

Stay Sane

Erasmus+ Training course
13. - 22.8.2021
Šaštín-Stráže, Slovakia



Erasmus+

"Stay Sane" is a training course designed to help youth workers to really stay sane, prevent occupational burnout and its effects in forms of depression or anxiety. Our aim is to show youth workers how to care about themselves, their mental health, how to prioritise their health from other tasks and how to teach it to the youth they work with.

Workshops in this booklet were created by participants of training course Stay Sane which took place in Šaštín-Stráže, Slovakia from 13th to 22nd of August 2021.

This training course was created and let by trainers Filip Kňážek and Monika Zajíčková.

This booklet is meant to be shared between youth workers and workers in helping professions to support them in their work.



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If you are interested to find out more, go to website:

https://ec.europa.eu/programmes/erasmus-plus/about_en.

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Story of Abigail

Author: Abhilash Dengu

Objectives: Evaluate the exercise in plenary by discussing the similarities and differences between them.

Preparation time: 10 Min

Duration: 20 Min

Group size: 8

Participants' age: 24-30

Materials: The sitting place, story paper, pen and light.

| What | Why | How | Time |
|---|--|--|------|
| Rank the Characters! | To find the best and worst | Depends on their behavior. | 2min |
| Discuss details about how they perceive the behavior of Characters! | To evaluate their Ranks. | The feel carried out through the story. | 2min |
| Make their ranking on basis of which grounds? | Don't characters have the differences in their behavior. | Could they decide what was good and what was bad behavior. | 2min |
| Then look at where we learned what is good and what is bad! | To get to know the opinions. | About what we have in common and which makes us different. | 4min |

Imagins and words

Author: Andrea Porceddu

Objectives: Realize how personal can be the interpretation of feelings/emotions

Preparation time: Is related to the number of participants but is just to cut paper. Maybe 20 minutes

Duration: 15/20 minutes

Group size: maybe not more than 7/8 Participants age: no limit

Materials: Pieces of paper with feelings or emotions written on it. Try to not use similar or too much difficult ones. At least two big pieces of paper (like half A4 paper) for participant and at least two little pieces of paper (like 1/8 A4 paper) for participant. Coloured pencils, markers, crayons or whatever you can provide to draw. Speakers if you want put some nature sounds during all the workshop.

Placeholders with numbers from 1 to the number of participants.

| What | Why | How | Time |
|---|---|--|-----------|
| Give to each person a card with emotion | Because like that everyone will have different emotion card | Randomly | 1' |
| Draw the word | | Every person watches just the personal card then goes to sit in a different placeholder place, leave the card on a side covered and they have to draw the "meaning" of the word on one of the big pieces of paper. When the time is over, each of the participant have to fold two times the paper and leave it in front of the placeholder. | 4' max |
| Change place | So, the next person doesn't know the first word | Everyone moves to the next placeholder. 1->2 5->6 | 30' |
| Write the word | | Now every person watches the drawing and have to write on the small piece of paper which emotion | 2' max |

| | | | |
|--|--|---|-----------|
| | | transmit the drawing. when the time is over, eachof the participant have to refold the drawing and leave on one side, then fold the paper with the word and leave it in front of the place holder | |
| Change place and repeat | | Everyone moves to the next placeholder and repeat the drawing point | 4' max |
| Change place and repeat | | Everyone moves to the next placeholder and repeatthe word point | 2' max |
| Return to the first place and check the word | | Everyone return to the personal start placeholder, open the little piece of paper with the word and check if is the same assigned at the beginning. | 1' |
| Considerations | | It is possible to open all the pieces of paper to seeand share the evolutions and different/personal interpretations/reinterpretation of emotions. | 5' |

Suggestions: if there is more time is possible to do more shifts to draw/write more times

Art Therapy

Author: Eva Dzurjakova

Objectives: stress relief, self-expression via creative process, understanding emotional state and individual challenges

Preparation time: 20 min

Duration: 40 min

Group size: 10

Participants' age: 16+

Materials: paper, crayons, colour pencil, collage, scissors, natural object (etc. from the forest)

Description:

Follow following steps:

- short introduction to art therapy, its purpose
- listing the topics: e.g., work stress / family life / relationships / self-development
- ground rules: not interrupting others, respecting individual process
- sharing questions and quotes:
 - If stress could be depicted, how would it look?*
 - What would stress look like in my drawing?*
 - My current emotion/ state of mind*
- or Rumi quotes - spirituality, self-exploration:
 - As you start to walk on the way, the way appears.*
 - What you seek, is seeking you.*
 - The wound is the place where the light enters you.*
 - Run from what is comfortable. Forget safety. Live where you fear to live.*
 - Destroy your reputation.*
 - You are not a drop in the ocean. You are the entire ocean in a drop.*
 - Do not grieve. Anything you lose comes around in another form.*
 - This is a subtle truth. Whatever you love, you are.*
- once why and what is clear to participants, they start their creation, ideally deeply focused on the topic and question/quote they are interested in
- they are given 30 minutes for individual creation, using the available materials
- discussion and analysis – do it one by one within the group
- followed by group discussion: effects and experience.

Breathing control and relax exercises

Author: Áurea Araújo

Objectives: control your breath and relax

Preparation time: 5 min

Duration: 10 min

Group size: any size

Participants' age: any age

Materials: no materials

| What | Why | How | Time |
|---------------------------|---|--|----------|
| Hold your breath exercise | To practice the way you breath | Breath in while you go down with your arms, hold your breath and then breath out while you come up. | 5 times |
| Tired dog breathing | To relax by breathing | Pretend you are a dog, by putting your tongue out and put your shoulders and back to your back, and relax them. After that, breath very fast like dog when is tired. | 5 times |
| Belly exercise | To control your breathing, and relax your jaw while singing | Put out your belly, while holding it. Then, breath in 3 times fast, hold your breath, and exhale your breath while singing. | 5 times |
| Belly exercise 2 | To control your breathing, and relax your jaw while singing | Put out your belly but breath through it, not for your lungs. Then, hold your belly and make pressure while you exhale your breath. | 5 times |
| Breathing exercise | To end the exercise | Breath in and out for a minute | 1 minute |

Expressing the emotions

Author: Carolina

Objectives: finding the positive side in useless things

Preparation time: 10min or less, you just need to decide the “useless examples” and write on small pieces of paper.

Duration: 15 minutes

Group size: no limit

Participants’ age: any

Materials: pen and paper

| What | Why | How | Time |
|--|--|--|-------|
| Each participant/pair chooses a paper | They choose papers with useless things/objects they will work with | They randomly choose a paper from a bag or something where the various papers you wrote are. | 1 min |
| Each participant/pair thinks how find useful use for the objects they chose | They will have to sell this object to others | Alone or in pairs, think about how the useless object/thing can be used in a smart way, how it will convince other participants to buy | 5 min |
| The various participants or pairs present their ideas and try to sell the "new" products to the others | | Using creativity and discussing with the partner. | 5 min |

Suggestions: Instead of using more random themes, it can be applied to real situations like losing a job, someone's death, having to move house ...

The desire letter

Author: Daria Kononenko

Objectives: get the life guidance through the desires manifestation

Preparation time: 15 minutes

Duration: unlimited

Group size: unlimited

Participants' age: unlimited

Materials: papers, pens/pencils

| What | Why | How | Time |
|--------------|---|--|-----------|
| Introduction | For the participants to get to know the principle of desire manifestation | Short introduction of what we're about to do and why it's beneficial (to settle the thoughts down, verbalize the desires, make them more powerful and meaningful, separate what you want to do from what others what you to do, as a reminder of what you should focus on daily to get to the point you describe) | 3 min. |
| Explanation | For the participants to follow the mechanics for a better result | Introduce the core principles of desire manifestation. First off, choosing the areas of life they want to focus on (diverse; from relationships and health to traveling and fame). Second, explain the basic rules: <ol style="list-style-type: none">1. Use I-language2. Use Present Tense (for life-long desires as if you already achieved it) or Past Tense (for non-repeating actions as if you already experienced it)3. Include feelings/emotions you might have while achieving what you want. It helps your body and mind to memorize a pleasant feeling so that the mind unconsciously looks for options to feel it again and not perceive it as a terrifying unknown.4. Be precise in what you want, give concrete numbers, describe exact people, etc. It helps you to get a better | 5-10 min. |

| | | | |
|--------------------------------|---|--|---|
| | | understanding of exact actions you need to take. | |
| Free space and writing letters | For the participants to complete the task | Let the participants choose the comfortable place in order for them to concentrate on themselves only and write down anything they find important. | Unlimited/ Depends on every single participant |

Suggestions:

The workshop is based on the desire map concept that also includes photos and basically any other art objects that might be helpful in expressing the wishes.

Character strengths assessment

Author: Elmina Damkali

Objectives: Acknowledge your strengths

Preparation time: 5 min

Duration: 30 min

Group size: any

Participants' age: any age

Materials: a laptop, a phone device or a tablet

| What | Why | How | Time |
|--|--|---|----------|
| Explain why this test would be helpful in everyday life. | It is important for everyone who takes the test to know that this assessment is just the beginning of a long process to self-improvement, to know the strengths of your character and not the solution to happiness by itself. | Explain to the whole group. | 3 min |
| Sharing the link | | https://www.viacharacter.org/survey/account/register | 1 min |
| Register in the site | Otherwise, participants won't be able to take the test. | Everyone individually. | 2 -5 min |
| Taking the test | | | 15 min |
| Last but not least each participant needs to understand that the how to apply those strengths practically in their everyday life depends on themselves. Only ourselves know the answer of how. | It is important not to have very high expectations from a test. | | 5 min |

The story of Abigail and Tom

Author: Fabio Meazza

Objectives: it could be used in different context, depending on where facilitators want to address the debriefing (the following topics could be combined): conflict management introduction; reflection on different point of views/values; introduction to interculturality; detection of participants' roles inside of a team; team-work under pressure in a stressful situation.

Preparation time: Time needed to learn the story and/or to prepare flipchart and markers or to print and distribute the copies of the story.

Duration: 40/60 minutes, depending on the stress that facilitators want to put in the process. 10/15 minutes of debriefing included.

Group size: minimum 6 participants, up to a larger group of 20/30 pax.

Participants' age: 15+. Adaptations for youngsters or particular groups could be needed.

Materials: No need for materials, but for facilitating the process a flip chart could be used for drawing the story while telling it (+ markers) or it could be written, printed and given to all the participants.

| What | Why | How | Time |
|-------------------|--|--|--------|
| Introduction | For creating the atmosphere | [Storytelling] Ask the participants to sit in a comfortable position and use all your skills as storytellers for letting them feel inside of the story you're going to tell them. | 5' |
| Reading the Story | Participants will have to discuss about the story's characters | [Storytelling + Graphic Facilitation] Read the story of "Abigail and Tom". Better if already known by memory, told with passion (especially for youngsters), facilitated drawing the characters and main elements of the story. It will help them to remember every detail during the next phase. The story could be found on many online platforms (Salto Youth, Intercultural Learning etc.) or Googling it. | 10/15' |
| Personal | For creating a personal ranking of | [Self-reflection] Ask the participants to sit/lay down alone and sort out a personal ranking of | 3' |

| | | | |
|-------------------------|---|---|-------------------|
| Ranking | values/behaviours | the characters from 1 to 5: from the worst to the “less worst”. This phase should be completed without any stress, so wait for everyone. | |
| Working in pairs | For starting to confront participants’ point of views | [Discussion] In pairs, ask participants to sort out a new ranking, shared and agreed by both participants. Make the time clear and stick on it if you want to add the stress/pressure element. In this case, ask them to complete the new lists with at least 2 or 3 agreed ranked characters. | 5’ |
| Working in small groups | Continuing with the open discussion in bigger groups | [Discussion] Same process but with bigger groups (make it exponential and start with groups of 3 or 4 people). Repeat as many times as you want. A nice last phase would be nice to be done with the whole group, entering then into the debriefing phase. | 5’ for each round |
| Debriefing | For making the conclusions out of the experience | [Questions and open discussion] Once finished, look for a few triggering and stimulating questions, depending on which topic you want to address the workshop to. Some general question: “How was it? How did you feel?”; “What if I say to you that all the characters were 13 years old?”; “What if I tell you that Abigail was 45 and Tom 17 + she and Sinbad are divorced + Abigail doesn’t go often to visit her mother etc.?”; “How would you compare what happened during the discussions to real life?” | 10/15’ |

Suggestions:

- Make the story yours, especially if you already know the group or you think some change could be helpful to address the topics you want to talk about. Especially with youngsters, change to details they are familiar with (social media, alcohol, family pressure, friendships etc.)
- Groups could be random but look for heterogeneity (differences in between the participants by gender, culture, age etc.): it will give very interesting results. With youngsters already part of a group (like classmates or friends) it could be tricky due to leading roles, “fellows” and friends inside of it. It is important to ask for complete honesty, motivating them to share their real

point of view and, if needed, separate them.

- The story is really important. Emphasizing the happenings, facilitating with drawings, making it fun and interactive (asking participants to act, for example) could boost the engagement of the group. Keep their attention focused on the story!
- Link to the story: [Abigail's Tale.txt](#)

Future me

Author: Laura

Objectives: make the effort to analyze what is important right now in your life, express your emotions, feelings or goals to your future self and see what happens a year from now

Duration: personal

Group size: individual

Participants' age: any

Materials: internet connection and phone or computer

Description:

Go to this website: <https://www.futureme.org>

Write your e-mail and write a letter for your future you. Within a year you will receive a mail with the letter.

You can write about your feelings and emotions right now; about your goals, either professional or personal ones; about what's alive inside you... so within one year you can compare what are your feelings in that moment and become aware of your progress, evolution, achieved goals...

My needs, your needs

Author: Ivana Popovic

Objectives: expressing values, feelings and needs through art

Preparation time: 5'


Duration: 30'

Group size: any

Participants' age: 10+

Materials: papers (one for each participant) & any kind of colorful pens, pencils, tempera, crayon etc.

| What | Why | How | Time |
|------------------|--|---|------|
| Get comfortable | Make them feel safe | Play some relaxing music and let the participants choose a space to sit where they feel comfortable. | 3' |
| Share materials | Preparation | Let them take a piece of paper and some of the writing implements available. | 2' |
| Create the base | Slowly starting the process | Let them draw a random shape following the flow of their hand, and within that shape underline a smaller shape. | 3' |
| What I need | Reflect on their own values, needs and feelings | Ask them to write the things they seek from the outer world, from the others (eg love, companionship etc.) outside the smaller shape they've underlined. | 5' |
| What I give | Find the intercept points (what I need - what I give) | Now, ask them to write the things they feel they provide the others with, communicate with them that it's okay if the two areas (outside and inside of the shape) have common words. | 5' |
| How do I give it | Realizing that the values we want to be provided with are also the ones we "ought to" provide the others with, too | Ask them to choose one, the most important for them, the one they feel the group of people that surrounds them need the most at that moment and write a sentence in the form of: I create by (e.g. I create love by caring) Give them space to draw their piece of paper, put some more colors and do whatever they want. Lastly, give them time and space to express themselves and their thoughts regarding the | 10' |



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|--|--|---|--|
| | | process, how did they feel, did they realize something they haven't quite thought about, maybe if they feel like they could also share their sentence. Thank your participants. | |
|--|--|---|--|

Suggestions:

Give the participants enough private space.

Different perspectives

Author: Katarina Markovic

Objectives: Change of perspective through photography

Preparation time: 5min

Duration: unlimited

Group size: unlimited

Participants' age: 15+

Materials: phone camera, digital camera, analog camera, etc.

| What | Why | How | Time |
|---|---|---|--|
| Introduction and explanation | The participants get acquainted with the task | Short introduction about why it's important that we try and see ordinary everyday objects from a different perspective. Explain how we are often used to seeing those objects from the same perspective and we don't give much thought to how they might look from some other angle. Explain how it is connected with helping you keep your mind open to how others might feel or think, and how it might look like to be in their shoes. | 2-5min |
| Find a space with different everyday objects, it can be indoors or outdoors | There should be a variety of objects for the participants to photograph | You will probably already be in such space, but if not, you can go outside, in the yard, a park, or inside the house, classroom, etc. | 2-10min (optional) |
| The participants start taking photos | The task is to change your usual perspective and think outside the box | Using their cameras, the participants should roam around the designated space freely and take photos of whatever catches their interest, focusing on the task. They can get up close, on the ground, look up, or whatever helps them be creative and express different perspectives. They can take as many photos as they want, or you can set a limit. | minimum 10 minutes |
| Sharing the photos | We can see the different perspectives | The participants present their photographs and talk about them. | optional (depends on the number of participants) |

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|----------|--|---|---|
| | | | and photos) |
| Feedback | | How did you feel? What did you think about changing perspectives? Was it hard for you to do it? | optional (depends on the number of participants) |

Suggestions:

Adapt the time depending on the group size.

Progressive muscle relaxation and dream journey

Author: Maia Kuhnen

Objectives: Bring the participants into a state of full relaxation to give them energy, confidence, and hope.

Preparation time: 10 min.

Duration: 20-40 min.

Group size: Unlimited

Participants' age: 16+

Materials:

- Everyone should have space to lay down comfortable on their back
- A mat for everyone keeps the participants warm and safely
- A phone and speaker to play relaxing music (piano yoga music for example)
- A blanket might be useful for participants to feel fully relaxed and not distracted by being cold
- Possible dimmed light or a good smell

| What | Why | How | Time |
|---|---|--|--------|
| Welcome & Introduction | Create a safe space | <ul style="list-style-type: none">- Introduction of yourself as the facilitator, to make sure they are safe, nothing will be taken, and share your experience with using PMR & dream journeys- Explain the structure of the workshop: -> Invite the participants to join for a progressive muscle relaxation to create a distance to the previous activities of the day and to fully let go of all the tension in their body. This will be followed by a dream journey. For which you will need their help in just a second.- Ask the participants if anyone has challenges or feels uncomfortable when closing the eyes, laying down, or with quiet background music.- Make sure everyone is aware that no one is pressured to participate. The eyes can be opened at any time. | 3 min. |
| Collection of relaxing places of participants | Receiving a feeling of the individuals in the group | This part should only be used if the group is small. If the group is bigger than 5 people, the facilitator chooses the dream journey (You can easily download stories from the internet that resonate with you or check out the links below). If it is a small group and you feel comfortable as | 2 min. |

| | | | |
|-------------------------------------|---|---|------------|
| | | a facilitator to adapt or change the story spontaneously, you can ask everyone in the group to share a place or activity that lets them relax. Based on the responses you will create an imagery dream journey. Otherwise, you skip this step, and start right away with the dream journey. | |
| Progressive muscle relaxation (PMR) | Make the participants lose their tension | You can turn on some relaxing, non-soundtrack music. Ask the participants to lay down, palms facing up, arms and legs being spread away from the body and the eyes being closed. If needed, they can put a blanket over them. Then you read the PMR script (link below) or you start the PMR from one hand, to the next, the legs, feet, body, back, and head. | 10-20 min. |
| Imagery dream journey | Let the participants fill a jar with positive energy, confidence, trust, and happiness while being on a dream journey | Lead into a dream journey either based on the responses of the participants or simply use a script from the internet to lead your participants to the beach, mountains, a park, roller skating, dancing or to many other places. Make sure they open an empty jar from their backpack and fill it with many positive feelings to put it back in the backpack. So, at any time during stressing situations, they can take out the jar and remind themselves of all the positive energy of the jar and the moment in the dream journey. Bring the participants slowly in the here and now. | 10-20 min. |
| Goodbye | Gratefulness | Say namaste to yourself and everyone in the group to have joined you and invite them to drink some water. | 1 min. |

Suggestions:

- Choose music carefully as some people are very auditive and can get distracted from the music.
- If the location is quiet, no music might be needed
- It might be nice to use dimming of a light in a bright room

Useful links

- Script for PMR: https://www.law.berkeley.edu/files/Progressive_Muscle_Relaxation.pdf
- Script for PMR with some information: https://www.cci.health.wa.gov.au/~/_media/CCI/Mental-Health-Professionals/Anxiety/Anxiety-

[-Information-Sheets/Anxiety-Information-Sheet--09---Progressive-Muscle-Relaxation.pdf](#)

- Guided imagery dream journey to the beach from the Georgia Southern University:
<https://cpb-us-w2.wpmucdn.com/u.osu.edu/dist/4/25032/files/2018/05/guided-imagery-the-beach-2cmov8y.pdf>

Guided imagery dream journey/ meditation to the mountain:

<https://palousemindfulness.com/docs/mountain-meditation.pdf>

Massage of appreciation

Author: Lucie

Objectives: To appreciate others and let all their qualities be embodied

Preparation time: Any :-)

Duration: Depends on number of participants for each count 5 mins max

Group size: Max 10

Participants' age: 12 -100

Materials: mattresses or mats, comfy calm space

Description:

This exercise needs trust of others and safety environment. So, participants are sitting in a circle, one of them goes in the middle and his/her eyes are closed. The person in the middle is lying on a mat and is fully relaxed. Other's participants are changing each other as it comes and gently touch the lying person and touch her/him with one word of his/her quality. Exp.: kind, taking care, sexy, smart etc. It never can be something negative. The receiver is just lying on the floor and enjoying its appreciation massage. One is time keeper and tell other when 2 mins are over and the lying person change to another one. Please inform others not to touch the lying person on a sensitive place (breasts, genitalia, etc.) or ask before if there are some places, she/he won't be touched at all.

Suggestions:

You may vary this exercise on many ways. I changed it a bit with respect of authors who created the one we experienced on training. Some beautiful music can be played around, and you can use to mention 2 mins are over Tibetan bowls sound.

5Rhythms

Author: Massimiliano Arosio

Objectives: preparation of short 25 – 30 minutes 5Rhythms dance workshop

Preparation time: 2 hours (depends on how good you are on looking for music)

Duration: 20 to 30 minutes (depends on the length of the song you find)

Group size: ANY

Participants' age: mature enough to dance without judging the others

Materials: speaker, open space, something to sit on the ground.

| What | Why | How | Time |
|---|--|--|--|
| relaxing music few minutes before the workshop starts | To get the participants to be more present | Start with low volume relaxing music few minutes before the workshop starts. | 2 - 3 minutes |
| Explanation of what is 5Rhythms | Short presentation of what is about the workshop | Prepare yourself few paragraphs of text where you explain what is 5Rhythms and what are the 5 phases of the practice. | 5 minutes |
| Moment of silence before the 5Rhythms starts | To focus before the start of the activity | 1 minute or less of silence, while the participants are meditating or are just with closed eyes. | 1 minute or less |
| Let the 5Rhythms practice start | | Set up a playlist for example on Spotify so you don't have to worry about the music during the workshop. You can give the participants some tips on what to do, so it is easier to get involved in the workshop. I advise every time one of the 5 phases of the practice starts to say what it is and how to move/dance during it. | 20 -30 minutes. Depends on how on the music you want to use |
| Let the participants relax and reflect on the experience | | After STILLNESS let the participants to take their time to get back up and process what happened the time before. | 5 to 10 minutes |

Suggestions:

The songs I used during my workshop, but feel free to use any song you feel like using:

FLOWING --> American Beauty - Thomas Newman

STACCATO --> Big Smoke - Tash Sultana

CHAOS --> Zitti e buoni - Maneskin or For whom the bell tolls - Metallica

LYRICAL --> Natural cause - Emancipator

STILLNESS --> Mad rush - Philip glass

Useful link:

Wikipedia → <https://en.wikipedia.org/wiki/5Rhythms>

My playlist → <https://open.spotify.com/playlist/0eCTRLpNHYL7n5CmZEI6uU?si=d61b8d153e704db5>

Useful webpage → <https://danceintolife5rhythms.com/words/music-for-5rhythms/>

Self-appreciation Land art

Author: Miroslava Šárová

Objectives: Self-appreciation, positive self-image, using senses, relaxation

Preparation time: 2 min

Duration: 25 min

Group size: 5-10 ppl

Participants' age: any

Materials: various natural objects (number of objects according to number of participants)

| What | Why | How | Time |
|---|--|--|-------|
| Preparation | To collect some natural objects. | Before the workshop the facilitator needs to find various natural objects so that each participant gets one. | 2 min |
| Walk to the forest | To silently observe nature on the way and find a perfect spot to sit down. | Slowly and silently. | 5 min |
| Short introduction | To explain what we will do. | We all sit in a circle, the facilitator shortly explains the aim of the workshop: self-appreciation, positive self-image, using senses, and relaxation. | 1 min |
| Short guided meditation | To bring the atmosphere and calm down. | Closed eyes, 3 deep breaths, using the sense of smell and hearing to feel the natural environment fully. Listening to the silence behind all sounds. Open one palm facing the sky. | 2 min |
| Touching various natural objects with closed eyes | To feel the shape and texture, and compare different objects. | The facilitator puts 1 object to each hand, the participants touch it with their eyes closed. They can also smell it, but not taste it :D. Then the facilitator changes objects among the participants twice (so that each participant gets to touch 3 different objects). | 2 min |
| Appreciating the importance of natural objects | To find out how nature benefits from each object. The aim is to appreciate different objects and how they create a | The participants open their eyes, looking at the object they are holding, sharing 1-2 adjectives about the object and how nature can benefit from its existence. | 4 min |

| | | | |
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| | perfect harmony in nature. | | |
| Transition to personal qualities | To appreciate personal qualities. | Just as natural objects have different qualities and usage, us people also have plenty of them. This small group/the project group/the world can benefit from our qualities :). | 1 min |
| Looking for one natural object that reminds us of our own quality | To appreciate ourselves. | Participants are asked to walk around, looking for one object that represents their personal quality. They are asked to bring a bunch of those objects (for example 10-20 leaves or 10-20 rocks...) as we will create some landart out of those objects altogether. | 3 min |
| Sharing and creating landart | To share each participant's personal quality and why they chose that specific object. | Participants meet back in the circle and share. Then we create a piece of art together. | 7 min |
| Closure and feedback | To share feelings and opinions. | Sharing how the activity felt, what senses we used, how it helped us be aware of our personal qualities. We might take a picture of the landart we created to remind us symbolically, how each of us is a beautiful and useful part of the complex. | 5 min |

Five Love Languages

Author: Martin Jelínek

Objectives: Make participants aware of different ways how to express and receive love in partnership, friendship and family and improve their communication skills.

Preparation time: 30 minutes

Duration: 45 minutes

Group size: 7 participants (recommended max. 20)

Participants' age: 18+

Materials: Pre-marked papers with numbers from 1 to 30, Five languages of Love test for the reader and then also copy for each participant. Pen or pencil for each participant. Quiet and comfortable place for gathering. Something to sit on. Something to write on (hard covers etc.). Information flow before the event.

| What | Why | How | Time |
|--|---|---|------------|
| Prepare the place and materials. | Not to be distracted during the session | Printing the tests, papers, marking the papers with numbers, pens, place setup. | 30 minutes |
| Welcome and describe what is going to happen | To calm down the participants and inform them correctly | Details what is going to happen, when and what materials they need. | 3 minutes |
| Test reading | Core activity | Read slowly pairs of statements and let participants to think about it, let them to write their answers, make sure everyone is OK with the pace. Recommended time for one pair of statements is one minute. | 30 minutes |
| Test results | Evaluation | Distribute printed tests with the key and let participants to count their own results. | 5 minutes |

| | | | |
|----------------|---|--|-----------|
| Interpretation | Interpretation of the results and description | Read all the five languages with short description, list examples from live - negative and positive, let participants share their result if they wish to. Allow also short discussion. | 5 minutes |
| Closing | To end the activity | Thank participants and say bye, ensure about discretion. | 2 minutes |

Suggestions: Make sure the place is quiet and comfortable so there are no interruptions, make sure that you can manage the group of participants in order not to be noisy during the test.

The test document [HERE](#).

Strawberry support

Author: Olivera Draško

Objectives: *Emotional roller coaster* - the game

Playful way to reflect on our emotions and support we need in detecting and understanding them.

Preparation time: 15min

Duration: 35 min

Group size: as many people divided into pairs (2, 10, 20)

Participants' age: adaptable, any

Materials: a paper with a target mark, a ball, 4 short ropes, a rope between two trees or any other objects

| What | Why | How | Time |
|--|---|---|-------|
| Making the signs with emotions written on them | To make it visible which basis is related to which emotion | On 4 pieces of paper each emotion is written separately: joy, fear, sadness, anger. | 5min |
| Find an open space and set the surroundings | To be sure no one gets hurt It can be in the woods or in the classroom | Build 4 basis which each pair needs to go through: <ol style="list-style-type: none"> 1. <u>Joy</u> - put the rope between two trees and tie it low enough so participants can jump over it 2. <u>Fear</u> - draw a circle on a piece of paper with a marker and put it in the height of eyes so participants can hit it with the ball (hang the paper on a tree or the wall) 3. <u>Sadness</u> -Tie two different knots and put them on the ground. Preferably make one harder and the other one easier to untie. | 10min |
| Present the activity to participants | The goal is to come to the finish line as soon as possible by finishing all the tasks | Make pairs (A and B) Person A closes their eyes and does the tasks. Person B has their eyes open and supports person A. Have an agreement about what does support mean to you (is it holding the hands and taking the lead, navigating with words or maybe something else?) The goal is to go through all tasks and emotions in this | 5mn |

| | | | |
|------------|-----------------|---|-------|
| | | emotional roller coaster journey. | |
| The game | Doing the tasks | Play some music, encourage participants to shout strawberry support whenever they need their partner (participant B) to approach them or help them more. After reaching the finish line person A and B switch roles and go through the tasks again. | 15min |
| Reflection | Sharing | Talk about emotions. Suggestions: We are often in the dark while exploring our emotions so seeking help and support from other can be very helpful and empowering. | 10min |
| Feedback | | How did you feel? How did you like it? Which role was easier for you? | 5min |

Suggestions:

Adapt the time depending on the group size. Think about the time management and be aware of the material you need if the group is bigger.

If you want the discussion to go deeper, leave some more time for exchanging experiences.

Discuss the symbolics given in the tasks:

Exploring our emotions with our eyes closed and our hearts open?

When we are sad, do we sometimes make another knot instead of untying the existing one?

When we are scared, do we approach the unknown or run away?

When we are angry are we becoming aggressive or taking action (maybe do sports etc.)

Do we seek for help and support in every emotion evenly?

Expression through art

Author: Radmila Ciric

Objectives: Expressing subconscious feelings intuitively through colors and shapes

Preparation time: 10min

Duration: 60-120min

Group size: any

Participants' age: +15

Materials: papers, pencils, tempera, water colors, any art medium you have around

| What | Why | How | Time |
|---------------------|-----------------------|---|------------|
| Choosing the medium | | Every participant chooses the main art medium they'd like to use. | 2min |
| Calm down | To get into the zone | Play music. Participants should sit, breathe deep, close their eyes, and get into meditative state. | 5min |
| Present the topics | Direct their thoughts | "My life as a fairy tale" "Who I want to become" | 1min |
| Process | Doing the task | Play some music, encourage them to use abstract methods, different colors, approach all of them from time to time just to check up. | 30 - 90min |
| Reflection | Sharing | Show or just talk about your work. | 10min |
| Cleaning | Don't leave a mess | Everyone should help. | 5 - 10min |

Suggestions:

Adapt the time depending on the group size. Topics can be changed depending on the group. Encourage people who think they are "not" creative. Art is first and foremost about expression, not about if it's objectively beautiful.

Portuguese traditional dances

Author: Rafaela Fernandes

Objectives: Get relaxed by using the dancing method, which prevents us from thinking too much

Preparation time: 5 minutes

Duration: 25 minutes

Group size: no limit number

Participants' age: any age

Materials: speaker, paper and marker/pen

| What | Why | How | Time |
|--|---|--|-------|
| Write how you feel about dance | The point is to get started by think how that activity will makes us feel | Using any technique (draw, write,). Write dance in a paper and let creativity lead you through it. | 5 min |
| Start to dance <i>Malhão</i> | It's a traditional dance, and dance helps to release some stress | https://www.youtube.com/watch?v=D3RD-3zz6lY Form two lines facing at each other | 5 min |
| Start to dance <i>Apita o comboio</i> | It's a traditional dance, and dance helps to release some stress | Form a line with people behind each other, like a train https://www.youtube.com/watch?v=C1pB9pUQ3pQ | 5 min |
| Start to dance <i>Ai se eu te pego</i> | It's a Brazilian Portuguese dance, and dance helps to release some stress | https://www.youtube.com/watch?v=a6svcp15xHE | 5 min |
| Start to dance <i>Boiada</i> | It's a traditional dance, and dance helps to release some stress | https://www.youtube.com/watch?v=dbRJ0alzfKxll https://www.youtube.com/watch?v=qwGJ08NS | 5 min |

Suggestions:

Do it with comfortable clothes, in a big space. Have fun, and let the music flow <3

Soul gazing

Author: Katarína Ružičková

Objectives: Participants will be able to connect emotionally to others via eye contact.

Preparation time: 30 min

Duration: 20 min

Group size: any even number

Participants' age: 16+

Materials: cushions or mats to sit at

| What | Time |
|---|-------|
| Finding a comfortable, silent place without distractions | 5 min |
| Pairing up the participants and let them seat | 1 min |
| <p>Instructions:</p> <p>Once you sit down to start soul gazing, make sure that you're both extremely comfortable with where you're sitting. You should be upright and at the same level. Put some cushions on the floor if that's best for you and make sure that you're not going to be distracted by backache or anything else which might take your attention away from the discoveries you're trying to make. If you find it easier to sit on chairs, that's fine, but make sure that you're at an even height as much as possible.</p> <p>Ideally, be around an arm's length away from your partner, facing one another. Set a timer for 5-20 minutes' duration. When you're ready to begin, place your right-hand palm down into their left hand, and your left-hand palm down into their right hand. (hands = optional)</p> <p>Before you begin, you might find it easier to center yourself. So, sit in your position with your hands clasped as I've just outlined and both of you close your eyes. Focus on your breath and slowly count to 30. This is a good way to calm yourself and bring your attention firmly into the moment.</p> <p>When you're ready, simply look into your partner's eyes. Hold their gaze, either by looking directly into both eyes, or focusing on one. Whatever works for you here! There is no right or wrong answer. If you need to blink, that's fine, you don't have to stare. This should be natural.</p> <p>If you're struggling to connect, align your breathing to pull you closer together. As you breathe in, let your hand rise a little, just as your stomach would. Then breathe out and let it fall back down gently. Your partner will easily sync their breathing pattern with yours from these cues.</p> | |

| | |
|---|--|
| <p>The number one rule: do not talk. That's the only thing you 100% should not do. These five minutes should be clear of any noise or verbal interaction. As you hold your partner's gaze, you might feel emotional or like you want to cry. You might want to laugh or feel strange and not be able to put a label on it. It's all fine. The longer you hold their gaze, the more you should understand why you feel that way.</p> <p>When the timer goes off, you can remove your eyes from theirs. It's useful to stay sitting together and holding hands. Simply, maintain the connection for a few seconds longer.</p> | |
| Set the timer on | 0,5 min |
| <p>Written reflection:</p> <p>How do you feel now?</p> <p>What did you feel during the activity?</p> <p>What has happened?</p> | 5 min |
| <p>Oral reflection:</p> <p>Sharing the experience discussing all together.</p> | 5-10 min, depending on the group size |

Suggestions:

We did it for 5 minutes which was not enough. This meditation can make some people laugh in the beginning so to assure everyone has enough time to calm down and get into the flow, I suggest at least 10 minutes.

Expressing the emotions

Author: Stella

Objectives: express oneself, empathy, emotional intelligence

Preparation time: 10min or more, depending on how many cards you prepare

Duration: depends on how many persons are participating, twice the time of participants

Group size: no limit

Participants' age: any

Materials: cards in which emotions are written

| What | Why | How | Time |
|--|--|---|------|
| Put an alarm at 1min for each participant | Time limit | | |
| 1st round the first participant takes a card and tries to describe it in other words to all the others, when they guess the card he or she takes another one etc. | Understand the meaning of the word for oneself and others see one's perspective, communication | Participants describe the word without using any words that contain a root of it. | 1min |
| The cards that the other participants have guessed are left open on the table | They are going to be used later, on round 2 | | |
| The next participant picks cards with words and tries to describe them etc. | | In the same way. | 1min |
| The participants gather the cards they have guessed, they fold them and mix them | | | |
| Round 2 the first participant chooses one card and tries to describe it with pantomime | Express oneself without talking, use body language, develop empathy, increase emotional | Without words, only by using expressions and the body. | 1min |

| | | | |
|---|--------------|--|-----------------------------|
| | intelligence | | |
| The second participant does the same etc. | | | as many min as participants |

Suggestions:

There round 1 could be repeated as many times as wished, so that more cards are being played. There could also be other rounds representing different kinds of communication, for instance:

- round 3 use the words that have been guessed and try to describe them by drawing,
- round 4 try to describe the words only with the body, no expressions,
- round 5 describe only with expressions, even with the eyes only, etc.

Confirmation bias

Author: Daniel Cockx

Objectives: increase awareness of thinking patterns and confirmation bias, promote critical thinking

Preparation time: 5 minutes

Duration: 35 minutes

Group size: 6-12 participants

Participants' age: 10 years or older

Materials: small board or flipchart to write on, notebooks and pencils for each participant

| What | Why | How | Time |
|----------------------------|------------------------------|---|-------|
| Introduction | To start workshop | Say hello and introduce the topic. | 2min |
| Energizer | Raise energy level | Do a small energizer of your choice. | 3min |
| Introduce and perform task | | <p>Write down 3 numbers on the board: 2 4 6</p> <p>These 3 numbers fit a rule and the goal of the exercise is to find the rule. The participants can write down 3 numbers next to each other in each row of their notebook. The instructor will go to the individual participants and check each row if it fits the rule, or mark it with an X if it doesn't fit the rule.</p> <p>The rule: the numbers have to be increasing from the left to the right: $a < b < c$</p> <p>The instructor can keep motivating the participants to try a lot of numbers and receive more information on the rule this way.</p> <p>If participants get stuck or afraid to keep trying the instructor can encourage them that it's good to write down numbers that get marked with an X because it helps them find the rule.</p> <p>Ideally all the participants can find the rule with encouragement and motivation from the instructor.</p> | 15min |
| Discuss | Understand thinking patterns | Discuss the strategies the participants used to find the rule and ask specifically how they managed to find it. | 5min |
| Explain | Understand thinking patterns | Explain the concept of confirmation bias and the power of negative feedback. Highlight that it can | 5min |

| | | | |
|----------|---|---|------|
| | | be a good thing to try out as much as possible and approach a problem with a beginner's mind. | |
| Feedback | Understand how it was for your participants | Ask for feedback and use it to learn what is important in giving workshops. | 5min |

Suggestions:

Ideas on what participants that found the problem can do while others are still trying?

Pop your stressors

Author: Ruthi

Objectives: Playful way to address stressors

Preparation time: 5 minutes

Duration: 20 minutes

Group size: 1 to 20

Participants' age: 4 -104

Materials: One balloon for each person plus one to display resilience

Description:

Start with the question “What is resilience?”.

Fill one balloon with air to explain where the word resilience derives from (physics). Stress and pish the ball. Transfer stress to real life situation. Individual stressors will be written or painted on small pieces of paper and then be stuffed into each individual balloon, which will be blown up then and closed (not too much air). Facilitator offers to help with each step and/or empowers to ask for help from peers. Visualize the stressors that are safe in the balloon, strong and untouched. Now the filled balloons may be attached to your ankle (abled bodies) and then be burst with a foot. Other options to pop the balloon can be with fists, between knees, etc. Offer 3 options for a guided choice.

Suggestions:

After popping, sit down and reflect, maybe identify and share stressors, find similarities etc.