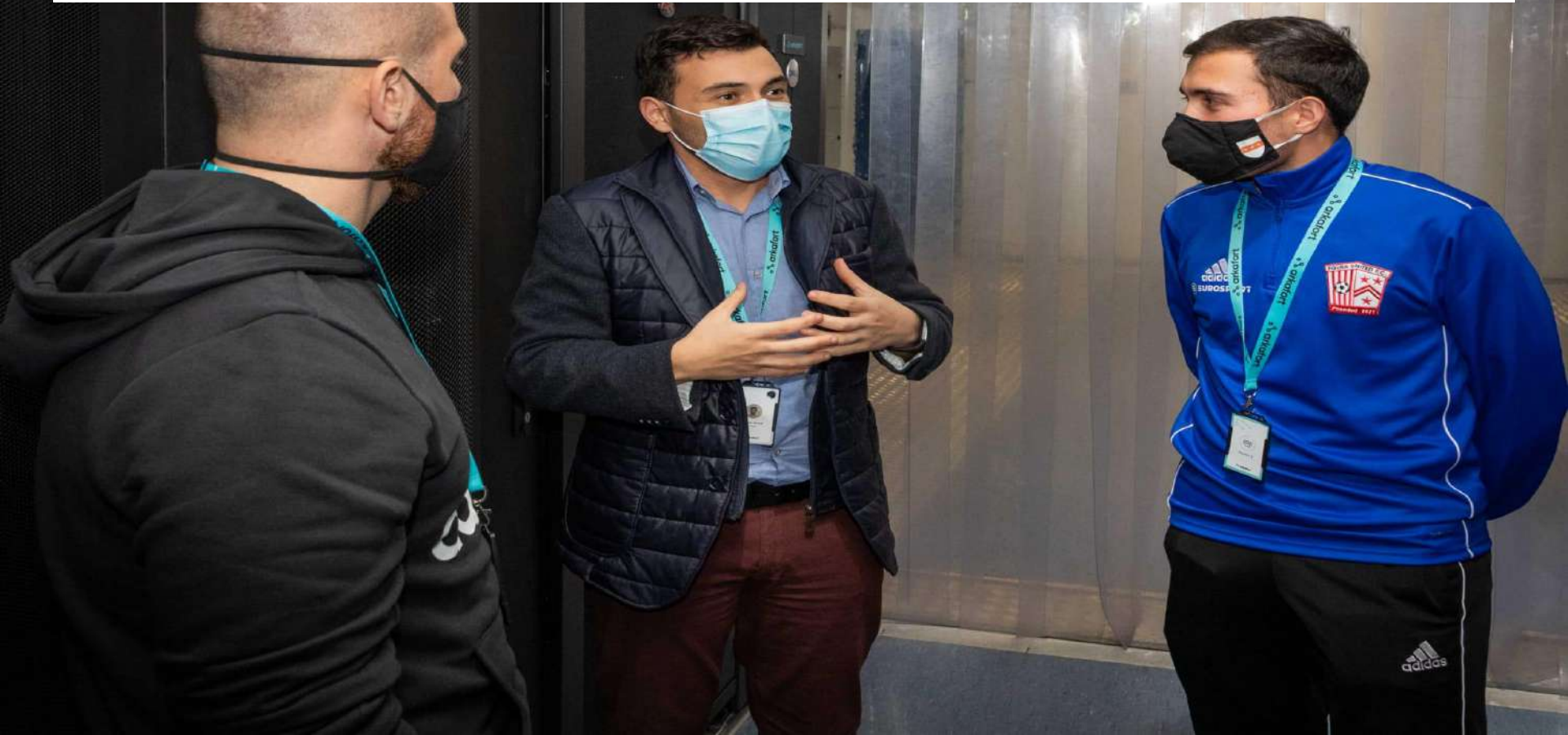


AWARDS NIGHTS



Brian Agius
PHOTOGRAPHY

PURPOSEFUL WORKPLACEMENTS WITH OUR SPONSORS



PEACE FOR UKRAINE



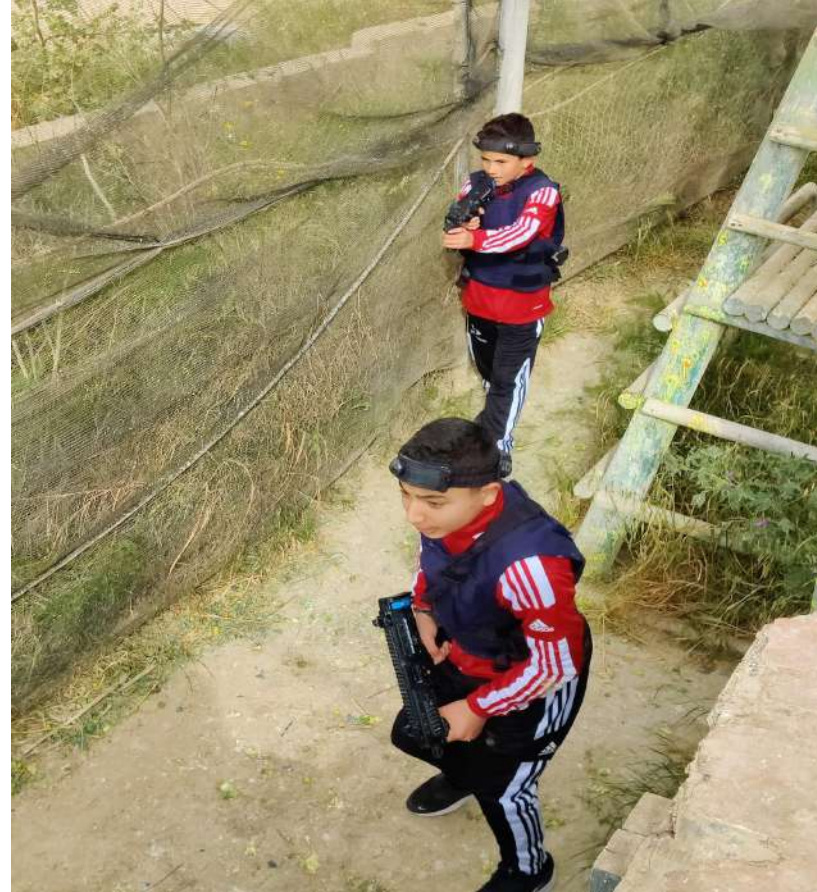
Say YES to Peace



DONATIONS TOWARDS ANIMAL SANCTUARIES



LEISURE ACTIVITIES



MORE LEISURE ACTIVITIES



HISTORICAL OUTINGS



50 HOUR FOOTBALL MARATHON



MOU WITH FSWS



- Stress and Anxiety management •
- Self-confidence •
- Communication skills •
- Respect and tolerance •
- Goals and Aspirations •
- Social Media management •



Foundation for Social
Welfare Services
Here for you

Memorandum of Understanding with
Foundation for Social Welfare Services



TESTIMONIALS



“

Fl-okkażjoni tal-ewwel viżta tiegħi fil-Fgura United. Impresjonat bl-attenzenza, bil-programm ta' taħriġ liż-żgħażaġħ u bl-importanza li tingħata lill-isport fl-iżvilupp taż-żgħar tagħna. Grazzi u prosit.

Eċċ. Dr. George Vella
President Tar-Repubblika ta' Malta



*Education is the most powerful weapon which you
can use to change the world.*

Nelson Mandela



“Matul dawn l-ahhar snin konna onorati li il-futbol klabb tan-nursery tal-Fgura emmnu f'Puttinu Cares u ghamlu diversi attivitajiet u progetti ghall-din kawza. Dawn kienu ta success kbir, b'donazzjonijiet mill-isbah mill-qalb. Fuq kollox xi haga mill-isbah u li tispikka hija li kull attivita gejja mit-tfal ghat-tfal. Grazzi minn qalbna u ahna kburin bikom”

FOUNDATION

RECEIPT 122442 P

**Rennie u Angele
Puttinu Cares**





“The progress made by Fgura United in recent years is to be commended. Their holistic approach has enabled the club to improve not only its management structures and operations, it has also significantly strengthened their youth sector”

Bjorn Vassallo
Malta Football Association President

“Ghal dawn l-ahhar snin rajt lin- nursery tal- Fgura tiffjorixxi mhux biss fl-organizzazzjoni, fl-amministrazzjoni u fl-infrastruttura imma anke fl-edukazzjoni holistika li tipprovdi. Din l-iskola tal-futbol ghandha fl-epicentru taghha l-benesseri holistici ta' kull tifel u tifla li jattendu ghat-tahrig biex dawn mhux biss isiru plejers tal-futbol izda anke zghazagh u adulti preparati; ezemplari, indipendenti, dixxiplinati, motivati u b' determinazzjoni ghal x'ser joffrilhom il-gejjieni.”



Janice Briffa
Prezentattrici Sportiva



“This Impact Report clearly evidences the diverse activities and scale of your achievements in the last year and we look forward to keeping in touch in the years to come”

Neil Deans

Head of Football and Sports Development, Watford
FC's Community Sports and Education Trust

WATFORD



Montessori method

Solvita,
PATH Malta, 8.01.-18.01.2024.

Marija Montessori

1870-1952



Material

Main elements

Child

Environment

Teacher



Environment

-

Totality of toys

+

Variable

Appropriate (interests, age)

Tidy

Unified whole

Natural (sink, tables etc.)

Traditional

Teacher

- Can wait
- Watching
- Objective
- No pedantic
- Open
- ✓ Appropriate education
- ✓ Have practice
- ✓ Curious
- ✓ Ethical
- ✓ Feel the kids

Teacher

Respect

Trust

No rush

Organizes environment

Do not delay

Monitor



Child

Sensitive periods

period new skills absorb easier

Free work

Polarisation

fully focused on what he is doing

Human tendencies

movement, curiosity,
exploration, orientation,
order, gregariousness,
independence,
communication, self-control,
exactness, repetition,
perfections, calculation,
work, imitation,
concentration, abstraction
and creative imagination

Absorbent mind

sponge-like capacity

Mneme

*prevalent form of memory in the first
three years of life,*

Enneagramm

uncouncious impresions

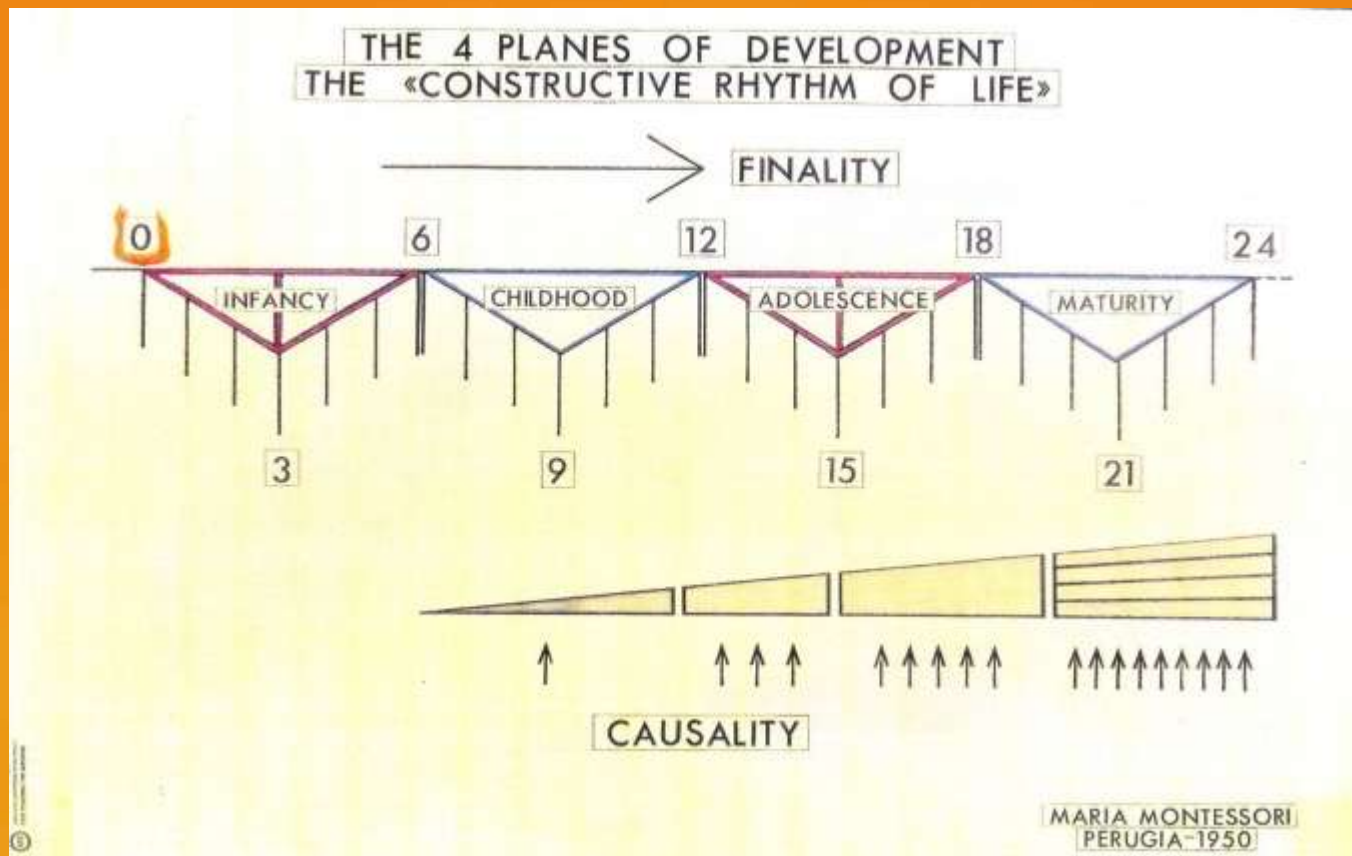
Horme

*drive that compels
the child to exert
themselves*

Incarnations

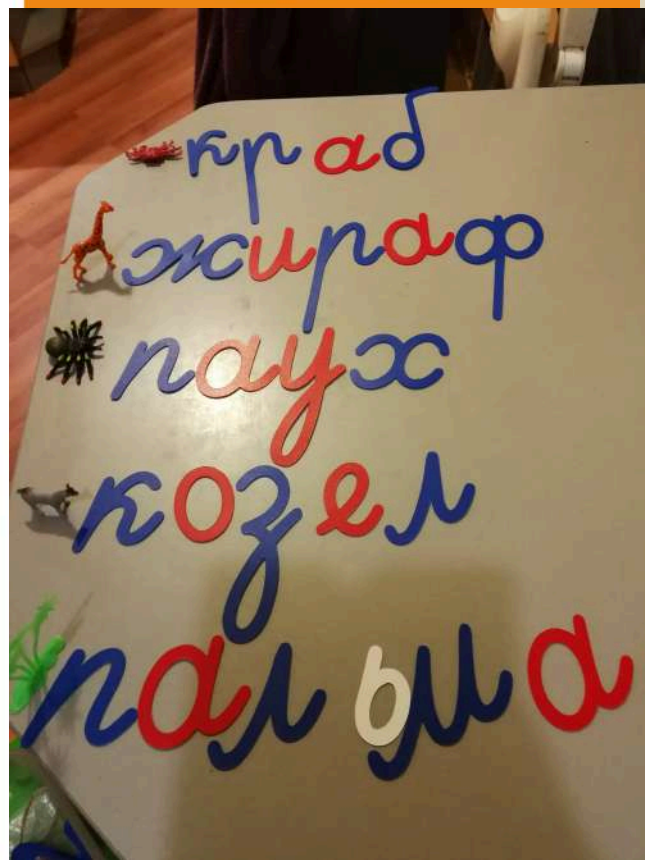
Processing impressions

Bērnus konstruktīvais dzīves ritms

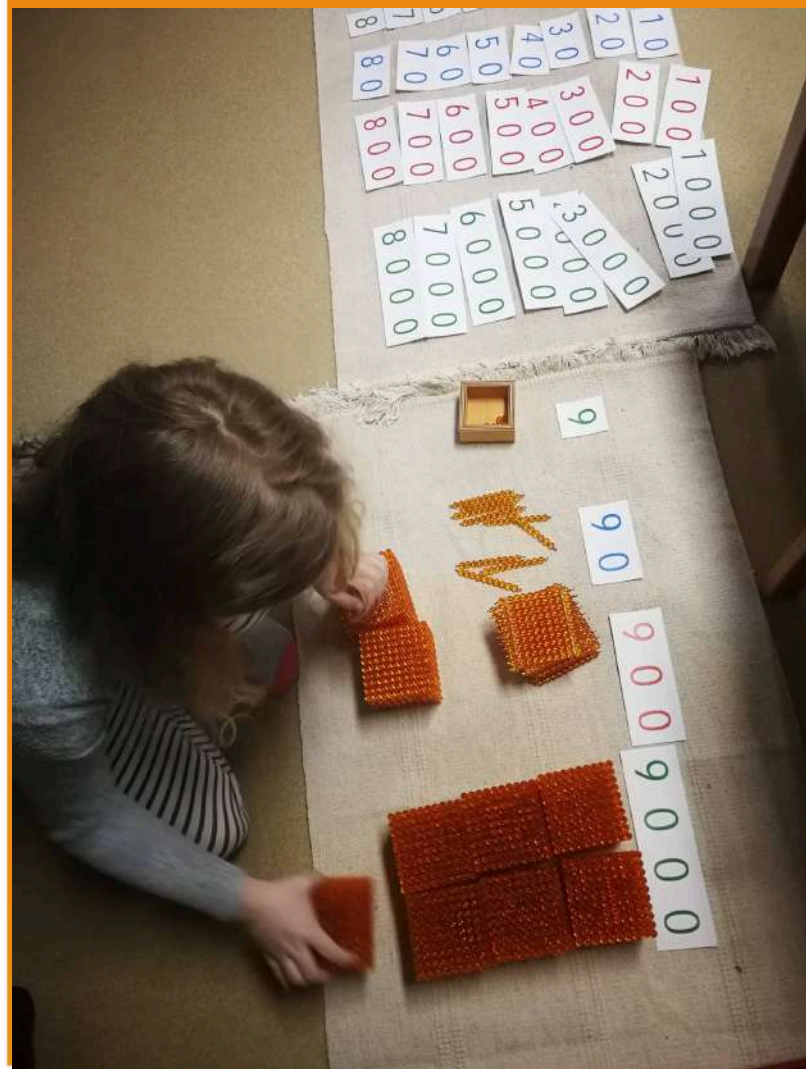


MATERIAL

- Teaches one skill at a time
- Multiple learning styles in mind
- Build knowledge and skills through repetition and practice
- Made of natural materials and real-life objects
- Develop independence, fine motor skills, and concentration
- Learning outcomes discovered through problem-solving
- Designed for children to teach themselves (self control)
- Simplify abstract concepts







The Montessori Method



Mari

With an
and a new

THE MONTESSORI TODDLER

A PARENT'S GUIDE TO RAISING
A CURIOUS AND RESPONSIBLE HUMAN BEING



SIMONE DAVIES

THE MONTESSORI HOME

Create a Space for Your Child to Thrive

ASHLEY YEH, M.Ed.



THE CHILD

IS THE

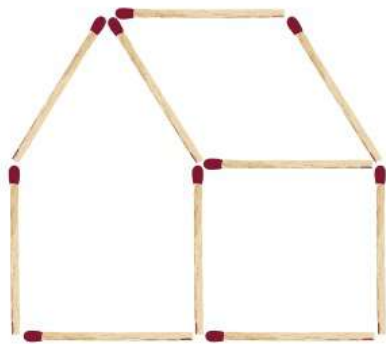
TEACHER

STINA DE STEFANO

TRANSLATED BY GREGORY CONTI



Pārvieto divus sērķociņus, lai mājiņa
skatītos uz otru pusi!



Pārvieto divus sērķociņus, lai izvei-
dotos divi trijstūri!

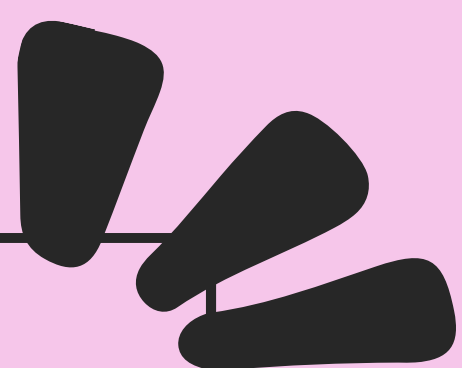


Izmantotie avoti

1. Helminge H. Montessori pedagoģija, Jumava, 2006, 154 lpp
2. Montessori M. Absorbējošais prāts, Jāņa Rozes apgāds, 2019, 224lpp
3. https://montessorinorge.no/wp-content/uploads/2020/09/ConstructiveRhythm_Illustration.pdf
4. <https://notesonnn.wordpress.com/2017/05/27/illustrations-on-the-four-planes-of-development/>
5. <https://montessori150.org/news/first-casa-dei-bambini>
6. Foto-no personīgā arhīva.



Erasmus+, October 2023



WITH YOUR OWN VOICE

Fondazione Emmanuel- La Cosecha





PARTICIPATORY VIDEO



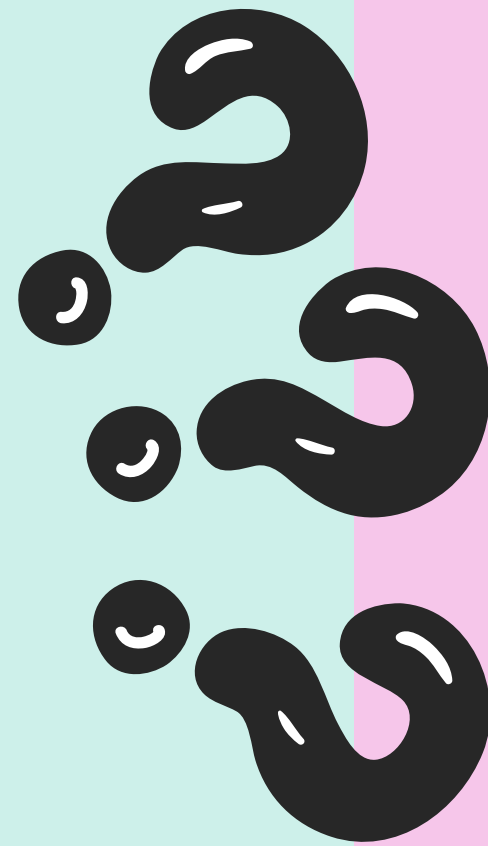
Don Snowden
Canadian pioneer



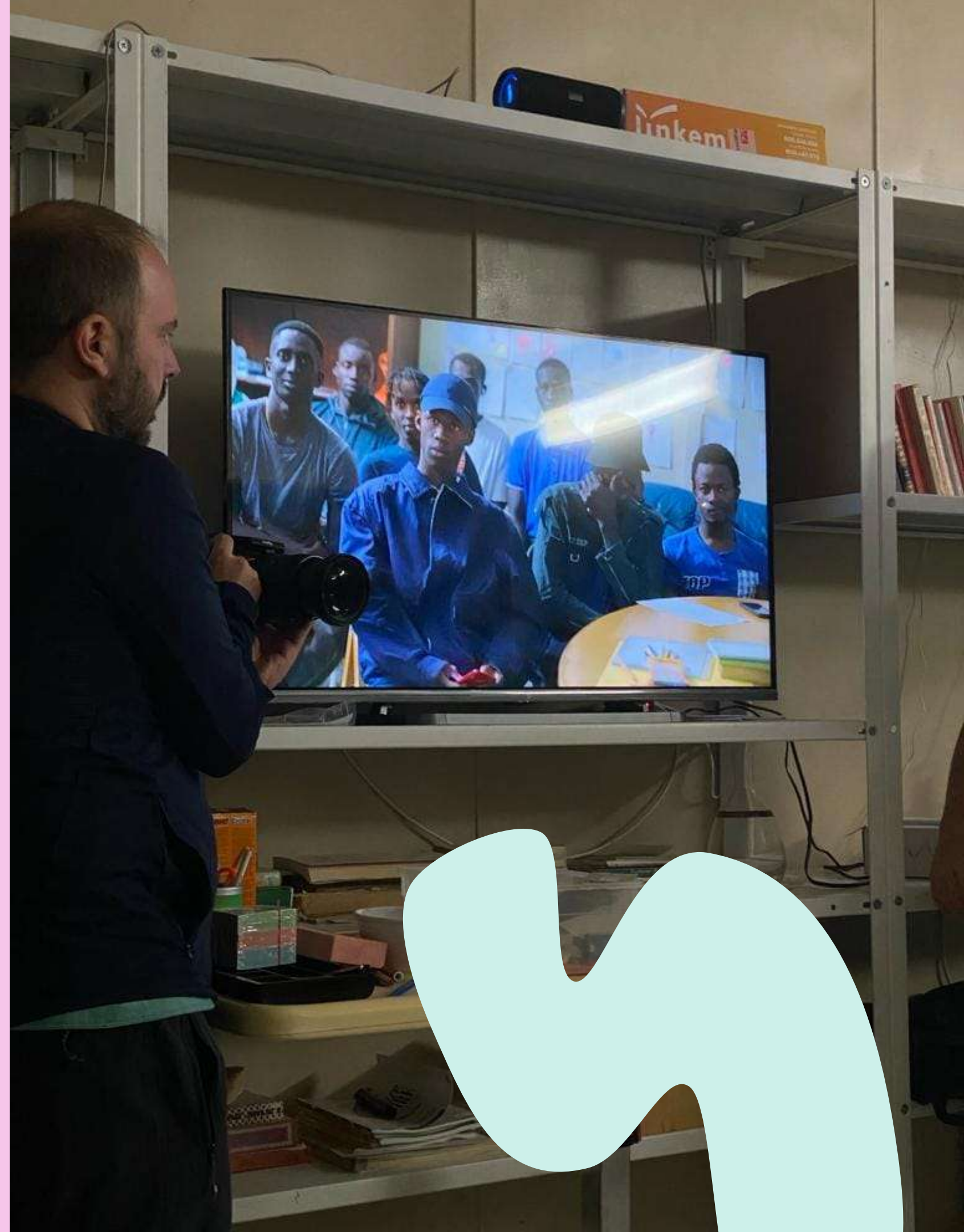
Unesco Method



WHAT IS IT? WHY DO IT?



- ▶ Effective tool to engage and mobilise marginalised people
- ▶ Participants rapidly learn how to use video equipment through games and exercises.
- ▶ Free Topidchosen by participants



HOW TO START?



Sharing of shooting techniques

Documentary techniques

What? How? Why?

Topic





WHAT DO YOU LEARN?

Audio techniques
Video techniques
Editing techniques

1.DREAMS



Documentary is about their dreams.

2. ROUTES MIGRATOIRES



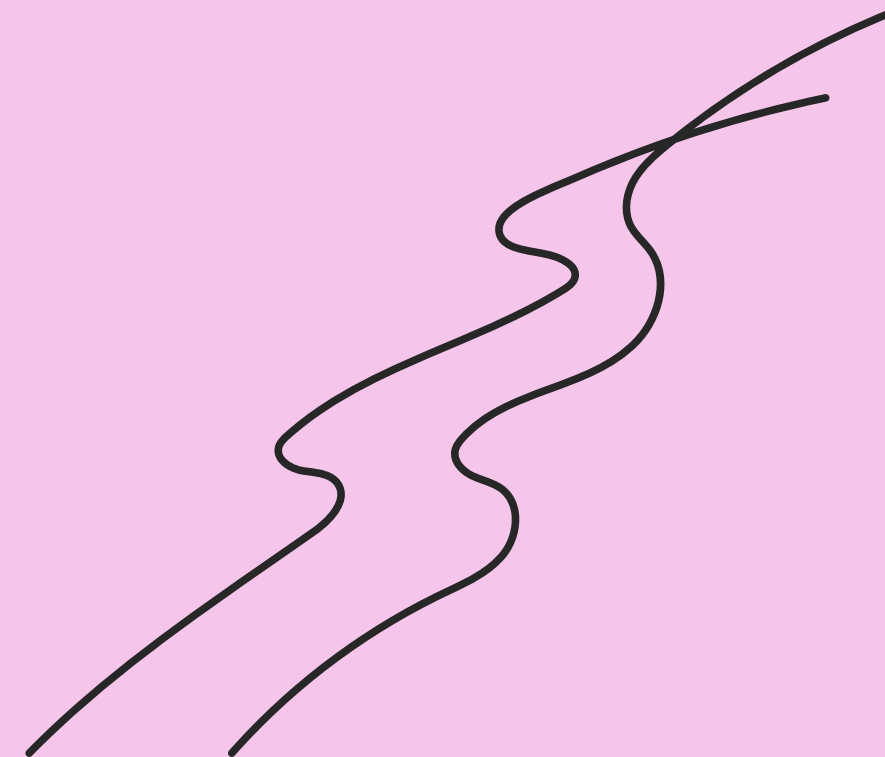
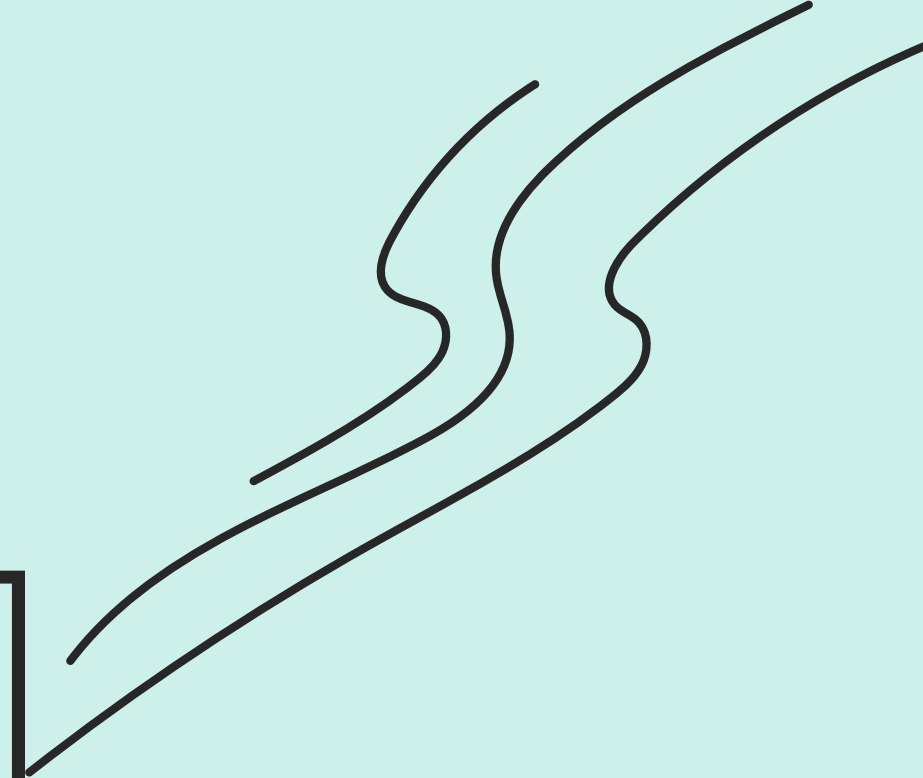
The following documentary is based on three personal stories that show their migratory journeys to reach Europe.



3. C'EST L'AFRIQUE QUI GAGNE

A group of young man explain the rithms and origin of their cultural music in a videoclip.





THANK YOU

<https://withyourownvoice.org/lecce>

for your attention

NEUROGRAPHICA 2 in 1

individual express course



LIC – theory & coaching

NEURO+GRAPHICA

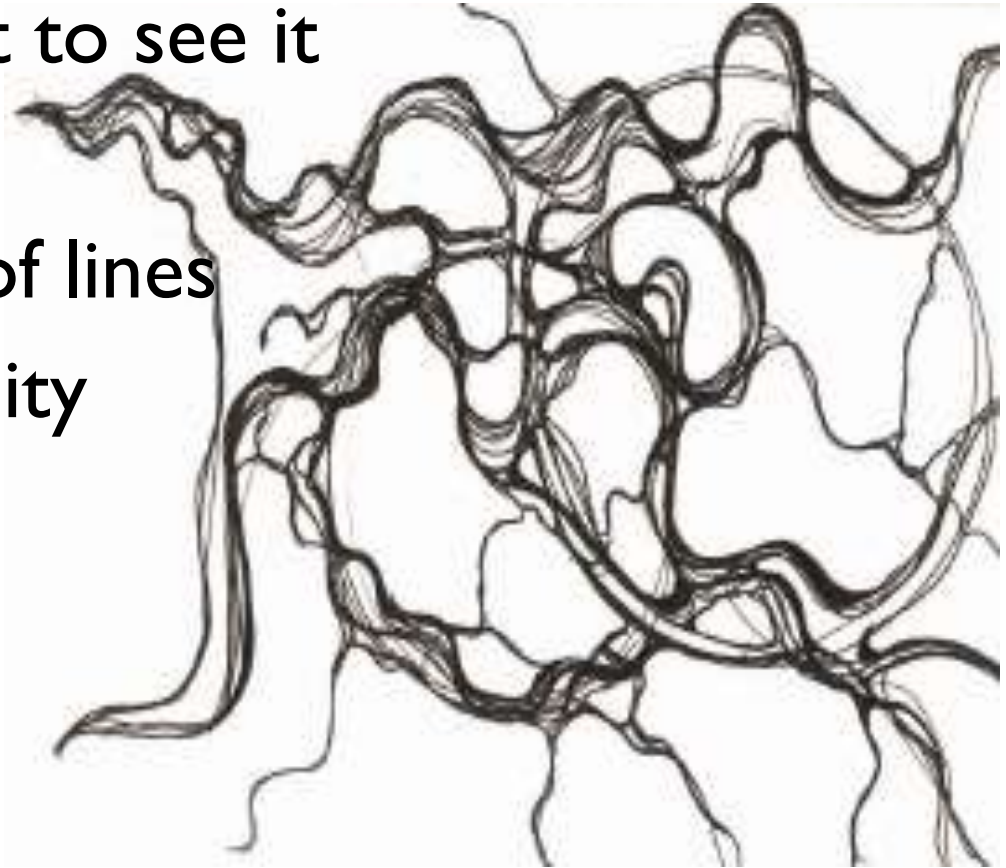
- A unique art and stress reduction therapy, the method of positive transformation of impressions, 2014 Pavel Piskarev (RU)
- Psychology/Phylosophy/Sociology/Art



NEUROGRAPHICA

NEUROGRAPHIC LINE

- Does not look like itself in every part of its movement, and we lead it where we do not expect to see it
- The number of lines defines the quality of the result





BASIC ALGORITHM

1. Topic
2. Composition
3. Rounding
4. Integration
 - 4.1. Shape and background
 - 4.2. Archetyping
5. Field lines
6. Fixation
7. Topic 2.0

***4 points of attention:**

Visions, thoughts, feelings, sensations



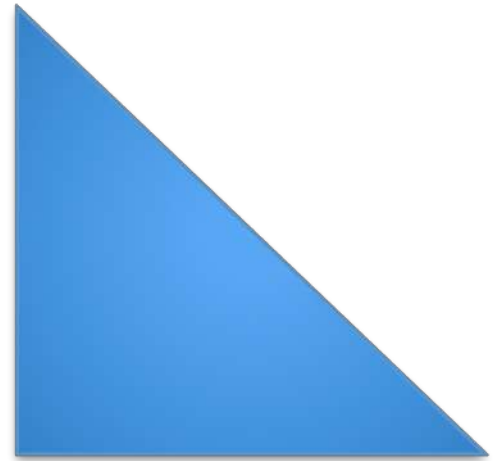
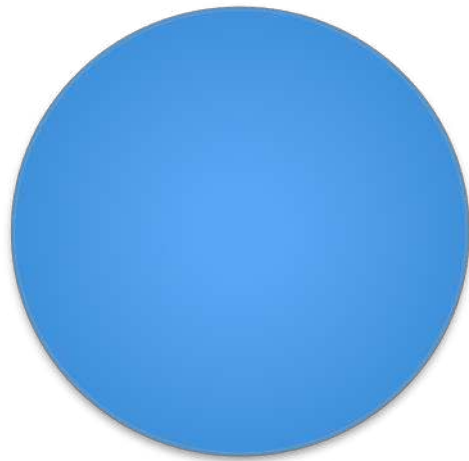
LIC –

LIFTING INNER CONSTRAINTS

1. Topic
2. **EJECTION**
3. Rounding
4. Integration
 - 4.1. Shape and background
 - 4.2. Archetyping
5. Field lines
6. Fixation
7. Topic 2.0

THE SHAPES OF NEUROGRAPHIC ALPHABET

- Circle
- Square
- Triangle



The plane of the drawing does not have borders

LET'S GO!

- The problem is a product of mind
- Any task has a graphic solution
- Drawing is easy





SOS ДЕТСКИЕ
ДЕРЕВНИ
БЕЛАРУСЬ

Mobile Application YASAM

**Information Suitcase
For Youth
from alternative care**





SOS ДЕТСКИЕ
ДЕРЕВНИ
БЕЛАРУСЬ

Links to application

Link to download: <http://onelink.to/ssg5th>

<https://play.google.com/store/apps/details?id=com.bobaka.sos>





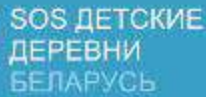
- Ten topics (80+ articles, 45+ practical guides)
 - Bookmarks / Favorites
 - Indication of time for reading article / number of steps for guideline
 - Graphical achievements (motivators)
 - Keyword search
 - Direct links to popular online services
 - Saving templates / memos to phone
 - Contact phone call function
 - Actual news
 - Google maps with services for youth
-
- Friendly and intuitive interface
 - Clear youth-friendly language
 - Operational systems: Android OS, iOS
 - For free, and with no advertisement
 - Small size, works offline



SOS ДЕТСКИЕ
ДЕРЕВНИ
БЕЛАРУСЬ

Video about mobile application





Open Public Competition on Best Title



38 valid participants

72 submitted variants

Winner –

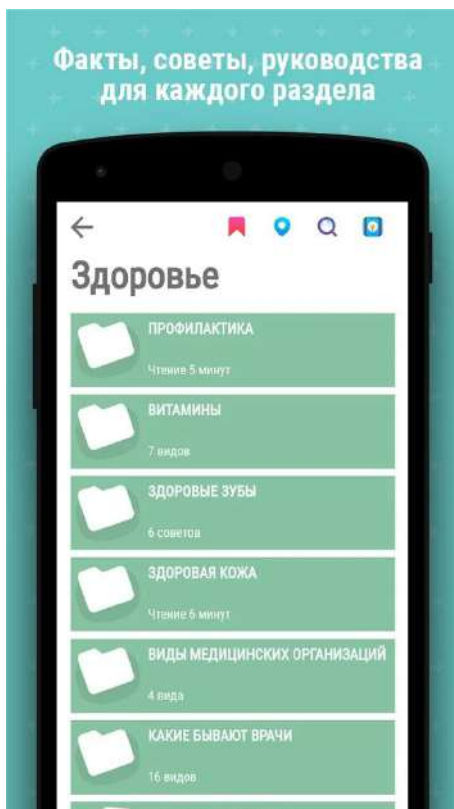
“YASAM”
(Elena Chudinova,
student of the
Institute of
Business,
Belarusian State
University)



SOS ДЕТСКИЕ
ДЕРЕВНИ
БЕЛАРУСЬ

Initial Design: Screenshots

Факты, советы, руководства
для каждого раздела



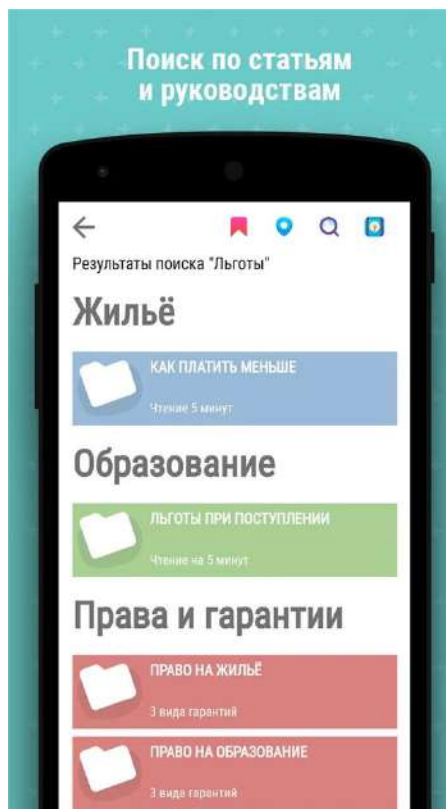
Advices, guides and facts
for each section

Все актуальные темы
на одном экране



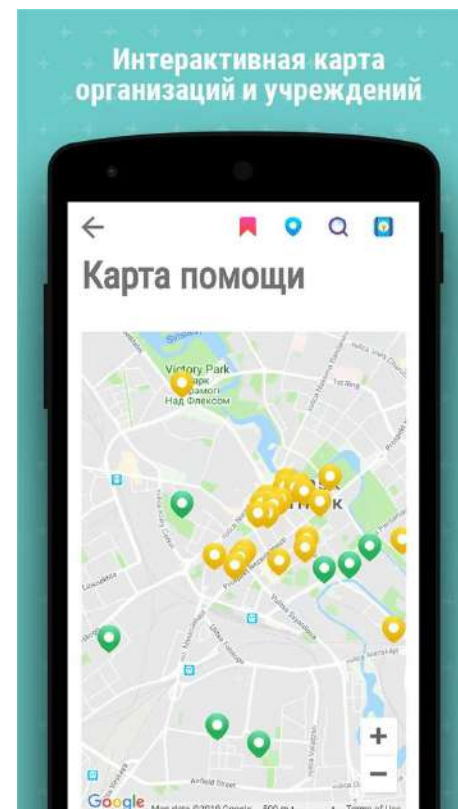
All actual topics on one
screen

Поиск по статьям
и руководствам



Search on articles and
guides

Интерактивная карта
организаций и учреждений



Interactive map of
organizations



SOS ДЕТСКИЕ
ДЕРЕВНИ
БЕЛАРУСЬ

Design 2.0: Screenshots

СОВЕТЫ,
РУКОВОДСТВА
И ФАКТЫ ДЛЯ
МОЛОДЫХ ЛЮДЕЙ



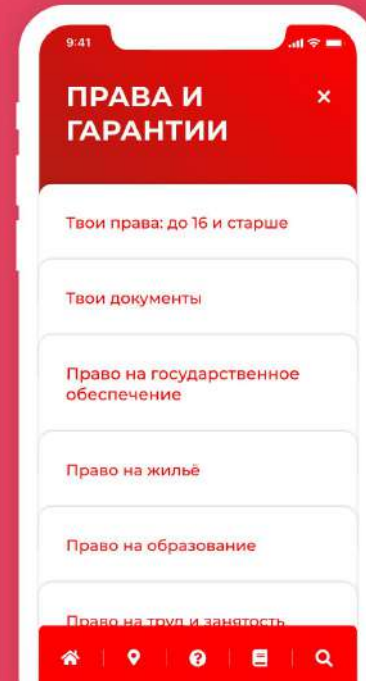
Advices, guides and facts for young people

ВАЖНАЯ
ИНФОРМАЦИЯ
ПО АКТУАЛЬНЫМ
ТЕМАМ



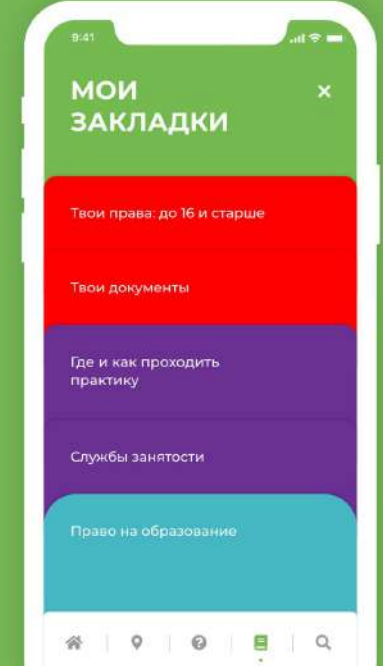
Important information of actual topics

ОТВЕТЫ
НА ВОПРОСЫ
В СТАТЬЯХ
КАЖДОЙ ТЕМЫ



Important information of actual topics

ПОИСК ПО СТАТЬЯМ
И ИНТЕРАКТИВНАЯ
КАРТА ОРГАНИЗАЦИЙ
И УЧРЕЖДЕНИЙ

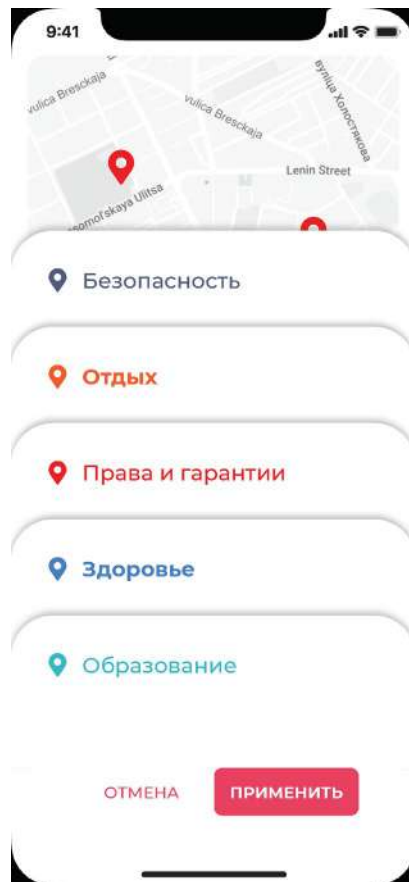
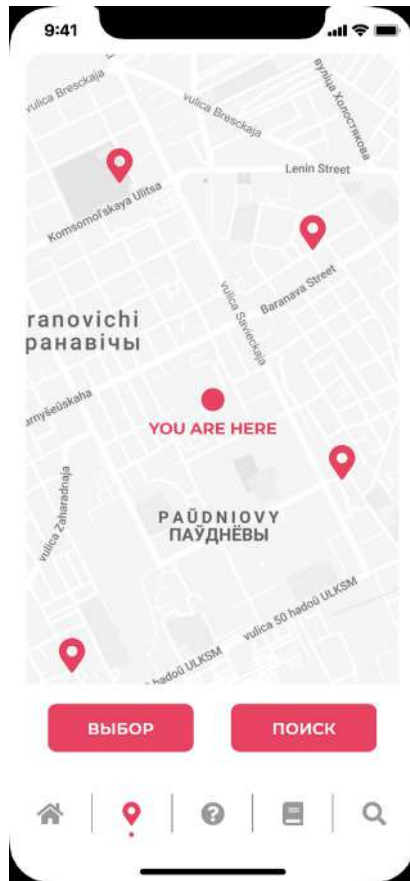


Search through articles and interactive map



SOS ДЕТСКИЕ
ДЕРЕВНИ
БЕЛАРУСЬ

Interactive Map of Services for Youth



- All State Centers for Social Support in Belarus
- Child and Youth organizations
- Culture and Entertainment centers
- Sport facilities
- Legal consultations for youth
- Job and Employment centers
- Centers for additional education
- 24-hour postal offices
- 24/7 emergency rooms in hospitals



Ideas and Plans for Further Development



- Chat-bot “Have a question?”
- New objects and partners on the map
- New sections / articles, made with youth advice / participation
- Web - version
- Versions for specialists and parents
- Peer-to-peer counseling, comments, advices and experience exchange
- Emergency / Alarm button
- English / Belarusian languages



SOS ДЕТСКИЕ
ДЕРЕВНИ
БЕЛАРУСЬ

Promotion and upgrading



Youth Initiatives Contest Youth Power 2.0



SOS CHILDREN'S
VILLAGES



Culinary master-classes

Be well-fed!

- Cooking master-classes and creation and designing of book of youth recipes

02 Board play IgROR

- Training strategical thinking and communication board game with peer-to-peer approach.
- Creation of playground and 3D-printed figures

03 Youth chat-bot «ZaBOTik»

- Youth-friendly chat-bot in social messenger Telegram with useful advices and tips and personal growth exercises

Local contest



Open online contest of ideas



3 best applications placed for voting



Youth initiatives – winners received YouthPower Spark Funding and started implementation



SOS ДЕТСКИЕ
ДЕРЕВНИ
БЕЛАРУСЬ

1

Advices and tips

- 10 topics

2

Link to application

3

Relax and leisure

- Useful links to free resources

4

Ask your question

5

About feelings

- Diary, emotion section, meditation

6

Motivational notification with weekly exercises or reflection



@ZABOTIK_BOT

Title

The Path of the Hero (Fairy Tale Therapy)

Topic

Self-awareness, mental health, storytelling, creative writing

Aim

reflect on the previous year or other period of time in your life, also can be used to reflect on any process, project or activity.

Time needed

ca 1 - 1.5h

Resources to prepare/think of

- Metaphorical cards with different images or just a set of diverse images
- Music and equipment to play it
- Paper and pen for each participant
- Flipchart and felt pens
- Paper tape
- Table (optional)

Participants (target group)

5-15 participants. Adults, teenagers, can be also adopted for children by minimizing writing part and discussing it instead.

Flow

- Prepare the premises – you will need enough free space for your group to walk. Stick pieces of paper or just paper tape on the floor and write months of the year on it (or other parts of the period/project you are reflecting on) and one paper with “NOW” written on it. Prepare a flipchart with the drawing of the path and numbers from 1 to 6.
- Explain that in this activity we will reflect on the last year’s life events (or on a different period / process / project) and harvest the valuable moments and experiences.
- Warm-up. Play music and ask participants to start walking from the “NOW” back in time. I.e. if you are doing the activity in December, go first to November, then October and so on, Stepping on each month participants have to remember what happened to them in that month, and if they wish to share to tell it loud in 1-2 words. You can also ask participants to show with their bodies how they felt in each month. Then go all the way back to now, but naming the months quickly.
- Ask the participants to sit in the circle and if needed do max 5min reflection on the

process – *How was it for you? Did you manage to remember anything?* (and it's completely ok if not so much).

- Ask everyone to prepare pens and papers. Prepare the cards in the middle - they can be put on the table or on the floor, it's important that they are freely reachable for all the participants. Explain that now we will create a fairy-tale of the last year – “The path of the Hero”. Everybody works individually and can feel free to use their native language if the group is international. The facilitator will name 6 stages and each participant needs to choose one picture that would represent this in his story.
- Lead the group in writing their story, use flipchart to write keywords of each stage. Ask them to use pictures they chose to help them to code their life events into fairy-tale characters, remind that in the fairy-tale no matter what everything finishes good.

Stages of the fairy tale:

Hero. That's you. Who is he/she? What is his/her character? What are his/her strengths/weaknesses?

Environment. Where is the hero, what is the situation around him? Think of the beginning of last year what was around you – people, place, events, feelings, etc?

Goal. What were you consciously / unconsciously achieving during this year? Maybe there was a problem to solve or a wish to make true? Or something else?

Anti-hero / Difficulty. What were you fighting this year? What did you have to overcome? Was there maybe some habit, emotional state that you were trying to change?

Help. What or who helped you? Maybe the hero has some inner super-powers inside that helped him or maybe diverse events/people/animals etc. were helping?

Result. How did the story finish? What was achieved? What new qualities of character the hero has gained? What has he learned? (important to note that any experience, helps us in some ways, sometimes just to be more aware of life situations and that already a big gain)

Wisdom. What is the moral of this fairy-tale? What has it taught you? What will you take for future?

Reflection questions

- How was the process of creating your fairy-tale for you?
- What did you learn about your last year? What was important for you?
- Would someone like to share their story in the circle?
- Could we put any experience in a fairy-tale and learn from it?

*Pictures/additional materials

*Ideas on how to adapt, what to add

Title

Letters to the body

Topic

Embodiment, self-awareness

Aim

Feel connected to the body and learn to read it's signals, sensations, to prompt the positive self-talk regarding the body, to help developing positive body image

Time needed

ca 1 - 1.5h

- Diverse music (slow and active) and equipment to play it
- Perfect to be done outside in the nature

Participants (target group)

10-30

Flow

- **Instruction.** Explain that we will be moving together, remember that no movement is good or bad, this is your place to experiment, try to move as you never did before or move rarely, imagine you are in the movement laboratory and you explore your options. This is a safe space, so that everyone feels free to explore let's agree on confidentiality and that we will not share what was happening here with ours we can talk only about our own experience. Respect your own borders – move only the way it is pleasant and don't go into pain. Respect the borders of others – you can close your eyes, just check that you don't hurt yourself or others. The instructions for movements are only an invitation, you can also choose not to move if it feels needed.
- **Warm-up "Loving touch".** Standing in the circle. Propose 4 kinds of loving touch and movements – shaking with hands up, tapping all the body by palms, rubbing, massaging. The idea is to energize all body parts by touching and shaking. (1 song)
- **Free-writing.** Ask the participants to prepare to write for the time of 1-2 songs – initiate to choose the place and posture that makes their body feel good. While the music is playing they should write non-stop answering the question: *What would my*

body tell me if it could speak? If there is nothing to write, they could write “I don’t know what to write, I don’t know what to write” etc., until the idea comes. When the music finishes ask to put pens down. Give a minute to underline the keywords. (1-2 songs)

- **Set of movement activities.** Explain that a set of movement and dance activities will follow and invite during these activities to keep in mind the question – *What will make the movement most joyful for me now?*
 - **Me, others, environment.** Invite participants to walk around the space and focusing on 1) the environment around, 2) space between people, 3) people, their eyes – saying Hi! without words. 4) yourself – how your feet touch the ground, how you breath, what would be the most pleasant movement now? (1 song)
 - **Body jazz.** Invite participants to move starting from one part of the body, remind that the whole body moves, just one part is in the driver’s seat. Name the part of the body in sequence: head, shoulders, elbows, hands and fingers, chest, pelvis, knees, feet. Invite to find the unusual movements, to remember breathing, move with pleasure. Leave some time for spontaneous dance when participants choose leading body parts (1-2 songs)
 - **Amplitude game.** Invite participants to dance using 3 diverse amplitudes – big, usual, small. After presenting and trying out each amplitude, leave some time for participants to play and change all 3 spontaneously. (1 song)
 - **Thousand lines and circles.** Invite participants to draw a thousand circles with their bodies, encourage them to be creative by personal example. Then invite the same with a thousand lines. (1 song)
- **Letter to the body** – freewriting. Invite participants to find a place and get everything they need for writing. Initiate them to write a letter to the body after moving – maybe it will be a gratitude letter, a letter as a compliment, a letter to ask for cooperation, a letter explaining which habits you would like to establish regarding your body etc. according to what is alive in the person after moving. When the song ends ask to underline the keywords.

Reflection questions

- How was this activity for you?
- What did you learn about your body?
- Would you like to share the keywords from your letter?

*Pictures/additional materials

*Ideas on how to adapt, what to add

Title: Coaching tools (positive gossiping and progress walk)
Topic: individual resources
Aim: to support self awareness and personal development
Time needed 45 -60 min
Resources to prepare/think of : chairs for everybody, enough space to move chairs, space without distracting noises, timer
Participants (target group) anybody from 16 years and above
Flow: Positive gossip: create groups of 5 people. Each group creates a setting of chairs where one is facing away and the rest are sitting close behind the main chair. Facilitator explains the rules and they are: group has to share (each) some positive observations about the person sitting in front of them. For each person that is being talked about there is around 2 minutes time, then, people switch within their group. Progress walk: create pairs and divide into A and B. A is in a role of coach, there to support B with questions. B is there to experience the task. Idea of the task is to physically take a walk through imaginary line of person B desired goal. For example A asks – what is your current goal? Where are you from 0 to 10 in succeeding? What will you see, feel, hear and understand when you are for example on 7? And the B replies to A in their own rhythm. After they reach 10 it's good to ask B for some feedback and learnings. Then the pair switches roles and repeats the task.
Reflection questions Pos. Gossip: what was easier for you: to hear or tell the gossip? What did you find out about yourself? What did you learn about others. How could you implement this task in your life? Progress walk: what is the first step for your progress now that you have seen many of them?. What do you take of this walk? How was it for you?
*Pictures/additional materials
*Ideas on how to adapt, what to add Positive gossiping: the one sitting as listener could have his eyes tied, so they can focus more on the voices and words. In very safe and well facilitated space there could be negative feedback as option to find out some things that people are not so happy with and to use as a option for self awareness not as a scolding moment because some people are really curious about what minus others see in them. Progress walk: could be suggestable that coach writes down each described step and after the process coach has visible notes, something to use after.

Title: Ideal portrait (Phototherapy)

Topic: Psychological support in the formation of an adequate self-image, development of communicative skills

Aim: Development of the ability to reflect on oneself and others, observation, positive perception of the communication partner/other person, communication skills, development of photography and collage skills

Time needed: 2-3 hours

Materials: Smartphone, bright room and or open space (nice place suitable for photography), internet, presentation equipment)

Target group: Any groups of young people (any age, any number of participants)

Flow:

- Presentation of examples of phototherapy work (photos from activities using photography) - 20 min.
- Short course of introduction to portrait photography (flyhacks) - 30 min.
- Instructions for the activity: we will split into pairs, each of us will be a photographer and a model. Task: to make a photographic portrait of your partner on three topics (the topics can be any). For example: Happy and Sad Moments, Looking Forward. Make three photo portraits without showing them to the partner
- Swap roles.
- Create a collage, write a message/wish for him/her.

Invite everybody for the common **reflection**.

- What role did you feel most comfortable in?
- What was easy? What was difficult?
- What would you say about your model/partner?
- What do you think helped you during the photo shoot?
- What feelings does your portrait evoke in you? Perhaps you learned something new about yourself from the photo?

Additional materials:

Simple rules of make a photo:

Light: use soft, natural light, avoid direct harsh light.

angle: the classic portrait angle is to have the camera in the middle of the frame, but don't forget to experiment.

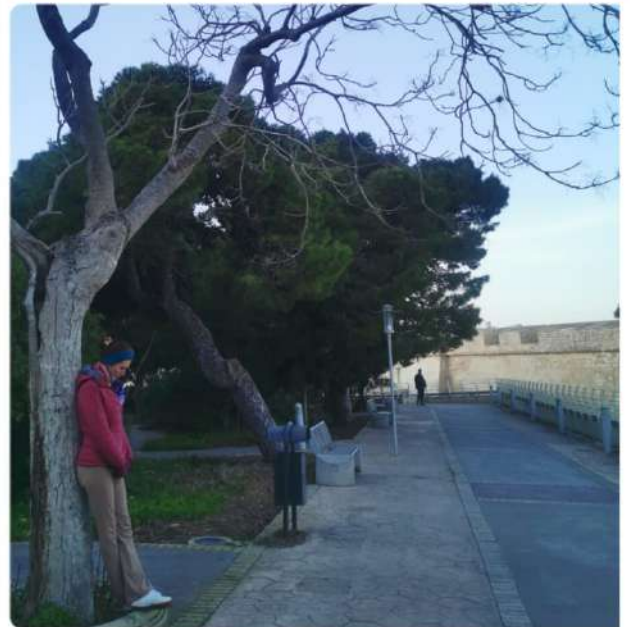
Emotions: discuss the shoot with the model in advance, make jokes, establish a trusting, positive atmosphere. Make sure to take preliminary shots so that the model gets into the shoot.

Examples:



Every needs love







Adaptation ideas:

Take more time

It is possible to work not in pairs but in small groups, with different roles.

Applicable for people who speak different languages and have different communication abilities.

Communication as equals
Inclusion, creating conditions for communication on equal terms through alternative and additional communication
Forming an understanding of the social model of attitude towards disability, accepting the principles of inclusion in communication, overcoming stereotypes
3 hours
The room is comfortable for presentation, Internet, smartphone, printer with the ability to print using Wi-Fi, paper, scissors (ideal laminator and laminating paper, presentation equipment)
Parents and loved ones of young people with disabilities, specialists, social service workers who come into contact with people with disabilities, using alternative and additional communication for communication.
1. Introduction: participants name their name and experience of communication using alternative and additional communication – 20 min. 2. Exercise: Blind, Deaf, Mute – 30 min (The group is divided into threes: they assign roles, the task is to agree on, for example, what to give a friend for his birthday and what gift you will give). For the first five minutes, the groups try to come to an agreement on their own, then they are asked to use additional materials. After feedback, on the questions: what was easy? What's difficult? How did you manage to reach an agreement? 3. Presentation of the basic rules of communication with young people using alternative and complementary communication, a mobile application and a workshop on its use
What difficulties did you experience in communication and what helped? What was easy? What was difficult about creating picture symbols for communication? What opportunities have you seen for using the mobile app? What stereotypes about communication with people with disabilities have you noticed? What could be done to create a nurturing communication environment?
Additional materials: https://rzm.v.by
Adaptation ideas: Applicable to people who speak different languages and have different communication abilities

Title: Youth-friendly info tools

(Information suitcase, mobile application Yasam and youth-friendly chat-bot ZaBOTik in Telegram)

Topic: soft and life skills development, preparation to independent adult life for youngsters (with focus on alternative care leavers), youth participation

Aim:

- to identify most crucial topics, skills to pay attention / provide support for youth on the way to independence and self-reliance
- to upskill youngsters / youth workers on useful resources and up-to-date methods (incl. digital) of support for youth
- to promote youth participation approach within youngsters and youth workers

Time needed: 70-100 min

Resources to prepare/think of:

- A1 paper or whiteboard, markers of different colours,
- paper for notes and pens/pencils
- laptop, screen/TV (optionally for presentation)
- mobile phones

Participants (target group): youth, youth workers, social workers. May be mixed

Flow:

1. Introduction to youth participation approach in youth work: “nothing for us without us”, levels of youth participation to be aware of. 10 min
2. Individual or work in small groups: reflection on your (or your children, youth, cared persons) most difficult and challenging points in life while becoming independent adult from an youngster. 5 min
3. Round presentation of challenges, while the facilitator creates a mind map indicating each topic and its frequency. 10-15 min
4. For mixed group: comparing of voices of youth and youth workers, group reflection on similarity and differences. 5 min
5. Identification of 3-4 most crucial zones of intervention, problems to discuss and address. Brainstorming/open discussion: what can help in these situations, what or who helped you to overcome such difficulties and how?
Gathering and sharing life-hacks, tips and tricks from the group. 20 min

Presentation of information suitcase for youth with booklets, mobile application for youth, youth-friendly chat-bot for youth, their functionality (with focus on youth input). 15 min

*Practicing some of the functions, if applicable (solving simulated problem). 10-30 min

Reflection questions

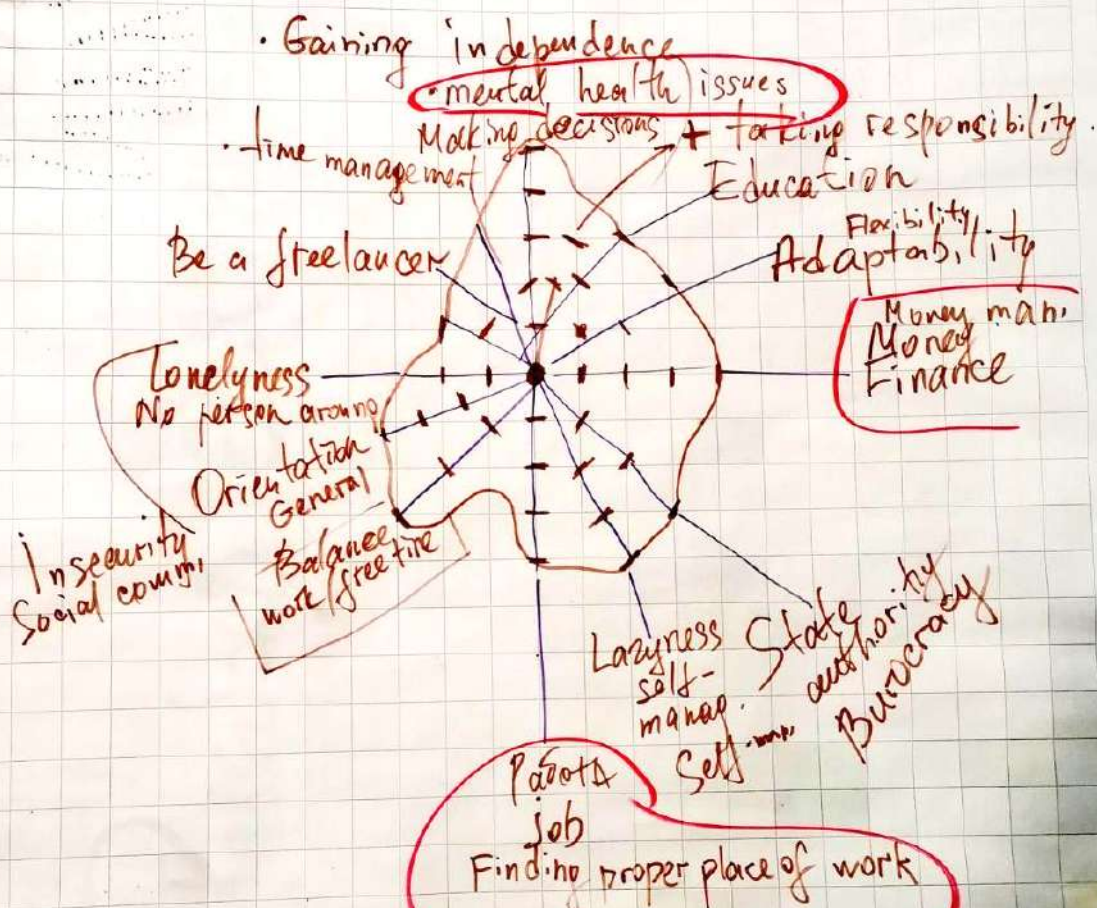
1. How was the exercise for you, what you recognised, what was new for you?
2. What of these tips and tricks, tools, methods could you apply in your future life (your work)?
3. How collaboration of youth and youth workers, active youth participation can influence and improve the process of adulting?
4. What can you tell now to younger self being in that difficult situation?

*Pictures/additional materials

Link to download application: <http://onelink.to/ssg5th>

Chat-bot http://t.me/zabotik_bot

What is most challenging in becoming adult?



*Ideas on how to adapt, what to add

For Russian speaking:

Group work with exploring and use of materials (booklets, application, chat-bot) to solve the simulated difficult life situation for young person (develop CV and submit to the correct organization; create package of healthy food for 1 week menu; develop instruction with first steps for girl become pregnant, etc.)

Translation of materials to the language of participants

Real city orientation exercise

Title: Participatory Video

Topic: Self expression, Skills development

Aim: Make short participatory video to show to other teams/ watch participatory documentary by the world

Time: from 1h

Resources to prepare/think of
Projector, laptop, mobile phone/camera, internet

Participants (target group): 20-30/ Young/ marginalised people

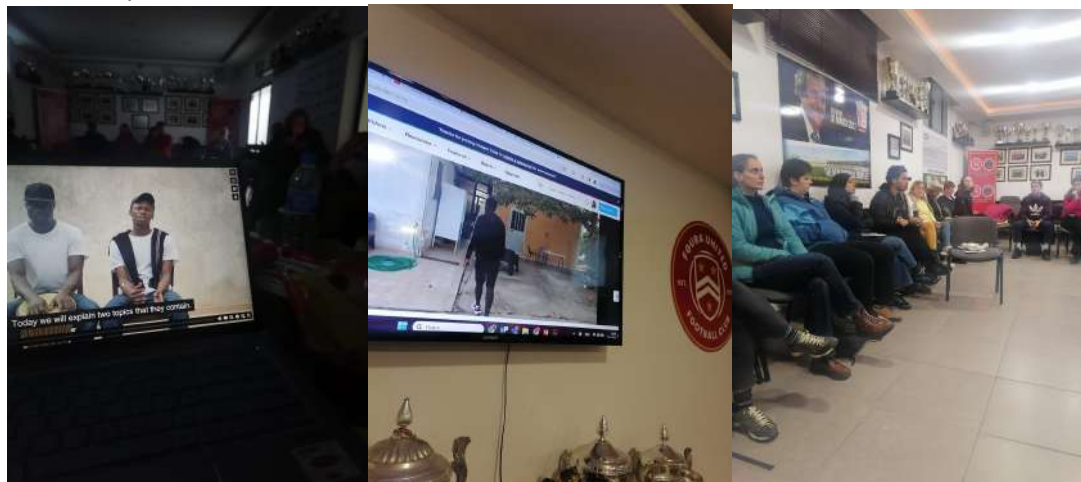
Flow:

- Shooting techniques
- Subjectives point of view and identification of the video's theme through voting.
- Division into 4 groups/ Watching participatory documentaries from world
- Shooting session
- Video Sharing
- Final reflections

Reflection questions:

- 1) How interesting is it to watch or do (shoot the video) the topic that someone else cares about?
- 2) How did you feel?
- 3) Is there anything you would like to add to the experience?

*Pictures/additional materials



*Ideas on how to adapt, what to add

- Possible method to be used for social platform
- Final video- sharing festival with invitation for independent film productions to connect young people with the world of work.

Title Montessori 3 part cards
Topic language/ processes teaching
Aim Learning names of things, Matching images to words, learning definitions, and research.
Time needed 45 -60 min
Resources to prepare/think of The “3 parts” card comprises: 1. The picture-only card 2. The word-only card 3. The whole card or the control card. It is a combination of the above 2 (both picture and word).
Participants (target group) refugees, people with disabilities
Flow 1. Lay out the control cards one by one and introduce them to the participant. 2. After introducing the images, place the cards in a column or row. 3. Once all the control cards are introduced, ask the participant to match the picture cards with the control cards by spelling their pronunciation. 4. Continue matching all the picture cards with the control cards. 5. Once all the picture cards are matched with the control cards, ask to match the name cards with the control cards. 6. Continue matching all the name cards with the control cards. 7. Place the label under the relevant picture. 8. Please note, when introducing any card, keep repeating the pronunciation of the word. 9. In the end, take the control cards which have both the picture and label on them, and invite your participant to place them next to the matching cards and labels. 10. Collect the three types of cards (pictures, labels, and cards with the picture and label), mix them up within their sets, and encourage to repeat the activity.
Reflection questions No needed. Self control is used.
*Pictures/additional materials 
*Ideas on how to adapt, what to add For disabled people the picture have to be as realistic as it could be.

Title Neurographica workshop: Taking away limitations
Topic Aims, wishes or problems
Aim To calm down about the problem, to get used to the topic, to focus on the aim
Time needed 1,5 h
Resources to prepare/think of A2-A4 piece of paper, a thin black marker, color pencils and/or highlighters, a pen, 1 thicker marker of any color
Participants (target group) Any individual or group from ca 7 years old
Flow (instructions to participants) 1. Think of Your on agenda topic. 2. During 2 min time write down a free list of words about the topic, unconsciously. 3. Analyze the list of the words written. How many are they? Is the list rather positive or negative? Highlight one word that seems to be out of the context. 4. Turn the page. Take the black marker and put a point in the middle. 5. Composition. Think of all the words written, close Your eyes and without looking draw lines without looking (make at least so called eruptions). 6. Rounding. Round all the corners. 7. From this step keep scanning Yourself by 4 points of attention: thoughts, emotions, body sensations, visions. 8. Figure and background. Add more lines, as You would untie the ball of strings of the lines. Round the newly appeared corners. 9. Archotyping. Color the picture, uniting with the same color at least 2 cells being close to each other. 10. Field lines. With a thicker marker, draw at least 2 lines going through the whole drawing. 11. Fixation. With a thick marker, draw the final shape (preferably a circle), that will be a solution for now. 12. Turn the paper again. During 2 min time write a new list of words about the same topic. 13. Analyze the new list of words. How many are they? Is the list rather positive or negative? Highlight one word that seems to be out of the context. 14. Compare the lists. Which differences do You notice?
Reflection questions What was the turning moment for You during the workshop?

What Your insight?

How have You changed Yourself thanks to this workshop?

What are Your next steps to do about this topic?

***Pictures/additional materials**



***Ideas on how to adapt, what to add**

Title: Psychological first aid
Topic: stress management; how to react to crisis situations; non-verbal and verbal communication; techniques for reducing stress
Aim: Build a capacity for reaction to a stressful situation; Understanding the importance of the mental health in our society
Time needed: 90 minutes
Resources to prepare/think of: Presetnations, multimedia, a big room, good light, casus situation prepared, roles and ready to act participants, paper and pens for writing down occuring emotions
Participants (target group): Youth workes, everyone working on the field or willing to understand more about the topic
Flow: The session can start with a surprise casus situation, prepared in the previous days: a few participants should act like they are somehow influenced by a flood and they los their only cow and house. They should react differrently according to the prepared situation and the rest of group would have the task to try evacuating them from the room and somehow comfort them. In 10 minutes the simulation will stop and the facilitator should reflect on the feelings of the participants in the simulatation and of those who have tried to comfort them. Then starts the real topic: It should include the following information: 1) What is PFA and why and when it is needed and imortant? Who can do PFA? 2) What is stress? Which are the types of stress that we expirience in our life? How do we normally cope with them? What is burn out and what should we do if we feel we are getting close to expiriencing it? 3) What is traumatic stress and which are the phases of it? 4) Non-verbal communication during stress. The Maslow pyramid and where do we interfere? 5) Verbal communication - open and closed quesitons. How do we speak to a person affectes by a traumatic expirience such as a disaster? What should we avoid saying? 6) The 3 L and the 4 T technique 7) Our personal safety and how should we always first reflect on our own expirience? Then the session can end with a short stress relief technique: • The facilitator speaks, all the pax are closing their eyes and imagining they are standing in fornt of a frozen lake. They should throw little stones towards the frozen lake with breath-out and with this action they should release a negative emotion that causes them stress. The facilitator decides how many stones they should throw but it's good to repeat it at least 5 times. At the end the lake should be unfrozen and the sun should be refllected in the waters of the lake.

Reflection questions: How did the simulation make you feel? Have you ever experienced such an event and what did you recognize in yourself then? What is the strongest emotion you have ever experienced? What are your coping mechanisms and are they healthy for you and for others? Where are your personal limits?
How do you feel after the stress relief technique? Do you think you can apply it in the future to your own self or to others?
Do you think you can apply PFA in every-day life situations?

*Pictures/additional materials: Will upload my presentation and the simulation casus in the the folder :)

*Ideas on how to adapt, what to add: Additional stories and a lot of sharing might occur during that session. The facilitator should make sure he has created a safe space where everyone feels safe to share and to listen. He has to make sure that he is able to comfort somebody if he gets emotional and to thank every attempt of personal sharing.

Title Children of Tomorrow
Topic equality, non-discrimination, tolerance, breaking stereotypes
Aim Build understanding for the differences; encourage tolerance, trust between parents and children, impact the child's perceptions; show good example
Time needed 120 minutes
Resources to prepare/think of painting materials, markers, paper, acryl, samples of famous disabled painters paints; multimedia, laptop
Participants (target group) parents and children
Flow • We show a painting and ask the participants to draw how does it make them feel. • We compare and state that everyone perceives the world differently. • The topic of the disabled painter - can they tell from the painting that he is disabled in some way • TASK: Draw (with your child) the "children of tomorrow" while using your left hand if you are right-handed and right hand if you're left-handed.
Reflection questions How do you feel? Was it difficult? Did you feel any change in how you look at the world? How would you apply this experience in your daily life?
*Pictures/additional materials
*Ideas on how to adapt, what to add the tool is suitable for various target groups; the theme (famous disabled painters) can also be changed; the challenge (right or left hand) can differ also - eyes closed, use only your mouth while drawing, use only one color and its nuances to express yourself, etc.

Title: Democratic Engagement
Topic: Abortion Policy in Europe
Aim: Raise awareness about freedom of choice
Time: needed 2 hours
Resources to prepare/think of: Mobile phone, internet, paper, pen, chairs, microphone, speakers
Participants (target group) 20-30 / Youth
Flow 1. Public Debate: The first 10' are for introduction of the topic and the participants. Then, the participants should be divided into 3 groups, one in favor of abortion, one against, and one neutral. The next 20', they need to discuss the topics among the groups and prepare their arguments for the debate. During the debate (30' - 10' each group) each side represents their position and defends it. After the debate, the next 30' are for discussion about the topic. The last 30' are for reflections and conclusions. 2. Role Play: The first 10' are for introduction of the activity. Each participant is given a certain role in relation to the topic (for example political party representative, church representative, a parent of disabled child, etc.) During the next 10', they need to prepare and enter into their roles. Each role needs to be represented in about 3' in a discussion, which lasts for about 60-70'. The last 30' are for the briefing and conclusions. 3. Abigail's Tale: The first 15' are for introduction of the printed version of the story adopted to the topic, which will be given to the participants divided into 4-5 groups. In the next 30' they need to make the lists of characters from the guiltiest to least guilty. The group discussion shall take place in the next 60'. And the last 15' are for conclusions.
Reflection questions: 1. What are the religious reasons against abortion? 2. What are the health issues for/against abortion? 3. Should women be allowed to make a decision about the abortion on their own?
*Pictures/additional materials
*Ideas on how to adapt, what to add: The participants are invited to show their position about the topic via a game - they should all stand up and take a place according to their conviction about abortion for/against/neutral. At the end of the activities, the participants will be asked to do the same, so that they have a chance to change their opinion after the conclusions.

Title> Pack for the Everest
Topic> Digitalization
Aim is to show the benefits or negatives of the digital environment in our daily lives.
Time needed > 40 minutes
Resources > Information materials on the relevant topic (<i>Everest and camping</i>), <i>phones, laptop, tablet, sheets, pens</i>
Participants (youth, children over 10 years old, adults)
Flow • depending on the number of participants in the group, divide into two, four or six smaller groups of six to ten people. • when there are more than two separate groups, more places are chosen to be researched. Example> four groups - Everest and the island of Tasmania six groups - Everest, the island of Tasmania and Alaska. The groups are instructed that they have 10 minutes to make a list of the necessary things to take with them if they have to spend 3 days at the respective destination. During the execution of the task, they will receive an additional condition. The start of the task is set in which one of the presenters hands out this additional condition > - completing the task with the help of the internet and without the help of the internet. One of the groups is given one variant of the condition, the other group the other variant. After the end of the ten minutes the groups gather and make a presentation of the lists they made within ten in total for all groups.
Reflection questions > How was the whole experience for you? Was it hard or easy for you? Why? How do you think people managed in the past without using the internet? What are the pros and cons of digitization in your opinion?
*Pictures/additional materials
*Ideas on how to adapt, what to add

Title Pack for the Borneo Garden and Fgura Garden Church
Topic - Digitalization
Aim to show the benefits or negatives of the digital environment in our daily lives.
Time needed 60 min.
Resources to prepare/think of - <i>phones, sheets, pens</i>
Participants youth, adults
Flow • depending on the number of participants in the group, divide into two, four or six smaller groups of six to ten people; • When there are more than two separate groups, more places should be included in the game (see below). The groups are instructed that they have 40 minutes to find their respective destination (Borneo Garden and Fgura Garden Church). The groups receive the terms sheet, respectively, one group has the right to use digital information, the other group doesn't. After 40 minutes they return back.
Reflection question: How was the whole experience for you? Was it hard or easy for you? Why? How do you think people managed in the past without using the internet? What are the pros and cons of digitization in your opinion?
*Pictures/additional materials
*Ideas on how to adapt, what to add

About the Project

PATH – Profiling Alternative Methods of Therapy” Training Course, scheduled to take place from January 9th to January 17th, 2024 in Malta, is a comprehensive 9-day seminar focused on the exchange of alternative methods. The event aims to bring together 33 youth workers hailing from Malta, Latvia, Bulgaria, Belarus, Morocco. These youth workers are actively engaged with various segments of marginalized youth, which include ethnic minorities, refugees, NEETs, street youth, youngsters exhibiting deviant behavior, those with a criminal past and legal issues, individuals struggling with drug addiction, and those facing psycho-social challenges.

The central activities of this proposed initiative will revolve around the introduction and exploration of diverse methods within the realm of Art and game/sports therapy. The seminar will serve as a platform for the presentation and exchange of distinctive artistic methodologies. These encompass football, dance therapy, the 'club of funny and smart ones,' HYDRA Theatre, Neurographics, circus and street art, as well as digital break out room experiences.

The itinerary of events, as outlined in the attached schedule, encompasses key elements such as:

- Ice-breaking, fostering initial contact, and cultivating group cohesion.
- Theoretical sessions delving into serious gaming, art therapy, and their impact on target groups.
- Country-specific presentations shedding light on the realities and challenges faced by the respective target groups.
- Practical workshops in games and art therapy, which constitute the cornerstone of the seminar. These workshops will be led by the participants themselves.
- Engaging in study visits and real-world application of freshly acquired skills during these visits.
- Inter-cultural activities that involve exploring Malta and fostering cross-cultural interactions through an evening café.
- Sessions devoted to the creation and adaptation of methods, including a dedicated segment on digital transformation.
- The preparation of a toolkit.
- Moments allocated for reflection and evaluation.
- Discussions revolving around further partnership prospects and planning for sustained collaboration, including the generation of ideas for future partnerships

The project is designed to cater to youth workers who are actively involved with diverse sets of marginalized youth, constituting our ultimate target demographic. These youth workers are integral representatives within their respective organizations and are enthusiastic about implementing the knowledge and novel methodologies they acquire in their organizations and home countries. We extend an inclusive invitation to participants of all genders, emphasizing the importance of maintaining gender equilibrium when selecting groups. Age restrictions will not be imposed, as we anticipate a mix of both youthful and highly experienced individuals among the cohort of youth workers.

We strongly encourage the participation of representatives from ethnic, religious, and sexual minorities. We anticipate the presence of participants facing economic, geographical, political, and social challenges, considering the contexts of their respective organizations. For instance,

we are aware that a Palestinian organization is situated within a refugee camp in the West Bank. Moreover, we acknowledge that certain participants might encounter linguistic barriers, necessitating the provision of interpreters. We deem this assistance essential, as the invaluable input from these participants holds immense significance.

The project's core objective is to furnish youth workers with a unique chance to engage in an educational and professional exchange, delving into the utilization of alternative techniques such as games and art therapy. This experience aims to enhance their networking capabilities and ultimately translate into benefits for their respective target groups, which encompass a variety of marginalized youth.

The specific goals of this endeavor encompass:

- Establishing a platform for the exchange of alternative and artistic methods tailored for engaging marginalized young individuals.
- Developing an understanding of the distinctive characteristics characterizing different marginalized youth demographics.
- Recognizing strategies for adapting operational methods from one vulnerable youth group to another.
- Gaining insights into the principles underpinning non-formal educational approaches, facilitating the creation of novel methodologies.
- Cultivating an awareness of the imperative of digitalization and equipping participants to modify existing methodologies for digital contexts.
- Fostering collaborative integration of each other's techniques and implementing them in a practical manner to address specific marginalized target groups during the event.
- Formulating a toolkit that encapsulates alternative artistic methods, designed as effective tools for engaging with marginalized youth.
- Forging a robust network of partners and establishing a foundation for future collaborative ventures within the sector, paving the way for subsequent phases of cooperation.

Partner organizations: Fgura United Football Club, Miromida, World Without Borders, Assouar Tarroudant, International Youth Alliance.