



MININD ARTISTS



MIND ARTISTS

This brochure is the result of an EVS project that took place in Cluj-Napoca, Romania. The mobility was for ten months, between the 1st of October and 31st of July. During this period five EVS volunteers coming from different parts of Europe partnered up with 5 local volunteers. Their activity was to create experiences of education and growth through arts, in the frame of non-formal education.

The mentioned volunteers were: Gloria from Italy, Joana from Spain, Barbora from Czech Republic, Konstantina and Liya from Bulgaria; and their Romanian colleagues from Minte Forte: Sabina, Andreea, Patrick, Mircea and Iulia. Together they developed and facilitated workshops based on non-formal education and arts for children, adolescents and adults. The aim of the workshops was the socio-emotional development of the participants.

The activities were held in Horea School, Technological Highschool and within the local community (among the places being The Recovery Hospital and Aksza – house for children) in Cluj-Napoca.

Regarding its structure, the brochure is composed of four different parts: the first three parts are split based on the target groups, represented by secondary-schoolers, highschoolers, adults or general public; the fourth part is composed of the personal projects developed by the EVS volunteers by themselves.

Because of the fact that in some cases (such as the school contexts) there were more workshops for the same groups, you will notice that most of the workshops are gathered in parts that have a certain flow. They can be used as such or adapted individually.

We invite you to make use as you see fit of this brochure in your own process of Youth work.

Good omens,

The Mind Artists Team

SECONDARY SCHOOL

Hello/Salut

Duration: 50 min

Learning objectives:

- Participants and facilitators will get to know each other and participants will express their opinion and expectations about the upcoming activities of the program

Methodology:

Introduction of the facilitators (5´):

Introduction meant to present the facilitators, the whole program and the way it is going to be held.

Name activity (5´):

Non-formal education activity aiming at getting to know each other between the participants and facilitators.

Group Discussion about the Program (15´):

Group discussion activity aiming at learning the understanding of participants of the whole program – what were they told, what are their expectations, what topics they are interested in.

Untangling the hands game (10´):

Non-formal education activity engaging attention and movement of participants.

Instructions:

Name activity

- We are sitting in a circle.
- „To get to know each other more, first we need to remember our names. We are going to do this activity in two rounds (clock wise).
- The first round: tell us your name and “what are your plans for the weekend”.
- The second round: say again your name and make a movement of your choice, this time we, as a whole group, will repeat out loud your name and

do the movement according to you.

Group Discussion about the whole Program

- “We would like to talk and discuss with you a little bit now. Your teacher might have told you something about us, or maybe not, still you might have expectations about what we will do, how it is going to be? Would you share it with us? We will share our ideas with you as well. We will write down all of them here on this flip-chart, and this way we might come up with our mutual topics.”

Untangling the hands game

- “Let us make a circle, we should be touching each other with shoulders. Put your hands in front of you in the middle of the circle (all of us will do it). Now close your eyes and catch with your hand a hand of somebody else without knowing whose hand is that, do the same with the second hand. Now open your eyes. Our task is to untangle our hands. You have to be continuously holding the hands.”

Debriefing questions:

- What have we done today together?
- How did you feel during the activities?
- How do feel about our upcoming 7 sessions after experiencing this first one?

Materials:

- Flip chart, markers, paper for measuring the motivation, crayons, papers with prompt, speaker, downloaded song

Let's feel good and safe together

Duration: 50 min

Learning objectives:

- Creating a safe environment by defining mutual “safe environment conditions”. Participant will also grow understanding of what can limit communication and what could be the consequences of disturbed and unclear communication

Methodology:

Clapping hands Activity (5´):

Non-formal education activity engaging attention and movement of participants in order to warm up the participants.

Group Discussion about Safe Environment (10´):

Discussion activity aiming to encourage participants for creating mutual safe environment conditions, so they would feel comfortable to express and be active during the whole program.

Drawing in the Pairs back to back to each other (15´):

Drawing activity addressing the topic of communication – what are the limits of disturbed and unclear communication.

Instructions:

Clapping game

- We are sitting around the table.
- “Everyone is to place their hands directly on the table, move your right hand in between the person’s hands on your right side. This creates a hand pattern. To start, one person calls out the tapping direction, either Left or Right, and slaps their hand once on the table. The hand closest to the first slap, in the named direction, slaps the hand, then the next closest, and so

on. If hand A slaps, hand B can either single slap or double slap. A single slap keeps the slap going in the correct direction, a double slap sends the slap in the opposite direction. If someone slaps out of turn, they must remove that hand. All other hands stay where they are. When both hands are out, that person is out of the game.

Group discussion about Safe Environment

- Sitting in the circle
- “Let us take a minute and gaze within ourselves - what would help to make you feel safe here?”
- “Let us discuss for a while about the topic – what can help us to feel good and safe in our group? Here we have a flip-chart (in the middle of the circle), we will write down all our ideas.”
- More questions for the discussion: In what kind of environment you do NOT feel safe/comfortable? What stops you from sharing your ideas/feelings although you wish to do so? (the answer would be always transformed into need of the participant)

Drawing in the Pairs back to back to each other

- First round: “Make a pairs of two people, take two chairs and sit on them back to back to each other. One of you is to have this paper and package of crayons and his/her task is to listen to the instructions of the other person and draw according to them, he/she cannot speak. The task of the second person is to give instructions, he/she is given a picture to describe. You have 3 minutes to do that. Now check out the result.”
- Short discussion: “What was making this activity difficult? What could make it easier?”
- Second round: “You will try in now one more time. With one important change, the person who is drawing is now allowed asking questions (or we can use their idea). You have again 3 minutes.
- Check out the difference: “Try to compare the first round and the second round. When you look at those two drawings of yours, what comes to your mind? What has

happened? Does this activity resemble anything in real life?"

Debriefing questions:

- How did you feel during the workshops?
- Did we follow the safe environment standards we have just created together?
- How can you apply what we have experienced today into your real life?

Materials:

- 1x flip-chart, 5x packs of basic colours crayons, 10x A5 papers, 5x printed pictures (two versions), speaker, song, 10x paper with prompt's, crayons



We are the Group, what now?

Duration: 50 min

Learning objectives:

- Growing new levels of connection between the participants with the special attention to ability to be aware and see the beauty in the others. Also the mutual expression of this awareness is reinforced.

Methodology:

Eye contact activity (12´):

Non-formal activity aiming at growing closer connection between the participants.

AND / BUT activity (12´):

Non formal education activity taken out of IMPRO theatre program addressing the topic of mutual acceptance between communication partners and its impact on the flow of the communication. The aim is to grow the connection between the participants.

Gratitude expressing activity (10´):

Activity fostering connection between the participants through expressing positives (beauty) and gratefulness they are able to perceive on each other. There is always an exchange between a pair of participants happening.

Instructions:

Eye contact activity

- Divide your group into two (half - half). We will create two circles now. First half of the group will create a small inside circle (you have to stand very

close to each other) and the rest will create second outside circle around the small one. One person from the outside circle is facing one person in the inside small circle.

- Your task to do: you are to look JUST into the eyes of the person in front of you, you have 1 min to do that, then the outside circle will move to the side (into right) and each of you will stop in front of the person who is just next to that person you just had eye contact with, and again you will look into the eyes of this person for 1 min.

- Short debriefing: How was it to look into each other's eyes?; How did it feel in the beginning of that minute/at the end of that minute?; How do you feel now?

And / But activity

- Everyone is in the pairs.

- First: we do the BUT exercise: one says an idea/sentence, then the other is to continue with their own idea connecting the sentences saying "BUT", and so on, together forming a dialogue always using BUT in the beginning.

- Second: In the same pair you build another dialogue, one states idea, the other is to continue with their own idea connecting the sentences saying "AND", and so on.

- Short debriefing: How did you feel in the BUT exercise? How did you feel in the AND exercise? Did you perceive any difference?

Gratitude expressing activity

- Divide your group into two (half - half). We will create two lines facing each other (one person in front of the other person).

- Your task to do: now you have time and space to try to express something you feel grateful for or what you like about the person you are just facing. For instance you can start with: I am grateful for you being...; I like how you...; I like about you that... Maybe those examples of beginnings of the sentence might help you. I believe you can find small detail/a sentence/a situation/a moment you like/liked about the other person. Try to search the beauty in all of you :)

- You will always have 1 min for the conversation.

- Short debriefing: How did you feel to say something nice to the other?; How was it to be told something nice from others?

Debriefing questions:

- In your words, try to recap what have we done today?
- When you look at all the activities, how would you say that you have felt during them? Were there any differences in how you felt between each of them?
- Have these today's activities brought you any new thought/idea?

Materials:

- paper with sentences (the examples for And / But activity)



How does your body feel?

(Growing body awareness)

Duration: 50 min

Learning objectives:

- Increasing the body awareness of participants through activities which help to experience the body, and to observe and allocate body sensations as expression of emotions.

Methodology:

Proving the body un-awareness (5´):

Simple activity demonstrating that by limiting the sight and touch of a person, the awareness of size of a body is weakened.

Breath meditation +connection factor (10´):

Short breath meditation created especially for children. The activity is to be done in a way that participants are sitting back to back, so there is increased awareness of participants own body and breath, but also through touching backs also the body and breath of the activity partner.

Emotion Mapping (20´):

Activity using listening to the music in order to provoke emotions, thoughts, and body sensations. Participants are guided to answer all these three categories.

Instructions:

Proving body un-awareness

- First: put your hand on your knee. With closed eyes take your other hand and with your index finger touch your hand and run from the bottom of your wrist to its other end, outlining your whole hand (going over the fingers and in-between)

- Second, still with eyes closed, 2 cm above your hand with the same index finger, draw over your hand´s outline without touching. When you think that your index finger is above the end of any finger of your hand, stop, open your eyes and check its location. Close your eyes and repeat the procedure until you finish with all fingers

- Short debrief: Was your index right above the end of your fingers or way beyond (below)? Did you touch your hand accidentally?

- Without our sight and touch (senses) we only have the idea of the body, which can differ from where it actually is. See how easy it is for the mind to forget about the body and we become unaware of it. This is why it becomes important to focus on it and practice our awareness.

Breath Meditation (+ connection factor)

- For this activity, find a partner, move your chair in a way that you would be sitting back to back, touching your each other´s back. Try to find comfortable position. Now let us focus on our breath – for a while we will feel and observe our breath as it happens. If you do not mind, I would ask you to close your eyes. Do it just in case it feels comfortable. Also rest your hands on your belly.

- The meditation goes on:

- Now have a 5 breaths focusing on yourself and then move your attention towards your partner. Try to focus on his or her breath, try to observe the speed of the breathing, is it slow or fast, and also is the breath deep or shallow, is it calm?

- And now let move your attention to be focused on you again. Feel your breath again. Let´s take a moment to notice a feeling of your hands touching your belly. As you breath in, what do you feel is happening to your hands? Do you feel them moving up? And when you let your breath out, what happens now? Can you feel your hands to go down with your belly? Imagine that your hands are a boat, gently sailing over the waves. Your breath comes in and your boat gently goes up, and as you breathe out your boat goes down on the wave. Take a moment to notice your hands and

breath in this way.

- Now move your attention to the part of your nose where the air enters your body. Right inside of your nose, you may feel the air touching as it enters. How does it feel? Is it warm or is it cool when going in? And when you breathe out, does it feel the same? Does it feel bit warmer now? Let's pretend that you can see the air as it goes through your nose. As the air enters your nose, you can see it as a fresh and cool colour – like blue or green. When the air touches you inside of the nose on the way out, imagine it as a warm colour. Try to see it as a movie in your mind.
- And now let yourself imagine that you are a fish, who is now for the very first time able to breathe as a human, just take a moment to appreciate your breath as if it was for the very first time. What it would be like to feel the air passing through and touching the inside of your nose for the first time? How might it feel when your lungs fill and expand for the very first time? And how it would be to feel your lungs empty? Just explore each new feeling.
- Now let's take one more deep breath in and let it out and move your attention back to your partner. Do you notice any difference - is his or her breath slower now? Or maybe also calmer and deeper than it was before?
- Slowly move your attention back to your breath, realize the position of your body sitting on the chair, and slowly start moving with your fingers and the whole hands. You can also move your neck, stretch a bit and when you feel ready, open your eyes.
- Short debriefing: How do you feel your body now? Did you notice any difference in the breath of your partner when you remember his or her breath in the beginning and at the end?

Emotion Mapping

- We will give you a pen and a piece of paper for your answers. In that paper, there are three categories: body sensations, emotions, thoughts. I will play a song, first minute you will close your eyes and focus just on the music, then I will tell you to start filling your answers, you might not get to discover answer for each category, and it is perfectly ok, just write what you notice. Try to focus especially on your body sensations, as it is a topic for today.

- After we finish one song (circa 3min), we will talk together (short debrief). We are going to listen to two songs (The paper: Body - Where do I feel it? Emotions: What do I feel? Thoughts - What thoughts does it bring to you?)
Songs: 1st song - L'origine Nascosta / Ludovico Einaudi; 2nd song - The fox / We 3 banjo
- Questions after both songs: What emotion could you feel in that song? How did you feel during the song? Where did you feel the emotion? Did it bring you any thought?
- Short debriefing: How was it to try to observe yourself that much? Did you discover anything new?

Debriefing questions:

- In your words, try to recap what have we done today?
- How demanding were today's activities for you?
- How do you feel now after the whole workshop?

Materials:

- paper for answers (body/emotions/thoughts), pens, breath meditation, speaker

I allow myself to feel what I feel!

Duration: 50 min

Learning objectives:

Growing knowledge of how important it is to accept, stay with and observe emotions/thoughts/body sensations which are arising. Participants will have the opportunity to practice this observation and acceptance approach.

Methodology:

Active movement meditation (10´):

Guided dancing/movement activity with an element of meditative observing approach and soothing effect. The aim is to pay attention to one´s slow and gentle moves which are following the music and guidance of the facilitator.

Framing theory – avoidance of emotions (10´):

Informative part of the workshop with aim to transmit information regarding the issue of avoidance and acceptance of emotions.

Introducing the “Card with the body” (5´):

Informative and visual tool which introduces what are the usual body expressions of emotions.

Dancing activity – small/big space (10´):

Dancing activity provoking different emotions according to different setting of the dancing space. This activity is the opportunity to put into practice just discussed theory.

Instructions:

Active movement meditation

- Song: Sigur Ros – Fjogur piano

- I would like you to stand up. Find your own space where you feel good and where you have enough space to move with your hands without limits. I will play a song now and throughout the song, I will lead you to focus and move with certain parts of your body. If you feel comfortable with it, follow my instructions, in case my instructions would bother you, just move as you feel like. Also, I would like to ask you to close your eyes, as it can help us to focus more just on the music and our body, but do it just if it feels comfortable.

- (press play) So far there is silence, at this moment I would like you to focus just on your breath, slowly inhale and as it feels good to exhale, with each breath little bit more slow and deeper. As now the song is starting, bring your attention to it, and just try to feel the mood of the song, the rhythm, but still keep your breath in mind as well

- The guiding instruction:

Circa 25 sec silent part of the song – concentration on the breath and slowly arising music

1. phrase – just listening, catching the mood of music
2. lifting up one hand (in front of the body – start with having your hand just in front of your body, go slowly up and then slowly down)
3. lifting up second hand
4. both hands at the same time
5. both hands along the side of our body, with palms facing up – go up with your hands, until they meet above you head and then move them slowly down back – this way we do a half of the circle.
6. (circa 4:00 violin starts) – now rest your hands, have them relaxed and focus on your hips. Move slowly into sides, you can do small gentle circles, with each move you can be more and more flexible, try to bend your knees to help yourself, you can also feel the weight of you body to falling down your one leg and with the move the weight goes to your second leg. You can also straddle your legs father from each other.
7. circa 5:30 – now I will let you to feel the music and move as you feel it, just

pay attention to your body

8. circa 7:00 – now try slowly minimize your movement, ending up with soft swinging, bring your attention back to your breath

Framing theory – avoidance of emotion

- Emotions might not be a choice, but actions are. Emotions can be viewed as a resource of available information. They are important to know, consider and understand, but they do not have to determine our actions, which we said- are our choice. Similar to the weather, we might make plans that can be difficult to hold in bad weather (ex. a rainy gray day), but even if the weather is unexpectedly bad it doesn't mean that we have to deny it and focus all our attention on it. And even more it does not mean that we cancel our plans, yet we might need to adjust our plans, make few changes, or take warmer clothes in order to take care of ourselves, but we can still keep going and not get stuck on it.

Introducing the “Card with the body”

- This card shows you sources of information you have available in your body to observe. While feeling an emotion, there can be something happening with your heartbeat, your breath, you might feel changes in your muscles, you might feel something happening in your stomach, and also feeling the different temperature of your skin (for example face, palms). Awareness of our bodies is a great goal, but sometimes it could stress us if we did not add one important aspect, and that is the acceptance of what we feel (we have just spoken about it).

Dancing activity – small/big space

- You will dance or just move a little now. There will be two songs for two situations. I will guide you through it. While listening to the first song, you will be asked to move/dance just within a small space (circle around you). For the second song, you can use the whole room.

- 1st song (4min; Hozier/Movement): Please stand up and find a spot in this

room where you feel comfortable and stand there. Now imagine that there is a circle around you which represents a wall which holds you in that small space. I will start the song now. (more instructions below);

- 2nd song (3min; Gnarl Barkley/Going on): Now you can step out of that small place and you can go wherever you want, use the big space – walk through it, dance.

- Guidance for both songs: How do you feel now dancing/moving? What emotions? What thoughts? And how does your body feel? Try to NOTICE it, see what is happening in you, but you do not have to force yourself into changing it, rather let yourself feel how it is, just OBSERVE it. Stay with it. (You can try this sentence: I can see that I feel tensed, I feel that my heart is beating fast and my muscles seem to be very tense, so let me think why it is like that? It makes sense, I am here - moving in front of the others, I feel a bit nervous about it, and that might be the reason behind my emotion and my body reaction)

- Short Debriefing: How was it to dance in a small or big space? How was this noticing/observing approach for you?

Debriefing questions:

- How do you feel after today's workshop?
- Something new you have discovered about you, others or...?
- What did you feel as challenging? Why?

Materials:

- Speaker, downloaded songs, printed cards with body

Hand-outs:

- Listen to your body picture

Farewell

Duration: 50 min

Learning objectives:

- Summary of the activities and final reflection upon the whole workshop.

Methodology:

UpaYoga stretching (5´):

Easy physical activity for warming up and offering the body short time to move and relax after a lot of sitting.

Recap with open discussion (10´):

Summary of the whole program, questions regarding each workshop are asked. The aim is to reconstruct the program together and by that recall and start the reflection.

Writing self-reflection (10´):

Self-reflection activity. Participants are given outlines with questions to be answered.

Final Circle (10´):

Group activity where there is given space for any sharing, last comments, or self-reflections.

Blinking game (10´):

Fun and attentive activity for easing the situation of the reflections and farewells.

Instructions:

UpaYoga Stretching:

- Starting from a standing position, closed palms at the level of shoulders
- The base movement: 3 circles will rotate wrists outward (when arms go

outward, wrist rotate outward, when arms are drawn back towards the body, wrists are rotated inward)

- This base movement we do with a move from shoulders upward, and then with the movement in front of the body.

Recap with open discussion

- Now we will briefly look back at the workshops we had, let´s try to reconstruct what we have done together.

Writing reflection

- We will give you a piece of paper. You will have about 10 minutes to think on your own and write down anything which comes to your mind. Take your time.

- Questions: What have you learned about yourself (emotions, body, personality, thoughts)? What have you learned about the others? What was difficult? Any others thoughts?

Final Circle

- After your own reflection, would you like to share something with us? Do you have any other ideas you would like to say out loud?

Blinking activity

- Starting in pairs, the goal of each player will be to not blink. Those who win, make a pair with the others that won in previous pairs, until one person is left, namely “the champion”.

- We will do more than one round.

Materials:

papers with the questions, pens



Introduction and getting to know each other

Duration: 50 min

Learning objectives:

- Getting to know each other and starting to build a relationship between the facilitators and the students
- Helping the facilitators become familiar with the needs of the participants

Methodology:

- Introduction by the facilitators - 5'

The facilitators introduce themselves by saying their names and a few things about them in order to start building a relationship with the participants.

- Introduction - students - 10'

The students are invited to introduce themselves by playing a game in which they have to say three things about themselves.

- Expectations - 5'

The students are invited to share their expectations about the project.

- Check interests - 10'

The group plays a game in order to get to know each other better.

- Name game with a napkin - 10'

The facilitators introduce an activity whose purpose is to help them remember the names of the participants better.

- Debriefing - 5+'

Instructions:

- Introduction by the facilitators - 5'

- Who are we and what do we do?

- Introduction - students - 10'

How is the level of English?

Circle of names : each participant presents himself/ herself by saying 3 things: their name, a hobby (what do I love to do) and what he/she wants to become when they grow up.

- Expectations - 5'

- The students write/draw their expectations on sticky notes

- The facilitators read the expectations and tell the children briefly what's going to happen

- Check interests - 10'

The participants have to follow the facilitator's instructions.

The facilitator says „All that like to... (here, the facilitator mentions an interest such as sports, reading, games etc) have to clap/ squat/ turn around/ jump „.

- Name game with a napkin - 10'

In a circle, one participant is in the middle of the circle.

The participant drops the napkin, calls a name and runs out of the circle.

The one that hears his/her name has to run, catch the napkin and replace the first person., then call another name and the game goes on like this.

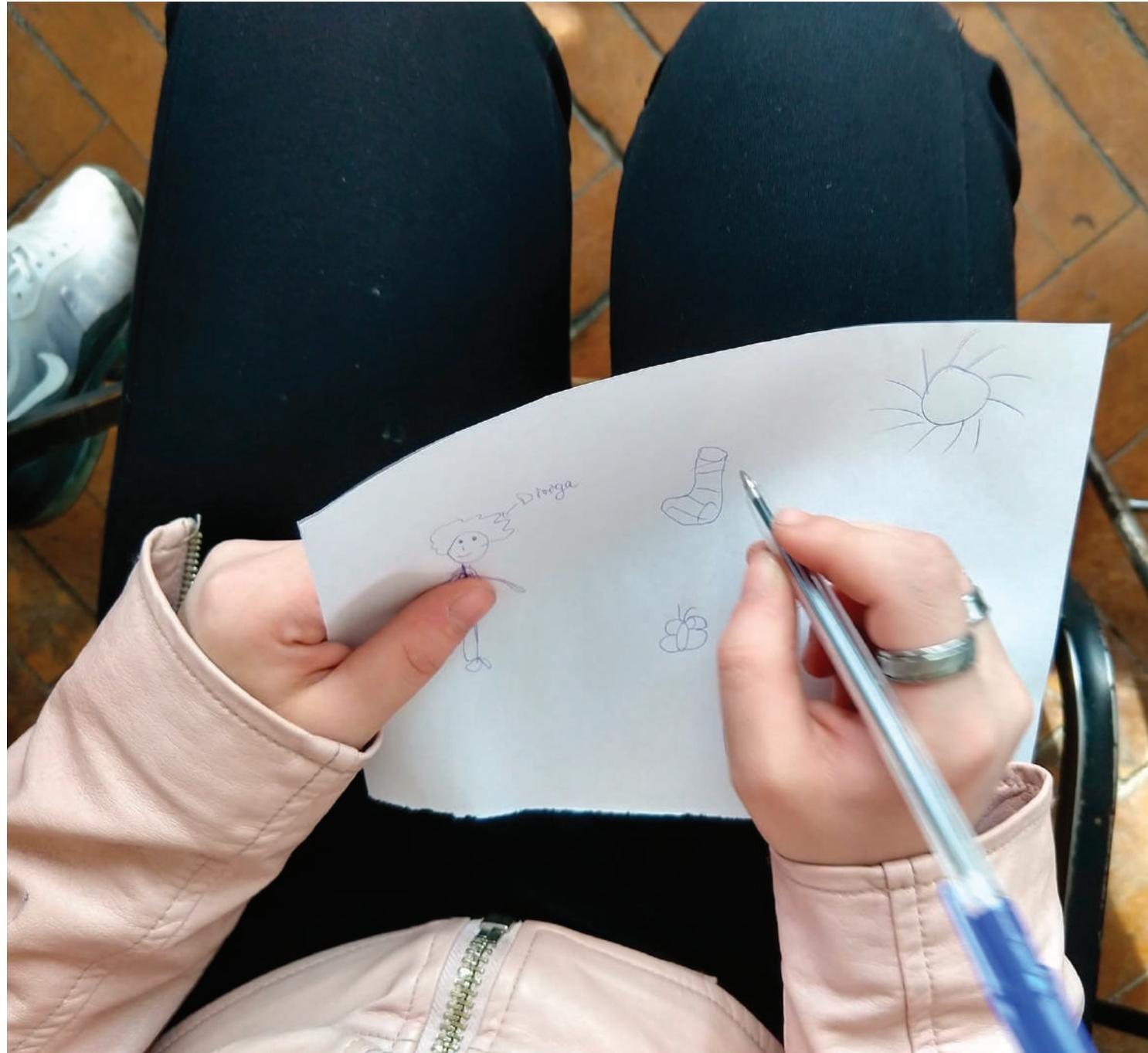
- If the napkin hits the ground, it will split in half. This happens everytime the napkin touches the ground, until it gets very small.

Debriefing questions:

- How do you feel?
- What did you like the most?

Materials:

- sticky notes
- pencils
- napkin



Cooperation in teams

Duration: 50 min

Learning objectives:

- Agreeing on common principles in the whole group
- Making the first steps on working effectively in teams on common tasks - Identifying the teams

Methodology:

- Energizer - 3'
The group plays an energizer in order to increase the participants' level of energy and attention.
- Agreements - 7'
The group establishes some rules and principles together.
- Mission Impossible - 30'
The group receives a number of tasks to be solved under time pressure, in order to help the group bond and learn to work together.

- Debriefing - 10'

Instructions:

- Energizer - 3'

Catching the finger

- In a circle, all participants place their right hand with their pointing finger pointing down and their palm open facing up.
The open left palm of a participant is held under each pointing finger of the right hand of another participant.
By signal, all participants have to act with both of the hands - the left palm

trying to catch the finger of the neighbor on the left and the right finger trying to avoid being caught by the neighbor on the right.

- Agreements - 7'

The facilitator introduces a brief discussion - What are our needs in the big group? How can we all feel good?

*We visualized several on paper in advanced and we present them.

Ideas:

- Gesture for silence
- Phones aside
- Respect each other
- Listen to each other
- Help each other with English
- Ask questions if needed

- Mission Impossible - 30'

The main idea behind this activity is that it is impossible to solve all the tasks in the given time, thus offering the opportunity to explore conflicts and the way the group works together under pressure.

- Instructions - 3'

- You will be divided into 5 teams and you will have some tasks that you have to do in your teams for a limited time.
At the end you will have the opportunity to share your results.
Do not go out of the room.
Include all members of the team.

- Dividing in groups - 2'
- List with tasks - 15' (hand outs)
- Choose a name
- Design a flag
- Choose a motto
- Compose an anthem

- Create a dance
- Collect 10 pens
- Collect 3 erasers

4. Presenting the results - 10'

Debriefing questions:

- How was the collaboration in the teams?
- How do you feel about it?
- What can you improve in you teamwork?

Materials:

- paper
- writing and drawing materials
- hand outs

Cooperation in teams - Part 2

Duration: 50 min

Learning objectives:

- Continuing to learn what effective team work is.

Methodology:

- Energizer - 3'
The group plays an energizer in order to increase the participants' level of energy and attention.

* Reminding the group about the agreements

2. Building Bridges - 30'

The group had to work together to solve a difficult tasks while havinig limited resources.

3. Debriefing - 10'

Instructions:

1. Energizer - 3' (Liya)

The group counts to 6 and with each number they shake their hands (one by one) and then their legs (one by one). Then they continue counting by decreasing the number and increasing the speed.

2. Building Bridges - 30'

- Instructions - 3'

Divided into the same teams as last time, the task is to build a bridge between the two shores.

Each team has some materials that are the same for each.

The goal at the end is to have a bridge that is strong enough to sustain an apple/small tennis ball.

They will have 5' to make a strategy about how are they going to build it - during this time they are not allowed to touch the materials.

After that they have 15' to build the bridges. They should cooperate with each other.

At the end, when the 15' are over, the facilitators give a signal they to stop and they can't touch their creations anymore.

Afterward we go through the bridges one by one and we check the results. We also ask each team how they could evaluate their work (on a scale).

2. Dividing and taking the space - 2'

3. Time for strategy - 5'

4. Time for building - 10'

5. Checking the results and asking each team how they do evaluate their work - 7'

Debriefing questions:

- How do you feel?
- Was it easy to make a strategy in the beginning? Was it easy to build?
- What did you like in this activity? What did you not like?
- What did you learn about working in a team on a common task?
- If now you have to build again the bridge with the same team, what would you change? (in the strategy/building/ cooperating)
- Can you apply these conclusions into another situation when we're cooperating together? When are we working together?

Materials:

Materials for bridges x5 teams:

- paper
- rope-string
- paper tape
- apple/ball

Decision making

Duration: 50 min

Learning objectives:

Analizing and understanding the decision making process in groups of different sizes.

Methodology:

- Taking decisions
- An activity which gives the group the opportunity of making decisions in smaller groups.
2. Debriefing - 20 min

Instructions:

*having a bell -

Instructions:

The facilitator asks a question and the group has to decide.
There will be 6 questions for 6 groups of different sizes:

- Alone – 1 min to decide
- In groups of 2 - 1 min to decide
- In groups of 4 - 2 min to decide
- In groups of 8/9 people - 4 min to decide
- In groups of 13/14 - 6 min to decide
- In groups of 27 - 8 min to decide

The participants are not allowed to split/ go in the middle.

The facilitator announces the end of the time by ringing a bell.

Questions:

1. Blue or Green - alone
2. Summer or Winter - alone
3. Volleyball or Football - couple
4. What is more important - food or water?
5. What do we have to protect more - the plants or the animals?
6. Which comes first - the chicken or the egg?

Debriefing questions:

1. What did we do?
2. How do you feel?

Materials:

- bell/ whistle
- papers with the answers

Multiple intelligence

Duration: 50 min

Learning objectives:

- Helping the participants become more aware of their personal strengths, passions and talents.

Methodology:

- Instructions outside of the room & preparation of the stations.
One facilitator explains the rules of the activity outside the classroom while the other prepares the space.
- 0. Free exploration through the stations.

The participants have the freedom to explore activities at each station, according to their interests.

- 0. Sharing results.

Participants explain what they found out about themselves.

Instructions:

- Instructions outside of the room
- There will be time for personal free exploration.
- There will be 8 stations - in each you will find different tasks and you will be invited to make at least 1 from each.
- Try to go through all the stations and see where you like it the most and where you don't like it at all.
- In each station make at least one of the tasks that you like the most. If you want to make the rest of the tasks, go back to this station after you explore all the others.
- You will have 30 minutes for this free exploration
- Remember: it's an individual task... but in some places you have to be with other people

- ** Don't go all on one station. If there are more than 3 people on a station, go to another one and come back later.
 - **Take care of the materials and don't move them to other stations
 - **Respect the space and the process of your colleagues
 - **Try to keep silence
 - **Say yes to explore yourself further
 - **Have fun
- > Each receives a paper and tries to use it for as many of the tasks as possible.

I – station (intrapersonal intelligence)

- Draw a portrait of yourself after 10 years.
- What is your biggest dream? How do you feel when thinking about it?
- Write down what you like in yourself the most.

You-station (interpersonal intelligence)

- Find somebody and tell him/her a joke.
- Talk with somebody about your favorite movie/ computer game
- Think about what are the emotions that the woman has in each picture on the paper

Art-station (visual intelligence)

- Draw a map of your home
- Make a ship out of paper
- Pick your favorite color and draw with it

Math-station (logical mathematical intelligence)

- Play sudoku
- Try to solve the Rubix Cube
- Solve mathematical problems

Nature-station (Naturalistic intelligence)

- Observe the plant by using the magnifying glass
- Think about how many tree species you know
- Make a food-chain with 5 components

Words-station (Linguistic intelligence)

- Read from the books
- Write a small poem about friendship
- Create your own alphabet and use it for writing the name of your favorite book character

Music-station (Musical rhythmic intelligence)

- Create a song for Christmas and sing it with a friend
- Play on the instruments
- Listen to music

Movement-station (Kinesthetic intelligence)

- Juggle
- Create your own short dance and learn a friend of it
- Make 5 push-ups??
- Free exploration through the stations
- Taking interviews meanwhile :
 - What are you good at?
 - Which of the stations did you like the most?
 - What do you like doing?

Debriefing questions:

- what new thing did you learn about yourself?
- about the others?
- why is it important to know what we and the other people are good at?
- how can we use this knowledge when working in a team with somebody else?

Materials:

- paper
- crayons, pastels, small markers - different colors
- Rubix cube
- Plants
- magnifying glass
- books
- musical instruments
- headphones
- juggling balls
- flower stick

First Meeting

Duration: 50 min

Learning objectives:

- Aim: Creating a basic level of acquaintance and comfort with each other and with us.
- Objectives:
By the end of the session, the participants...
will be acquainted with the facilitators and with at least half of the group
will have increased their comfort on being around the facilitators and the group members
will know the main idea of the project and its structure.

Methodology:

Introduction: 10'

Introduction meant to present the facilitators, the whole program and the way it is going to be held.

Name Game: 10'

Short activity to create a basic connection between the participants, and helping memorizing the names in the group.

Electrons & molecules: 7'

Simple activity aiming to connect the participants through discussion of some topics with each other.

Body parts together: 5'

Physical and dynamic activity, which will literally bring the participants together, creating a general comfort in being with each other and in the group, through a fun and loose game.

Debriefing. 10'

Closing (expectations): 5'

By writing expectations on post-its the participants will connect and commit more with the idea of having this program, and at the same time the facilitators will have a clear idea of the interests of their group.

Instructions:

Introduction:

- We are sitting in a circle.
- We introduce ourselves: names, age, country, organization,...
- Who knows English?
- Have a dialogue with them: “you were last year in the same project, what do you remember about it, what activities did you do, what did you learn?”
- Using their answers, we complete with details about what our organization is about, what activities does it have and why.
- This project is about: Using art methods and non-formal activities for personal development
- Why: for you to spend 1 school hour in a special way, learn about yourselves and others and train skills that will help you in life
- Structure: We'll meet for 8 weeks, 1 Romanian + 1 international volunteer
- Purpose of today's workshop: getting to know each other

Name Game:

We would like to start by knowing your names and something about you!
Let's make a round, and everyone will say his name, one thing that he likes, and then he will make a gesture or a move.

I will start: My name is Gloria, I really like... and my gesture is.... Ok now it's your turn!

Electrons and molecules:

Everybody is moving randomly around the space and when we give a signal they should form a group of 2 people. They have to discuss a topic. We make 3 rounds of 1 minute.

Topics:

- What you like to do most,
- Vacation they liked a lot,

- Their favorite animal/the animal they'd like to have

Body parts together

- They move randomly through the room and they need to complete some tasks.
- For example, if I say “three heads and 2 knees”, these 5 elements need to meet in one point. There must be a minimum of 3 people in each group. It goes 3 times: [3 knees, 2 fingers, 1 elbow] - [3 feet, 3 fingers, 1 palm] - [2 feet; 2 knees, 2 elbows]

Debriefing questions:

- What did we do in the past hour?
- How did you feel?
- What activity did you like most? What did you like about it?
- What was challenging?
- Did you find something new about yourself and/or your colleagues? What?
- Hand scale: level of comfort with the facilitators + with the group

Closing (expectations):

Write expectations on post-its, and read them.

Materials:

- post-its, pens



First Steps towards Cooperation

Duration: 50 min

Learning objectives:

Aim: To learn about cooperation, communication and teamwork.

Objectives:

By the end of the session, the participants...

- will be able to attain a common goal together
- will be more aware of the importance of communication;
- will be more aware of the roles that each has in a team.

Methodology:

Introduction: 10'

Small talk and introduction of eventual new students, to help the participants get their mind ready for the workshop.

Samurai: 5'

Energizing game, to create an active group atmosphere.

World Communication championship (Campionatul mondial al comunicării): 20'

Non-formal activity meant to make the participant experience communication and team work.

Debriefing: 7'

Closing - Physical scale: 3'

Evaluating activity, meant to help the facilitators understand at what level the participants were reached by the workshop, which also helps the participants to get connected with their own learning

Instructions:

Samurai:

We are standing in a circle. One starts by pointing at another participant, with both hands united, and shouting "ah". The one who was pointed, has to point up (at the sky) with both hands united, shouting "eh". The two people on the right and on the left of him/her have to point at his/her belly, with both hands united, shouting "ih". Now, the person who shouted "eh" has to start again by pointing at someone else and shouting "ah".

We should try to go as fast and rapid as possible.

World Communication championship (Campionatul mondial al comunicării)

The participants form teams of 3 (counting) and distribute the following roles between each other: 1) feet 2) mouth 3) eyes; Every team has the same goal - to accomplish a task together. We share what are the tasks to each of them: 1) feet should walk while blindfolded and find an object; 2) mouth should give instructions to the feet where to walk, but mouth also can't see; 3) eyes can see where the object is and where feet should go, but eyes can't speak - should give mimic instructions to mouth (mouth can see eyes). We give blindfolds to the 'feet-s'. They all order themselves in the following way: 1) all "feets" are standing on a line, ready to hear the signal and begin walking towards their objects (they should be situated on the one corner on the room and have enough space to walk ahead. They are allowed to walk, speak and most of all - listen to the instructions; 2) all "mouths" are standing back to back with "feets" and don't have to move and turn around during the activity. They are allowed only to use their mouth and to shout instructions to "feet" by before that taking instructions by "eyes"; 3) all "eyes" are standing in front of "mouths", so that they can see "feet" and "mouth" and give instructions to the second one. It's a competition game and a winner is this team, which "feet" finds first their object. The rest continue searching until a signal is not given by the facilitator. Up to 3 rounds can be made and participants can change roles;

Debriefing questions:

- What happened? Was it hard/easy to be in the role of... ? What was challenging?
- What would have helped to make it more efficient? How would you do it differently next time?
- How did you feel when you were in that role?
- How do you feel now?
- What do you think this game was about?
- Which situations are similar to the eyes/the mouth/the feet?
- Do you think this game has something similar to your class group?

Closing - physical scale:

Use your hands to agree “very little” (hand low) / “very much” (hand up) to the statements: (there isn’t right or wrong!)

- I liked the activity
- I like working in a team
- I learnt something about myself
- each person is important in a team
- during these workshops, I’d prefer to work in a team more than working alone

Materials:

- blind folds, post-its



Common Drawing

Duration: 50 min

Learning objectives:

Learning cooperation, communication and teamwork through simple drawing methods

Learning Objectives:

By the end of the workshop, the participants will:

- Know the elements of effective communication
- Understand the importance of each one's role and contribution in completing a task
- Increase their willingness to collaborate for a common goal

Methodology:

1 paper, 1 goal - Draw a Human: 10'

Ice-breaking activity to get the participants familiar with the using of drawing during this workshop.

Drawing Activity 1: 10'

Non-formal activity using drawing as a method to practice cooperation and communication to complete a common task

Debriefing about communication: 5'

Drawing Activity 2: 15'

Non-formal activity using drawing as a method to underline the obstacles and difficulties which can arise from having different goals from the team. This activity also fosters creativity and imagination skills.

Final Debriefing: 5'

Instructions:

1 paper, 1 goal - Draw a Human:

There are a paper and a pen for everybody. The task is for every participant to contribute with 1 detail (line/dot/eye) and together draw a human being. The paper and the pen are passed one by one to all participants and each participant adds 1 detail, without talking.

Drawing Activity 1:

In pairs: one paper, one pen for each pair. In the pair, one sees the image on the board and the other one can't. The one who sees the image on the board doesn't see what the other one is doing, and he has to guide the other step by step, the task being for the one that can't see, to reproduce the drawing on the paper, as accurately as possible.

Debriefing about communication:

How did you feel?

What was challenging?

What was this activity about?

Drawing Activity 2:

We divide the class in groups of about 3 or 4 people. Each person has one sheet and one pen/pencil.

Each person in the group picks a paper with a different object to draw (e.g. house/dog/chair etc.). Using the sheet in front of them, they have to draw the first 2 lines/details. Then, everyone passes his paper to the person on his/her right. Now they have to use the line on the paper they received to keep drawing the object they picked, by drawing the next line. Then again they will pass the papers and keep adding two lines/details at a time, they will have to manage to draw the object they picked at the beginning. The first who manages ends the activity.

Debriefing questions:

- What happened?
- How were the activities? (liking hand scale)
- How did you feel?
- What was easy? What was challenging?
- What did you learn about yourself? What about your colleagues?
- What do you think the exercises were about?
- Are there real life situations that are similar to the ones in the activities?
- What would you do differently next time?

Materials:

- pens
- papers (some of them can be reused on the other side. and the one for the first activity might be big, the others could be smaller)
- papers with objects written on them, to be picked (house, chair, sofa, tree, bird, umbrella, candle, face, shoe, flower, key, toothbrush, snake, guitar, penguin, cat, car)

Towards a Common Goal

Duration: 50 min

Learning objectives:

The aim is to increase the level of cooperation within the class as well as their willingness to work in teams towards a common goal.

At the end of the workshop, the participants will:

- Have learned how to use resources – their own and material ones – to complete a task together, in a team
- Be able to differentiate the different stages of a project
- Increase their willingness to collaborate for a common goal

Methodology:

Follow the Leader: 10'

Icebreaking activity increasing cooperation among the group.

Spaghetti and marshmallow challenge: 25'

Non-formal activity on the topics of cooperation, team-work, roles in the group, strategic thinking, and problem solving.

Debriefing: 10'

Instructions:

Follow the Leader:

All stay in circle and one leaves the group and goes outside, as to not see or hear anything. The people in the group decide on one leader. The leader has to make a move and all the others imitate. The one who is outside comes back and stays in the middle of the circle. He/she has to guess who the leader is. If it takes some time, the leader can change the moves and others will imitate. When he guesses, the one who was the leader leaves and the group decide on another leader.

Spaghetti and marshmallow challenge: 25'

We separate into groups of about 4 or 5 people. Each team will have to perform the task together, as a team.

You will receive these materials and you have to make a structure that is stable, that is as tall as possible and that can support a marshmallow. You have limited amount of material and you don't get anything extra. If anything is broken, you cannot receive extra. Make the structure on the ground, not on the table, so that it doesn't move. It must be stable without any help from any of you. You have 20' and when the timer is off, you have to get your hands off the structure and it should stay. We will let you know when you have 10, 5, 3 and 1 more minute. In these 20', you have to plan, divide tasks and build the structure. In case the structure fails, you start from scratch with the materials and time you have left.

Debriefing questions:

- What happened?
- How did you feel?
- What do you think of the result?
- Would you have done anything differently? If yes, what? If no, why?
- What were the stages of the project?
- What role did you have? You can give them examples (e.g. I cut the rope, I gave the instructions, I started building right away etc.)
- How much time did you spend planning and how much doing the task?
- What did you learn? What did you learn about yourself/colleagues?
- How willing do you feel to work in a team with your colleagues, after this experience? (hand scale)

Materials:

a package of spaghetti, a package of marshmallows, tape, string, scissors, speaker

Floating towards our Goal

Duration: 50 min

Learning objectives:

Communication skills, cooperation, creativity.

At the end of the workshop, participants will:

- have learnt to talk politely during a team work
- have developed non-verbal communication skills
- have developed spatial and mathematical intelligences
- through group interaction, they develop emotional self-regulation and assertive communication

Methodology:

The number game: 10'

Ice-breaking game meant to heighten the participants' level of attention and concentration

Main activity - Raft making: 20'

Non-formal activity in which the participants have to perform a task in a group, learning to deal with scarce resources, giving roles and tasks to each other in an efficient way, teamwork and cooperation.

Debriefing: 10'

Instructions:

The number game:

If there are 30 players, for example, then the objective is that they must count to 30. However, the kids are not allowed to build a strategy before. One by one the kids have to say a number so that, together, they count (they don't have to follow the order in which they are sitting). Sometimes it may happen that two kids say the same number, speaking at the same time. If

that occurs, the group must start all over again.

For this game, the facilitator can stay entirely in the background and only intervenes if there are any difficulties.

Main activity - Raft making:

Let's make teams of about 4 people

In this activity, you will have to work together to build a raft.

The material you will have is: 15 toothpicks, 5 ear-cleaners, 1m tape. You will also receive a post-it and cariocas to make your team's flag.

You have limited amount of material and limited time: 15 minutes.

Bonus: you can get more material if, for 5 minutes, you talk kindly to each other.

At the end, we'll put the rafts on the water and see if they float.

The winners will be judged according to: practicality, aesthetic, and team-work spirit.

I'll start the chronometer before handing you the materials, and you can use this time for planning and discussing your team strategy.

Questions? Ready? Go!

AT THE END: Winners: the most practical, the most beautiful, the best team-work spirit.

Debriefing questions:

- What happened?
- How did you feel?
- How did you communicate?
- Would you have done anything differently? If yes, what? If no, why?
- What did you learn? What did you learn about yourself/colleagues?

Materials:

- toothpicks, ear-cleaners, tape, 4 scissors, post-its, cariocas

Communication

Duration: 50 min

Learning objectives:

At the end of the workshop, the participants will:

- have experienced and reflected on the topic of communication
- have expressed their needs

Methodology:

Princess, Castle, Dragon: 5'

Ice-breaking game to get the participants active and ready for the workshop.

Double statue: 10'

Non-formal activity in which participants collaborate through communication

Writing Impressions: 5'

small evaluating activity where the participants are asked to share impressions and needs regarding the program

Debriefing: 10'

Instructions:

Princess, Castle, Dragon:

Stand up, move the chairs aside, be in a circle. Count 1, 2, 3,...

Numbers 1 and 3 form the castles, in pairs (forming the shape of a roof connecting their 4 hands above); number 2 is the princess, has to stay in the castle (under the roof, between the two people forming the castle).

When I will say "princess", all the princesses have to run and find a new castle. When I say "castle", all the castles have to separate, run, and find a new princess and someone else to connect to form the castle. When I say

"dragon", everybody (castles and princesses) have to run and find a new combination.

Double statue:

The group splits into teams of 3. One of the players is blindfolded while another one takes position as a statue, by making a pose (lying down, on one leg or arms, bent etc.). The remaining player now tries to explain to the blindfolded player how the statue is posing. The blindfolded player tries to follow the instructions and adopts the same pose. The one giving instructions is not allowed to say if the taken position is correct or not, but only describes (even if he has to repeat himself), how the statue is posing.

Writing Impressions:

divide the class into 2 (eng/rom)

Writing down a grade 1-10 how much they like the workshop, what they liked specifically, what we could improve/what they would like from us... then sharing a few of them in the small groups, and at the end collect all the papers

Debriefing questions:

- What was the main activity about?
- How do you think you did it? (well/badly/..)
- What was challenging?
- What would you do differently next time?
- How did you like this energiser compared to the ones of the previous workshops? (counting)
- What did you write?/explain...

Materials:

- Blind-folds, post-its, pens.

Multiple Intelligences - Stations

Duration: 50 min

Learning objectives:

At the end of the workshop, participants will:

- have gained a wide perspective on the topic of different kind of intelligences
- have explored their own skills and interests in different types of intelligences

Methodology:

Multiple Intelligences - Stations: 40'

The room is organized so that the participants are free to move around the space and stop in some stations (each station is connected with one specific type of intelligence) where there are some tasks to perform in autonomy. The aim is to have an open space where the participants can explore the multiple intelligences and their own skills.

Debriefing: 10'

Instructions:

Multiple Intelligences - Stations: 40'

Instructions to participants (with one facilitator outside the room, while the other facilitator prepares the space inside):

- Time for personal free exploration
- 4 stations - in each you will find different tasks and you will be invited to make at least 1 from each
- Try to go through all the stations and see where you like it the most and where the least

- In each station make at least one of the tasks that you like the most. If you want to make the rest of the tasks, go back to this station after you explore all the others
- You will have 30 minutes for this free exploration
- Remember: it's individual task... anyway in some places you have to be with other people

** Don't go all on one station. If there are more than 3 people on a station, go to another one and come back later.

**Take care of the materials and don't move them to other stations

**Respect the space and the process of your colleagues

**Try to keep silence

**Say yes to explore yourself further

**Have fun

Each receives a paper and tries to use it for as many of the tasks as possible.

Instructions written in the respective stations:

I - station

- Draw a portrait of yourself after 10 years.
- What is your biggest dream? How do you feel when thinking about it?
- Write down what you like in yourself the most.
- Write a small poem about friendship
- Create your own alphabet and use it for writing the name of your favorite book character

-

You-station

- Find somebody and tell him/her a joke.
- Talk with somebody about your favorite movie/ computer game
- Think about what are the emotions that the woman has in each picture on the paper

Art-station

- Draw a map of your home
- Draw a christmas greeting card for santa claus or a friend or a family member
- Make a ship out of paper or a sheep or a crane or a jumping frog
- Pick your favorite color and draw with it

Movement-station

- Create your own short dance and teach it to a friend
- Create a song for Christmas and sing it with a friend
- Push-ups and other physical exercises with Mircea – if you are brave enough!
- Motric coordination game

Instructions to the facilitators:

- While they are working we will establish a personal relationship by being interested in their work: “What are you good at? Which of the stations did you like the most? What do you like doing?”
- Check if they stay in the same station, if they do, “gently push them” to the next one

Debriefing questions:

- Did you enjoy the activity? And how was it compared with the activities in the past?
- what did you learn new about yourself?
- and about the others?
- why is it important to know what we and the other people are good at?
- how can we use this knowledge when working in a team with somebody else?

Materials:

- colored paper for origami, crayons, pastels, small markers - different colors, scissors, colored thick paper for greeting cards, all the tasks on paper, origami instructions, the names of the stations

Emotion Expression

Duration: 50 min

Learning objectives:

By the end of the session, the participants will:

- have expressed themselves in a public speaking situation
- have expressed their emotions through improvisation theatre methods

Methodology:

Emotional Statues: 10'

Energizing game through which the participants are already getting to the topic of emotions and emotion expression.

Group Statues: 30'

Non-formal activity aiming at making the participants experience transmitting emotions and messages through their bodies, and explaining impressions and feelings through words. Also, the topics of personal interpretation and different opinions can easily arise.

Debriefing: 10'

Instructions:

Emotional Statues: 10'

They move through the room randomly and the facilitator says e.g. be sadness, be your best friend, be like someone you admire, think of a strength you have and act it, be an animal you like, be victory, be freedom, be music, be water.

They have to enact that state.

The facilitator gives some examples first.

If they feel uncomfortable, we tell them to close their eyes.

Group Statues: 30'

We divide the class in 2 groups, and the activity will happen simultaneously in both groups.

Three kids will pose as one statue: one starts with a pose and the other two synergistically add up to the first one.

When the statue is complete, all audience members will give their opinion about the meaning of the statue, about what it represents. (What did the artist want to transmit? What emotions did the author want the spectator to feel? What did the author feel when he did the artwork?)

The statues do not talk, only the audience members.

Afterwards, they switch roles - the audience become statues and vice versa.

Debriefing questions:

- What did we do today? What were the activities about?
- Was there, in the first activity a word/state that was challenging to enact? Why?
- How did you feel being in front of others in the second activity?
- When you were on the “stage”, how did you feel about the interpretations the others were giving? Was their interpretation what you wanted to transmit?

Materials:

None.

Final Workshop

Duration: 50 min

Learning objectives:

By the end of the workshop, the participants will...

- have expressed their last opinion about their experience of these workshops
- have concluded the set of workshop with a positive attitude

Methodology:

Dixit cards - evaluation: 10'

Activity meant to close the set of workshops by sharing thoughts and feelings together.

Games: 40'

Playing different games which the facilitators have prepared, with the intention of creating a positive and fun memory in the participants about the workshops' environment.

Instructions:

Dixit cards - evaluation: 10'

- Take a dixit card that represents the experience we had with these workshops/something that represents yourselves;
- Everyone says something to explain their card (ball = talking object)

Games: 40'

- Hot potato with words

The ball represents a hot potato, which is so hot that it's impossible to keep it in your hand for more than a fraction of an instant. The players have to throw it from one to the other as fast as possible. When they receive it, though, they have to say the first word that comes to their mind (always different

words), fast enough to throw the hot potato to somebody else without getting burnt. When somebody keeps the potato too much, or says a word that was already being said, s/he is eliminated.

- Shooting names

They are standing in a circle. One person (preferably the facilitator, or a kid that will be replaced after a few turns) is in the middle and has to shoot (with a hand in the shape of a gun) one person, saying his/her name. The person who's been shot ducks down, and the two at his/her sides have to shoot at each other, saying each other's names as fast as possible. The one to shoot+saying the opponent's name the latest loses, and sits down (he's eliminated). The game continues like this, until only 2 kids are left. The final duel happens with the 2 kids standing, back to back. They make 3 slow steps in front (separating from each other), following the count of the facilitator: "1, 2, 3, shoot!". At the word "shoot" they have to turn and shoot at each other as fast as possible, saying the opponent's name. The fastest to do so, wins.

- Ninja

They are standing in a circle. One by one they have to make a rapid move, their goal being to hit the hand (from the palm to the tip of the fingers) of somebody (it could be anybody in the circle). When somebody is attacked, he can make as well a rapid move to try to avoid being hit. After the first player has attacked, it's the turn of the next person in the circle. When somebody's hand gets hit, s/he has to put it behind his/her back, and only play with the remaining hand. When also the second hand gets hit, the person is eliminated. The game ends when only one person is left: the winner!

Materials:

- Ball, Dixit cards

Introduction

Duration: 45 min

Learning objectives:

Aim: Know each other names and what are they interested in
By the end of the session, the participants...

- Will learn names and know things they like
- Will know some rules for the good atmosphere
- Will know the interests of participants for the future workshops

Methodology:

Introduction 5'

Introduction meant to present the facilitators, the whole program and the way it is going to be held.

Name Game 5'

Short activity to create a basic connection between the participants, and helping memorizing the names in the group.

Point-man game 10'

Simple funny activity aiming to help memorizing the names in the group

With what are we interested in? 15'

By writing topics on post-its the the facilitators will have a clear idea of the interests of their group.

Say it out loud 10'

Short activity giving the opportunity to the participants to express what they wrote.

Instructions:

Introduction

We are sitting in a circle.

- We introduce ourselves: names, age, country, organization,...
- Who knows English?
- This project is about: Using art methods and non-formal activities for personal development
- Why: for you to spend 1 school hour in a special way, learn about yourselves and others and train skills that will help you in life
- Structure: We'll meet for 8 weeks, 1 Romanian + 1 international volunteer
- Purpose of today's workshop: getting to know each other

Name game

They have to present their-self and say one interesting thing about them (hobby, favorite food, or a thing that nobody knows).

Point-man game

They have to make a circle without chairs, we are gonna choose on participant to stay in the middle. She/he has to point someone (randomly). The person who is being pointed have to sit down, the persons who have at left and right have to say their names as fast as possible. The person who do that faster wins and the other is eliminated.

With what are we interested in?

We have to do a circle with chairs, in the middle of the circle will be 2 flipcharts; one with: things that i'm interested in and thinks that i'm no interested in, the other one with some rules. We are gonna explain some of the rules and then we give them 5 minutes to write in 3 post-its things that they want to do in future workshops, things that they don't like and in the last one, some brainstorming rules to make this time the best.

Say it out loud

Pass the ball to the participants and then they have to read some ideas that they puted in the post-its before.

Materials:

- A ball
- 2 Flipcharts
- 3 different colours of post-its
- Pens
- Flipchart

Hand outs:

-

Let's talk about trust

Duration: 45 min

Learning objectives:

Aim: Know each other names and what are they interested in
By the end of the session, the participants...

- Will get to feel that they are a group (not just a classmates) - trust building
- Will feel more connected
- Will find new things about themselves and to explore those things (ex: what they like)

Methodology:

Icebreaker: Samurai 5'

Non-formal education activity engaging attention and movement of participants in order to warm up the participants.

The magic Circle 10'

Non-formal activity meant to make the participant experience trust and team work.

Mouth, eyes and feet 15'

Non-formal activity meant to make the participant experience communication and team work.

Body Parts together 5'

Non-formal activity meant to make the participant experience communication and team work.

Instructions:

SAMURAI; Icebreaker

We have to make a circle, each person have one movement with the goal to touch the hand of the persons who are you staying between to eliminate them. You also have only one movement to try to skip the touch.

THE MAGIC CIRCLE

The goal of this activity is to have trust with your classmates. You have to sit at the chair, the you have to turn in the right side and put your head on the thighs of the participants that you have backwards. Then we will take the chairs.

MOUTH, EYES AND FEET

We have to make groups of 3 people. In one group we will have one who is going to be the mouth, one that will be the eyes and the other who will be the feet.

The feet can't see, only can walk. The mouth can't see, only can speak. The eyes can't walk, only can see. The main goal of the activity is to try to communicate to reach their colour post-it as fast as possible to win the game.

The position is the next:

-Feet (without seeing)

-Mouth (backwards)

-Eyes

So the eyes have to show at the person who is the mouth where the feet have to go to reach the main goal (the post- it of their colour)

BODY PARTS

The group will walk around normally until the facilitator calls out a body part and number (for example, 3 knees). Participants have to react and find others so that they fulfill the command. Repeat as many times as needed, and the last command should be the desired number of participants in each sub-team.

Debriefing questions:

- What's the level of trust for this group from 1-10?

Materials:

- Blindfolds
- Speaker and music

Handouts:

-

Refocusing

Duration: 45 min

Learning objectives:

Aim: Know each other names and what are they interested in
By the end of the session, the participants...

- Will get to feel that they are a group (not just a classmates) - trust building
- Will feel more connected
- Will find new things about themselves and to explore those things (ex: what they like)

Methodology:

Delivering responsibilities 5'

We will give you responsibilities in order to try to calm the atmosphere of the class.

Energizer: The impulse 10'

Non-formal education activity engaging attention and movement of participants in order to warm up the participants.

Guess my drawing 15'

Funny drawing activity addressing the topic of communication and respect towards the others speaking turn.

ACTIVE Stone, Paper and Scissors! 5'

Competitive and fun activity to increase the team work.

YOGA 5'

Easy physical activity for offering the body short time to move, stretch and relax.

Instructions:

Delivering responsibilities:

We will give you responsibilities in order to try to calm the atmosphere of the class:

1. The silence responsible

If someone disturbs the class 3 times you have to put the name on the table, if you don't have the name on the table ,, you will be the chosen one” which means they will be able to choose one activity for the next workshop

2. The ball keeper

Passes the ball to the person that raises they hand

3. The voice of the classroom

In the present and and during the week, this person will be the one who will share with us the thoughts and ideas of them.]

ENERGIZER: THE IMPULSE

Everybody in a circle. only one person has the impulse, For the impulse you have to put your hand together and to clap them to the other participant while saying “hep” fas and strong. When you give the impulse you have to make eye contact with the others. The person who receives is has to give it to the next person and so on. You have to do it quickly and to be focused

GUESS MY DRAWING

Someone paints something on the board and the others have to guess (children proposal)

ACTIVE Stone, Paper and Scissors!

The game has a very simple operation: we start in two groups. The players of each group are placed behind the rest by relay.

Each time the game begins, a person from each group leaves and when they are on the way they challenge a stone, paper and scissors duel. The winner continues to run into the field of the opposing team while the participant who has lost the duel before call and allows a company to gi to the previous participant and try to win. In this way and after many duels when a player reaches the field of against he gets a point. Win the team that makes more points !!

YOGA

We will stretch and do some exercises to release tensions and to regain some energy while relaxing



Debriefing questions:

- How was for you today?
- Did you see a change comparing this workshop with the on of the last week?

Materials:

- speaker
- coloured chalk

Handouts:

-

The beginning of non-violent communication

Duration: 45 min

Learning objectives:

Aim: Listen to each other and to use non-violent communication
By the end of the workshop the participants:

- will be able to interact in a friendlier way than last time)

Methodology:

Ice-breaker- follow your nose 6'

Non-formal education activity engaging attention and movement of participants in order to warm up the participants.

Guessing game in pairs 15'

Drawing activity addressing the topic of communication – what are the limits of disturbed and unclear communication.

Building game in pairs (competition) 15'

Non-formal activity meant to make the participant experience communication and team work.

Activity chosen by them

Instructions:

ICE BREAKER- FOLLOW YOUR NOSE

(Have everybody mill around the room, and shout a body part. Players then start moving around as if they are led by that body part. Continue with another body part.)

Everybody move in the room, fill the space. Now, one person will say a part of your body, for example nose, hand, ear...

Now everybody move as you are guided by that part of your body.
(End the game on a really silly note by leading with e.g. your internal organs.)

GUESSING GAMES IN PAIRS

They have to stay in pairs, and they have to touch their backs, so they won't be able to see each other. One of the pair can't speak and has to have a pen and a paper, and the other only can speak. In the first part of the game, the one that can speak has to say instructions to the other of what has to draw but without telling the name of it (just with simple/small pieces of the small drawing). (Example: If he wants to make a house, he only can say: make a big square and above of it a triangle.) The one who is drawing can't speak, so it will be difficult the communication. (5 min)

-----Debriefing (How it was? Was it difficult? Which were the problems that you had?)

After the debriefing, we change the rule of speaking, now the one that has to draw can speak, so he can make questions to the other. That will make easier the group work.

-----Short debriefing -about what changed, and what happened.

BUILDING GAME IN PAIRS

In pairs, you have to build something high and stable (competition to increase the motivation and the focus)

ACTIVITY TO CHOOSE

If there is time left, they can choose which activity/game they want to do.

Debriefing questions:

-

Materials:

- Speakers
- Music
- Papers
- Writing pens

- Plasteline
- Sticks
- Rope

Handouts:

-

Creating non-violent communication

Duration: 45 min

Learning objectives:

Aim: Listen to each other and to use non-violent communication
By the end of the workshop the participants:

- will be able to interact in a friendlier way than last time.

Methodology:

Ice-breaker dragon princess prince 10'

Non-formal education activity engaging attention and movement of participants in order to warm up the participants.

What does fun mean to you? + little debriefing 20'

Non-formal activity using drawing as a method to practice cooperation and communication to complete a common task

Form an object with your body 10'

Physical and dynamic activity, which will literally bring the participants together, creating a general comfort in being with each other through fun

Instructions:

ICE-BREAKER DRAGON PRINCESS PRINCE

- Make two teams, each team has to make a line back to back with the other team
- Is like the scissors, paper and stone: The dragon wins the princess, the princess wins the prince and the prince wins the dragon.
- Each team have to decide one character
- 3,2,1 and you will act like the character
- The team that raises more points will win

WHAT DOES FUN MEAN TO YOU?

Let's make pairs of 2.

Let's sit next to a table with your pair.

One person tells the other how would a fun day look to them and the other person has to draw it accurate as possible.

After you finished, you switch places and the other person describes the day and so.

-----small debriefing

Let's see how was this activity:

How was it?

What was the difficult part?

How did you feel?

What did you learn?

FORM AN OBJECT WITH YOUR BODY

Let's make pairs of 2.

You will have to build with your bodies a shape. We will tell you the shape. It can be a letter, an animal or an object. For example, a house.

What you have to do is to build it as quickly as possible, after we say it.

Questions?

Let's start!

Build a..... house, cat, dog, car, washing machine etc

Debriefing questions:

- How was it?
- What was the difficult part?
- How did you feel?
- What did you learn?

Materials

- Papers (10)

Handouts:

-

Last workshop

Duration: 45 min

Learning objectives:

Aim: Listen to each other and to use non-violent communication
By the end of the workshop the participants:

- will be able to interact in a friendlier way than last time.

Methodology:

Short debriefing (post-it) 5/10''

Summary of the whole program, questions regarding the different activities are asked. The aim is to know how they feel at the end of the program and see the virtues and the shortcomings.

Ninja 15/20'

Energizing game, to create an active group atmosphere.

The handkerchief 15/20'

Fun and attentive activity for easing the situation engaging attention and

movement of participants.

Instructions:

SHORT DEBRIEFING

We have a surprise that will like a lot! But before telling you, we will start with describing with one word your experience with this workshops, what you liked the most and what you didn't like (can be in Romanian or in English, doesn't matter), you have to write it in the post-its that we will give you now.

NINJA (In the playground)

Ok, so the surprise is... we are going to go to the playground! But with conditions, we are going to play two funny games, and if we go there you have to listen us and pay attention, if you start doing different things we will return here!

Ninja consists in that they are standing in a circle. One by one they have to make a rapid move, their goal being to hit the hand (from the palm to the tip of the fingers) of somebody (it could be anybody in the circle). When somebody is attacked, he can make as well a rapid move to try to avoid being hit. After the first player has attacked, it's the turn of the next person in the circle. When somebody's hand gets hit, s/he has to put it behind his/her back, and only play with the remaining hand. When also the second hand gets hit, the person is eliminated. The game ends when only one person is left: the winner!

THE HANDKERCHIEF

We are going to make two groups, each person of the group will decide one number (if they are 5, they have to distribute the numbers from 1 to 5). Without saying anything to the other group.

One team will be in one part of the playground, at middle us with the handkerchief, and at the other part the other group.

When we will say one number (from 1 to 5), the person who has this number has to run to catch the handkerchief as fast as she/he can, and then return with their team, but they also have to pay attention to not be touched for the other person of the other team that has the same number. Wins the team that has more points (one point is when you arrive with your team with the handkerchief without being touched).

Debriefing questions:

- How was it?
- What was the difficult part?
- How did you feel?
- What did you learn?

Materials

-Papers (10)

Handouts:

-



HIGH SCHOOL

Hello/Salut

Duration: 50 min

Learning objectives:

- Participants and facilitators will get to know each other and participants will express their opinion and expectations about the upcoming activities of the program

Methodology:

Introduction of the facilitators (5´):

Introduction to present the facilitators, the whole program and the way it is going to be held.

Division into two groups (10´):

Participants are divided into two groups. The goal is to create two balanced groups – the gender and the level of English Language skills

Name activity (5´):

Non-formal education activity aiming at getting to know each other between the participants and facilitators.

Group Discussion (15´):

Group discussion activity aiming at learning the understanding of participants of the whole program – what were they told, what are their expectations, what topics they are interested in.

“How do you see us facilitators?” activity (10´):

Short anonymous reflections, where participants have the opportunity to express their impression about the facilitators, the whole program, and their needs.

Instructions:

Division into two groups

- Girls go on one side, boys on the other.
- After that, please form the line according to the fact how confident you feel

in speaking English. Those who are very confident speaking English go to the right side and then they are gradually followed by those who feel bit less confident.

- Now we will assign you the number – either number 1 or number 2, please remember it. (We divide them with one/two/one/two strategy). And now please create two groups.

Name activity

- We are sitting in a circle.
- To get to know each other more, first we need to remember our names. Please one by one, tell us something that is close to you or what you like - there is one tricky detail, the word must start with the first letter of your name.

Group Discussion about the whole Program

- “We would like to talk and discuss with you a little bit now. Your teacher might have told you something about us, or maybe not, still you might have expectations about what we will do, how it is going to be? Would you share it with us? We will share our ideas with you as well. We will write down all of them here on this flip-chart, and this way we might come up with our mutual topics.”

“How do you see us?” activity

- Here are post-its and pens, take as many as you want and please just take a moment and write down your first impression about us and about today´s workshop - if you particularly liked something or maybe disliked. And then, you can put it into the bag, which means we will not know who wrote what, it is anonymous.

Debriefing questions:

- How was this first workshop for you?
- How do feel about our upcoming 7 sessions after experiencing this first one?

Materials: flip chart, markers, post-its, pens

What do we need from each other?

Duration: 50 min

Learning objectives:

- Growing awareness of one's needs (from the other people), emotions, and behaviour in difficult situations and then creating a safe environment by sharing what participants need from each other and by defining mutual "safe environment conditions".

Methodology:

UpaYoga stretching (5´):

Easy physical activity for warming up and offering the body short time to move and relax after a lot of sitting.

The Boat – Storm – Lighthouse activity (20´):

Group drawing activity which is modelling a demanding situation of a crisis in a safe way through using art. This activity has been chosen in order for participants to imagine this rather dangerous situation and to think about their needs/emotions/behaviour in such situation. Also for facilitators it was an opportunity to observe the level cooperation between participants, how they communicate and the level of engagement.

Group Discussion about Safe Environment (10´):

Discussion and sharing activity aiming to encourage participants to share what they need from each other and to create mutual safe environment conditions, so they would feel comfortable to express and be active during the whole program.

Instructions:

UpaYoga Stretching

- Starting from a standing position, closed palms at the level of shoulders
- The base movement: 3 circles will rotate wrists outward (when arms go outward, wrist rotate outward, when arms are drawn back towards the body, wrists are rotated inward)
- This base movement we do with a move from shoulders upward, and then with the movement in front of the body.

The Boat – Storm – Lighthouse activity

- Your task would be to create a big drawing. You are going to draw this all together! Try to imagine and draw a situation of a BOAT IN A STORM SOMEWHERE IN THE SEA, also please draw A LIGHTHOUSE.
- After finishing the drawing, please come back to sit in our circle. We will give you a paper with few questions. Please answer those questions for yourself, they are your own and nobody have to see them and know them. We might ask some of those questions also later in a discussion, but you do not have to share off course. You will have around 5 min for this.
- Questions:
 - What do you think it would have been like to be in the boat with your classmates during the storm?
 - How do you think you would have behaved in such a situation?
 - Can you name three feelings you might have had during the worst part of the storm?
 - In what ways could you have asked for help?
 - What do you think you would have needed from the others in such a "crisis" situation?
 - Short debriefing: The debriefing questions are followed by Group Discussion about Safe Environment
 - How was this together drawing? How did you feel?
 - How was searching for answers for those questions?

- Is there anybody who would like to share with us some of the answers for the questions?
- These workshops won't hopefully be situations of crisis, but maybe sometimes there could be activity which would be bit demanding for you, and you might possibly need a support or help from the others. In order to create such a supportive environments...

Group Discussion about Safe Environment

- ... we would like you to think about what all of us would need from each other to feel good and safe here. We are going to take a flipchart paper and we are going to write down all of your ideas you would agree on.
- Our proposals: we listen when somebody speaks; we are open to listen; we do not interrupt the person who is speaking; all said here remains here in this group; we respect each other and we respect that the other person has different opinion; we are brave to speak; we are tolerant and open to get to know new things; we are kind; we are laughing together, not at each other...

Debriefing questions:

- How was this workshop and its activities for you?
- What connections to real live have you seen in the activities?
- Any idea/question in your mind which has stayed not answered until now?

Materials:

- paper for the drawing; crayons, pastels, markers; papers with questions, pens; ½ of a flipchart for the standards, markers



Shall we connect more?

Duration: 50 min

Learning objectives:

- Growing connection between the participants by reinforcing the level of attention the participants pay to each other and by supporting the willingness to carefully listen to each others.

Methodology:

Count to ten (10´):

Non-formal education activity demonstrating the need to pay attention to each other in order to understand what is going on and to manage to reach a common goal.

Eye contact activity (10´):

Non-formal education activity aiming at growing closer connection between the participants.

Strange machine (15´):

Group activity in which the participants are creating body sounds. The activity is again engaging participant´s attention in order to listen to each other and understand each other and the situation. The participants would also grow connection through creating something powerful together.

Instructions:

Count to ten

- Standing up in a circle (close to each other).
- Your task is to count from one to ten. Anyone can say the number, but if two people say a number at the same time, everyone has to start again from the very beginning.
- (advanced level: closed eyes)

Eye contact activity

- Divide your group into two (half - half). We will create two circles now. First half of the group will create a small inside circle (you have to stand very close to each other) and the rest will create second outside circle around the small one. One person from the outside circle is facing one person in the inside small circle.
- Your task to do: you are to look JUST into the eyes of the person in front of you, you have 1 min to do that, then the outside circle will move to the side (into right) and each of you will stop in front of the person who is just next to that person you just had eye contact with, and again you will look into the eyes of this person for 1 min.
- Short debriefing: How was it to look into each other´s eyes?; How did it feel in the beginning of that minute/at the end of that minute?; How do you feel now?

Strange machine

- Description: Participants stay in a circle. One by one, they begin to form the machine by adding movement and sound. Finally, the facilitator can optionally modify the machine (to stop for discussion it; to restart it, to change its rhythm or the volume).
 - Instructions: We are going to build a strange machine together. One of you will start as the first one, s/he is to go into the centre of the circle and start a repetitive movement and sound (created by your body). S/he is to continue to maintain the same rhythm until the end of the activity. After that, the next person starts creating a sound and movement following the rhythm which has been set by the first person. Then one by one, participants spontaneously join until everybody is playing.
 - Later, we will guide you what to do further, so please follow our instructions.
 - Debriefing (if needed): What is going on? Why was it so difficult to follow a common rhythm and feeling of the sound you were creating together? What can help you to improve it?
- Debriefing questions:
- How were those activities for you?

- What topic do you think we were trying to address with those activities?
- If you could describe the whole workshop with one word, what would it be? (please each of you, tell us this one word)

Materials: none

Balance of my time

(for myself, others, tasks)

Duration: 50 min

Learning objectives:

- Growing awareness and understanding of difference between time for myself /others/ tasks

Methodology:

Signals (5 ´):

Short activity used for warming up and also attuning.

Group Discussion (5 ´):

Group discussion activity for sharing ideas what is time for myself/others/tasks aiming at growing awareness.

Self-reflection (5 ´):

Activity which is using spontaneous visualization for growing participant ´s awareness.

Sculpturing (20 ´):

Activity in which the artist is using other two people as a sculpturing material for own visualization of what represents the time for myself/others/tasks.

Instructions:

Signals:

- Standing in circle.
- “Now put your hands behind your back and there catch each other ´s hands and hold them. We will play a signal game. The signal is sent by gentle tightening of the hand and the impulse continues to be transmitted in the clockwise direction.”
- After a while the game is stopped to check up if the signal has been transmitted correctly. Advanced level: more signals are sent soon after each other.

Group Discussion:

- The topic of today is the way you spend your time – the balance between time for yourself / others / tasks. And first we would like to discuss with you what is part of your time for the others? (of your time for tasks, of your own personal time) What do you do? How do you spend it?

Self-reflection:

- Now we give you a pen and two papers. Take the first one and we want you to think about your time and how big part of the paper goes for the others/tasks/yourself. So divide the paper into three sections respectively to how you feel about it. (We will demonstrate it.)
- And now take the second paper and think about how you would like it to be.
- Afterwards look at both of the papers and compare them. What does it tell you?

Sculpturing:

- Participants create groups of three people.
- You will be taking turns. One of you will be the artist and his/her task is to create a sculpture. For this s/he will need the sculpturing material – the two other people. The material is ready to adjust to wishes of the artist. But the artist is also taking into consideration how much the positions s/he puts on the material can be un/comfortable. When the sculpture is ready, s/he takes

a picture of it.

- First you start with time for others, then for the tasks and then for yourself. All of you will create those three sculptures.

Debriefing questions:

- How did you feel as a sculpture?
- How did you feel as an artist?
- What have you found out about yourself?
- What have I learned regarding balancing my time? (circle question, for everybody to answer)

Materials:

- papers A5, pens



Pleasant Feelings and my Relationships

Duration: 50 min

Learning objectives:

- Growing awareness and understanding of un/pleasant characteristics of relationships, and also of what it means a consent in a relationship. Participants will experience different levels of communication and

Methodology:

Gathering of the Ides (10´):

Group sharing and discussion regarding the topic of the day. It was designed as a game with throwing a speaking object. Receiving the object = the person speaks. Meant to warm up and also to help discussing pretty difficult topic in an easy going way.

Role playing YES/NO/MY WISH (25´):

Role playing activity in order to try and experience different communication styles with different goals to achieve in the communication and with different power-positions.

Instructions:

Gathering Ideas:

- Standing in a circle.
- We will now ask you for your opinions and ideas, but this time it will no be just an open discussion. We will give it a frame of a game. We will have a speaking object (explaining rules – the one who has the speaking object is the only one who speaks, the others are silent). When somebody receives it, s/he is to give an answer and this person is to throw the speaking objective to another person according to his choice. And this way we continue. Try to be kind of quick! (5min)

- 1st round: What are the characteristics of nice and pleasant situations with others? What do we do? What is happening? What do we feel? How do we communicate?
- 2nd round: What are the characteristics of NOT pleasant situations with others? What do we do? What is happening? What do we feel? How do we communicate?
- 3rd round: Now we change the setting, all of us will answer the next two questions and we follow the round clockwise. We hand each other the speaking object.
- What do I especially like in a relationship with my close friend or boy/girlfriend?
- What do I especially dislike in a relationship with my close friend or boy/girlfriend?

Role playing YES/NO/MY WISH

- Topics: Can I buy you a drink? Can I ask you out? Could you borrow me money? Will you join us for a party?
- Find a partner for this activity (couples) and place your couple in a way that together with the other couples you would create a circle. Now, remember that those who are in an inside circle are the requesting ones, and those who are in an outside of the circle are the responding ones. The requesting person will always receive a topic which s/he is to follow if possible. And after a round is finished, the topic is to be handed in to another couple on a left. There are going to be two rounds and then you switch the roles. Each round lasts 2min.
- 1st round: the responding person has to say NO, no matter what the other person is asking for. Try to put yourself in a role, that you really don't want to accept the proposal of the other person. (requesting person should not give up and keep asking for the thing, having different arguments, using strategies to gain/force the "consent")
- 2nd round: The responding person is to say YES no matter what the other person is asking for. Try to put yourself in a role, that you must say yes, you have no other choice (requesting person should not be modest with the what s/he wants, s/he can ask for whatever).

- Switching roles
- 3rd round: Go back into the couples as you were, toss one topic again (randomly, but the topic will be the same as they had before), you are free to choose the role of the requesting/responding person, and you are to NEGOTIATE both of you what you want, what is acceptable for you, and what is not.
- Debriefing + consent context:
- Saying no matter what NO
- How did you feel like the one who keeps saying no and the other person is not accepting it? How did you feel like the one who keeps being said no?
- Is there any consent? - one person continues to be persuasive no matter s/he hears no
- SAYING NO, MEANS ALWAYS NO
- Saying no matter what YES
- How did you feel like the one who keeps saying yes because you know that you must, you have no other choice? How did you feel like the one who keeps being said yes?
- Is there any consent? - on a surface, yes, but it is just a fake one - one is having the POWER position and the other does not follow what s/he wants.
- Searching for consent
- How did you feel answering the way you really wanted?
- How did you communicate your wish and your conditions?
- Did reach the consent? – What is real consent?

Debriefing questions:

- What have we done today?
- What have you learned today? (circle question, for everybody to answer)

Hand-outs: none

Materials: 4 topics in a bag

Demanding Emotions and my Reactions

Duration: 50 min

Learning objectives:

- Analyzing the process of experiencing demanding emotion, growing self-awareness, and building more positive and accepting relationship towards them.

Methodology:

Breathing Exercise (5´):

Short breathing exercise in order to calm a little and to connect with one self.

Discussion + Painting Pieces of Mandala (15´)

First short group discussion to set a topic, asking what they understand under the term of demanding emotions. Later there is painting activity aiming at expressing their impression about the demanding emotions. The paper is in a shape of “pizza”, so afterwards there is one big circle of different paintings put together. This is meant to show the variety of understandings and attitudes towards demanding emotions.

Iceberg of Emotion (20´):

Self-reflection activity aiming at analyzing and growing awareness and understanding of emotion.

Instructions:

Breathing Exercise:

- Put your index finger at one of your nostrils and close it so you cannot breathe through it anymore. Breathe just with the open nostril for this moment. Breathe in and out 3 times. After that close the nostril you were

just using with index-finger of your second hand, and open the second nostril. Breathe in and out 3 times through this second nostril. And now you will be changing which nostril is closed: have one closed, breathe in with the second one, and when you are finished with the breath-in, close that nostril. Then open the one which was closed until now and exhale through this one. While changing nostrils, hold the breath and breathe out once you have made the change.

Discussion + Painting Pieces of Mandala

- Brainstorming: what are demanding emotions? Examples? (fear, sadness, anger, powerlessness..)
- Finger-painting with temperas: Recall in your mind a moment when you felt some demanding emotions, what colours do you associate with these emotions? Just colour the piece of paper as you feel like with using your finger.
- Debriefing: What can you see in the mandala? In what situations can we feel demanding emotions? How does our body feel when we are experiencing demanding emotions?

Iceberg of Emotion

- Fist facilitator explains the Iceberg of Emotion and demonstrates the filling in. Afterwards the participants have time to fill it in and then there is an option to share findings with the group
- Parts: emotion + behaviour, 2nd emotions, thoughts; my reaction
- Optional to continue with: My reaction - Each of them would give us at least one answer of my reaction. We write their answers down on flipchart and then group them if they are “run away” strategy or “stay with” strategy
- Brainstorming the ideas of how I can “stay with” my emotion – journaling; talking with friend about it; give myself time with digesting it; drawing/painting it out; breathing; writing/telling compassion words to myself

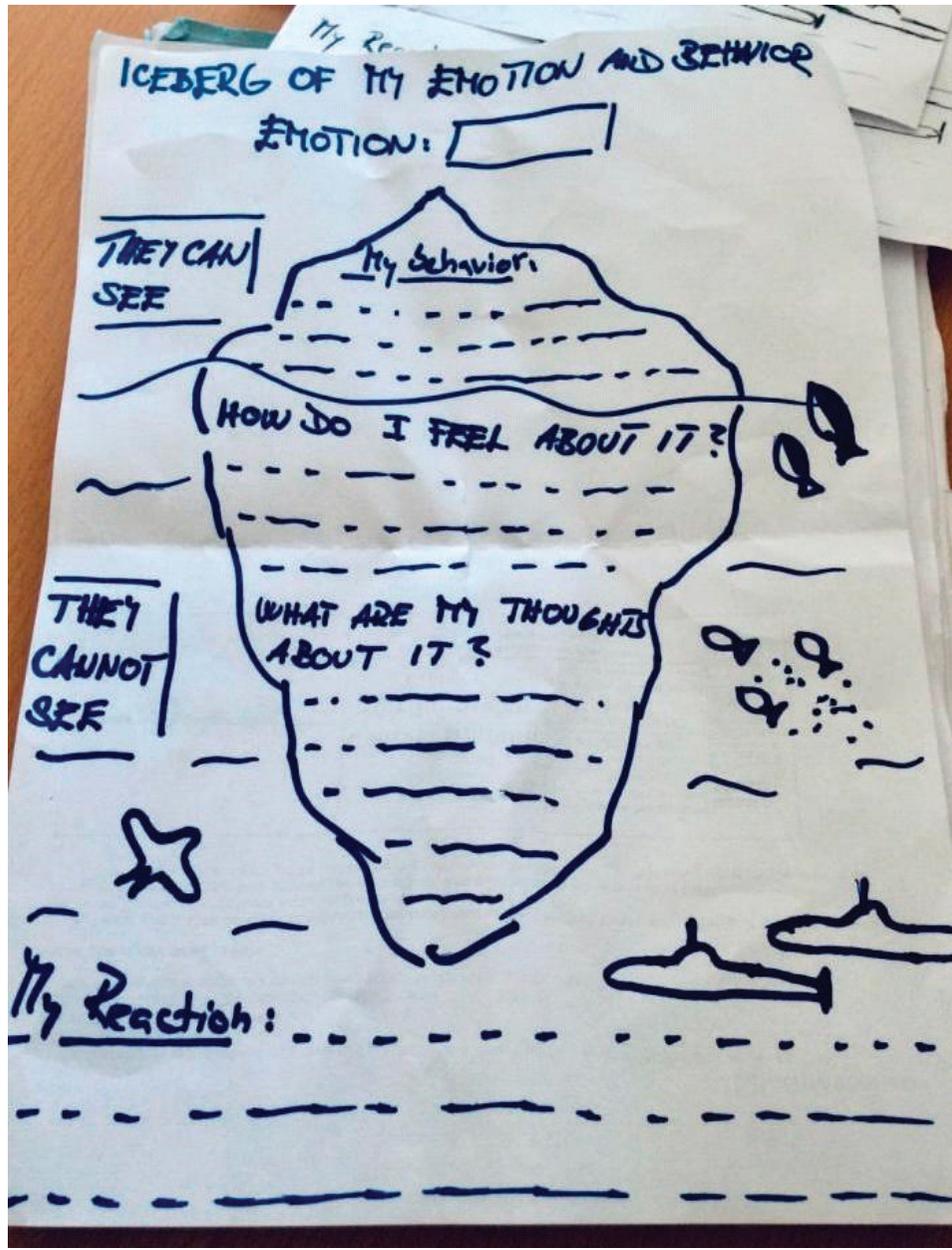
Debriefing questions:

- How did you feel during the workshop?
- What have you learned today? (circle question, for everybody to answer)

Materials:

- pieces of mandala; temperas, printed iceberg of emotions; pens, flipchart, markers

Hand-outs:



Sources of Creativity

Duration: 50 min

Learning objectives:

- Learning about theory of multiple intelligences as sources of creativity, exploring them through activities and by that defining those which are attractive.

Methodology:

Association Experiment Activity (10´):

Activity offering the space for practicing spontaneous production of words, used in order to provoke the creativity and spontaneity before the next activity.

Sources of Creativity - Multiple Intelligence Stations (25´):

Open space activity with 8 different stations with activities corresponding to the multiple intelligences

Instructions:

Association Experiment:

- Three groups of participants.
- 1st Round: First person says a random word. You are to say the first word which comes to your mind after hearing the previous word, just say first association which comes to your mind and then the next person follows. You continue like that until we stop you.
- 2nd Round: Now there will be one change. Still, follow your first association, but there is one rule now, each word you say has to follow alphabetical order. Try to be as fast as possible.
- 3rd Round: Do the same as in the first round.
- Debriefing: What was the most difficult and what was the easiest? Can you compare the first and third round? In which you felt more comfortable?

What do think that the alphabetic order could have been representing? (blocks, something that stops us, or slows as down)

Sources of Creativity - Multiple Intelligence Stations

- Introduction (5min): Let us now continue in the atmosphere of the 3rd round. We still might have some difficulties with being spontaneous, but we also know what it is to be a bit more spontaneous. The next main activity contains 8 different stations which represent different 8 types of intelligence (Description of them).
- Instructions: Now you have 20 minutes to explore them. Try to get through at least 3 of them and more if you want. All material you need is always at each station apart from paper and pens, those are at one place, so come for it here and use one paper for more tasks if possible.

Debriefing questions:

- How were today´s activities for you?
- According to what have you been choosing the stations?
- Which one felt the most attracting?
- What have you learned today?

Materials:

- keyboard, ukulele, the bottles with different material to make sounds; book + questions (nature); wooden sticks, plastelina, string; “to fill in” poem; Origami papers; printed Sudoku, riddles, math exercises, printed word searches, printed stories, pictures with faces, pens and papers

Farewell

Duration: 50 min

Learning objectives:

- Reflecting upon the whole program. Evaluation and expression of opinions.

Methodology:

Boing game (10´):

Activity aiming at warming up the participants, bringing their attention to the workshop.

Recap (5´):

Recapitulation of the topics and activities of the whole program. This is done together with all participants. By recalling we are all reconnecting to the activities and the whole process.

Walk & Talk (10´):

Activity meanwhile participants change the communication partners for discussion. This activity is meant for discussing what the participants have learned throughout the program.

Dixit Card (15´):

Activity chosen for the intuitive expression of the overall feeling regarding the program or of anything what the participants have experienced during the program.

Post-its Feedback (5´):

Opportunity for the participants to give facilitators feedbacks after the whole program.

Instructions:

Boing game

- Standing in circle.
- The aim of this activity is to keep passing the signal around the circle.

Circle starts always to the right.

- 1st instruction: For passing the signal you use “ha”.
 - 2nd instruction: “Boing” is a word for returning it to the previous person (Stopping)
 - 3rd instruction: Dibdibidi is for skipping one player
- Recap

- Let´s try all together recapitulate what we have done. What topics we have gotten through and what activities we all have gotten involved in.

Walk & Talk

- You are going to be walking and talking a lot right now. For the talking part, you will always find a partner and with him or her you will have together 2 min to both of you answer question which we ask you. We would let you know when the time has passed. After that you will start walking again, and there will be another question to come with different talking partner.

- But now fist start walking and look around. What can you see, what things are around... look at the people, you can smile at them, look them into the eyes.. now stop, find a partner and the first question is.

- Questions: Which topic did you feel the most relevant/useful? What have you learned about yourself? What have you learned about the others? What was difficult and why?

Dixit Cards

- Everybody is to pick one card which represents anything what you have experienced during this program, or which represents you overall feeling regarding this program.

Post-its Feedback

- On the post-its, please write down feedback for us having in mind a question: How much did you like our attitude and our behaviour towards you? Any comments?

Materials: Dixit cards, pens, post-its, prepared questions

First workshop

Duration: 50 min

Learning objectives:

Aim:

- Establish the first connection with them
- Split the groups
- Get to know each other and know their interests
- Know their names

At the end of the workshop the participants will have a clear idea about the project.

Methodology:

- Introduction of us and the project 5'
- Name game 10'
- Scale question game (without speaking) 20'
- Knowing their interests 10'
- Closing activity 5'

Instructions:

- INTRODUCTION OF US AND THE PROJECT

NAME GAME

Say their names and random question (have a box with random questions, when they have to say their name, pick one paper of the box and answer it).

QUESTIONS: -Which colour will you choose for dying your hair? -Pizza with pineapple or without? -etc..

SCALE QUESTION GAME(without speaking)

Now I will ask some questions, and you will have to form a line, placing

yourself in order from a lower point to a higher point.

You cannot speak, but you can communicate in other ways, for example making some gestures and showing quantities with your hands.

The first question is:

“how far do you live from school?”. Here will be the person who lives the nearest to school, and here the one who lives the furthest. You can start!

How much do you recommend Sarmale to Joana and I?

Now, divide between boys and girls, and answer the next questions in the 2 groups

How comfortable do you feel with listening to English?

How comfortable are you with speaking in English?

Without moving from this position, count 1,2,1,2,1,2,1,...

Divide into the 2 groups. look at each other, see who is there with you, get comfortable with your team-mates,.. because from the next time we will always work in these groups. Group 1 will have Lulia and I as facilitators, while group 2 will be with Joana and Saby, whom you will meet next week.

KNOWING THEIR INTERESTS

We will give 1 flipchart to each group with topics already written on them, you have to write other topics that they want to do with us.

After some minutes, they have to vote putting dots next to the topics that they are interested.

CLOSING ACTIVITY

Wireless without wire (the 2 groups have to form lines and we tell the first person of each group at the same time a word; the group that will arrive earlier the word to the final person wins.

Debriefing questions:

-

Materials:

- 2 flipcharts with topics
- Box with papers (random questions)
- Tape and markers (A LOT)

Mermaids & Mariners

Duration: 50 min

Learning objectives:

To show them that we are taking in consideration their proposals for the workshops: their suggestions have value and they are responsible of what they decide and propose.

At the end of this workshop, participants will:

- be able to recognize the dangers of addiction
- have practiced their communication and debating skills
- have felt responsible of their actions and words

Methodology:

Mermaids & Mariners, with short debrief: 20'

Game-like activity, meant to metaphorically represent the topic of addiction and its components. The short debriefing helps unfolding the metaphor and introducing the topic of the workshop.

Soul Cafe in halves: 20'

Discussion activity, on the topics that were chosen by the participants, aiming at practice debating and discussing things in the group, and empowering them (they see that we listened to the topics they suggested and designed a workshop on them).

Instructions:

Mermaids & Mariners, with short debrief

Count 1, 2, 3; 1, 2, 3; 1, 2, 3;...

Numbers 1 and 3 come together: you're mermaids. Number 2, you are mariners.

Go together with your group, read the instructions being careful that the other group doesn't hear it!

Written instructions:

MARINERS: you have to arrive to the island (which is on the other side of the room), but the way is very hard, because there is a storm and the waves are big and you are afraid, and every time there is a big wave you lose all your hope... but you are lucky: in the sea there are a lot of mermaids who are going to make you feel better, to give you strength and energy. They will help you so much that you will not want to leave them anytime!

What you will do is try to reach the island, but every time you will hear us saying "WAVE", you will look for a free mermaid and let her cheer you up. Only after we say "ISLAND", you can start again to walk towards the island. You cannot run.

MERMAIDS: We will give you a spot in the room, you will stay there and wait for the mariners to come towards you. In the meantime you should try to call them, get their attentions, say hi, smile,... as mermaids do! When the mariners come to you, you have to please them, cheer them up, caressing them, playing with their hairs, hug them,... You must be annoying, and disturb them from doing whatever they will try to do... but all of this in a very nice and "loving" way! After that, never let them separate from you! When they will try to move away, you should try to attach to them and not letting them go, you have to make it very difficult for them to go wherever they want to go. You can keep hugging them, you can pull them, caress them, and all of this while saying nice things like "yes, you are good, you can do it, come on, you are a great mariner, you're so strong, so good, so beautiful, you can do it!".

We place the mermaids in random spots here and there in the room, while the mariners will be forming one line, on the opposite side of the room than the island.

we say: ISLAND - WAVE - ISLAND - WAVE - ISLAND

Short-Debriefing questions:

- how did you feel during this activity?
- what was challenging?
- why were you going towards the mermaids? (do you remember what the instructions were telling you about them?)
- did it turn out right? What were the mermaids doing? (To the mermaids) what was written on your instructions?
- what connections can we make with this activity and real life?
- If they don't get it, point out the parallel mariner:mermaid=addict:addiction -> how can we relate these things?

Soul Cafe in halves

We divide the class in 2 groups, each with one of the facilitators. They will have an open discussion each on a different topic (previously chosen together with the participants). After 10 minutes they switch.

Materials:

- None.



Super-Workshop

Duration: 50 min

Learning objectives:

- to point out the importance of introspection (introduce the topic we want to approach in these workshops)
- create a space for self-expression
- show how distracting the world around you can be when you don't know your needs / objectives

Methodology:

Ninja: 10'

Ice-breaking and energizing game, to create an active group atmosphere.

The Supermarket Activity: 15'

Role-play activity showing two types of situations: one in which the main character has to perform a task although there are many distractions around, and one in which the main character has to perform the same task but without distractions.

Debriefing: 15'

Instructions:

Ninja

They are standing in a circle. One by one they have to make a rapid move, their goal being to hit the hand (from the palm to the tip of the fingers) of somebody (it could be anybody in the circle). When somebody is attacked, he can make as well a rapid move to try to avoid being hit. After the first player has attacked, it's the turn of the next person in the circle. When somebody's hand gets hit, s/he has to put it behind his/her back, and only play with the remaining hand. When also the second hand gets hit, the

person is eliminated. The game ends when only one person is left: the winner!

The Supermarket Activity

We have some poker cards, each of them represents a character according to the number it has got. In particular, the character are:

- 2 customers
- 2 distractors
- 2 passive
- 4 observers

Everybody picks a card and discovers his/her character, without telling or showing it to the others. Only the customers are saying who they are.

In the first part of the activity, one of the 2 customers and the distractions are "acting", while all the others are observing.

The customer has the task of preparing a list of ingredients he needs for cooking pasta (he has a paper sheet and a pen), in one minute. The distractors (only they know their role, which is explained separately by one of the 2 facilitators) have to keep suggesting him things and speak and make it hard for him to concentrate on the task. The customer has then 1 more minute to spend the money, buying the food he has in the list (checking it from the flipchart with store products he has in front) while he distractors keep distracting him.

Now it's the turn of the second group of actors, and the first ones become observers. The new customer has as well one minute for preparing the list and one for buying, but the difference is that there will not be distractors, but just 2 "passive" people, who are going to be around but letting him doing his task. They might help the rest of the room to keep quiet, so that the customer can concentrate better.

Debriefing questions:

- did you have any obstacles in attaining what you had to do?
- what helped you?

- did you finish in time?
- what strategies did you (observers) observe they used?
- what would you have done?
- how does this apply to real life?
(briefly introduce the topic of introspection)

Materials:

- Supermarket flipcharts, papers, pens, poker cards, monopoly money.



Expressing Emotions

Duration: 50 min

Learning objectives:

At the end of the workshop participants will be able to:

- notice their emotions
- express their own emotions through at least one writing style and through music

Methodology:

Introduction 5'

Musical Chairs: 10'

Ice-breaking activity meant to give space for the participants to exchange in the group their interest and passions through a fun and easy game.

Styles of Writing Emotions: 20'

After a short explanation of which different styles of writing emotions exist, the participants have the opportunity to explore the ones that interest them the most.

Debriefing: 10'

Instructions:

Introduction

Today's workshop will be about emotions.

When we asked you to propose some topics, someone wrote the question "how do I control my emotions?".

We thought that, before getting to the topic of "controlling" them, it's important to be able to notice our emotions and express them. And that's what we are going to do today! We will use some art forms like music and

expressive writing for doing this..

Musical Chairs

But first of all we would like to hear the songs that help you feel better, when you need to.

While we play them on the speaker we will play musical chairs.

We play the song, and you walk around the chairs which are placed in the middle, when the music stops playing you will have to sit on the first available chair: one of you will not find a place to sit, and s/he's therefore eliminated. At the end only one participant remains: the winner.

Styles of Writing Emotions

rap - soul poetry - spoken word - manele - classical poetry - narrative - drama = styles of writing emotions on the flipchart (there are examples of them).

You can choose whatever style you like from the flipchart, and try to use the next 20 minutes for exploring one or a few styles, then we share.

Debriefing questions:

- does anybody want to share what they wrote?
- what style helped you most? how?
- how did you feel at the beginning? how at the end?
- what would be other ways that would help you express your emotions through art?

Materials:

- Speaker, flipchart with styles of writing emotions, paper sheets, pens.

Emotional Regulation

Duration: 50 min

Learning objectives:

At the end of this workshop participants will:

- reckon the importance of emotions and emotion regulation
- have learnt a strategy for self emotion regulation and practiced it

Methodology:

Shooting Names: 5'

Ice-breaking / energizing game to get the participants in the mood for the workshop.

Emotion Regulation: 25'

Alternation between theoretical explanation given by facilitators about emotional regulation (sub-topics: wheel of emotions, reframe your thoughts, Mood Boosters) and a few practical exercises related with it.

Debriefing: 10'

Instructions:

Shooting Names:

They are standing in a circle. One person (preferably the facilitator, or a kid that will be replaced after a few turns) is in the middle and has to shoot (with a hand in the shape of a gun) one person, saying his/her name. The person who's been shot ducks down, and the two at his/her sides have to shoot at each other, saying each other's names as fast as possible. The one to shoot+saying the opponent's name the latest loses, and sits down (he's eliminated). The game continues like this, until only 2 kids are left. The final duel happens with the 2 kids standing, back to back. They make 3 slow

steps in front (separating from each other), following the count of the facilitator: "1, 2, 3, shoot!". At the word "shoot" they have to turn and shoot at each other as fast as possible, saying the opponent's name. The fastest to do so, wins.

Emotion Regulation

Managing your emotions isn't the same as suppressing them. In fact, unaddressed emotional wounds are likely to get worse over time. And there's a good chance suppressing your feelings will cause you to turn to unhealthy coping skills--like food, smoking or alcohol. physical...

It's important to acknowledge your feelings while also recognizing that your emotions don't have to control you, but you can learn to control them!

Wheel of emotions

Before you can change how you feel, you need to acknowledge what you are experiencing, putting a name your emotions. The emotions are not just happy or sad, but they are a lot, and all of them mean something different. (we distribute the wheel of emotions).

Now, think about one situation in which you wished you had controlled your emotions (but you didn't) [examples: Have you ever said something out of anger that you later regretted? Do you let fear talk you out of taking the risks that could really benefit you?] and circle the emotions that you felt. Keep in mind you might feel a whole bunch of emotions at once--like anxious, frustrated, and impatient, and also that for example anger sometimes masks emotions that feel vulnerable--like shame or embarrassment. So pay close attention to what's really going on inside of you.

Reframe your thoughts

Your emotions affect the way you perceive events. For example: if you're feeling anxious and the teacher calls your name in the middle of the lesson, you might assume you're going to get scolded. If however, you're feeling happy when you are in that same situation, your first thought might be that you're going to receive compliments for the last test you did.

Try to understand what emotional filter you're looking at the world through. Then, reframe your thoughts to develop a more realistic view.

Me and My Future Self

Duration: 50 min

Learning objectives:

At the end of this workshop participants will have:

- improved their focus skills
- experienced and learnt a way of relaxation
- received a glimpse into their possible future

Methodology:

Introduction: 5'

Introduction of the topic of the workshop and asking the participants to contribute to create the necessary space and atmosphere.

Waves: 5'

Ice-breaking game to stimulate the concentration and attention of participants.

Guided meditation: 25'

It's the main activity of the workshop, which aims at providing relaxation to the participants, while giving them the opportunity of having glimpses of their possible future.

Closing: 10'

self-reflection activity, meant to close the meditation and to help the participant remember what they experienced and maybe realized, later in life.

Debriefing: 5'

Instructions:

Introduction:

The point of this workshop is to give the students an opportunity for a time out from stimuli, a time for themselves when they can relax and think about themselves and imagine their ideal future.

We tell them that we'd like to put all phones aside for this class and that we will focus on ourselves and we will guide them through the process. We tell them we need their whole attention during this workshop, otherwise it won't work.

Waves:

The facilitator makes waves with the hand. When the wave is higher and goes up, they have to clap at the same time.

Guided meditation:

You will be guided into a meditation. We will not speak during it. Answer the questions in your own mind and answer them for yourself. Don't think of what we or anyone else would expect you to answer. Whatever answer comes is perfect. Find a comfortable place, that you can stay in for the duration of the meditation.

Start with paying attention to your breath. Breathe in and see how the air fills your lungs, breathe out and notice how they become empty. Notice how the air tickles your nose. Do this until you hear a sound.

Now imagine yourself in your ideal, utopic place. See what is around you. What can you see? Notice the nature, maybe someone is next to you, a friend or someone you love. What is happening around you? What are your qualities? What are you good at? What makes you happy? You can imagine whatever you want. It is your creation, your place. Spend some time there until you hear a sound.

Now imagine that you are in the same place and 10 years have passed. (pause) How do you feel? What are the differences you notice? What path did you choose? Are you working? Are you studying? Are you in a family? How do you feel with your life, now, after 10 years have passed? How did you use the qualities you had 10 years ago? What makes you happy now? What do you do to be happy in your daily life?

Now, let's slowly return to where we are now. Start by moving your toes and

hands, feeling your body. Remembering where you are. Slowly, in your own pace, very slowly, open your eyes.

Closing:

You see a paper and a pen. Write what stayed with you in the space that you created.

Some questions we asked are here to remind you what we asked in the meditation.

Take some time to think and write about them.

The point of this exercise was an invitation to focus your attention inward. There are a lot of stimuli outside of you, that you can easily forget about yourself. We encourage you to repeat this exercise from time to time, as it can also help you see how you want your life to be and start making little steps towards making it a reality, because you are responsible for creating your life.

Maybe it seems like it's too soon to talk about these things, but they are real and it is a little start for you.

Debriefing questions:

- How was it for you?
- How do you feel?
- Was it useful in any way? If yes, how?
- Do you think you'll try this again?

Materials:

- Paper, pens, flipchart with the Qs



Communicate!

Duration: 50 min

Learning objectives:

Aim: To learn about cooperation, communication and teamwork.
By the end of the session, the participants...

- will be able to attain a common goal together
- will be more aware of the importance of communication;
- will be more aware of the roles that each has in a team.

Methodology:

Ninja: 10'

Energizing game, to create an active group atmosphere.

World Communication championship (Campionatul mondial al comunica-rii): 20'

Non-formal activity meant to make the participant experience communication and team work.

Debriefing: 10'

Instructions:

Ninja:

They are standing in a circle. One by one they have to make a rapid move, their goal being to hit the hand (from the palm to the tip of the fingers) of somebody (it could be anybody in the circle). When somebody is attacked, he can make as well a rapid move to try to avoid being hit. After the first player has attacked, it's the turn of the next person in the circle. When somebody's hand gets hit, s/he has to put it behind his/her back, and only play with the remaining hand. When also the second hand gets hit, the

person is eliminated. The game ends when only one person is left: the winner!

World Communication championship (Campionatul mondial al comunica-rii):

In teams of 3, they distribute the following roles between each other: 1) feet 2) mouth 3) eyes; every team has the same goal - to accomplish a task together.

The tasks to each of them: 1) Feet should walk while blindfolded and find an object; 2) Mouth should give instructions to the feet where to walk, but also can't see; 3) Eyes can see where the object is and where feet should go, but eyes can't speak - should give mimic instructions to mouth ("mouth" can see "eyes").

We give blindfolds to the 'feet-s'.

Positions and actions: 1) "feets" are standing on a line, ready to hear the signal and begin walking towards their objects. They are allowed to walk, speak and most of all listen to the instructions; 2) all "mouths" are standing back to back with "feets" and don't have to move and turn around during the activity. They are allowed only to use their mouth and to shout instructions to "feet" by before that taking instructions by "eyes"; 3) all "eyes" are standing in front of "mouths", so that they can see "feet" and "mouth" and give instructions to the second one.

It's a competition game and a winner is this team, which "feet" finds first their object and bring it back to their team.

Up to 3 rounds can be made and participants can change roles.

Debriefing questions:

- What happened?
- Was it hard/easy to be in the role of...?
- What was challenging?
- How did you feel when you were in that role?
- How do you feel now?
- What do you think this game was about?

- Which situations are similar to the eyes/the mouth/the feet?
- Writing down key words connected to effective communication that come from them

Materials:

- Blindfolds, random objects for them to catch.

Introduction

Duration: 50 min

Learning objectives:

- Getting to know the needs of the group

Methodology:

- Intro
Name Game – Learning the names of the students
Brainstorming in groups about their challenges, needs and topics they wish to explore

Name of the program
Sharing

Instructions:

- Intro
Present yourself and what this program is going to be about.
- Name Game
Tell your name and one word that describes you. Next person will repeat the name and word of the previous one(s) and add hers. And so on. The last person will tell all the name and world of everyone before him.
- Dividing into groups:
Divide the participants into groups of 5 people. A brainstorm will follow which will be held in 3 rounds, each for 5 min and they have to write down on a paper the things that will come out.
First round – Challenges – What are the Challenges that they are facing?
Second round – Needs – Based on the challenges what do they Need in order to overcome them?
Third round – Topics – After having the needs what are the main 3 topics (per group) that they would like to explore?

- Presentations

Each group presents the topics, write them down on a big flipchart. After all the groups shared the topics, make a voting to choose the 5 topics that will be explored in the next workshops. You can facilitate a discussion in order to get more ideas on what exactly they want to learn.

- Name of the program

When having the 5 topics brainstorm and choose together a name of the program.

Debriefing questions:

- How was it to create your own learning program based on your needs?

Materials:

- Flipchart papers – 3
- Markers
- Lists (half FC) – 5 (for each group)
- Pens, Krayons

Workshop Presenting the structure of the workshops

Duration: 50 min

Learning objectives:

- To be open and curious about the workshops. To know the structure of next workshops and how things will happen

Methodology:

- 5 min of music: take 5 min to be silent, relax, and be with yourself
- Introduction of the structure of the workshops
- Cross the line – to support the participants in knowing each other better and to have a better perspective of the group;
- Thermometer: ask how much they are curious for the next programme

Instructions:

5 min of music

We will start the today's workshop with a music activity. We will have 5 minutes to relax and to be able to come to the present moment. So choose a comfortable position, be silent and enjoy this moment.

Introduction of the structure of the workshops

In the first workshop they chose the topics that they wish to explore, present them the structure of the program and what they are going to explore further.

Cross the line

Ask the group to write on 2 different papers 2 things about themselves – one aspect that they think they have in common with everybody in the group and one aspect they think makes them unique. It has to be more abstract and something that is not easily perceived at first glance (for ex: I speak 5 languages, I have travelled on 3 continents, I want to change the world, I am

bisexual etc.). It is important to mention that they should write aspects that they feel comfortable sharing with the others. They don't have to write their name on the papers and once they are ready they hand them to the facilitator. Ask the group to stay in one line and to imagine that an imaginary line is in front of their legs. Then say: "Cross the line if you..." – and mention one of the things participants have written on the papers. The participants that feel that it fits them (regardless of whether they wrote it or not) take a step forward. They look at who crosses the line with them – who didn't and they go back in line. Continue with all the papers from the participants and try to keep the similar aspects out.

After this activity – especially if very deep and maybe provoking aspects were mentioned, ask the group: What impressions do you have from this activity? How do you feel now after the activity? Any other comments?

Thermometer

Tell the group that they are going to measure a question by using their hands. If the answer is very positive their hand should be high, if it is negative it should be low. How curious are you about the next workshops?

Debriefing questions:

What did you notice in these activities? What did you learn?

Materials:

- Flipchart with the program
- Papers (2 per participant)
- Speaker

Self-exploration

Duration: 50 min

Learning objectives:

- being open minded, being in the learning zone, engage them with themselves and with each other
- to know the difference between emotions (from the circle)
- to be able to recognize and name concrete emotions that they are having

Methodology:

Opening circle: How did you feel during the last week? (Name one outstanding emotion)

Brainstorm - How many emotions do they know?

Present the wheel of emotions

Exaggeration circle – Helps the group to work on their mimics and emotional expressions

River of your life – they draw the river with the events in their lives, after they should name the emotion that they felt in every event;

Instructions:

Opening circle

Let's all sit a circle. We will be discussing about our week by talking each person one time. The question is: How did you feel during the last week? (Name one outstanding emotion)

Brainstorm

Now let's talk about emotions. – What do you know about emotions?

Tell us what emotions do you know and we will write them all on a flipchart.

Present the wheel of emotions:

These are the main emotions: anger, fear, disgust, contempt, joy, sadness, surprise.

We have emotions all the time, even if we don't realise it. Emotions are part of our life. We all experience a wide range of emotions that we have to deal

with.

Exaggeration circle:

The group can be sitting or standing (depending as well on how tired they are). Anybody in the group can start by showing an emotion (using face mimics, looks, etc.) to the neighbour on the right. You can make a round of just trying to copy exactly the emotion that was expressed (this round is just to warm up and also to show that it will be very hard to copy exactly anyway).

Then the group is instructed that the task is now that after a person shows an emotion to the next person – that person has to copy for the next person BUT this time has to make it little bit bigger in intensity. So one by one the emotion should grow until it reaches the highest level back to the original person.

The group needs to be reminded all the time to amplify it just a little bit and if the group is small you can then do 2 rounds to see how much it can grow.

A volunteer could be asked to start by showing an emotion. For the beginning the facilitator could also start as example – also to set up the right tone for the types of emotions that are being expressed.

Make sure people are actually starting by showing emotions and not gestures (like touching their face, putting their tongue out, etc.) so you can stop one round if in fact it is not an emotion that

River of your life

We will have an activity called The river of life. On the paper that you received I will ask you to draw the river of you life. This mean the good moment and the challenging moment of your life. You can represent it as you want, for example a plain calm river for the good moments and a waterfall for the bad ones. Also you will write the events and under them the most powerful emotion that you felt in that event . You will have 15 minutes for this.

Debriefing questions:

- What are the main things that you discovered about emotions?

Materials:

- Papers, pens
- Wheel of Emotions on a flipchart

Self Awareness

Duration: 50 min

Learning objectives:

- to have a look at things from a different perspective
- to make them curious enough to really look at the important things in their life (values)

Methodology:

Intro

3 truths and 1 lie – to facilitate a deeper and more personal getting to know process in the group; to encourage the participants to interact personally with everybody in the group;

Discovering values exercise: what would you do if you only have...1 year to live, 1 month, 1 week, 1 day

Clock dating game (with interesting and new topics for them)

Instructions:

Intro

We come here with an idea, a perspective, You can take what you need, or you can simply listen to this perspective as a tool to find your own perspective upon things

3 truths and 1 lie

The group is instructed that now they will have the chance to get to know each other in a more personal manner. Each person is invited to think about

4 aspects that they want to share about themselves (it could be something related to what they like to do, what they did, what dreams they have, something amazing they did in their life, something special and surprising, etc.) – they have to choose what they are ready to share with the others. The facilitator can provide an example – which could also set up the tone of the kind of things that people are encouraged to share (something more personal, deeper).

They can be drawn/written on a paper (which is divided in 4 squares/areas). Out of these 4 aspects one thing must be in fact a lie (and it shouldn't be something obvious – as any of the other aspects as well). After everybody will have prepared their own papers (they should also put their own name on it) they will interact with each other and they will try to guess which ones are right and which one is a lie. The aspects the people mentioned often lead to deeper communication and contributes to a general good atmosphere in the group as everybody has the chance to talk with the others.

Discovering Values

Let's take a sit and make sure to have enough personal space. Now let's imagine that you are in the doctor's office and he tell you that you only have 1 year to live. What would you do in this year? Now imagine that he tell you that you have only 1 month. What would you do? Now imagine that he tell you that you have only 1 week..... Now imagine that he tell you that you have only 1 day.....

Sharing: What did you discover about what is most important in your life?

Clock dating game

On the papers that you received, set dates with your colleagues and the mention hours. Then when we call the time for example 12, you have to meet with the person you scheduled with meeting at that time. When you meet with that person you will have to discuss different questions that we will tell you.

Questions: 1. If you could wake up tomorrow having gained any one quality or ability, what would it be? 2. What would you like to be different in the school system? 3. What do you believe in on a deeper level? 4. Share a funny story from your life/ Ask the person something that you didn't had the courage to ask before

Sharing: How was it?

Debriefing questions:

- How was it?
- Is this information new to you?

Materials:

- Post-its
- Papers (min 30)
- Papers with an analogue clock on them

Learning Styles / Multiple Intelligences

Duration: 50 min

Learning objectives:

- To understand the characteristics of multiple intelligences.
- To explore and identify the personal intelligences.

Methodology:

- Introduction
- Multiple intelligences playground
- Sharing
- Instructions:
- Introduction
- Howard Gardner invented the theory of Multiple Intelligences, he observed that people acquire knowledge in different ways and everyone has their

own unique mental abilities and talents.

- Multiple intelligences playground

Facilitators will create a space where the participants can explore a space in which they can experience the multiple intelligences. The participants have 25 minutes to explore 8 spaces that represent each type of intelligence. They are free to do whatever they want in this space, to spend more time in one place, to visit all the areas. They will get a worksheet where they can take notes. The participants can do this task alone or with other persons. At the end of this experience the participants will share their thoughts about the activity.

- A description of the playground is presented in the table below.

Discussion

After this we will have a 10 min discussion to understand what we experienced. Simultaneously we will go through each intelligence, to say some things about it. /Theory below/

Debriefing questions:

- How was it?
- How many of you went through each station? How many went through 7 stations, ...6,... 5 ... 1...?
- Let's go through each Intelligence and see what you did there and what it was about.
- Which intelligences do you think are being most developed in school?
- Last words - Using our strongest intelligences is the most effective and fast way to learn and perform. We have to strive to develop as much intelligences as we can in order to be more efficient and "smart".

Materials:

Type of intelligence	Characteristics	Methods/activities	Materials
Logical Mathematical IQ	Good in math, Chess and computers Learn by analyzing things Good with numbers	=Do some math exercises, logical games (from the book of brain games) =Arrange the numbers and define the relation between them =Solve the Sudoku	Book of brain - Game Fibonacci numbers Sudoku
Musical intelligence	Higher sensitivity to sounds Enjoy to listen to music Easily learn to play an instrument	=Play an instrument =Listen to music from your phone =Sing a song =Play together =Talk about music	Instruments
Naturalist intelligence	High sensitive to nature and the places within it Enjoy activities outside Are good interacting with animals	=Be outside, in the nature =Explain how some natural processes work =Analyze some plants =Discuss some environmental problems. =Present some environment causes	
Spatial intelligence	Good at visualizing and manipulating elements Have a good sense of direction Have a good visual memory	=Design a house. Draw it =Use colors, combine them, =Take pictures =Play imagination games =Look at some dixit cards and try to memorize as much detailed as you can =Draw your family tree =Make an origami	Origami Dixit Color pens, papers https://comohacerorigami.net/garza-de-papel/ https://comohacerorigami.net/-flor-de-lirio-de-papel/
Linguistic Q	Good in reading Memorize words and dates Oration and persuasive speaking	=Read a book =Try to memorize part from the =book =Storytelling (tell a story) =Write a poem about Love	Books - novels Book with poems

Kinesthetic	People who are good at physical activities Good at building and making things Good at sports	=Do some physical activities =Playing some sports =Jungle =Skip the rope =Dance a folklor dance	Jungle balls? Rope
Interpersonal	They care about people feeling Are giving good advice Communicate easily with others	=Talk with other people on a topic from the list =Look at the pictures, try to name the emotions =Listen to someone's problem and give them an advice	List with topics Faces
Intrapersonal	Prefer to work alone Are good in understanding their own emotions Have high motivation to reach goals.	=Find a secret place, spent some time alone =Write down your dreams =Set goals for the days to come =Take the test	Test

Linguistic

-includes the ability to operate with words verbally (storytellers, speakers, politicians) as well as in writing (poets, writers, playwrights, journalists, editors). The established nowadays pedagogical practice requires above all the development of this type of intelligence. At school students listen, write, read and speak.

Children who belong to this type from an early age love order, they are systematic and feel better with rules and structure and are able to think logically. They love to listen, learn at early age to speak, write and read properly.

They have good memory, so they remember easily and with pleasure. They don't feel embarrassed in front of audience and willingly recite verses. They easily learn foreign languages and the best way to train them is through stories – for the youngest fairy tales and for the youths - stories, debates and discussions.

Logical-mathematical

-this is the ability to operate with numbers (mathematicians, accountants, statisticians) and think rationally (scientists, computer programmers, logicians). This intelligence is also actively presented in school curricula.

If your child has this kind of intelligence, you will quickly notice that it loves above all accuracy, is amazingly organized, has abstract thinking and likes maths. Such children from an early age show interested in computers and easily do logical experiments to solve problems. They also deal successfully with physics and chemistry - subjects that require precision, logic and develop a special mindset. To attract their interest, you have to give them various tasks and to use visualised charts and tables, to offer them various experiments and mathematical games.

Musical

- this is the ability to perceive and evaluate music (musical critic), to create and transform (composer) and to perform (actor, singer). One, who has developed musical intelligence, easily remembers melodies and is able to reproduce them. Such people are also very receptive to rhythm. In children, this is manifested by their interest in the sounds. They are sensitive to sound tones, rhythm and tempo and perceive music very emotionally. Even from an early age they are able to understand complex musical forms. They are very emotional and have developed intuition, so in the learning process of this type of children is better to use their favorite music. Also pay attention to the rhythm of your speech. Good understanding and retention depend not only on what you say, but also on how exactly your words sound.

Body - kinaesthetic

- It includes the ability to use one's body to express themselves, to communicate feelings and emotions through movement (athlete, dancer, actor) to use their hands to transform various objects (craftsman, sculptor, engineer, surgeon). Such people are very skilful and quick in their actions. Children with this type of intelligence are characterized by good coordination - they have very accurate control of their body and feel the rhythm very well. They have quick reactions, well developed body reactions and quickly learn handling objects and tools. After all, such children love to act, to move, they are in a hurry to touch everything and best not through visualizations but by touching and even tasting. They remain indifferent to the pictures and visual images, and perceive the world through tactile sensations so they remember what they have done, not what they have heard or read. They learn better when they act and play with objects while listening to information. They

quickly switch their attention as a result of which appear concentration problems that parents often take for laziness, forgetfulness and unwillingness to focus. It would be better for the children to receive the information by means of movements (as in rap), to use visual models that can be touched and played with. These children need frequent breaks during which to play, jog or do some exercise.

Visual - spatial

- this is the gift to perceive the world visually and to analyze this information (hunter, scout, guide), as well as to transform space (architect, artist, inventor, interior designer). People with this type of intelligence are receptive to colors, shapes, lines and relationships between objects in space. They can graphically express their ideas. If you notice that the child thinks in pictures, creates visual images, remembers better, precisely with the help of pictures, then it is typical for this type of intelligence. Such children often use metaphors in their stories, easily read maps, tables and charts and are sensitive to the colors and shapes of the surrounding objects. They show interest in the visual arts, so to stimulate their interest is better to use illustrations of the studied material. Thanks to visual images children will more easily consolidate their knowledge and will remember what is otherwise difficult to perceive through logic

Interpersonal

- the ability to detect moods, motivations, intentions and emotions of other people. This is also the ability to communicate, i.e. exchange information with other people in verbal and nonverbal way by sign language, music and speech (salespeople, politicians, managers, teachers, social workers). Children of this type of intelligence can talk and negotiate from an early age, and love being among

people. When they grow up, they acquire the ability to recognize other people's thoughts and planning, thus they often begin to manipulate people. Such children have many friends, show activity among people and prefer to mediate in disputes and conflicts. Given joy of communicating with people, this type of child best perceives knowledge namely in the team, so do not try to keep it home with the hope that it will focus and learn lessons better. Teach them by involving them in group work, discussions, disputes and give them the opportunity to express their views. Encourage these children by giving them opportunity to take part in additional classes.

Intrapersonal

– raised awareness and sensitivity about self, understanding one's own strengths and weaknesses, limiting beliefs, motivations, attitudes, desires and emotions. Such people also have high levels of self-control, self-understanding and self-esteem (psychologist, psychiatrist and philosopher). This type of intelligence is manifested through other types defined by Gardner. Children with this kind of intuitive intelligence are inclined to self-knowledge, even self-examination. These introverted by nature children deeply feel their strengths and weaknesses, better understand their own mental turmoil. From an early age they have their own values and purpose in life. Their actions are guided by a strong intuition, self-motivation and desire to excel. Their inner harmony is sometimes disturbed by the constant running of deep analysis of personal experiences. Educating them you have to provide these children with the opportunity for self-organized learning process. They do not need control, they are organized enough themselves. Such children should not be forced, because that will only strengthen their resistance and their desire to close even more in themselves and this will not lead to anything good.

Naturalistic - naturalists have the ability to understand nature and to detect regularities; navigate among many living organisms (botanist, veterinarian, forester). They are also sensitive and care about certain features of the world around them (meteorologist, geologist, archaeologist). These children love to be outside and their learning process is most effective during trips, green schools and other forms where they will have the opportunity to explore things that excite them.

Communication

Duration: 50 min

Learning objectives:

- raising awareness on the importance of communication in order to achieve a common goal
- have a better understanding how the lack of communication can raise conflicts
- be more open towards other people's ideas

Methodology:

- Energizer – Buzz
- Different instructions, one goal
- Back to back drawing

Instructions:

Energizer - Buzz - 5 min

Ask the group to stand up and to form a circle. Everyone takes turns saying a number starting with 1, 2, 3 and so on. Of course, there is a catch. At every number with a 4 in it or a multiple of 4, that person needs to say BUZZ instead of the number. The next person just continues the series as normal. For example: 1 - 2 - 3 - buzz - 5 - 6 - 7 - buzz - 9 - 10 - 11 - buzz - 13 - buzz - 15 - buzz - 17 - ...

Different instructions, one goal

Instructions: Divide the group into 3 teams, tell them that they will receive a list with instructions that they must not show to anyone else. If they have any questions for the instructions the facilitator will go to them and explain quietly. After all the groups read the instructions and understand what they have to do, they will have 5 min. to achieve their task, which is the goal. Give the lists with instructions, when you make sure they understand what

they have to do, announce the beginning of the 5 min. /Optional - After a while - 2-3min, you can stop them and ask them: Is this a competition? ... What do you have to do in order to achieve your tasks?/ When 5 min are over, stop them and gather them in a circle.

Debrief:

How do you feel?

Did you managed to accomplish your task? /ask each team and also what was their task, if they don't know/

What happened step by step, that you could or couldn't accomplish it?

Was it a competition? Why did we do this activity?

Was there a way all of you to achieve your tasks? Next time what would you change/ do differently? / What did you learned?

Do you make a connection with this activity and the real life?

/The idea is that in order to reach a common goal we have to communicate well what we want to achieve and find a strategy, plan to do it together/

Back to back drawing

Divide the group into pairs of 2, let them sit back to back. Give one member of each pair a piece of paper and a pen. The other have to come up with an image that they have to describe to their teammates to draw.

Everyone compares drawings and talks about the difficulties of communication instructions this way.

Debrief:

How was it, did you managed?

What were the difficulties?

What do you get from this exercise?

/The idea is that yes, we have to communicate well the details too, but also have in mind the other people's mindset and our expectations./

Debriefing questions:

- What did you learned about communication?

Materials:

- Papers, pens
- Lists with instructions

Team 1
Your task is to bring the chairs to the middle of the room.

Team 2
Your task is to arrange the chairs in a circle.

Team 3
Your task is to sit on the chairs.

Authenticity

Duration: 50 min

Learning objectives:

- At the end of the session the children will be able to know one new thing about their authentic self

Methodology:

- Energizer: Ninja
- Eye contact experiment – on chairs
- Strengths

Instructions:

Energizer: ninja

Have all players stand in a circle, facing each other, in the middle of a room. To begin, have everyone say together, “Ultimate Ninja!” And then everyone can freeze in a ninja pose. At the beginning of the game, everyone must remember their turn order. Turns go clockwise; thus a person should remember who was before and after them.

Playing the Game – The goal of the Ultimate Ninja game is to be the last ninja standing. To stay in the game, you must not let anyone hit your hand.

If someone hits your hand, you are “out” and must leave the game. Each player takes turns. On a player’s turn, he or she is allowed one motion: one smooth motion to attack another player, or one smooth motion to move somewhere (to jump or take a large step in any direction).

Attacking another player – When you attack another player, you try to hit their hand with one smooth motion. When you attack, another player is allowed one smooth motion to try to dodge your attack, even if it is not their turn. That is, he or she can react by moving their arm or hand away; however, he or she must hold this new pose. If you have a successful attack (i.e., if you hit their hand successfully), that person must leave the game.

Eye contact experiment - on chairs

Sit on the chairs. We will do an experiment. An eye contact experiment. You will look in your partner's eyes for one minute WITHOUT TALKING. You can blink, it is not a competition, the purpose is to connect with the other person. To let yourself to be seen.

We will let you know when the minute passed. After that, please be silent for another 2 minutes and to close your eyes. Is is very important.

Debriefing:

How did you feel??

How was this for you

what thoughts did you have?

what did you do after having them?

why did you feel like this ? (feeling nervous etc)

Strengths

Everybody will have a A4 paper sticked on their backs. Every person will write on the back of their colleagues how they see them (their impression of them) / what are the strengths of that person. [You can take examples from this list of strengths!]

Debrief:

Which one of the characteristics do you feel it represents you the best?

Which one represents you the least?

Debriefing questions:

- How did you feel??
- How was this for you
- What thoughts did you have?
- What did you do after having them?
- Why did you feel like this ? (feeling nervous etc)

Materials:

- A4 pages
- flipchart with list of strengths
- pen
- banda scotch (to stick the papers)

Last Workshop

Duration: 50 min

Learning objectives:

- to reflect on what they learned so far about themselves
- to pinpoint a new thing that they did not know about themselves before the workshops

Methodology:

- Ice-breaker: Samurai
- What do I want to do when I grow up?
- Musical Chairs

Instructions:

Ice-breaker: Samurai

The group stands in a circle. They are informed that they are all samurai that will attempt to kill each other in the exercise. Every samurai has a sword (which is represented by both hands being close to each other (symbolizing the sword). When somebody wants to kill somebody else first he prepares by raising firmly the sword on top of his head (and also saying very loudly HA). Then the person chooses his „victim” and very firmly directs his sword towards that person (at the same time has to say very loudly HE).

Then the person targeted also raises the sword (to prepare for attack and says loudly HA)- at this moment the person standing on the right and on the left (of the person that is about to attack) will both attempt to cut him by going with the sword to his belly, both of them at the same time and saying very loudly HE- the middle samurai will bend as to avoid the attack and then immediately will attack somebody in the group – as explained before. It has to go very fast, very loudly and very firmly. Of course it goes without saying that in this exercise nobody gets hurt physically. In this version HA and HE are used – you can also use just one, like HA.

What do I want to do when I grow up

imagine 3 different paths your life could take based on your actions and decisions

write and describe how the 3 scenarios would look like

Debriefing – split in 2 groups

Is there a particular scenario that makes you feel a negative/ positive emotions. Why?

Which scenario do you like the most and why?

What did you discover during this activity?

Musical chairs

a game of elimination involving players, chairs, and music, with one fewer chair than players. When the music stops whichever player fails to sit on a chair is eliminated, with a chair then being removed and the process repeated until only one player remains

Debriefing questions:

- How did you felt during this program?
- Which were the things that you liked the most from the program?
- What did you disliked in the program?
- What did you learned from the time that we have spend together?
- How would you apply this in your lives?

Materials:

- papers aprox, pens, speaker

Source:

https://issuu.com/andreea_loredana/docs/act_for_what_you_believe_manual

**GENERAL PUBLIC
WORKSHOPS**

my_self

Duration: 150 min

Learning objectives:

- Experiencing connection with “my_self”, reflecting upon this relationship, expressing it, and by all of this growing connection with the self.

Methodology:

Introduction (5´)

Welcoming circle. Introduction of the facilitators, participants, and the topic of the workshop. The emotions of that moment are shared.

Active movement meditation (5´):

Guided dancing/movement activity with an element of meditative observing approach and soothing effect. The aim is to pay attention to one´s slow and gentle moves which are following the music and guidance of the facilitator.

Guided imagination (15´):

Guided meditative imagination which is straight connected to the previous activity. Aim of this activity is to connect with the self on a deeper level.

Sculpturing (40´):

Activity chosen in order to visualize what the participants have witnessed in their imagination. Afterwards there is guided reflection happening in a small group, participants all express their experience each time and offer each other feedbacks and reflections.

“A Feeling Pie” (20´):

Finger-painting activity offering the space to express different aspects and emotions about oneself.

Eye contact activity – observing inner dialog (20´):

Activity which reinforces the connection between the participants, yet the

main aim of this activity is to observe an inner dialog of participant while keeping the eye contact.

Self-compassion talks (15´):

Sharing activity happening in the pairs. The aim is to speak with the compassion and love about oneself in front of the partner.

Instructions:

Active movement meditation:

- Song: Nils Frahm - Them

- Find a space in the room where you can freely move with your hands without touching anybody or anything. Also get your pillow ready close to you. The moment we finish this movement meditation, you would sit down and the imagination would start.

- We will play a song and provide you with instructions for movements. You can follow our guidance or you can follow your inner wish. If this is comfortable, close your eyes, and for now just listen to the music and pay attention to your breath.

1. phase: focus on the breath and feeling the music
2. phase: lifting up one hand (in front of the body – start with having your hand just in front of your body, go slowly up and then slowly down) (2times)
3. phase: lifting up second hand (2times)
4. both hands at the same time (2 times)
5. now rest your hands, have them relaxed and focus on your hips. Move slowly into sides, you can do small gentle circles, with each move you can be more and more flexible, try to bend your knees to help yourself, you can also feel the weight of your body falling down on your one leg and with the move the weight goes to your second leg. You can also straddle your legs from each other
7. circa 03:00 now move the way you want at this moment, following your own body and rhythm
8. slowly start minimalizing the movement, ending up with soft swinging, bring your attention back to your breath

- Now please just sit down and the imagination is starting.

Guided imagination

- Now please sit down on the blankets. Find a comfortable position and take three slow breaths in and breaths out... Now bring your attention to your whole body and try to feel it all at ones and observe it for a while. Briefly check up on your feet, legs, your bottom, lower back, upper back, belly, chest, shoulders, neck, your face – chin, mouth, eyes and forehead. Feel your whole relaxed body....

- The text of the guided imagination: Now imagine that from the very place you are just lying, there are the stairs starting. You can feel your feet standing on them. When you look up, they seem to be flowing in the air. Just observe them for a while and when you feel ready, start climbing up. It will take you a while, but you can already see that at the end of the stairs, there is a door waiting for you.. Take your time. Maybe you can also look around... You can feel the air and its temperature... You maybe also look down and see what is beneath you and how high you already are... But slowly you are reaching the door.

When you reach the door, look at it. See the material it is made of, the colour, the size of the door... And then when you feel ready, open the door. You will find out that the door brought you to a beautiful landscape... Just few meters away from you there is a great lake and by that lake there is small, cosy and beautiful beach. You also find out that there is already prepared blanket and a picnic basket. You feel that it is all ready for you. So you approach, sit down and with curiosity you look into the picnic basket what is in there... To your own surprise you find out that everything is ready for two people, but for now nobody is around to see... So you might lie down, or you look around and see the beautiful nature while waiting for that person to come. You know for you sure that the person will arrive... after some time, the movement in distance catches your attention, and in a short moment, you can see a person coming in your direction. First you cannot see the face clearly, but the closer the person gets to you, the more you are certain about the fact that the person looks like you. As she/he gets very close, you might observe some small differences, yet it is certain it is you. She/he joins you, and sits next to you on the blanket. I encourage you to spend few moments together now. Maybe you will just sit together and look at each other, maybe you will talk and also touch, this is fully up to you. This

time is just for you to experience...

Slowly you are realizing that soon you will have to return... So you say goodbye ... and slowly you go back to the door. You open them and you step in. The door slowly closes itself, you just catch the last glimpse of the landscape. And then you slowly go down on the stairs. Again you might take a look around... You can feel the air and its temperature... Soon you reach the very bottom of the stairs and this is where you bring your mind back to this present moment, into this room and to the feeling of the ground beneath your body. Just focus your attention to your body and the breath. And for a while just keep breathing... slowly start moving with your fingers, your hands, also your toes, feet, and legs. Afterwards slowly open your eyes and when it feels comfortable, you can get up.

Sculpturing

- For this activity, first we would divide into two groups of 5 people. One group would stay with Andreea and the language would be Romanian, the second group would be with Baru and language would be English.

- Now we would like you to sculpture your imaginary meeting with yourself. It can be any aspect of it, just do as you feel it. All of you will have the opportunity to make the sculpture. There is always one Artist, 2-3 people as the Material for sculpturing and the Observer. The Artist creates the sculpture. Material is following the wish of the Artist. Observer is watching the process and s/he is to give the sculpture title at the end.

- Artist will have 3 min to sculpture. When this is done, each of you will have time to speak about your experience. Afterwards, next person is an Artist and the process repeats.

“A Feeling Pie”

- In your imagination, you might have met the part of you that you know very well, or maybe not that much. Maybe you were happy to meet her or him, or maybe not that very much. One thing is very certain, we feel many different emotions about ourselves, and I would like you to finger-paint these feelings now.

- First try to think about a question: How do I feel about myself right now in this moment? Are there more emotions than one?

- We will give you a paper (round shape) and according to the emotions you have identified, divide this circle into pieces, each piece would be space for that one emotion. Assign the emotion, write down the name of it, and colour that piece accordingly using techniques of finger-painting (using temperas).

Eye contact activity – observing inner dialog

- As until now we were paying attention mostly to our emotions, we shall now also focus on our thoughts, because thoughts and feelings are very much interconnected and one is reinforcing or influencing another one. Thoughts for sure play a great role in our relationship with ourselves. In upcoming activity, we would like to ask you to be aware of your own inner dialog – the words and sentences you are hearing in your mind and are addressed to you.
- Find a partner for this activity and sit down facing each other. We will do an experiment. What you have to do is to make eye contact for 2 minutes with the person in front of you. You can blink or move, yet try to keep the contact if possible. Observe your reactions and your thought throughout this process. We will let you know when the time is finished.
- Now please close your eyes and try to remember what was happening in you during looking into eyes of your partner. What did you feel, what were your thoughts? (circa 2min for this part)
- Debriefing in couples: Now speak with your partner about what were your thoughts, what you felt and what were your reactions on all of it. We will also give you papers, if you wanted to write anything down (circa 5 min)
- Group discussion: We have many different feelings and thoughts about ourselves. How can we react on them? (stay with/run away strategies)

Self-compassion talks

- Please again create pairs. Sit facing one another. First we are going to do short breathing exercise, so put your hands on your lower belly and try to focus your breath into the hands (2-3 breaths). Afterwards, start moving little bit your hands. Breathing in, the hands take off from the belly and go forward while you are opening your palms and with breathing out they go

back closer to your belly while you are closing the palms. You are creating shape of a balloon, and this exactly is happening in your inner space of lungs and belly. Just focus on the movement of your hands and your belly 2-3min.

- Rest your hands on your belly again and if it feels comfortable, close your eyes. While breathing and having closed eyes, we will now give you instruction for next activity, please stay like this the whole time.
- Maybe you have discovered some feelings or thoughts about yourself which are not that positive or pleasant.. It is very common, at the same time, maybe you could let yourself to be much kinder to yourself - more patient, more tolerant, more compassionate and understanding. In this last activity, try to be kind and full of compassion towards yourself.
- You will have together 10 min to talk with kindness and compassion about yourself, to yourself. We will tell you when it is about a half of that time, so you keep track of time and manage to speak both of you. You can either talk in I- form, or if it feels more comfortable, use 3rd person-form.

Debriefing questions:

- How would you describe your emotions throughout the workshop?
- What did you find out about yourself?
- What are you taking home with you?
- What are you going to do with what you discovered today?

Materials:

- blankets, speaker, printed text for the imagination, papers (round shape), temperas, wet tissues

On a Journey to my Values

Duration: 180 min

Learning objectives:

- Exploration of participant's values – identifying various values, discovering new information about them and finding resources for them.

Methodology:

Introduction (10´):

Welcoming circle. Introduction of the facilitators, participants, and the topic of the workshop. The emotions of that moment are shared.

Walk & Talk (15´):

Activity meanwhile participants change the communication partners for discussion. Throughout the conversations, participants are re-connecting to their values and to what is important in their lives.

The trip “My Life” - imagination, writing a story, sharing (55´):

Complex activity engaging imagination. Images are later expressed through writing and sharing. These activities are grouped into one because one relies on the previous one. The aim is to spontaneously connect to the values through images, then to prolong this connection through incorporating these images into the story and at the end, to share the story with another person which brings the interpersonal aspect into the whole experience.

Self-reflection (10´):

The participants are asked to reflect on the process so far and to identify and name the values they have so far encountered. Also the aim is to choose one value they would like to explore further during upcoming activities.

---- Break ----

Playing out the value (30´):

Acting out activity which is happening in pairs. The activity aims at explor-

ing the chosen value. The expression itself and afterwards also reflection and feedback from the observer are means for the exploration.

Creation of Mandala (20´):

Drawing activity meant to close the process of the workshop. The creation itself is rather soothing, yet the main goal is to reinforce fulfilling of the chosen value through identifying what is helpful and supportive for the participant.

Instructions:

Walk & Talk

- Time: 15 min (circa 4x2min + time for walking)
- Toss a paper from this bag and there is a question written. Later you would always stop, find a partner and ask him/her the question you just have tossed and your partner will ask you his/her question. You will always have two minutes for answering. We always let you know when it is the time to move further. Before moving farther, you always exchange the question.
- But before that just start walking, try to use all space, look around and see what is here in the room, is there anything what reminds you of something important in your life? Now slowly move your attention towards the people, look at them, do not hesitate to greet each other and smile at each other. And stop and find your first partner.
- Questions:
 - When you wake up in the morning, what do you think of first?
 - If you could do everything according to your wish, how would you spend your Monday?
 - What is that the others cannot see on you, but you value it very highly?
 - What is your favourite memory?
 - What would be really hard to lose
 - What are the characteristics of your imaginary ideal person?
 - What are the characteristic of yours you believe you might be receiving a prize for? And why?

- What do you admire in others?
- If you were to create something what would it be?
- If you could have superpower what would that be?

The trip “My Life” imagination, writing a story, sharing

- Imagination
- Sit down on the blankets. Find a comfortable position and take three slow breaths in and breaths out... Now bring your attention to your whole body and try to feel it all at ones and observe it for a while... Wherever you feel a tension, try to stay with that part of body and gently release the tension...Briefly check up on your feet, legs, your bottom, lower back, upper back, belly, chest, shoulders, neck, your face – chin, mouth, eyes and forehead. Feel your whole relaxed body...
- Now imagine that it is a night. You go to sleep. You arrange your bed, make yourself lie down comfortable and you close your eyes... You are slowly falling asleep with having a thought in your mind - tomorrow is a special day. You are going on full-day trip. This trip is called “my life”. You know that this whole trip will be fully the way you wish your life to be, there will be everything what makes you feel good and happy in your life, everything what is important to you..... The night has passed, and you are slowly waking up now, your trip is just about to start. For this trip to happen, we will leave you for couple of minutes alone without any guidance, so you can fully experience it – from the very morning until the very night...

..... (3 min).....

Your trip is slowly reaching the end (lets give them here another like 30 seconds to close it). It is already pretty late and the day is ending. With having in your mind this whole trip, you again arrange your bed, make yourself lie down comfortably and you close your eyes.. you feel your whole body now. Just observe this feeling in your body and this is how you bring your mind back to this present moment, into this room. Feel the ground beneath your body. Just focus your attention on your breath. And for a while just keep breathing... slowly start moving with your fingers, your hands, also your toes, feet, and legs. And when it feels comfortable, open

your eyes.

- Writing a story
- After your imagination, we would like you to write a story. The story has the same title as the trip you have just taken – My life. But also feel free to adjust the title. Try to follow what you have seen or experienced in the imagination.
- In case writing a story was too difficult, you can start just description (environment, things, colours, people, emotions, thoughts, actions, changes and the link between them etc.)
- Just take your time, and let yourself fill in the paper. It is not about being a writer, it is not about nice words and pretty sentences, it is about the way you feel this story to be.

- Sharing
- Now please find a partner and we would ask you to share your stories with each other. So there is the story teller and the listener and then you switch. The listener has an important task. S/he is to listen to the story and afterwards, s/he will pinpoint what s/he has perceived as the most relevant in the story, something what caught her/his attention. You will have some time to discuss.

Self-reflection

- Take your time and reflect on what you have found out about your values so far. Try to name those values and write it down on a paper. After that choose one value you would like to focus on further.
Playing out the value
- Find a partner. Now you will try to play out the value you have just chosen in order to explore it a little bit further. You will do it pantomime style which means no talking, you should use only movement and gestures.
- For this actor will always have 2 min, try to use this time fully, do not hurry.
- While actor is playing out the value, the other person – observer watches what is happening and afterwards s/he will express what s/he understood

(try to go beyond the actions, try to identify the feelings of your partner, but also yours).

- After this is sharing part, there is a switch and the next person is an actor.
- Group debriefing: How did you feel while playing out your value? Tell us about something new you have found out about the value during this activity.

Creation of Mandala

- Choose three markers of different colours.
- “We are going to guide you through creation of your own Mandala.” Inspiration here:
 - https://www.youtube.com/watch?v=vzlcJA4uudl&feature=youtu.be&fbclid=IwAR03hEH-CbWjl6iK1N0sJG_K-fINzCBiLo48c0PsHpzH1_vBdUvr4YGr9cU
- “Start with creating a shape in the middle of the paper and decorate it a bit for a while. Just let your hand lead you. Into that space write down the chosen value and continue farther with the decoration.”
- Later the participants will create four rather small shapes in which they would describe the value using one word and four rather big spaces where they can write down what is helping them in fulfilling and following the value. The structure is more or less following the one in the video.

Debriefing questions:

- How did you feel while exploring your own values?
- Can you share with us at least one new thing you have learned today about your values?
- Can you share with us the resources you have found for your chosen value?
- How could you use all of this in the future?

Materials:

- 10 questions in the bag, markers, pens, papers, flipchart





MY BODY: A CANVAS

Body painting workshop

Duration: 50 min

Learning objectives:

Aim:

- Express their creativity through the body-painting
- Show them another technique of self-care
- Make them realize about the importance of connecting with ourselves through art

At the end of the workshop the participants:

- Will feel relaxed
- Will have experienced a new way to express love towards themselves

Methodology:

Introduction 2'

Introduction of the facilitator and small explanation about what's the workshop about.

Short discussion 3'

Short discussion about what they do to connect more with themselves.

First steps 7'

Energizing game, meant to get the participants to be comfortable with each other and the space we are using.

Small debriefing 4'

The participants will reflect about the difference of the first two activities and how they felt.

Start painting 30'

The participants will paint their own body in order to take care and express love towards themselves.

Painting the others 20'

The objective of this activity is to feel comfortable with the people surround and feel relaxed while the participants are being painted for other participants and vice versa.

Sharing love 30'

The aim of this activity is to see the beautiful things in the others and also realize about the positive ones of yourself.

Final debriefing 7'

Instructions:

Introduction

First of all, let's do a circle, we can seat.

Art, as you know, art is a way to free ourselves. Art is also a tool to connect with our feelings, with what is around us and with the people.

So today we are going to use the art to get closer to ourselves and to our colleagues.

For me, for example, I use art when I want to have time for me and myself, and it helps me to also discover and accept myself, and also, my body.

I did this workshop this summer in the nature, and I wanted to make something similar because for me was very inspirational and beautiful to experience.

Short discussion

Now, if you want and you feel like that, you can share your own way of spending time with yourself and feel more connected with you (in the case if you do something).

First steps

Ok, let's stand up! Now we will start walking randomly, and when I will say you have to make pairs and look to the each other eyes. (4 times)

Now we will do the same, but hugging each other. (4 times)



Small debriefing

Ok, let's make a circle now, I don't know if you felt some difference with the first part and with the second. What do you think?

Let's try to find a word that describes the first part when you were looking to each other into the eyes.

Let's make the same but a word for the second part.

Start painting

Now starts the interesting part...! The part when we use the paint. I will give you paint and you can paint your body however you feel, the part you want. It not has to necessary have a sense, just use these colors and paint your body.

Idk, but how many times you spend time with your body? Did we give her the importance that has? Our body it's a temple that we have to take care of, and sometimes we don't give her time, or space. I think to stay good with our ourselves, we also have to stay good, and accept our body, our defects and virtues.

Painting the others

Ok, now, let's make pairs and paint the other body, but first ask where they want to be painted or where they don't want to be painted. And flow.

Sharing love

Now I invite you to lie down, and close your eyes. This will be the final activity (before the debriefing).

In turns, I will be the one who chooses each time. So, you will stand up and choose one color. With this color you will have to go to each person of this room and circle/write/point the aspect that you like the most of each person. It can be one physical aspect, for example the eyes, and circle the eyes. Or if it's an aspect of the personality, you can write it on the arms, legs... You can do whatever you want, but have to be related with the person that you are painting. Important: Before painting, first you have to touch the part where you want to paint/draw and wait for the permission of the person.

Final debriefing

- How did you felt?
- It was something new?





Workshop in the nature

Duration: 6 hours

Learning objectives:

- To bring people closer to nature;
- To provide space for reflection, acceptance and gratitude for the past;
- To provoke awareness to what is present here and now, without attachment to past or future;

Methodology:

Opening circle - to welcome the group and let them know what is going to happen, get to know their names and intentions for the event;
Walk & Talk to base camp - getting involved in meaningful conversations while reaching the base camp;

River of life - reflection exercise

Guided Meditation

Common lunch - sharing lunch time together

Solo – Spending an hour alone in the nature by simple observation and being, relaxing and opening.

Debriefing

Instructions:

OPENING CIRCLE

Welcome the group and let them know what will be the flow of the day. Present yourselves (the facilitators), your backgrounds and why you do this event.

Ask the participants to share their names and intentions for the event - why did they come and what are expecting to get from this day.

Walk & Talk to base camp

Inform participants that they are going to take a walk and at the same time

talk on different topics given by you, while reaching the base camp and invite them to involve in these conversations. All participants will walk together but conversations will happen only in pairs. The pairs will be changed regularly. Invite them to form pairs and give the first question. Allow enough time for discussion, at least 4 minutes, and then give the next question. You can also change the pairs and after each question you can ask the whole group to say with one word what came up from the conversations.

List of questions:

- Find smth that you have in common /interest, hobby/.
- What is your connection to nature?
- What is your element and why?
- What fascinates you?
- What are your inner resources?
- What are your core values?
- What is your heart longing for?
- Circle of sharing what they discovered and made them an impression from this activity.

RIVER OF LIFE

This is a reflection exercise. It is called the River of Life. It will to serve as a personal reflection tool on your discernment journey. This is intended to be a beginning point for reflection and small group conversation, not a comprehensive depiction of your life.

In creating your river, please use the natural environment. Use twigs, cones, stones and whatever you find useful in your surroundings.

Again, the point of this exercise is not creating an artistic masterpiece, it is about engaging in deep reflection and thinking about your journey in a new way. The only way to do this wrong is to not do it at all!

1. Before you start, think briefly about the course of your whole life and reflect on these questions, which frame this exercise:

If you were able to compare your life with a river, what would the



river look like?

When and where are the smooth, flowing waters – those times when events and relationships seem generally positive or there is a sense of ease about your life?

When does the river take a sudden turn (and what caused the turn), or change from smooth waters to rough, tumbling rapids or to an excited rush of water?

Are there rocks or boulders falling into your river – unexpectedly landing there, changing its direction forever?

Are there points at which it flows powerfully and purposefully or seems to slow to a trickle?

2. Draw your river of life with its bends and turns, its smooth waters and rough spots, its strength/vitality, and its direction. Identify the key “marker events” in your life – the boulders in the river, or places where the river changes course – that shape your story.

If you were able to divide your life journey into sections, where would the section divisions occur? Give names to each of the sections of your life river.

Now think about the various people who have accompanied you along this river’s journey. What relationships have been the most significant at different points in your life?

Who has most shaped you? Have there been significant losses of relationship along the way? What groups or communities of people were most important?

Record these key relationships and losses in the appropriate places on your river of life.

3. In relation to your life’s journey, Are there times of significant pain or suffering – yours or others’ – that shape the flow of your life river? Add these elements to your river.

4. As you reflect on your river of life, what values, commitments, causes, or principles were most important to you at a given point in your life?

5. As you finish depicting your river of life, take a look over the whole diagram.

Do its symbols and words seem to portray how you think and feel about the whole of your life? Is there some important element left out? Make adjustments as needed.

Sharing in pairs/trios

GUIDED MEDITATION

Find a comfortable position, legs uncrossed, palms facing upward. Take a deep breath, as you exhale, relax. Another one. Take one more deep breath. As you exhale, the relaxation should be complete. Move your attention to the top of your head and slowly move it down to your eyes, cheeks, mouth, relax the muscles on your face. As you move your attention downward, relax all parts of the body. Neck, chest, arms, abdomen muscles. Relax your reproductive organs, hips, thighs, calve muscles, down to your feet. Feel the relaxation in your whole body. Enjoy this feeling of lightness.

Now, think about your river of life, the one you just depicted. Remember the key events in your life, and observe them as if you were watching a movie. Observe the feelings that arise. Think of the people who made a mark on your life. Let their image come to your awareness. Observe the emotions that arise within the body. Just observe. Remember the pains, the joys, the simple moments, the significant ones. Just observe whatever comes – whatever feeling, whatever thought.

It is now time to honor all these memories. They made you who you are now. They contributed – in a joyful way, in a neutral way, in a painful way, to the person you are today. Please focus your attention to the solar plexus, in the middle of your chest and generate as much acceptance as you can. Acceptance for all your experiences. For all the people who played a role in your life. And above all, acceptance for yourself. Keeping the attention there, remember your experiences, the people in your life and thank them for their contribution to your life story. Fill yourself with as much gratitude as you can generate within yourself. The focus is within.

If any thoughts of judgement, anger, sadness arise, let them pass as clouds pass on the sky.

The focus is within, either on the whole body or the solar plexus. Bask in this state of acceptance and gratitude towards your experiences, towards the people that played a role in your life, towards yourself.

(pause)

Now, set an intention for yourself. For how you want to experience life from this point onward. It should be a goal where your well-being, but also the well-being of the ones around you are included. Bring as much focus into your intention. And feel it as if it has already happened. Enjoy the feeling of

already experiencing it as a reality. Take your time.

Slowly, very slowly, move your hands and feet and slowly come back to the forest, to the place we are now. Take your time and slowly, very slowly, open your eyes.

- How do you feel?
- How was this for you?

COMMON LUNCH - sharing lunch time together

SOLO

Explain that participants are to spend an hour alone in nature: “We are rarely "still" in nature. Visit a natural place that is conveniently available. Spend one hour in silence. Simply observe and be. Relaxing and opening. In today's society, just being in nature is a surprisingly rare event and most people will be relieved to experience it.” As long as the group is on-side, avoid giving much up front information about the experience, so that it is more "raw" and "natural". Allow each person to find a place on their own. After approx. 1 hour, walk around and indicate for the group to come back together. Form a circle and facilitate the group in sharing their experiences and thoughts about spending time in nature.

Debriefing questions:

- How do you feel?
- What did you experienced?
- What did you learned?
- How would you put it into practice in your daily lives?

Materials:

- Source and more information -
<https://learningforchange.net/wp-content/uploads/2018/06/Manual-ACHIEVE-EN-online-1.pdf>



Acceptance through Improv

Duration: 2h 30'

Learning objectives:

At the end of the workshop, participants will:

- be able to recognise the situations in which they need acceptance
- gain some ideas of how to face those situations that happen in their lives

Methodology:

Name-ball game 5'

Game to get to know each other's name and create a first connection within the group.

Introduction 5'

Brief introduction about the workshop and its elements and aims.

Introductory activities in couples – problem solving with random object, “yes and” 20'

These simple improvisation activities are for the participants to experience concretely what is improv, how it works, and also to get comfortable with playing with each other.

Acceptance - freeze, change: 1h

Improv games done in a group, in which acceptance is an important element (it will be pointed out only during the next activities, though)

Break: 10'

Small groups guided discussion: acceptance-related situations in their lives: 30'

The participants will discuss the topic of acceptance in small groups,

answering to given questions which will make them share personal experiences and advices related with this topic.

Debriefing. 10'

Closing: 5'

Activity to end in a fun way, but also with something concrete to bring home from the workshop.

Instructions:

Name-ball game

In a circle, one throws the ball to a random participant saying his/her name, who received it throws the ball to another participant saying the name, and they keep going until everybody has received it. When the last person has received it, s/he throws it back to the first one, and they have to re-throw it at each other following the order they created the first round.

After a few rounds, instead of going in the same order, they have to go the opposite way.

Introduction

What is Improv? What is acceptance?

Introductory activities in couples

“Problem Solving”

they are in couples, each of them think of a random object/animal/something and a problem, the 2 should not be related with each other (and remember it for later). A says the problem, and B tries to find a solution to it, using his random object. Then vice versa. (we'll make a few rounds)

“Yes and”

in couples, A starts a story, B says “yes and...?”, A continues. They keep going for 2 minutes. Then A starts another story, B says “no, but...?”, A continues. They keep going for other 2 minutes, and then they switch roles,

for other 2+2 minutes. At the end they 3 minutes for discussion.

Acceptance - freeze, change

Freeze:

Two participants start an improvised scene, starting from a title taken from the public. At one point the facilitator yells "freeze" and the participants stop and remain in the position they were. Then a person in the audience who has an idea comes on the scene and takes the place of an improviser and continues another improvised scene, until they are stopped again by the facilitator.

Change:

2-3 participants start a scene starting from a title chosen by the public, during the stage the facilitator requests the change of certain replicas or movements of the improvisers.

Break: 10'

Small groups guided discussion: acceptance-related situations in their lives
How can we connect the improv games we just did with the topic of acceptance?

What does acceptance mean to you?

In groups of 3 or 4, discuss about acceptance. We give them papers with topics:

discuss a past situation in which you experienced acceptance

share a situation in which you experienced a lack of acceptance

share a situation of your present moment in which you need to accept something

brainstorm and discuss together what could help you, in a future situation, to accept things (behaviours, activities, thoughts,...)

Debriefing questions:

- let's recap the workshop! What did we do in the last 3 hours?
- how do you feel right now? What makes you feel this way?
- Name one thing that you learnt about yourself, today. (round, everybody

says one thing)

- How could you apply in your life, the things you learnt today?

- Closing

Everybody writes random words on papers, the papers are then mixed and everybody picks one. S/he has to use that word to write some intentions towards situations in his/her life where s/he needs to apply acceptance. They can then keep it with them.

Materials:

- papers and pens
- ball
- printed questions for small group discussion

PERSONAL PROJECT

Teacher's Journey n°1

Duration: 180 min

Learning objectives:

- Reflecting on a carrier as a teacher, exploring and defining the resources, exploring and experiencing new ways of self-care, and together with participants creating the environment of acceptance and togetherness.

Methodology:

Introduction (15´):

Welcoming circle. Introduction of the facilitator, participants, the program and the first workshop.

Rain-stick moment:

Rain-stick is producing relaxing sound and its beginning and end is the sign for focusing only on one's breath and the sound of the rain-stick. The aim is to connect to self and slow down.

The intention (10´):

Moment of reflection in order to define the intentions for the whole program and for the first workshop.

The Book of Mine (15´):

The participants create their own personal book connected to their journey as teachers. This book is meant as a tool for reflection and also something what would connect all the workshops of the program since the material will be continuously added as pages of the book.

STOP Moment (5´):

Activity which is encouraging the participants to stop and mindfully observe what is happening in them right now. Four categories are filled in – activity (just finished), thoughts, emotions, bodily sensations.

Journey of the teacher's carrier – guided painting, writing a poem, sharing (50´):

Complex activity starting with intuitive painting (Pollock style). These activities are grouped into one because one relies on the previous one. The

painting is triggered by invitations to remember certain moments of participant's carrier. This experience is afterwards further expressed through writing a personal poem and sharing.

----- Break (10´) -----

Breath-exercise and topic of emotions (20´):

Activities chosen to teach participants diaphragm breathing. The information regarding the benefits, connection to emotions and the whole process of this kind of breathing will be addressed. The aim is to learn about diaphragm breathing and to start practicing it.

The boat (30´)

Drawing activity which would at its final part offer space for a reflection. The aim is to connect to and grow awareness of the participant's resources.

Instructions:

Rain-stick moment

- I would like to start with introducing you this instrument. If you hear this sound, whatever you are just doing, please stop it and start focusing on your breath. You stay like that until the sound disappears, then you go back to your activity. This will be our small mindful exercise during all three workshops. I will play it few times during the workshop, please follow it if possible.

- We will be doing this in order to return to our breath, to connect the body and mind together in the present moment. This moment is for you to rest, to take a break, to enjoy yourselves.

The Intention

- I would like you to write down your intentions. Intentions for the whole program and then also separately for today's workshop. What brought you here? What do you expect?

The Book of Mine

- I would like you to create your own book – The Book of Mine (being a teacher). We will be using the book for many other activities; you will be adding pages as we will go further in the program. Now you will create your cover page: on a front side, you would put the title and the author's name;

on the back side, you would put the brief description of the book – what kind of book it will be, what it will be saying, where it will be going on. Put any decorations if you feel like, or create any shape of the book.

STOP moment

- Similarly to the Rain-stick moments, we will do “STOP MOMENTS”, it is a way how to bring ourselves back to a present moment. It is about to briefly check up on yourself – what have you been just doing, how your body have felt, what emotions and thoughts have occurred; and then any comment you would like to add. Anytime I ask you to do it, please first take 3 breaths and then start answering. You will always have 5 min to do it.

- Categories: previous activity; thought; emotions; my body sensation; comments

Journey of the teacher´s carrier

- Guided painting

- You are going to create a big painting together in Jackson Pollock´s style. Every time I will introduce you a prompt - something to remember or to think about, you choose a colour which you want to use in that moment. Then you are free to use this colour in a way you want. After that, I would introduce you another prompt and you change the colour if you wanted and continue the process.

- Prompts:

- How do you feel about being a teacher right now

- Recall the first or initial thinking about becoming a teacher

- The decision and the journey from there (high school, Uni).

- The beginning of teaching, your first students

- The hardest and the most difficult situation and what emotions it provoked?

- How did you feel about those emotions?

- The most beautiful memory and your emotions attached?

- Why are you still a teacher? What value do you see at it?

- Now you might have any feeling or thought, as we are closing this painting,

I would like you to let yourself express it.

- Writing a poem

- I would like you to write a poem in which you would reflect on the artwork you all created together and also on your personal process of this creation. Please have in mind that the fact of how beautiful poem it would be is the least important thing. It is about the process of creation and expression, not about the level of art in it.

- There are also written instruction on the flipchart, you can follow them if you want. But if you felt like you know what you want to write down on your own, just follow your intuition. Before you start writing, please take a look at the art-work, observe it for a while.

- Instructions:

Title: Write down a title or leave a space for doing it later

In the first at least one line write what do you see in the artwork and try to describe it (use nouns and adjectives)

In the next line use verbs for describing any action you can see in the artwork (use verbs)

In the next line write about feeling(s) it provoked in you (use adjectives, comparisons, metaphors, parallels)

In the next line write about thought(s) it brought you (write down just the thought)

In the next line set the idea or message of the poem and here you can stop
In the last line try to give a new meaning to the poem, new look at it.

- Group Debriefing and Sharing

- Questions:

- How did you feel during the whole process?

- Would anybody like to share the poem with us?

Breath-exercise and topic of emotions

- Your job has brought you many emotions. Some are very nice and supporting, but you also feel many demanding emotions, not that easy to digest always. How do you cope with such situations?

- I would like to introduce you deep diaphragm breathing as one of the

strategies for coping with the emotions.

- Showing the Mind jar: Emotions can be very strong, but they do calm/settle down if we give them time – showing “mind in a jar”. And to win this time, to help it also from the physical level and at the same time to have something to pay our attention to, we can use the breathing.
- Explanation and benefits: Why deep diaphragm breathing? You can imagine that we are like a tree in a storm. Our mind with all the emotions and thoughts are the branches in the wind, but the trunk is calm, firm, and stable. We can imagine our body to be that trunk, that’s why we breathe deep, to reach this calmness and source of stability in us. Also this tree has roots which are grounding it. And it is very true that through breathing we can ground ourselves. This explanation is rather symbolic. On a physiological level, bringing the breath with our attention to our lower belly helps us to reach the lower levels of our lungs, which means that we are then using much more of the capacity of our lungs. Tough, it is all about a focused breath rather than super-deep.
- Breathing exercise:
 - Sitting on the chair: put your hands on your lower belly and start breathing. Close your eyes and try to really connect with that part of your body as much as possible and focus your breath there. With each breath it might go little bit better. You might like to see it as connecting with yourself. You don’t have to breathe very deep we rather aim at focused breath. (awareness of shoulders and chest)
 - We will now do one exercise. Bend your body and relax it with full exhale. Then again breathe into your belly, now you will feel your belly to push against your legs in very intense way and exhale. For a while, stay breathing like this.
 - Now we do last exercise, breathe into your belly, hold the breath, and then go up with your belly with full exhale. Stay for a moment, breath into your belly, bend your body and relax it with full exhale. Then again breathe into your belly, and go up while exhaling. We repeat it now, everybody according to our own speed.

The Boat

- “If we throw the rock into water, it sinks immediately, but we can put a lot

of rocks on the boat and then the rocks neither the boat sink, what is the cause of it?...”

- Drawing of the boat: Please draw such a boat now. You have around 10 min for this to finish.
- I am the boat: Now please imagine that you are this boat. Do you want to make any changes in the painting of the boat after imagining this? You can do it briefly now... And now I will be asking you questions and write down those answers for yourself – this will be another page for your book.
- Who helped to build the boat? (What am I made of?)
- Who is working on it or influencing the development of the boat now? (What am I made of?)
- What is the uniqueness of the boat? What are the strengths of the boat? (characteristics of mine)
- What is the equipment of the boat? (resources of mine)
- If the boat needs a support, who she can ask it for? Where and who is her lighthouse, the support boat(s), the harbour?

Debriefing questions:

- Let’s recap all what we have done today. What self-care possibilities you see in the activities?
- Are there things/questions still buzzing around in your head?
- How would you describe your emotions during the whole workshop?
- What are you taking home today with you?
- How can this help you or how can you use this further in future?

Materials: rain-stick; speaker; blanket; papers (white, coloured), scissors, glue, markers, crayons, pastels, waxed crayons, pens; the flipcharts 4x, the cover for the ground, toilet paper roles, cups, colours, instructions for the poem

Teacher´s Journey n°2

Duration: 180 min

Learning objectives:

- Reframing the understanding of one´s flaws, gaining new perspective and approach towards challenges and difficulties, growing the attitude “we are all heroes in our lives” and applying all these changes into context of academic year and its repetitive process.

Methodology:

Introduction (5´)

Welcoming circle. The topic of the workshop is introduced. The emotions of that moment are shared.

STOP moment + intentions (10´)

Activity which is encouraging the participants to stop and mindfully observe what is happening in them right now - four categories are filled in – activity (just finished), thoughts, emotions, bodily sensations; followed by reflection in order to define the intentions.

Breath-exercise (15´)

Exercising the diaphragm breathing. This activity is aiming at deepening the theory and the practice.

Active movement meditation (5´):

Guided dancing/movement activity with an element of meditative observing approach and soothing effect used as preparation for the upcoming imagination.

Writing imagination of the Hero (15´)

Guided imagination during which the participants are writing down answers for the questions. The aim here is to imagine self as a hero and to search for the characteristics etc.

Self reflection + Reading of the Story + Creation of a Collage + Presenting (50´)

Complex activity reflecting on the previous imagination. Activities are grouped because one relies on the previous one. The participants are to reflect on their flaws. The main aim here is to change attitude and understanding of one´s flaws through reading a story and afterwards expressing this new approach through creation of a collage. The interpersonal aspect is represented in the part of “presenting the collage”.

----- Break (10´) -----

Hero´s Journey (35´)

Reflective activity aiming at reframing of already experienced or upcoming challenges in the context of the academic year as well as in the context of the personal lives of the participants. The Joseph Campbell idea of Monomyth is theoretically introduced and participants have time to answer questions regarding specific steps of Hero´s Journey which are put into context of academic year.

Instructions:

STOP moment + intentions

- First fill in the stop moment questions (previous activity; thought; emotions; my body sensation; comments) and after that I would like you to write down your intentions for today.

Breath-exercise

- Theory: How do you think people generally breathe? Where can we breathe?
- It is a Collarbone, Chest, Belly and Lower Abdomen area.
- Collarbone: It is just quick and short breath which is very shallow.
- Chest: This way of breathing is still pretty shallow, yet very common. We do not use potential of our diaphragm and lungs. We breathe like that because our diaphragm is tensed and we do help ourselves to intentionally lead the breathing lower. This can happen by relaxing the diaphragm and other abdomen muscles.
- Belly: While that your chest is almost not moving, no up and down and

your shoulders do not go up, they stay still and relaxed, only your belly rises up and down. This is already very good but we can also engage the lowest part of our abdomen.

Lower abdomen: You start building your breath from the very basis, as if you were building a house. If you don't build good base, how can be the rest of the house stable? Breathing that low means that the whole belly and lungs are filled in. The breath is deep and rather slow but mostly focused.

Exercise: Now also for you to practice breathing, we will start again with your hands on your lower belly, try to lead the breath there, but no pressure, it will go as it goes, step by step, the muscles need time to adjust, and now slowly move your hands just a little in front of your belly, the hands are closed but relaxed, the palms are facing the belly. While breathing into your belly, your hands follow the move of your belly, therefore they move in front as the belly grows and gently goes back closer to the body while exhaling, and then again and again. This way you are visualizing what is actually happening in your belly.

Active movement meditation:

Song: Nils Frahm - Them

Find a space in the room where you can freely move with your hands without touching anybody or anything. Also get your pillow ready close to you. The moment we finish this movement meditation, you would sit down and the imagination would start.

We will play a song and provide you with instructions for movements. You can follow our guidance or you can follow your inner wish. If this is comfortable, close your eyes, and for now just listen to the music and pay attention to your breath.

1. phase: focus on the breath and feeling the music
2. phase: lifting up one hand (in front of the body – start with having your hand just in front of your body, go slowly up and then slowly down) (2times)
3. phase: lifting up second hand (2times)
4. both hands at the same time (2 times)
5. now rest your hands, have them relaxed and focus on your hips. Move slowly into sides, you can do small gentle circles, with each move you can be more and more flexible, try to bend your knees to help yourself, you can

also feel the weight of your body falling down on your one leg and with the move the weight goes to your second leg. You can also straddle your legs father from each other

7. circa 03:00 now move the way you want at this moment, following your own body and rhythm

8. slowly start minimalizing the movement, ending up with soft swinging, bring your attention back to your breath

Writing imagination of the Hero

I am going to lead you through an imagination, yet this will be rather active imagination with answering the questions and writing down the answers on the paper.

Guided imagination: Now please sit down on the blankets. Make sure you have a paper and a pen close to you. Find a comfortable position and take three slow breaths in and breaths out.

Now bring your attention to your whole body and try to feel it all at ones and observe it for a while... Wherever you feel a tension, try to stay with that part of body and gently release the tension... Now bring you attention to your feet, legs, your bottom, lower back, upper back, belly, chest, shoulders, neck, your face – chin, mouth, eyes and forehead. Feel your whole relaxed body.

Now I would like you to imagine yourself as a hero or a heroin. For a moment I will remain silent, so you can stay with this image for a while without any distractions... now I will be asking you questions and I would ask you to write the answers down. During this part answering part, try to focus only on yourself, take your time, there will be always enough time to answer. Maybe you will not know the answer for all the questions and that is just ok. How do you look like as a hero? What kind of clothes do you wear? (describe your appearance) Do you have any tools/geer with you? What is your name as a hero? Where are you - How does the environment look like, what are the characteristics of the environment? (describe) What is your mission? What are your characteristics? (list them) What are the strengths of yours the people around you appreciate? What is your superpower as a hero or a heroin? What is your kryptonite? (It is an element that takes superhero's powers and interferes or destroys them when used). Now you also have a moment to add anything else important.

As we are getting to the end, again I would ask you to close your eyes, sit

comfortably. Bring your attention back to your body. Just observe this feeling in your body and if there is any tension, try to stay with that part of body and gently release the tension. This is how you bring your mind back to this present moment. Feel the ground beneath your body. Just focus your attention on your breath. And just keep breathing for a while. Slowly start moving with your fingers, your hands, also your toes, feet, and legs. And when it feels comfortable, open your eyes.

Self reflection + Reading of the Story + Creation of a Collage + Presenting

- Self reflection

- You have just witnessed yourselves as a hero. You have also found your super-power and maybe also the kryptonite as a hero. And because we all can see ourselves as heroes not just in imagination, we are also heroes in our everyday life, I want you now to think and search for connections between everything what you have seen in your imagination and the real life of you being a teacher.

- Even hero is not perfect, neither he, or she is without kryptonite (something what is either slowing down or completely destroying the superpower). And today I would like to also focus on your characteristic you consider to be your flaw. Please take a moment to define one main thing you feel is slowing you down, or you do not appreciate very much, and is connected to your job. Now I will give you paper with few questions regarding your kryptonite.

- Reading of the Story

- After just defined your kryptonite for yourself, I would like to read you a story.

- The story: An elderly Chinese woman had two large pots, each hung on the ends of a pole which she carried across her neck. One of the pots had a crack in it while the other pot was perfect and always delivered a full portion of water.

At the end of the long walks from the stream to the house, the cracked pot arrived only half full. For a full two years this went on daily, with the woman bringing home only one and a half pots of water. Of course, the perfect pot

was proud of its accomplishments. But the poor cracked pot was ashamed of its own imperfection, and miserable that it could only do half of what it had been made to do.

After two years of what it perceived to be bitter failure, it spoke to the woman one day by the stream. 'I am ashamed of myself, because this crack in my side causes water to leak out all the way back to your house.'

The old woman smiled, 'Did you notice that there are flowers on your side of the path, but not on the other pot's side? That's because I have always known about your flaw, so I planted flower seeds on your side of the path, and every day while we walk back, you water them.' For two years I have been able to pick these beautiful flowers to decorate the table. Without you being just the way you are, there would not be this beauty to grace the house.'

Each of us has our own unique flaw. But it's the cracks and flaws we each have that make our lives together so very interesting and rewarding.

- Creation of a Collage + Presenting

- After reading the story, I would like you to think about your kryptonite again, but in a different way - what "flowers" (as it happened in the story) can your kryptonite grow. Think about it for a while and create a collage which would be representing those positive outcomes of your kryptonite, or the things that your kryptonite taught you. Later I will ask you to present your collage in front of the others. And that should not be much longer than 1 min.

Hero 's Journey

- I was trying to bring you to a thought of you being heroes with their powers and superpowers, but also some flaws for one big reason - I would like you to think about academic year as about a journey of a hero, journey of you.

- I would like you to try to look at the new challenges with new approach, that there is a decision of yours, there is some help you either receive or you can search for, there are some allies to support you, there are tests, many difficulties, and most probably you will go through more or less hard times, and maybe not just ones, the main point here is, that it is just ok like this, all of this is part of the hero 's experience.

- First I would like to explain you the steps of the hero 's journey and what it

is about and then later, I would like you to either look back at this finishing academic year and the challenges you were going through and reflect on it through this new approach, or think into the future, what is waiting for you in the new academic. I will give you prepared outlines with the steps and with some questions which can inspire to think about them, but again there are just invitations which you might not consider that important to answer.

Debriefing questions:

- Describe what has happened today in your own words?
- How would you describe your emotions during the whole workshop?
- Are there things/questions still buzzing around in your head?
- What are you taking home today with you?
- How can this help you or how can you use this further in future?

Materials: Rain-stick, speaker, blankets, pens, A4+A4 paper for collage, cut coloured papers for collage, glue, scissors, pastels, wet napkins, hero's journey outlines, printed story and guided imagination

Hand outs:

Ordinary world: In this world we follow the rules of the society, we are staying in what we already know, what is safe, yet we might feel urge to change something – deep we might feel that there is an adventure waiting for us

As for teachers, this is the situation of return to a classroom with students who will be learning beside you for the next several months. You anticipate and encounter new student lists, schedules, meetings etc. You are aware of your personal life and the relationships and experiences that coexist with your professional responsibilities.

- What are the characteristics of my ordinary world? How do I feel there?

Special world: This world means stepping into chaos, uncertainty, the unknown – something we do not understand that well but it is telling us to go for it

- What feels fearful regarding this new special world? How do you think you might react when stepping inside? What could you need?

Call to adventure: This call for adventure means a challenge of letting go of what we know, taking new opportunity. The acceptance will change a lot (what we think we know, our knowledge, us), we are free to accept or refuse.

You meet your new students and begin to see novel behaviours, encounter unfamiliar and familiar words, and observe the mini-worlds that each student carries into your classrooms. The call to adventure is very individual, yet these questions may arise within the call to adventure for you also:

- How can I meet the academic, social, and emotional needs of so many students?
- Where do I begin?
- What were the most significant challenges in years past, and how will those help me now?

Refusal of the call: For every hero it is common to be reluctant, and maybe also refuse the call in the first moment, and it is also very common for many people to fully refuse the call for the adventure, yet we then slow down or stop our growth.

Refusing call does not have to mean to quit job or just stop fully, but you can stay in the zone of using just what you already know, no matter how much of a help it is or not, you may stay within the knowledge and behaviour you are already familiar with, you might refuse to adjust to the new conditions in front of you – step out of the comfort zone and challenge yourself.

Meeting the mentor/assistance: Sometimes meeting the mentor can help us to accept the call for adventure – the person is not necessarily physically present with us – it could be inspiring person of past, or present, or might be just one thought of any person.

You realize that you will need the help of someone who is possibly more experienced, or who has shared similar challenges with this struggle before you. In this part of the journey, you begin to seek the resources you'll need to meet the challenges. Maybe you turn to the person and share, maybe you reach to parents in a way that emphasizes collaboration, or it can be also a book referring to your topic of interest, or any inspiring person who brings you ideas, motivation and courage to follow the call for adventure. Just one idea, one sentence, or one talk with somebody significant for you can trigger the courage to do something different. You might ask yourself:

- What would help me to meet this challenge?
- Who can I talk to? Who would support me?
- What can be source of knowledge but also of my motivation?

Crossing the threshold: This is the moment when we really do the first step into the unknown, we have some support, but it still requires courage, and this is the point of no return, start of the adventure. No matter how big the challenge is, the life will never be the same again.

It's time to step outside of your comfort zone and try new ways of being with the situation or individual that has stimulated change and challenge. You have intentionally decided to approach the situation in your class or with your student different in comparison to what you have tried before and what you have already known.

Tests, & Allies: In this stage hero is learning the rules of the new world, he is facing many conflicts, which are kind of testing his skills, knowledge and attitude before the ordeal – the

great danger. Also he meets many friends and allies during these tests. You now begin to ask the difficult questions, while noticing how your own triggers can escalate the challenge or perceived crisis. The questions might be:

- What do I need?
- What can my class do to assist me? What can my teachers do to assist me?
- How do I handle this negative situation? How will I know when I'm on the right track?
- What are three positive emotions that I often feel? What are three negative emotions?
- What are my strengths?
- What are two or three challenges or obstacles (tests) which are making it difficult to reach my small or large goals?

Approach to the inner most cave/ Ordeal, death, re-birth: The inner most cave may represent many things - actual location or task full of danger and threat. Or it can be hero's inner conflict which hero has not faced yet up until now. It is very challenging for the hero, yet what we fear the most, bears the biggest reward. At the moment of ordeal, hero's struggle is at its very peak - the biggest challenge, deep inner crisis, everything what the hero holds dear is put on a line, at risk. If he fails he either dies, or the life will never be the same again.

Also in school setting, this is where you approach your worst fear. You intuit that a change in relationship, instruction, dialogue, or physical movement is necessary. You begin to understand that the status quo can no longer be sustained. You enter into a type of crisis and intense difficulty. On the other side of the crisis coin is opportunity, which lets you learn and grow from your darkest hours. You face your vulnerabilities, triggers, worn-out belief systems, and long-held private logic. During times of high stress, it becomes critical to provide emotional first aid to one another. You might ask yourself:

- What am I afraid of regarding this challenge of mine?

Reward/treasure: The hero gets successfully through the ordeal (the biggest threat to him) and he is rewarded for it by knowledge, wisdom, feeling, object (healing a trauma, or inner conflict which was present for very long time).

You claim your treasures by acquiring a new perspective and a personal power that redefines your experiences and relationships. This reward helps you in dealing with the difficult situation in your class. Rather than becoming caught up in an escalating conflict or weighed down by guilt and shame, you learn the skills that help you diminish or eliminate frustration, and you start looking at your situation through a new lens.

- What did my challenge teach me? (reflecting backwards)
- What could possibly my challenge teach me? (thinking ahead)

The road back/ Resurrection: There is the road back to ordinary life in front of the hero and this will not yet be easy. It is true that hero was rewarded, yet there are still new challenges arising. What he won as reward, he will use while solving these difficulties. And these continuous or new challenges need to be faced in this moment, because if not, it would haunt the hero as a shadow further in the future. And later in "resurrection", almost each hero has to face huge crisis one more time. The darkness is encountered again, but this time, the threat is not just to hero but also to the entire world, and hero needs to use all his discovered powers to prevent this from happening. The CRITICAL POINT - hero has all lessons needed learned, and is transformed into new person.

The fact that you have gained this new perspective, attitudes and strengths does not necessarily mean that the difficulties in your class are solved out. Mostly the difficulties in your class remain and keep being very demanding, yet you already have the huge help because of your rewards. Maybe you have begun seeing difficult behaviours as opportunities to teach and learn.

Return to Ordinary world with the Elixir: Hero is stepping back into the ordinary world, but he is not the entering in as the same person. He gained elixir which is the new understanding he gained, but it is even more, it is the ability to implement his reward into his ordinary world. Elixir represents the growth, love, wisdom, freedom, knowledge..

Basically, you have upgraded to a new level. You have embraced a perspective of growth and have learned, connected, and reshaped who you are... until you open new hero's journey!



Teacher´s Journey n°3

Duration: 180 min

Learning objectives:

- Learning theoretical information about concept of Mindfulness and its use in learning process as well as in context of self-care - gaining understanding of it through experiencing the mindfulness-activities (used throughout the whole program), and growing positive relationship to self.

Methodology:

Introduction (10´)

Welcoming circle. The topic of the workshop is introduced. The emotions of that moment are shared through creating a small “sculpture” out of plastelina.

The intention (5´):

Moment of reflection in order to define the intentions for the workshop.

Waterfall meditation (15´)

Imaginative meditation with potential of being used as coping strategy while experiencing demanding emotions.

The hands as thought and emotions (5´):

Short “mindful” activity used as demonstration of how much our #

The Voice (30´):

Complex activity aiming at experiencing the voice in a new way and with new attitude, since voice is extremely important for teachers and has also

big potential for self-care use. Participants discuss the importance of the voice for the teachers, they express their relationship to their voice through drawing and they also experience sounding with the voice into music.

----- Break (10´) -----

The Theory (30´)

Theoretical information about concept of mindfulness is given, and also is framed into context of education as well as in context of self-care. All mindfulness activities which were used during the program are explained – the reasoning behind their use and positives they might be bringing into learning process.

Final Reflection (20´)

Participants are offered time to reflect on what they have experienced during the whole program – this happens through self-reflection and also through sharing with the group.

Mandala of Kindness (15´)

Closing activity used in order to reinforce the relationship of participants to themselves - showing love and appreciation to themselves.

Instructions:

The intention

- Moment of reflection for defining the intentions - for the whole program and for the first workshop.

The waterfall meditation

- Lie down, put your hands on your belly, and let's bring your breath to your lower abdomen, and let's do the same exercise as the last time, with the breath in, your hands go up and into sides, and with the breath out, they return... And now just relax your hands and we will start a meditation.

- The meditation is beginning with Waterfall Relaxation Meditation from the book Planting

Seeds – practicing mindfulness with children (p. 95)...

- ...Now catch a bit of water from this beautiful waterfall, let yourself take as much as you want, maybe just few drops, or maybe a big tank of water, or you might want your own personal lake, it is completely up to you. It will become your own source of water.

Now try to search for place in your body (or next to your body) which might be THE PLACE for your source of water. You will recognize it as it feels pleasant and comfortable. Place your source of water into this part of your body/next to body and remember it, so you know where you can find it later.

If you have already found that place, think now what this source of water can stand for. Maybe it could represent a feeling of freshness, or a life and existence (as water gives life and is in all living), or something calming down (as gentle waves of the sea). It can be anything you want.

And now bring your attention to your emotions. Notice if you are feeling any emotions, no matter how faintly. It is not necessary to know precisely which emotion you are experiencing, or why you feel it. Just knowing that you are feeling something emotional is enough. Guessing is OK.

Once you detect an emotion, see if you can find its expression in your body. Maybe there is a feeling of tension, gripping, tightening, burning, twisting, throbbing, pressure, lightness, openness, etc. Try to observe that body sensation, as completely as possible. It might have a source - a point of beginning and you might feel where the sensation ends.

Try just feeling it without judging. Completely let go of any ideas you have about the emotion, or self talk you might have about why the emotion is arising. If that happens, just return to the body sensation of the emotion.

After you just observed how your emotion feels in your body, you might get back to your source of water and if it feels comfortable, bring your water to the place where you can feel your emotion. Maybe you feel very positive feeling and pleasant body sensation, then you might pour it up as if it was a beautiful flower and by that help it to grow. Or maybe you feel less positive

feeling and rather unpleasant body sensation, in such case you might bring your source of a water to this place in your body and feel it as waves - coming and returning back to the sea taking this body sensation and emotion with itself and slowly relieving your body and mind, just step by step, let your breath guide you or if you need it in a different way, you can imagine anything you feel as right and comfortable, just remember, there is no hurry and no forcing. Your water is gentle to you.

Now connect one more time with your source of the water in you. If it still feels comfortable, let it be there, maybe you can thank it for being there with you. In case it does feel uncomfortable, just let this image go. There is no right or wrong.

As we are slowly heading to the end of this meditation, bring your attention to your breath for a while and count for yourself 10 breaths-in and out and after that following your own tempo, start moving your fingers, hands, feet and open your eyes.

The hands as thought and emotions

- Our emotions and thoughts can very easily limit our perspective or a way of seeing and perceiving and there is very easy and simple exercise to demonstrate this:

- Imagine for a moment that your hands are your thoughts/emotions. And now have your hands stretched in front of you and open your palms, put them next to each other as if they were two pages of an open book. Then slowly and steadily raise your hands towards your face. Keep going until they are covering your eyes. Take a few seconds to look at the world around you through the gaps between your fingers, and notice how this affects your view of the world.

- Now imagine what it would be like to go around all day with your hands covering your eyes in this manner. How much would it limit you? How much would you miss out on? How would it reduce your ability to respond to the World around you? This is approximately how restricted we are overwhelmed by emotions or in cognitive fusion. We become so caught up in our emotions and thoughts that we lose contact with many aspects of our here-and-now experience, and our emotions and thoughts have such a huge influence over our behaviour that our ability to act effectively is significantly reduced.

- Now once again cover your eyes with your hands, but this time lower them from your face very, very slowly. As the distance between your hands and your face increases, notice how much easier it is to connect with the world around you. Notice how much easier it is to take effective action without your hands covering your eyes; how much more information you can take in; how much more connected you are with the world around you.

The Voice

- Your voice is extremely important to you, and that is why I would like to touch this part of you being teacher also. But it is also very special source for mindful activities. Voice is a way how we can connect with ourselves.
- Discussion: What does your voice mean to you? How important in the voice for teachers in general?
- Finger painting n°1: How does your voice look like?
- Sounding with the Voice into a song (Sigur Rós/Heysátán) – I will play a calm song now. Try to focus only on your breath into your belly and then creating the sound. Just feel yourself, how the sound goes out of you and create a sound which is comfortable for you. Your sound inspired by the song.
- Finger painting n°2: one more time try to finger paint you voice (after experiencing the voice not for talking but for this calm sounding): how does my voice look like?
- Debriefing: Look at both of the paintings, what do you see? How were these voice related activities for you? What did it bring to you?

The Theory

- The information which is included in hand-outs is presented.
 - Discussion upon the use of mindfulness activities in context of education
- #### Final Reflection and Debriefing
- Self-reflection: I want you now to take a moment and look through your book - what have you written and what have you created. Questions: What was the most important for me? What have I learned? How will I use it for myself and for my work as being a teacher/trainer?
 - Sharing in a big group:
 - Is there anything you would like to share with all of us?
 - Final debriefing (question are written below): We still have one last activity ahead of us with which we will finish today´s workshop, therefore I already ask in this moment.

Mandala of Kindness

- Choose three markers of different colours.
- “I am going to guide you through creation of your own Mandala.” The structure is more or less following the one in the video:
https://www.youtube.com/watch?v=vzlcJA4uudI&feature=youtu.be&fbclid=IwAR03hEH-CbWjI6iK1N0sJG_K-fINzCBiLo48c0PsHpzH1_vBdUvr4YGr9cU
- “Start with creating a shape in the middle of the paper and decorate it a bit for a while. Just let your hand lead you. Into that space write down your name and a word teacher/trainer and continue farther with the decoration.”
- Later the participants will create four rather small shapes
- Into each shape write down a single word answering the question - What do I value on myself generally and also as a teacher?
- Later the participants will create four rather big shapes
- Into each big shape write down a sentence in which you show love to yourself, be kind, be compassionate with yourself

Debriefing questions:

- How did you feel during this workshop?
- What did this workshop bring you?
- What did the whole program bring you?
- Would you change anything?
- If you were to choose one word which would describe your state of mind during this program, what would it be?

Materials:

- the book + printed meditation, rain-stick, speaker, blankets, plastelina, wet napkins, temperas, papers, markers, big paper for my Mandala, reflection outlines.

Hand-outs:

Theory about mindfulness generally and within the context of school
Five Dimensions of mindfulness (the western clinical approach):

- To observe – being present and attentive in the moment here and now

- stop moment, rain-stick, reflections, the book of mine – journaling
- breathing helps us to stop and observe and then choose the reaction; describing the image of the hero
- To describe – being able to find words for the inner/outer experience
- stop moment, reflections, the book of mine (journaling)
- To act consciously – if I observe the present situation (the context!) and I am able to describe it and keep on track with what is really happening, it is much more probable that I act consciously and not automatically following previously learned reaction.
- To not judge the inner experience – acceptance of what is happening in me (any feeling)
- I observe, I describe, and see the experience without using categories of right or wrong, pleasant/unpleasant, good or bad -> in a way: the experience is here, so let's give it some time, let it happen, and then let it leave (opposite, if I am trying to suppress any feelings/thoughts)
- To give up on reaction to an inner experience – I let the inner experience pass without reaction which I am used to do
- Giving up on an automatic and learned reaction which might not be following the reality
- I can choose my reaction, if I am able to stop for a moment, accept what is happening in me, I don't suppress it, or immediately express it, I observe it and describe what is happening, and then I might make decision to not react and just let it pass
- Also with having mindful approach, I am not striving for any goal, I am just letting happen what is just happening in me, without pursuing any wished state of mind.

To be mindful (and we do not mean here to be always mindful as a perfect image of it, but as an ability to slowly step by step increase our ability to be mindful in our daily lives)

- is to be aware
- is to be in the present moment (and aware of it however distressing it may be)
- is to bring us closer to difficulties but without becoming caught up in our reactions to difficulties
- is to be able to interfere automatic cycles of association between thoughts, emotions, and behaviour (especially those which are very func-

tional for us)

- is to be settling into our current experience in a relaxed, alert, open-hearted way
- is to realize that my emotions and thoughts are coming and then leaving. What is happening in me is just my emotion and thought and nothing more. It is to realize that my thoughts and emotions do not necessarily follow the reality.
- is not about achieving a different state of mind (striving for it)

Formal / Non-Formal Mindfulness

- Formal practice -> daily practice of meditations
- Non-formal practice -> any small mindful activity we can do anytime and anywhere – e.g. while I am walking, I mindfully observe the world around, any stimulus which comes to me.

What is mindfulness helping to develop if we practice it?

- Attention: Every mindful activity is stretching our attention and our ability to discriminate, to distribute and to move attention – to make it more flexible. We are slowly gaining more control over our attention. The attention will always wander, but we can learn how to react on it differently and therefore consciously manage this situation better than before.
- Emotions: Practicing Mindfulness reinforces the development of emotional intelligence and emotional regulation. Acceptance and observing/description of the flow of emotions, followed by flexible and context fixed reactions -> better adaptation in the living (the pain is staying, but the negative experience is decreased). With observing approach towards our emotion we grow a bit of distance from the emotion (=we step a bit aside) but we still stay connected (yet not consumed by the emotion)
- Observing and describing – the stop moment
- Staying/sitting with our inner experience – meditation
- Cognition: Practicing Mindfulness reinforces the development of flexible thinking – awareness of more aspects, not getting caught in automatic reactions. We are then able to incorporate new information, we are more open and ready to question what we feel certain (although it might not be following fully the reality).
- Awareness of body: Practicing Mindfulness reinforces the connection with body = growing the connection with ourselves. Being aware of body sensa-

tions is the same important as being aware of our emotions and thoughts
Relationships with others: All the previous benefits kind of touch
also our interpersonal life.

SCHOOL CONTEXT:

NOT TO DO

- Although it may be tempting to use mindfulness as a disciplinary tool, mindfulness should not be used to demand certain behaviour. It inherently includes the quality of acceptance.
- Also do not present the daily practice as magical, exciting and immediately uplifting.

TO DO

- Have your own mindfulness practice. This will make you more effective at teaching mindfulness. We can only offer what we have developed ourselves.
- Be honest about your own experience: If you practice mindfulness, acknowledge that you have some experiential familiarity with the techniques. If you aren't a practitioner, 'fess up -- neither are your students, so you'll learn together. As long as everyone understands the situation, that's just fine, just avoid letting them believe you really know what you're talking about if you don't.
- Model what you teach. Your presence in the classroom is more important than any specific instructions you can offer.
- Choose a time for mindfulness. We are creatures of habit! Try to always practice mindfulness at the same time. Many teachers find mindfulness helps their class settle down after recess or after lunch. Of course, you may do it more than once a day.
- You share. Because children respond well when we relay our own experiences, you can share with the students if, how, and when you are using mindfulness in your life. If you share a recent story of when you were overcome with emotion or used mindfulness to help you deal with an emotion, they can hear how it is applied.

- They share. Many young students like to share what they've noticed or experienced during mindfulness, or maybe something that was challenging or distracting. Sharing also allows others to be aware of things to notice while practicing mindfulness that they may not have heard otherwise.
- Practice every day. The sooner you begin integrating mindfulness exercises into your daily classroom routine, even for just a minute at a time, the quicker it will become a part of the classroom culture.

Self-expression through Arts

Duration: 3 hours

Learning objectives:

- to create a safe environment for an individual process of self-expressing and exploring in a group setting;
- to bring participants closer to their authentic self;

Methodology:

Intro - Few words for welcoming the group

Name & Intention - Space for everyone to say their names and share the intention that they are having for this workshop.

Mandala drawing - an exercise for loosening up and letting go of whatever is taking us away from the present moment, focusing and immersing into a calmer and present state of mind.

Dancing - Authentic movement on a deep emotional music, letting the body to move the way it wants to move, expressing the emotions that need to be expressed through the body.

Drawing - Deepening the process through drawing, giving shape to the inner images, memories and emotions that came out in the dancing.

Poetry - Letting the words to come out, could be a poem inspired by the drawing, so that the whole process could be seen from a different perspective.

Sharing in pairs - A space for ventilation, sharing the experience with others.

Debrief - A space for discoveries and learning outcomes.

Instructions:

Intro

Welcome the group and sit in a circle.

“We usually try to understand what is going on inside of us through commu-

nication and talking with people and at the same time there are also other ways of self-exploration that are often left behind. What about arts. What is art? It is something that all of us can do, no matter what anybody told us in the past. And it is not necessary to be a professional artist in order to create arts. Arts such as play are natural way of spontaneous expression and are not about how good the final outcome is, but about the proces - how you feel while doing it and what does it reveal to you. Therefore arts are used in therapy and in many other mental health workshops and activities, but you can also do it by yourself anytime you feel like. In this workshop we want to address the different art modalities combined with therapeutical approach and help you to explore yourself through them. In the next few hours we are going create space for a process of self-exploration and expression by doing Mandala, Dancing, Drawing and Poetry, at the end we will finish with a sharing of how this experience was for you.”

Present yourselves (the facilitators), your background and why are you doing this workshop.

Name & Intention

A space for the participants to say their names and express why they came, what their intention for this workshop is, what are their expectations. It can be in a row, or in a popcorn style - everyone shares when they want to without specific order.

Mandala drawing

“A mandala is a Sanskrit term for a geometric pattern that represents the cosmos, a microcosm of the universe. The origin of a sacred geometry mandala is the center, the “seed”. The center is visualized as the essence and the circumference as grasping, thus mandala means grasping the essence. So, find a piece of paper and your colored pencils and prepare yourself for making your own unique mandala:

First, draw a circle. A compass or something round (like a bowl) will help you to do it.

Find the centre of your mandala.

Get the motifs you want to use (the patterns)

Keep your mandala symmetrical

Start drawing inside the circle and if you want on the periphery of the circle.

When finishing with the lines, fill in with colour your mandala

Enjoy the process!”



Dancing

Create a room with enough space for all the participants. You can use mats (in order to allocate personal space for each dancer). The floor should be comfortable for dancing barefoot or lying down (wooden floor, carpet etc.). Use suitable audio system.

Invite people to wear comfortable clothes; to dance barefoot and to relax. Give instruction about the practice. Choose music that is suitable for authentic dance movement like ecstatic dance music, or you can check out the practice - 5 rhythms dance. You may introduce following guidelines:

1. Move however you wish
2. No talking on the dance floor
3. Respect yourself and one another
4. Ecstatic Dance is a Drug & Alcohol Free Space
5. Refrain from photos, video, shoes & scents.

Drawing

“Draw or paint your emotions. In this exercise, you'll focus entirely on painting what you're feeling, or what emerges from you in this moment. You can use whatever materials you feel like. Remember that the focus is on the process, not the product - the final outcome.”

Poetry

In this exercise a very simple technique for poetry writing is used, which is taken from the book “The Expressive Arts Activity Book: A Resource for Professionals” written by Suzanne Darley and Wende Heath. The poem contains 5 lines, you can either write them on a flipchart paper or read them one by one and wait for the participants to come up with the words for the lines and write them down:

First line: one noun that addresses the topic of the poem (a subject and a title);

Second line: two adjectives that are describing the subject.

Third line: three verbs in the present time (describe something the subject does or action related to the subject)

Fourth line: a sentence or phrase of four to six words describing a sense or complementing the subject's description. This is a good place for comparisons and metaphors)

Fifth line: one or two words that give a new name to the poem (synonym) or place the pointer

Sharing in pairs

Invite them to divide in pairs and share with the other what they have experienced.

Debriefing questions:

- How do you feel?
- How was to express yourself through different forms of art?
- What was the most pleasant moment for you?
- What was the most challenging moment for you?
- What did you discovered about yourself?
- How would you apply something that you learned here in your lives?

Materials:

- Papers, markers, pens, crayons, pastels, paints, drawing materials, pens, speaker

Source and more details:

<https://learningforchange.net/wp-content/uploads/2018/06/Manual-ACHIEVE-EN-online-1.pdf>



**“...BY THE ARTISTS,
WITH LOVE.”**

This is a program of 3 workshops based on famous artists' lives and art styles, and touching mental health topics through non-formal activities. It is thought for general public, who have a basic interest in art history and are willing to explore their inner selves. The workshops are connected by the closing and evaluating activities in the third workshop, and by having all a similar structure, but they can easily be separated and thought as single workshops.

Matisse, the happy artist who drew with scissors

Duration: 2h 20min

Learning objectives:

At the end of the workshop, the participants will be able to:

- Feel comfortable with each other, the space we are using and the methodology
- Briefly talk about basic points of Henri Matisse's artistic life, and recognize some of his most relevant artworks
- Recognize what is happiness for them, what makes them happy
- Briefly describe the basic characteristics and elements of the decoupage technique
- Express their creativity through the decoupage
- Tell how this method suits them

Methodology:

Introduction: 2'

Introduction of the facilitator, and of all the set of workshops, the aim, the structure,...

odranoel - name game: 10'

Game aiming at getting the participants to know each other's name through fun, it will also boost their attention.

odranoel - energizer: 7'

Energizing game, meant to get the participants to be comfortable with each other and the space we are using.

Gouache on paper: 30'

Ice-breaking activity aiming at getting the participants to know each other better and create connections, while getting comfortable with the method-

ology and mediums of the program.

Introduction to Matisse 10'

Theoretical introduction to the artist, giving informations about his life, his artistic development and style, and his importance in art-history.

Matisse: the artist of happiness. 15'

This guided meditation introduces the mental health topic of this workshop: happiness. The participants will connect with concrete images related with their own happiness, which will help their imagination for the next creative activities.

Scissor drawing 10'

The objective of this activity is to boost the creativity of the participants, who are invited to freely explore the cut-outs technique, without many further instructions. They will also use some images that arose during the meditation.

Composition 30'

This activity is continuing the process of creative experimentation of Matisse's technique, adding the task of finding a meaning behind their work, which aims at reconnecting them with the topic of happiness, and exploring it further.

Discussion in pairs about this activity 15'

Answering to given questions in pairs, the participants will hear others' interpretations of their work, share what is their message, and through discussion they can find out new insights on what is happiness for them and learn something new about themselves.

Debriefing 7'

Closing: 3'

Closing activity, giving the participants the opportunity to make both a physical and mental note of something they learnt and experienced in the workshop, and also to let the facilitator know what's their attitude towards the next workshops.

Instructions:

Introduction:

The facilitator introduces him/herself: name, nationality, project, organization where volunteering; and the program: "...by the artists, with love."

It will consist of 3 workshops during which we will discover a bit about some influential artists of the past, as well as our-selves. At the end of this project you will have gained some basic knowledge about 3 artists, explored a few art styles and techniques, and found out which one of them suits better your personality and the things you need to express the most!

I'm going to take pictures which I might post on the FB page, so please let me know if somebody doesn't want to be photographed

The first part of today's workshop will have some activities to get more connected in the group and with the space we're using. After that we'll approach the first artist and art style of this program, which is Henri Matisse.

odranoel - name game:

Can you guess what "odranoel" is backwards? Leonardo!

Leonardo Da Vinci is one of the most important personalities in art history, and he contributed in so many different fields that he is considered a genius. One interesting thing about him is that he used to write things in mirror-image cursive in his notebooks... Starting from this, I propose you this very simple name game:

Every one of us will say his/her name backwards, and the others will try to say the actual name as quickly as possible (if you already know the person, try to give the chance to the others to guess)

odranoel - energizer:

Now that we mastered the skill of talking backwards... what would you think about going next level by even doing things backwards?

I will tell you some actions, and you will try doing them backwards!

- Walk randomly in the room (walk backwards)
- Enact your favorite hobby

- Stand up (sit down)
 - Clap your hands
 - Brush your hair
 - Sit down (stand up)
 - Walk randomly in the room (walk backwards)
 - Break the circle (form the circle)
- Great! Now you can start doing things normally again.

Gouache on paper:

We need to paint these big papers in different colors, each paper of one plain color. Here you have one flipchart and one color each 2 of you: please, stay on the short border of the flipchart, facing each other. This is row A, this is row B.

Your task is to paint the flipchart you have in front completely and plain. And while doing this, you will talk with the person you have in front, answering a question I will ask.

When you'll hear this sound (after 5 minutes), stop talking. I'll tell to one line to shift seat, and you'll be asked a new question with your new partner.

At the end of this activity we'll need the flipchart to be completely colored, so don't forget to keep painting while answering the questions!

If you feel more comfortable with answering in Romanian you are free to do so!

Questions:

- What brought you to this program? [line A, move to the right]
- What is a big passion you have? [line B, move to the right]
- What form of art is the most present in your life, and how? [line B to the right]
- When did you feel thankful towards yourself? [line A to the right]
- What makes you happy?

Introduction to Matisse

Let's sit in a circle. So, what we did until now was to get a bit more familiar with each other and with the space and mediums we're using,... and now we can start with a short introduction to the artist of today ...which is Henri Matisse.

- [Showing the picture of Henri Matisse]

Henri Matisse (1869-1954) was a French artist of the 20th century, as important as Pablo Picasso for his innovations in art history.

- [Showing: Luxe, Calme, et Volupte (1904-05)]

He started his artistic career as a post-impressionist, so following the path opened by artists like Monet, Degas, Renoir... (have you ever heard of them?)

- [Showing: The Woman with a Hat (1905)]

He became the leader of the French expressionist movement, called the Fauvisme. This name was firstly given to the group as an insult, because “fauve” in French means “wild animal” and it refers to the violence of the colors these artists used, in contrast with the harmony of classical and academic art.

- [La Danse (1910)] ... In fact, all through his career, Matisse used color as the foundation for expressive, decorative, and often monumental paintings.

- [Joy of Life (Le Bonheur de Vivre) (1905-06)]

His vision of art was of something that could bring happiness to the viewer, something pleasing and soothing, “like a good armchair that provides relaxation from fatigue.”

- [The clown (from the illustrated book Jazz – 1947)] In his later years, while the second world war was devastating the world and the souls of people, the art of Matisse was still speaking up for the human right of happiness.

- [Blue Nude (1952)] In the last decade of his life, when he had to start using a wheelchair, he came up with a new technique: the decoupage, in English – the cut outs. [Sorrow of the King (1952)] He painted big pieces of paper with vibrant colors (similar to the ones you did), and then he cut them into shapes and composed them together on the wall, with the help of his assistant. [The parrot and the mermaid (1952)]

- The technique that we’re going to use today, is exactly the decoupage, and we will use it to express what happiness is for us.

- Do you have any question?

Matisse: the artist of happiness.

Before making art, we will connect a bit with our inner-selves and with our happiness.

Find a comfortable position in the room, and close your eyes

[background music for relaxation]

“The question we want to answer, in the next minutes, is “what is happiness for me?”

Try to think: which is a place where you have been very happy, at some point of your life?

Keep your eyes closed, and imagine that you are waking up from a good, nice, deep sleep... and you find yourself in this place.

What is the first thing you see, there? ... And what next? Now you move a bit around, you explore this place, you notice all the details of the things that are there around. You notice the shapes, the colors, the sounds, the movements,... You interact with these things...

Now, a person comes to you. It’s someone that has brought happiness in your life. Who is him / she? ... Look at this person: how is the hair, how are the eyes, what clothes is this person wearing? How are you interacting with each other? Are you smiling? Hugging? Something else?

This person now smiles at you, and tells you something in the ear... “I have a gift for you”

And then he/she gives you the gift, and it’s the best thing you could ever wish for! What is it? What will you do with it? Why do you like it so much?

Now this person hugs you, and I invite you, if you feel like doing it, to actually hug yourself! Feel the love that you have towards yourself. And thank yourself for this.

What is making you happy, right now? What is making you happy at this moment of your life?

And now, answer the question: what is happiness for you?

When you feel so, you can slowly open your eyes.”

Does anybody want to share something about this meditation?

Scissor drawing

What you will do is draw with your scissors, cutting the papers in many various shapes, without previous study or drawing to follow.

You will cut many shapes, and I want you to put them all together in the middle, apart from one, that you will keep with you.

The one-shape to keep with you has to be related with the previous activity. The other paper-cuts can be of any shape, and not necessarily connected with something about today’s workshop: just explore this technique and

free your creativity!

These shapes will be common to everybody, and we will use them later to create the final Matisse artwork, so cut them thinking that they are for the others, not for yourself!

The paper-cuts can resemble real things or have abstract shapes.

You can try to cut the paper in a way that you will have 2 shapes out of one cut. (Negatives)

Experiment the action of drawing with scissor, without thinking about further applications.

If you feel like redoing the same shape several times you can, maybe trying to adjust it with some small differences and explore it, or you can just free your imagination and always push yourself to do something completely different from the previous paper-cut.

The point of this activity: Experimenting the technique, self-expression in creativity

[Background music, that doesn't influence them.]

Composition

Now, you can use this marvelous amount of paper-cuts to create your final Matisse work, sticking the ones you like on these sheets and incorporating your ONE shape as well.

Try to give it a meaning, a message, or maybe a story... it can be whatever, just something you feel you want to communicate to others, it could be something that talks about you, but not necessarily.

Try to use the negatives, overlap papers, play with the composition: think about how the shapes you put together interact with each other, what are the relations you are creating between the shapes and the colors? What is the role of your ONE shape? Remember that also the empties can have their role.

If you have any overhanging papers you can later cut the edges.

(when the time is almost up) Think of a title for your artwork.

Sign your artwork.

Discussion in pairs about this activity

Sit in pairs (with your artworks) and talk together about at least 3 of the



points you find on these papers. You have 15 minutes.

[Printed questions:

- Show your artwork to each other, and tell the title you gave.
- Try to tell your interpretation of the other's artwork. How does it make you feel? What ideas does it bring to your mind? What story/message?
- Both of you say what is the message/meaning of your own artwork?
- Which is your ONE shape? What does it represent?
- What are the choices you made when sticking the papers in this way?
- Are in these two artworks some shapes that you 2 cut? Choose 2 of them each, and explain what brought you to cut them that way. Then, who had them in his/her composition, say what made you want to use it.]

Debriefing questions:

- What did we do today? Can we make a fast recap of all we did since the moment we entered the room?
- How did you feel during this workshop? What made you feel that way? (everybody)
- Did you find some challenges during the workshop? What was it and how was it challenging?
- What have you learnt new about yourself? How will this help you in the future?
- At what level did you feel expressed through the decoupage technique?
- Do you think the decoupage suits you as an art style? How/why?

Closing: Post-its.

Here you have post-its/cut-outs, and 2 boxes/jars

On some post-its/cut outs write a small message for yourself. It can be whatever that now you feel that you would like to tell yourself... sign it "from YOUR NAME, with love" -> and put these on the box/jar X.

(After some time) on other post-its/cut outs, instead, I invite you to write some feedbacks about this workshop. Both positive and constructive ones, and also if you have any suggestions to make it better, or expectations about the next workshops. Here there are some examples of what you can evaluate -> and put these on the box/jar Y

You can take as many post-its/cut-outs as you want

Materials:

- Something to make a sound when it's time to switch pair
- Printed pictures to be shown during the intro about Matisse
- Already painted papers, colored papers & a few extra cut-outs ...
- White flipcharts to paint (half the number of participants=6)
- White papers (half-flipchart size) (one each participant)
- Paint, Brushes, Scissors, Glue, Pens
- Printed questions for the activity in pairs
- 2 Boxes/jars for closing activity
- Examples of what to evaluate in the closing
- Post-its / cut-outs for the closing activity
- Speaker (with already selected music)



Pollock and the (recoll)action painting

Duration: 2 hours

Learning objectives:

Objectives: At the end of the workshop, the participants will...

- know basic information about Jackson Pollock and the Action Painting
- be able to recognize their fears towards the future
- be able to recognize the skills and strengths they have that can help them facing the future
- have some insights of how to shape the uncertain parts of their future
- be able to use sensory association as a tool for remembering events and feeling pleasant emotions
- be able to use the Action Painting as a tool for expressing their emotions through colors and actions

Methodology:

Introduction 5'

Welcoming of the participants and brief introduction to the workshop.

Emotional statues 10'

Ice-breaking activity meant to energize the participants, get them active and ready for expression and connection with emotions.

Dance on Jazz: 10'

Energizer, meant to free the minds of the participants and prepare them for self-expression.

Blank sheet (with short debriefing): 10'

Activity aiming at introducing the topic of future and the uncertainty it brings, and the feelings related with it. It is connected with Jackson Pollock's life and art.

Facing the blank space: 25'

A series of short meditation exercises alternated with small practical tasks (drawing, writing), meant to deepen the topic of uncertainty in future and choice-making challenges.

Introduction to Pollock: 10'

Theoretical introduction to the artist, giving informations about his life, his artistic development and style, and his importance in art-history.

Zip: 2'

Short activity to ease the tension after the first, more intense, part of the workshop and preparing for the next part.

Colors-event: 25'

Activity in which the participants try the Action Painting style, and use it as a tool for recalling memories.

Emotion-color-gesture: 2'

Activity in which, again through the Action Painting, the participants connect with their emotions and express them.

Freestyle: 7'

In this activity the participants are free to fully experiment the Action Painting and express without limitation or specific tasks, so that they can ease the tension once more and close the artistic process.

Debriefing: 10'

Closing: 3'

Closing activity, giving the participants the opportunity to make both a physical and mental note of something they learnt and experienced in the workshop.

Instructions:

Introduction

Today's workshop will have 2 main topics, which are future and expression of emotions, all of this coming from the life and art of Jackson Pollock, which I will introduce at about half of this session. We will start with a bit of exercising and ice-breaking activity...

Emotional statuses

Walk through the room randomly, move your body a bit. Scroll away all the tension, stress, tiredness. Leave all your thoughts outside and try to get connected with your body. Feeling each part of it.

While you will keep moving and walking around, I'll say some words, and you have to enact them in a statue that represents it.

Words: be happiness, be anger, be victory, be boredom, be peace, be frustration, be freedom, be self-love, be joy, be enthusiasm, be grief, be water, be music...

[I play the music: "Sing Sing Sing" by Benny Goodman]

Dance on Jazz

... and now dance!

Listen to this music, and move in the way it suggest you. Move around the room, and forget about the workshop, just free your mind and follow the music!

Dance at the song, shake your body, close your eyes and pay attention on how this music makes you want to move!

I invite you to try dancing also with a partner, change partners, act the instruments that you hear, have fun!

Blank sheet (with short debriefing)

Sit down, and write. [They will ask what, where, how,... all the facilitator says is "write". No music. This will last some minutes, until it gets a bit annoying, and maybe somebody starts actually writing something].

Ok, now you can take a paper each, and use the medium you prefer to draw the emotions you were feeling in the last minutes, since the moment we sat down!

Pay attentions to the shifts and changes that may have happened in your emotions.

You have 5 minutes, so be symbolic, no need to make a great artwork.

Small debrief / explanation

What are the emotions that you painted? What caused them?

Are there moments in life when we encounter similar situations and emotions?

The idea behind this small activity came to me from an event in Jackson Pollock's life.

He was commissioned a huge and very important painting. He was given full freedom for the choice of subject, the only request was the immense size, meant to cover an entire wall.

He intended to have the painting done by November, but as the time approached, the canvas was untouched. The commissioner began to pressure him. Pollock spent weeks staring at the blank canvas, complaining to friends that he was "blocked," and seeming to become both obsessed and depressed. Finally, he painted the entire canvas in one frenetic burst of energy around New Year's Day.

I saw this as a metaphor of those moments when we need to make some life decisions and we look at the future as to a big blank space that we have to fill in, and we don't know where to start.

Have you faced, or are you facing now, something similar?

Facing the blank space

[Everybody has a big and a small paper (divided in 3 parts by 2 lines) in front of them]

Put the smaller paper on a side and take the big one in front of you.

We will do a kind of "creative meditation" to reflect about this topic of the future and of the blank space...I will alternate moments in which I'll read you some things to reflect on, and other moments in which you will receive instructions for drawing something.

Please, try to be silent, follow the process as much as you can, and if you don't feel comfortable with it it's ok, don't do it, but please keep the silence to let the others concentrate.

- 1st part

Close your eyes.

What is still a blank space in your future? Try to think of something which opens to many different possibilities and you still don't know how it will be. What are your emotions towards it? Are they similar to the ones you painted before? Are they different? Do you have some fears connected with it?

If these emotions would have a shape, what would it be?

Whenever you are ready, open your eyes

I invite you to try to draw this shape in the paper of the person on your left.

The meaning of it doesn't need to be clear to the others, and what you draw should have very simple and general shapes, without details.

- 2nd part

Get back at your place, and again close your eyes.

Imagine yourself having a great strong power

Feel this powerful energy running through your veins, inside of you.

You have great strengths, and skills, which will help you facing this blank space.

What are these strengths? What are these skills?

What shape does this flow of energy have?

Open your eyes

Now, draw another simple abstract shape representing this energy and power, this time on the paper of the person on your right.

- 3rd part

Get again back at your place... and this time don't close your eyes, but observe your paper.

What you have in front is the blank space which you have in your life. But looking better at it, you realize that it is not completely blank... there are some strange shapes.

One of them represents an emotion, maybe a not so happy and easy one, maybe a fear,... maybe you don't understand exactly what it is, maybe it confuses you, or maybe you have a very clear idea of what is going on

there...

Another shape represents an energy, a power. It represents your skills, your strengths, something that you can use to shape your blank space. Get familiar with that shape and be grateful of having it there.

And now,

use the shapes you have in your paper to make a final drawing. Add lines, connect the shapes, color some parts... see what will come out of it! Anything that you manage to draw out of these shapes is ok.

You have about 5 minutes.

- Ending

Take the smaller piece of paper. As you can see it's divided in 3 parts.

In the middle, describe what is now filling your big paper. Make just a description of what you see. (5min)

In the lower third, write how this can be connected with that part of your future that is still so uncertain. (5min)

And now, give it a title and write it in the upper space.

Introduction to Pollock:

Now we're moving towards the second part of this workshop, so first of all I will make a short introduction about our artist, Jackson Pollock.

- [showing picture of Jackson Pollock - 1912–1956] Jackson Pollock was an American painter of the 20th century, a major figure in abstract expressionist movement.

- In his childhood he was raised to love nature, animals, land, he also started studying art soon, and moved in New York. His first influences were coming from Native American art, Mexican murals, and American regionalism, producing paintings like this one. [showing: Going West, 1934]

- All through his life he was affected by alcoholism, and in 1938 he started a treatment, later also through Jungian psychoanalysis, which as well influenced his art.

- [Showing: Guardians of the Secret – 1943] at this point he was still influenced by Native Americans and Mexican art, but new inspirations were as well coming from the new European Modern artists, like Picasso and Miro, and Jungian mythology.

- Very decisive for his success in the world of art, was his connection with

Peggy Guggenheim, a very important gallerist of modern art both in the USA and in Europe, who gave him occasions to expose his artworks and also commissioned him a painting for the entry hall of her New York apartment. [Mural, 1943]

- This is the big painting we were talking about earlier, that he painted all of a sudden after staring at the empty canvas for more than one month.
- Although there is still some presence of figuration, the overall impact of this painting is that of abstraction and freedom from the restrictions imposed by figures, and for this reason, this painting is important for Pollock's artistic transition in the direction of the dripping technique.
- In 1945 he married Lee Krasner, who was also an artist, and together they moved in a farmhouse, far from the city, where he reconnected with the land and the nature.
- In this period he kept going further in his suppression of recognizable imagery.
- [Full Fathom Five (1947)] And he finally came up with the idea of pouring and dripping paint on the canvas, while positioning it on the floor instead of having it vertical.
- He said that this allowed him to feel closer to his painting, as part of it, being inside of it. [One: Number 31, 1950]
- He moved around the canvas, applying the paint from all sides. He dipped a small stick, house brush or trowel into the paint and then with rapid movements he made it to drip and fall over the surface. The brush did not even need to touch the canvas.
- This technique was called "dripping" or "action painting", and it was soon recognized by critics, making him become very famous, with articles on important magazines, radio interviews,... [Blue Poles (1952)]
- Despite his big success, he kept having troubles with alcoholism, and soon his private life and the relationship with his wife were very affected. He died at the age of 44 in a car accident, while he was driving drunk, injuring his lover and killing her friend, who were in the car with him.
- After his death up until today he has been considered one of the most influential modern artists, thanks to his innovations and research on the themes of complete abstraction and expression of one's unconscious.

Zip: 2'

Get up, walk randomly around the room, scroll yourself, move the legs, the

arms, the hands, the shoulders, the head,... shake out all the stress or the thoughts you might be having right now.

We had a kind of a heavy process up until now.

We connected with some parts of our future and life which may not be so easy to approach, we reflected on some emotions which might not be so pleasant, and we heard the story of a man who faced many problems and died in a quite bad way.

Now try to scroll out all the heavy emotions which you might have got by all of this, and ease your mind again.

From now on we will get a bit more practical and have lighter activities, finally experimenting the action painting ourselves.

More specifically, we will try to use the action painting as a tool for recollecting and expressing emotions, trying to focus on pleasant ones.

If it will be effective, you can use it as a tool in those moments when you feel this kind of heavy emotions, to get yourself more connected with what you're feeling, and also to help yourself feeling pleasant and in peace if you need to.

Colors-event: 25'

Take one color, and think of a specific object of the same color. When I say "specific" I mean that you probably know who owns it, where it is and what makes it different from other similar objects. For example, if I have the yellow, I cannot think of "a lemon", but of "the specific lemon I bought the other day at Mega Image".

Once you have the object in mind, try to think how that object is connected to some experiences you had. For example: "I used that lemon yesterday, when I made some lemon chicken, which was really good".

We will say these things aloud, one at a time. And, from the moment you take one color and start thinking about these things, until you have said the last word, you will use "this" to drip the color on the paper.

Walk around the paper and keep dripping your paint on it, but don't think about what happens on the paper, just focus on your memories.

(After everyone is done) Repeat the activity with other colors, this time more than one at a time and without speaking. I will put some music. [background music].

Emotion-color-gesture: 2'

Now pick one of the memories which aroused through these colors, and focus on the emotion you are feeling now thinking about it or the emotion you were feeling during that experience.

When you have it in mind, chose a color associated with that emotion and drip or throw the paint with a gesture that represents this emotion. The gesture may change in speed, direction, length, quantity of paint you use, place on the sheet, it can be just one gesture or several... You don't need to say anything.

Again you can be more than 1 at a time

Do it several times, with several colors.

Freestyle: 7'

Now, let's put again some jazz, and, as we did at the beginning, let's not think about this workshop anymore, let's free our minds and just listen to the music, and do the movements it inspires us, this time while dripping color on our paper!

You can keep doing it as long as you want, if someone is tired of painting or standing, you can sit and listen to the music.

Debriefing questions:

- Recap the activities we did.
- How did you feel throughout the session?
- At what level did you feel expressed through the action painting?
- Did you discover something new? (Have you discovered something new about yourself?)
- How will you make use of what you experienced today?

Closing: 3'

Take a small paper and write a short message for yourself. It can be whatever that now you feel that you would like to tell yourself... sign it "by YOUR NAME, with love". At the end, fold it and write again your name and date, and put it in this jar.

If you want you can take more than one paper.

Materials:

- 2 normal-sized paper each + 1 small paper each (divided in 3 parts)
- Pens, colored pencils, crayons, markers
- Big sheet of paper
- Big plastic thing to cover the floor
- Paper painting sticks
- Paint
- Plastic glasses
- Music speaker
- Small papers for closing activity
- Jars for closing





Van Gogh, and the power of art for discovering our identity

Duration: 1h 50min

Learning objectives:

At the end of the workshop the participants will:

- have gained knowledge about Vincent Van Gogh's life, art development and role in art history
- have reconnected with their past and connected with their present
- have observed their identity and the changes it faced in time
- have learnt how self-portraying can reveal something about themselves
- have given and received interpretations and feedbacks on the artworks made by the group during the program
- have closed the program being aware of what they gained from it and naming the art style they discovered suits them the best

Methodology:

Introduction: 2'

Welcoming of the participants and brief introduction to the workshop.

"If you were to be _____, what would you be?": 8'

Energizing activity opening the workshop and starting using the topic of identity, which will be present throughout the workshop, in a playful and relaxed way.

Potato and wheat: me of the present, me of the past: 20'

Sharing in pairs, through a set of guided questions, the participants are

going to reflect about their past and present, the changes which occurred in within them in time, and their identity.

Introduction to Van Gogh: 10'

Theoretical introduction to the artist, giving information about his life, his artistic development and style, and his importance in art-history.

Self Portraits: 30'

The participants will continue their reflection on identity and change through portraying themselves, not caring about the outcome but the process and the intentions they put in it.

Debriefing: 10'

(Almost) Closing: 3'

Closing activity, giving the participants the opportunity to make both a physical and mental note of something they learnt and experienced in the workshop.

Exposition of artworks: 10'

This activity is meant to close the whole program, through every participant looking at all the artworks which were created, one by one, and writing down what s/he likes about them and giving interpretations and short motivational messages to the other participants.

Dear Theo 5'

Activity meant to close the personal process of the single participants, by writing a letter to an imaginary brother, telling him about the program and in general about themselves.

Instructions:

Introduction:

It's a calmer workshop, not many activities, it will be more of self-reflection.

“If you were to be _____, what would you be?”:

Stand-up, in a circle.

I'll give to each of you one card, which will have written one word.

That word will complete the question “If you were to be _____, what would you be?”.

One by one you will walk towards one person, looking him/her in the eyes, while asking aloud: “If you were to be _____, what would you be?”.

When you reach each other, you will shake hands, and while shaking hands he will say “I would be _____”; and then you “first guy” will answer with “Oh! And I would be _____!”.

Then the second person will walk towards the next person they want to ask, saying the question aloud -> reach -> shake hands -> listen to the other -> answer to his own.

You don't need to explain your answers, so just go with the first thing you think could answer the question, without reasoning too much on it.

Try to keep eye contact both when you walk and when you shake hands and answer.

We keep it going until everyone has answered.

Cards: animal, color, a letter of the alphabet, a day of the week, a month, an item of clothing, a food, a mobile app, a vegetable, a fruit, a part of the body, a book, a movie, a song, a school subject, a board game...).

Potato and wheat: me of the present, me of the past:

All of you have brought some objects with you (if you didn't, just have in mind what you would have brought).

Sit in pairs, and answer to the questions I will give you

You have 20 minutes in total for this

Questions:

Show your “object of the past” and your “object of the present” to each other, and explain what they are.

How and why do they represent the “you” at that time in the past, and the “you” at the present moment?

How was the “you” of the past?

How are you today?

What has changed?

What makes you who you are?

Introduction to Van Gogh:

- [showing picture of Van Gogh] Vincent Van Gogh was born in 1853 the southern Netherlands, the son of a pastor.

- Until the age of 27 he moved in different places, in the Netherlands, in Belgium, and also in cities like London and Paris, working as a teacher, a preacher, or an art dealer. It was on 1880 that he decided to become an artist.

- He moved around, teaching himself to draw and paint and receiving financial support from his brother Theo.

- [showing: the potatoes eaters, 1885] this is considered the first masterpiece of Van Gogh, although it wasn't considered successful until his death, as most of his art. He painted it while living among the peasants in Nuenen in the Netherlands. He strove to depict the people and their lives truthfully, rendering the living conditions of the peasants also through the way of painting and of choosing the colors and the shapes.

- In 1886, Van Gogh joined Theo in Paris, and met many artists including Degas, Toulouse-Lautrec, Pissarro and Gauguin, with whom he became friends. His style changed significantly under the influence of Impressionism, becoming lighter and brighter. [self portrait with hat] In this period he also got influenced by Japanese art, which spread in Europe in that time.

- He painted a large number of self-portraits in this period. [self portrait]

- In 1888, Van Gogh moved to Provence in southern France, where he painted his famous series 'Sunflowers'. [sunflowers] He invited Gauguin to join him in the “yellow house” but they soon began to quarrel and one night, Van Gogh threatened Gauguin with a razor. Deeply remorseful he then cut off part of his own ear.

- This action was symptomatic of his increasing mental imbalance. He voluntarily joined a lunatic asylum where he would spend time on and off until his death in 1890.

- It was during these last two years of his life that Van Gogh was at his most productive as a painter. For example, the famous Starry Night is from this

period. [starry night] He developed a style of painting that was quick and rapid – leaving no time for contemplation and thought. He painted with quick movements of the brush and drew increasingly avant-garde style shapes – foreshadowing modern art and its abstract style. He felt an overwhelming need and desire to paint. [Wheat-Field-with-Crows]

- One day, while he was painting, he shot himself and died few days later.

Self Portraits:

As you can see I put many pictures of his self-portraits, and indeed Van Gogh painted over 30 self-portraits in just 3 years of his artistic career. He was doing it as a means for self-discovery and somehow recovery from his mental issues. He used colors according to the emotions he wanted to express and depict, and the brush strokes as well are not according to nature, but just a tool for expressing what is inside nature, what is in his deep self. This is what I invite you to do, as well, in the next 30 minutes.

Keep your 2 objects, and take 2 sheets (there are different dimensions) on which you will make 2 portraits: related to the time of the object).

You can choose the mediums you prefer.

They don't have to be good paintings. They don't have to resemble Van Gogh's style (or anyone else's).

They don't need to be close to reality. You can use unnatural colors, and make unnatural shapes.

The purpose of this is portraying who you feel you were then, and who you feel you are now.

It's up to you if you want to portray yourself by memory, or if you want to use the mirror you brought or the front camera on your mobile.

If you prefer to focus more on just one of the 2 paintings it's ok, you're free to make only one.

You have about 30 minutes for this activity, I will tell you when the first 15 minutes will be over.

Sign your artworks.

Debriefing questions:

- What did we do? How did you feel? What have you learnt?
- At what level did you feel expressed through this workshop?

(Almost) Closing:

Take a small paper and write a short message for yourself. It can be whatever that now you feel that you would like to tell yourself... sign it "by YOUR NAME, with love". At the end, fold it and write again your name and date, and put it in this jar.

If you want you can take more than one paper.

- Exposition of artworks:

The artworks from all the workshops are exposed around the room.

Walk around, look at the artworks.

Take as many post its as you want, and write at least one positive message for each of the artworks.

You can write something that you like about it, what it makes you feel like, what metaphors it suggests you, or even something personal for the artist, according to what you have learnt about him/her through these workshops.

Do it for the other's artworks as well as for yours!.

In the Pollock you can write also some messages for all of us as a group.

- Dear Theo:

I invite you to write a letter to an imaginary brother, "Theo." This is personal: we won't share it with the others and you will keep it with you at the end of the workshop.

Write about the different styles you have experimented during this set of workshops, and tell Theo how you feel about them and how you got influenced by them.

Write what you learned or discovered new about yourself, and how you will use this learning in the future.

You can also ask this “Theo” for help in some way, as Vincent did so often. Share with him what is affecting you emotionally the most in this moment of life.

Include one or few sketches

You can use the post-its from the jar that we filled in the previous days to help you, if you want.

Materials:

Cards for “If you were to be _____, what would you be?”

Questions for the potato and wheat activity

Printed things for the introduction

Paint, pastels, markers, watercolors, brushes, oil pastels, crayons, scissors, glue, pens

- Colored papers, white papers
- Post-its for closing
- Jar for closing
- Papers for the letter
- Speaker & music
- Artworks from the other workshops, with names.

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With the support of:

Minte Forte Association

Material done through **Erasmus+** funds,
as a result of **EVS Project**
no. 2018-2-RO01-KA125-049905

