

3.1. Creative Art Interventions Toolbox



MINDnART



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MindnArt - Empowering Teachers to manage students stress
through Emotional Intelligence and Creative Art interventions,
2023-1-ES01-KA220-SCH-000155569

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Introduction

Children face various pressures that can lead to constant agitation, exhaustion, burnout, helplessness, fear, and even health issues. As they enter school-age years, they encounter additional stress from parents, teachers, peers, and society at large. These pressures, whether significant events like parental divorce or minor issues like losing homework, are part of their daily lives.

The ongoing stress and uncertainty from the COVID-19 pandemic has particularly impacted children, with many struggling to cope emotionally. Students from disadvantaged socio-economic backgrounds, living in rural or vulnerable areas, are more prone to stress or even depression.

According to the PISA 2021 report on Student Well-being during the COVID-19 crisis, various educational interventions can help reduce serious psychological distress among students. The goal of preventing mental illness and promoting psychological well-being at school helps children develop positive thinking, self-control, problem-solving, and coping skills, as well as relaxation techniques. Positive psychology experts suggest that universal school interventions based on mindfulness and creative arts can produce measurable improvements in students' well-being and behavior.

Our project recognizes the need to empower vulnerable students with psychological coping mechanisms and Creative Art Interventions to enhance their life satisfaction, well-being, and decision-making skills, crucial for lifelong learning and leading a meaningful life. Children who struggle to express their thoughts verbally often use art to display their feelings and emotions. One objective of the project is to enable students to express their feelings through art-oriented activities, helping them manage stress and contributing to overall wellbeing and mental health. When a child is hesitant to open up and verbalize their thoughts, introducing art can foster trust, relaxation, and improved communication. Art expression offers students better mental health and a sense of comfort. Another objective is to promote art disciplines as an effective pedagogical approach to address learning and social difficulties in primary education. Teachers will enhance their skills using innovative and creative learning approaches.

This toolbox includes group activities for school environments to foster a sense of belonging, validation, and acceptance among students, promoting social inclusion, particularly for those with fewer opportunities.

3D Holograms

PARTICIPANTS: (AGE, DIFFICULTIES)

- 3-6 years old
- 6-12 years old
- 12-18 years old
- Adulthood

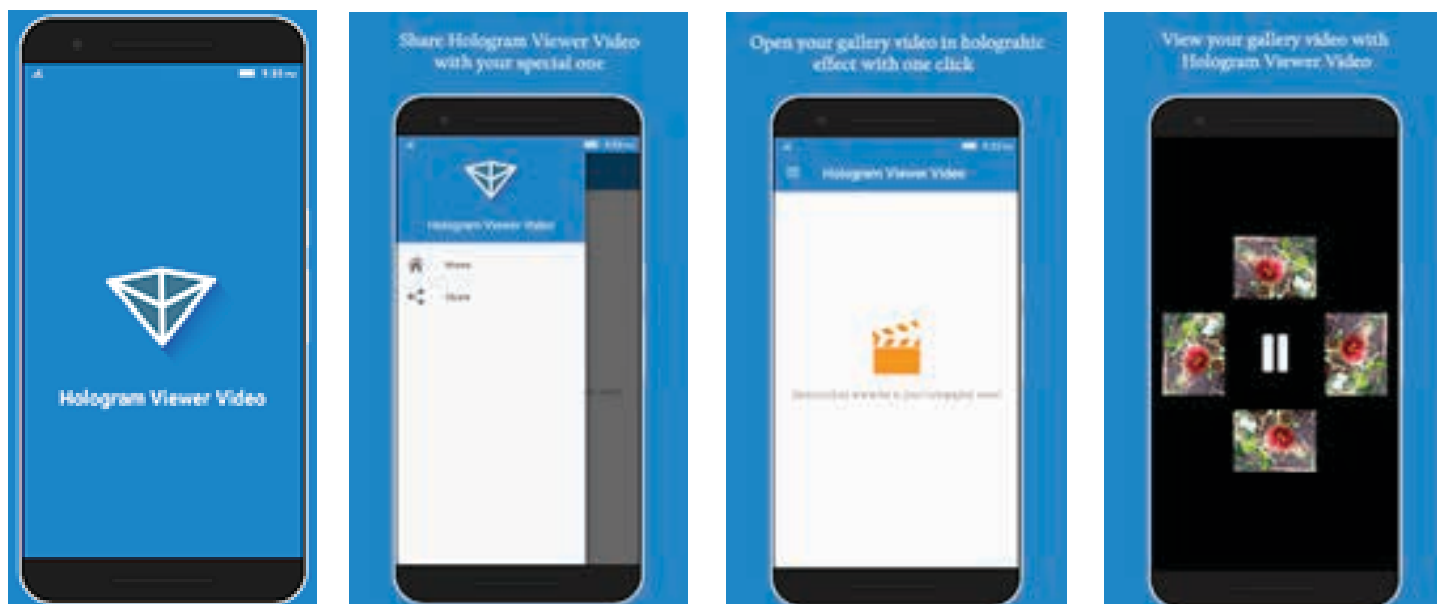
OBJECTIVES:

Project features: **3D HOLOGRAMS**, is a free application downloadable online. It allows the creation of holograms. Frequently children and adolescents create symbols to express themselves. They consider such symbols important and get identified with them. This modality gives the opportunity to transform the symbol in a hologram, creating a three dimensionality. Children and adolescents will have this opportunity through a simple and creative tool that involves hands and technology. The result can be fun and enthusiastic.

There are different Applications to make the hologram available for Android or iOS.

Android: **Hologram Viewer Video** is a free App available on the Play Store

<https://play.google.com/store/apps/details?id=com.hologram.player&hl=it&gl=US>



iOS: **HoloPlay - Hologram Player for video**

<https://apps.apple.com/it/app/holoplay-hologram-player/id1085458067>



HoloPhotos for Photo

<https://apps.apple.com/it/app/holophotos/id1458785986>

There is another software available on PC Microsoft Windows or Mac OS X called **Active Presenter**

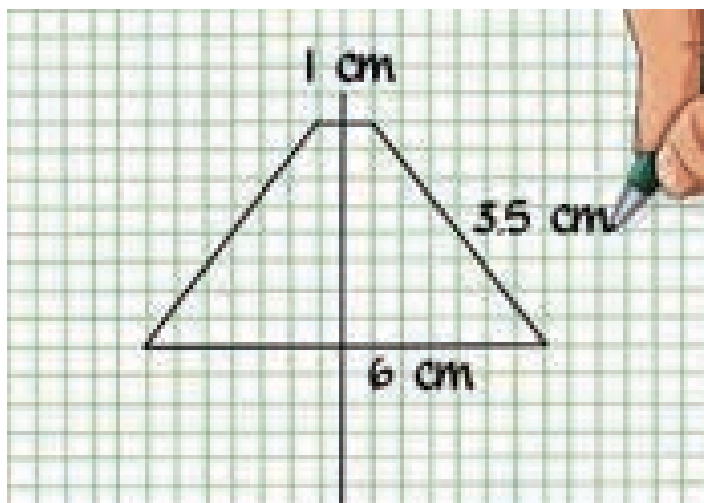


On this link you can find a tutorial about how to make an hologram video with **Active Presenter**

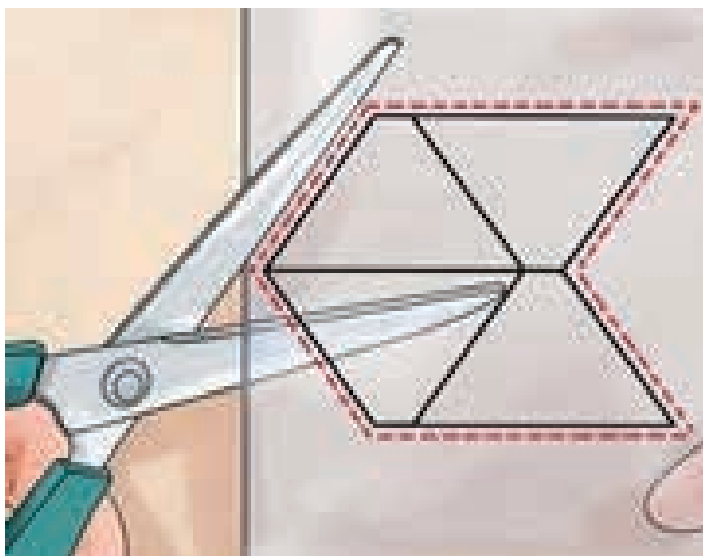
<https://www.ivana.it/jm/active-presenter/48-realizzare-un-video-per-ologrammi>

STEP BY STEP: (PHOTOS IN THE STEP BY STEP DESCRIPTION)

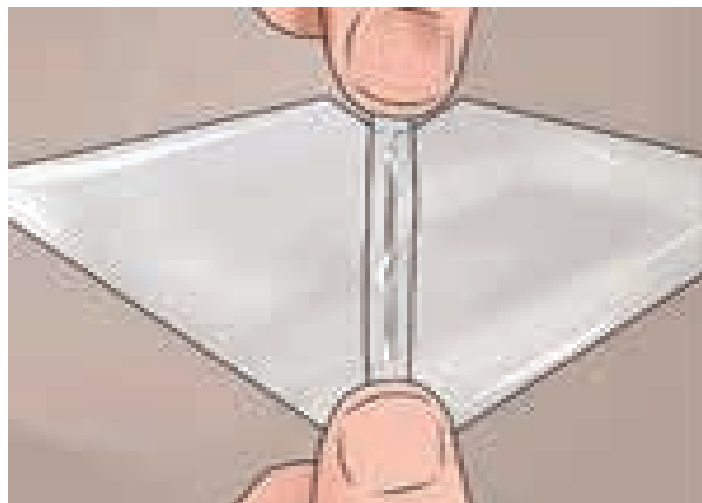
1. Draw a trapeze on your white paper with these dimension.



2. Cut your trapeze and put it on the transparent rigid plastic sheet; you can use a piece of tape to fix it and go on with cutting. Make 4 plastic trapeze.



3. Glue the 4 trapezoids together with the tape or the hot glue.



4. Now you have a truncated pyramid with the following dimensions:

- Minor base: 1cm×1cm
- Major base: 6cm×6cm



5. Put your truncated pyramid on your smartphone/tablet and play the hologram video.

Enjoy!

Here you can find the shape of the trapeze adapter for smartphone or tablet:

Sagoma per Tablet

<https://drive.google.com/file/d/1PKEIRMobRbrOB9YWw09GGWk5ZmYd8GeX/view>

Sagoma per Smartphone

<https://drive.google.com/file/d/1QHBpFcpYlq5uPub8-DaDclyekjYPhXnv/view>

Here some link about Hologram video:

<https://www.youtube.com/watch?v=Z4TUKkPI9yU>

<https://www.youtube.com/watch?v=8FKSSaEV6BQ>

<https://www.youtube.com/watch?v=epebcEp4NiM>

<https://www.youtube.com/watch?v=7PFpcFhJHFM>

<https://www.youtube.com/watch?v=Y60mfBvXCj8&t=3s>

RESULTS/CONCLUSIONS:

With the help of these Applications we can finally realize our idea to project from our smartphone/tablet. Everything we imagine, now can happen. We can make an Hologram just using simple stuff that we can easily find.

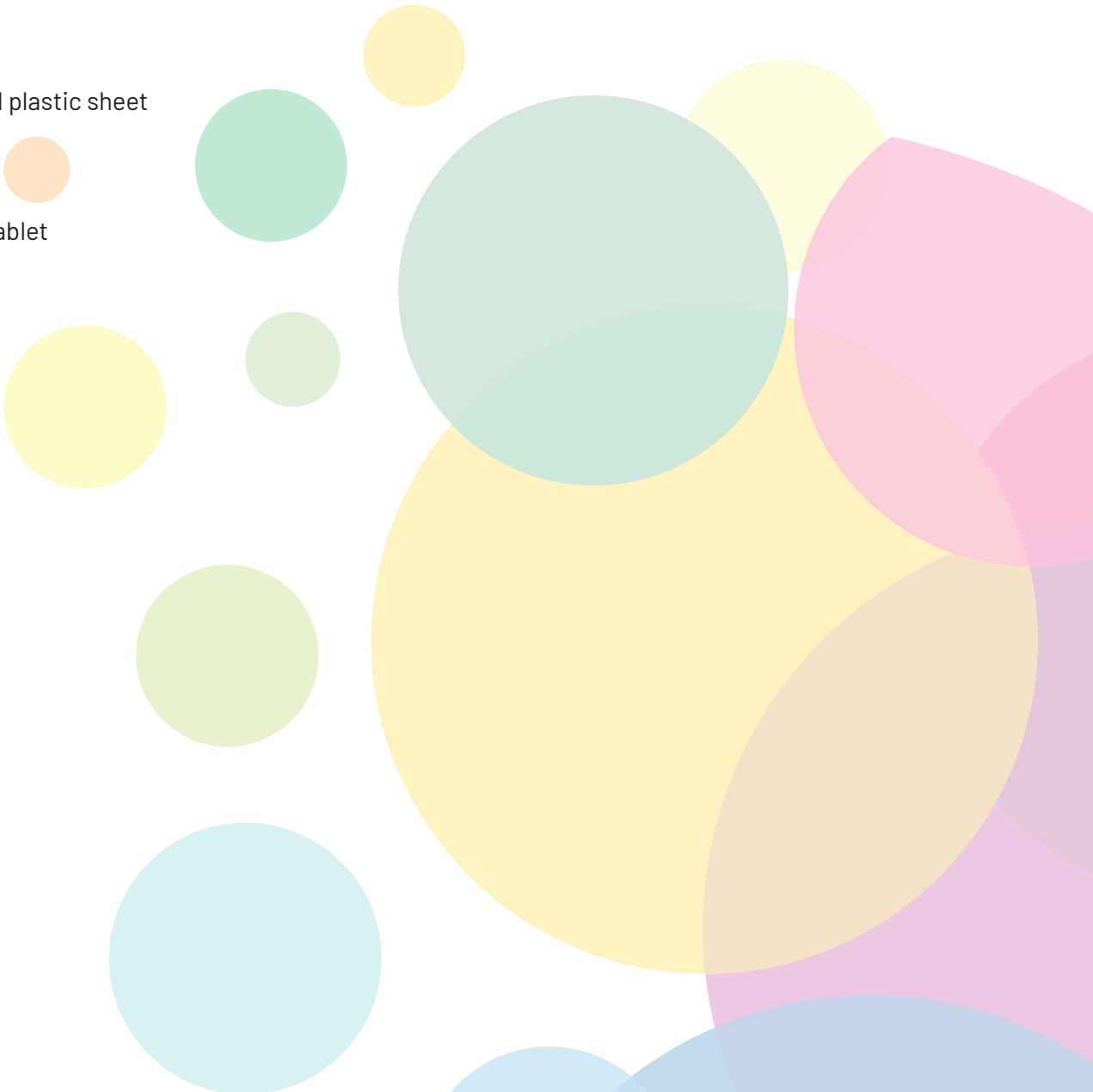
EXPECTED OUTCOMES:

We can realize a bigger hologram project with the help of professional tools like projectors. On this link we can find some examples about it.

<https://www.migliorprodotto.eu/proiettore-ologrammi/>

USEFUL MATERIALS/ RESOURCES

You need:

- Meter
 - Pencil
 - White sheet of paper
 - Scissors
 - Tape
 - Transparent rigid plastic sheet
 - Cutter
 - Hot glue
 - Smartphone or tablet
- 

AndreaMosaic

PARTICIPANTS: (AGE, DIFFICULTIES)

- 3-6 years old • 6-12 years old • 12-18 years old • Adulthood

OBJECTIVES:

Project features: **AndreaMosaic** is a free application downloadable on your PC. Thanks to this application you can create a personalized mosaic starting from photos or images selected by yourself. It can be used in the educational area (schools, study groups, courses, etc.), the therapeutic area or in a recreational context (summer camp, group projects, etc.).

• Educational goals

1. Facilitate the understanding of historical events related to a specific character
2. Offer an overall picture that collects the meaning of a historical-cultural reality
3. Highlight the complexity of events, situations, social/cultural dynamics, etc.

• Therapeutic goals

1. Underline the transformative identity process allowed by the therapeutic path carried out
2. Use the therapeutic work for the creation of a moment of reflection, understanding and sharing
3. Share a moment of conclusion at the end of the therapeutic path

• Recreational goals

1. Offer a moment of gathering and greeting at the end of sport camps, group projects etc.

STEP BY STEP: (PHOTOS IN THE STEP BY STEP DESCRIPTION)

To use **AndreaMosaic** you need to download it from Google Search.

1. Type "AndreaMosaic" in the search bar
2. Open the "AndreaMosaic: Home Page" or click the link <http://www.andreaplanet.com/andreamosaic/>
3. (The download tab is open) Click DOWNLOAD and choose the version suitable for Your PC (Windows, macOS, etc.)
4. Follow the final steps to install it.



Welcome to the official page of AndreaMosaic, a free project to create digital art using images and computer software. With AndreaMosaic you can create your own photographic mosaics made with your own pictures. A photo mosaic is an image composed of many tiled photos. Enjoy the artwork and feel free to contact the author at the Helpdesk.

[Artworks](#)

[Download](#)

[Screenshots](#)

[Donate/Buy](#)



[Fan Page](#)

[FAQ](#)

[Helpdesk](#)



AndreaMosaic

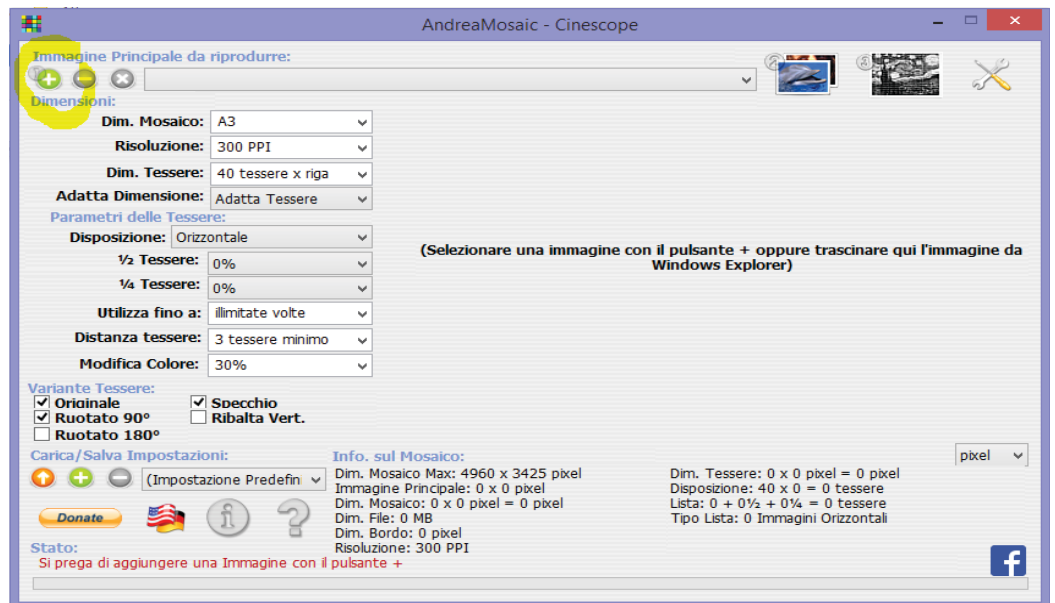
- Then, get a photo to reproduce in the form of a mosaic, and create a folder with about 100 photos and various images, which will be the small tiles of our mosaic. Once these operations have been carried out, click on the AndreaMosaic icon now present on the PC.



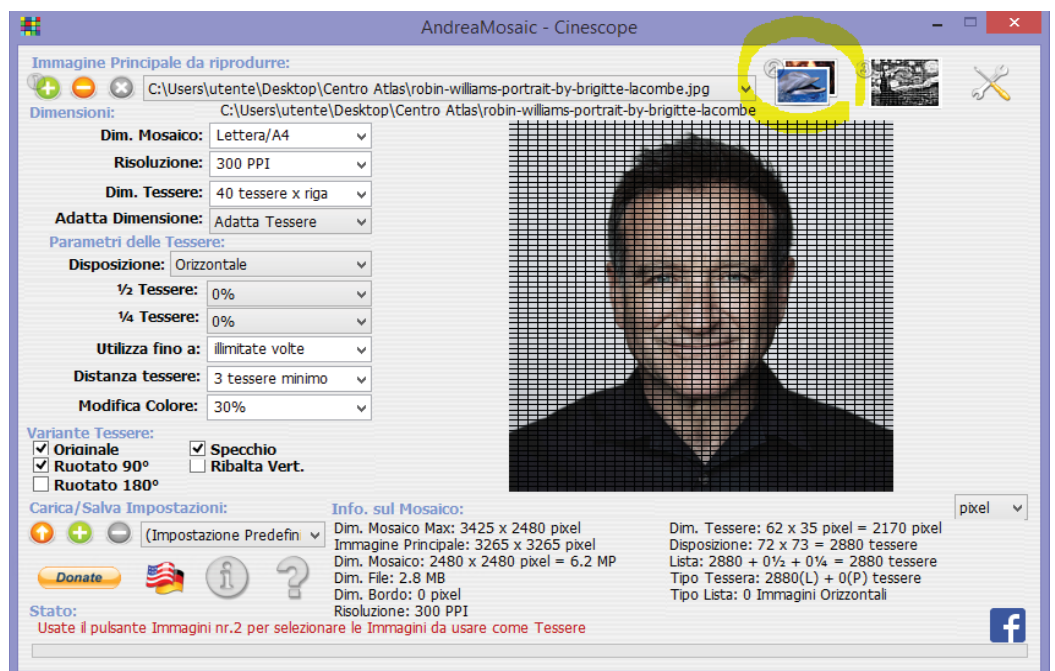
- tab will open for choosing the type of tiles we want to use to create our mosaic. Typically, 16: 9 format is used, but the choice remains free and personal.

- Once you have chosen the size of the tiles, the Cinescope page will open. On the left we will find the options to choose the size of the mosaic (A4, A3 etc.), the resolution, the size of the tiles. It will also be possible to customize the specific parameters of the cards, their arrangement, distance, color intensity.

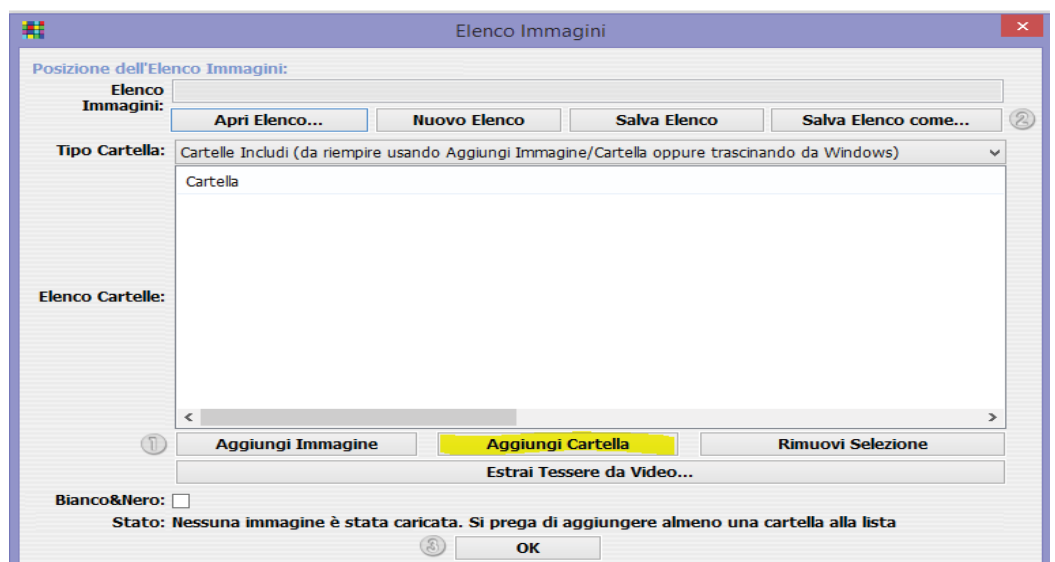
- With the **green + button**, present at the top left of the screen, we will load the image that we want to reproduce in the form of a mosaic, the first step in creating the mosaic.



- After loading the image to be reproduced, we will be faced with this screen. Our photo has been divided into the number of tiles chosen, the next step will be to fill the tiles with our personal photos. To do this, **click on the button at the top right**, highlighted in yellow in the following image, which represents the second step to

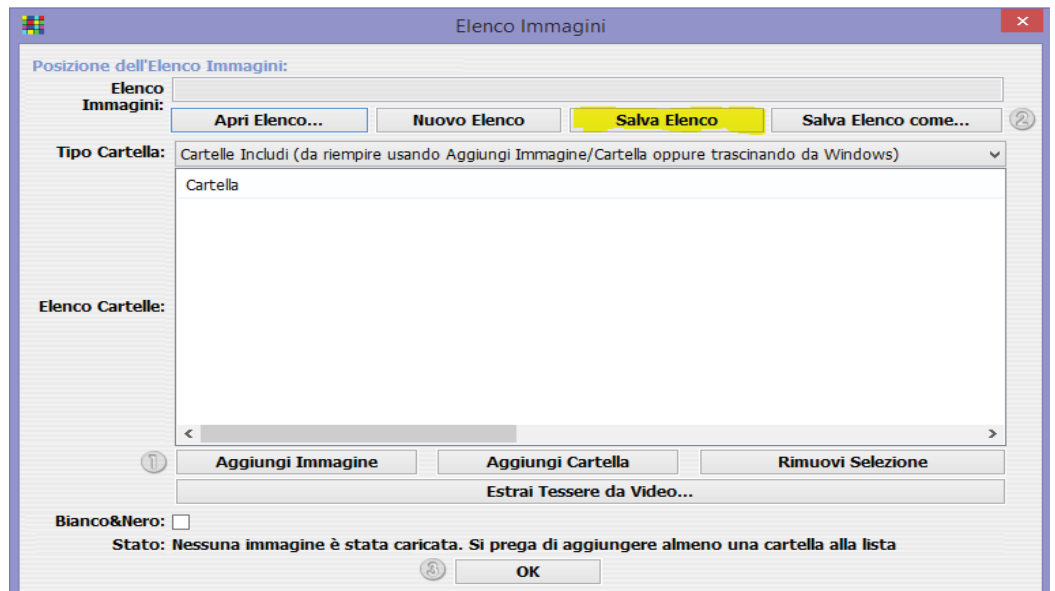


- The following screen will open:

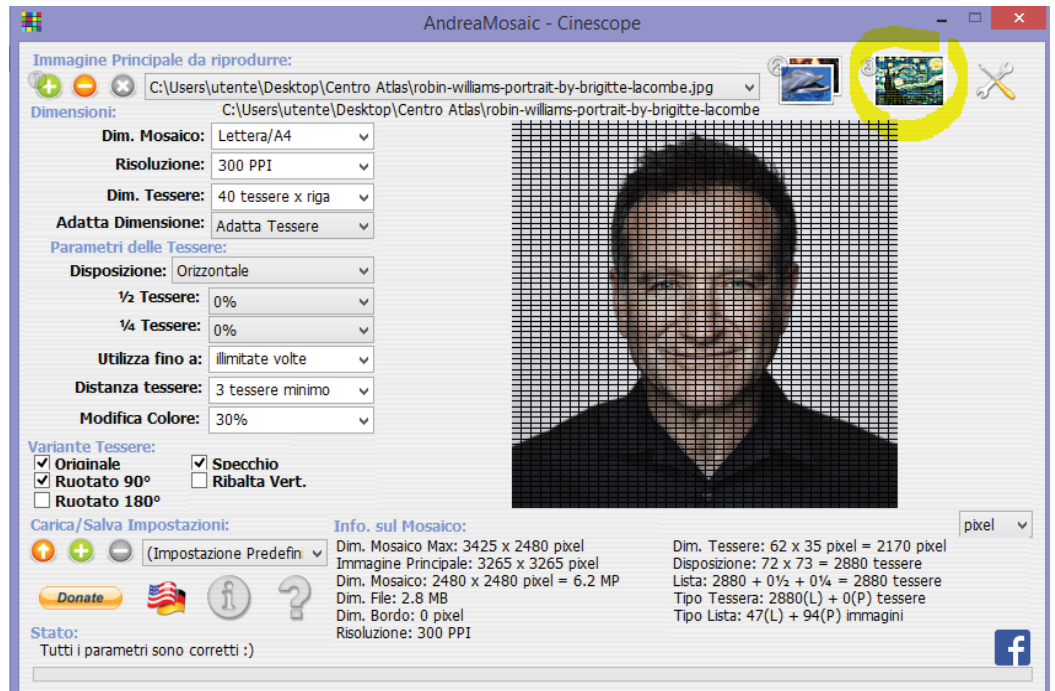


- Let's proceed by clicking on ADD FOLDER, through which we can select the folder, previously prepared, with the 100 photos chosen to become the mosaic tiles.
- The folder will be added when the name of the selected folder appears on the white screen under the heading "Folder".

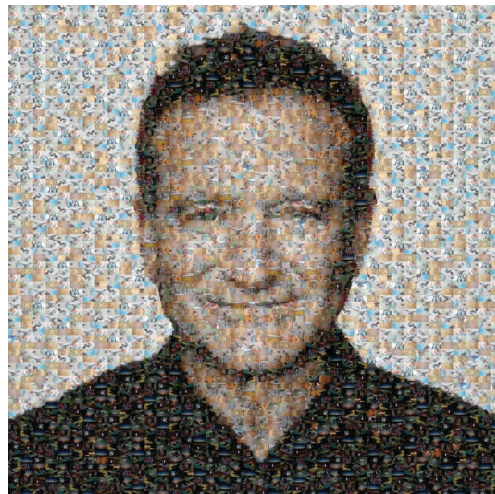
- click on the **SAVE LIST** button, at the top right:



- click on the **button at the top right** for the third and last step. The creation of the mosaic will start, and we will be able to follow the status of the procedure in the bar below



- Once the mosaic is finished, a screen will appear to open the mosaic destination folder, the same choice for saving MyList of Images, in which it will be saved. At the same time, a screen will appear for opening the mosaic on the web.



RESULTS/CONCLUSIONS:

The strength of the experience allowed by **AndreaMosaic** is the restitution, for the participants at the end of the various projects or therapeutic paths. The restitution phase can take place exclusively in a non-verbal way, with a strong emotional impact. It can stimulate reflection and understanding on oneself and on others.

EXPECTED OUTCOMES:

1. The emotional impact of viewing the mosaic can help to better remember information learned in an educational path;
2. At the end of therapeutic path you can use the mosaic to stimulate awareness of the identity changes allowed by the path itself;
3. The theme chosen to create the mosaic can stimulate new reflections in a recreational context.

USEFUL MATERIALS/ RESOURCES

You need:

- PC (Windows, macOS)
- Internet connection
- Pictures or images

Collage of Dreams

PARTICIPANTS: (AGE, DIFFICULTIES)

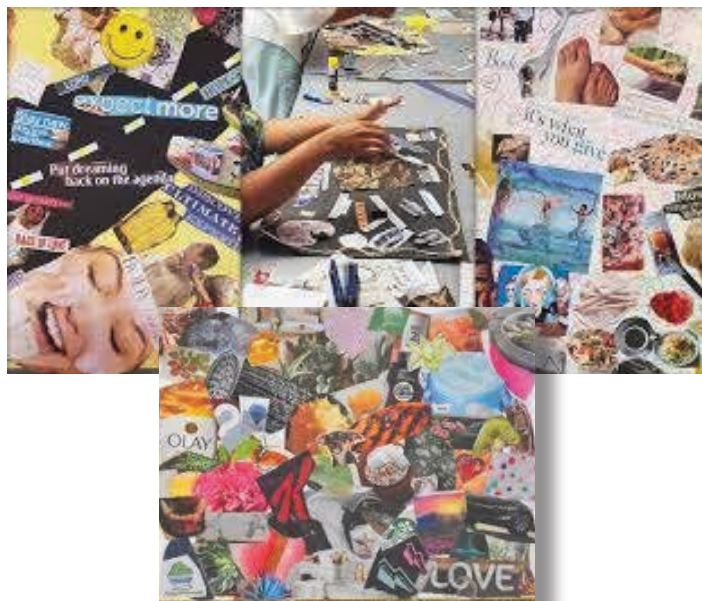
Ages 16 and above. Ideal for individuals who struggle with self-expression, experience anxiety or depression, or are working through complex emotions, including adolescents and adults.

OBJECTIVES:

- To explore inner thoughts and desires through visual imagery.
- To help participants express their dreams, hopes, or fears in a safe and creative way.
- To facilitate introspection and personal growth through the process of assembling images.

STEP BY STEP: (PHOTOS IN THE STEP BY STEP DESCRIPTION)

1. Begin by discussing the concept of dreams—both literal and metaphorical—and how they relate to our inner world.
2. Provide a selection of magazines, printed images, colored paper, and other collage materials.
3. Ask participants to choose images, words, and textures that resonate with their dreams or goals, or represent something they want to work on emotionally.
4. Encourage participants to arrange and glue their selected images onto a large sheet of paper to create a collage.
5. Allow time for reflection, where participants can share their collages and discuss what each element represents in relation to their current emotional state or life situation.



RESULTS/CONCLUSIONS:

Participants often express a sense of relief and empowerment from visually depicting their dreams or struggles. They frequently gain new insights into their emotional landscape and feel more connected to their personal aspirations or unspoken fears.

EXPECTED OUTCOMES:

- Increased self-awareness and emotional clarity.
- Enhanced ability to identify and articulate personal goals or emotional challenges.
- A reduction in stress through creative self-expression.

USEFUL MATERIALS/ RESOURCES

You need:

- Old magazines or printed images.
- Scissors, glue, and large sheets of paper.
- Colored pencils, markers, or paints for added decoration.

Color My Feelings

PARTICIPANTS: (AGE, DIFFICULTIES)

- 5-8 years old ● 9-11 years old
- Duration: 45 minutes

OBJECTIVES:

- **Emotional Awareness:** Help children identify and express their emotions using colors.
- **Sensory Exploration:** Engage children's senses through tactile and visual art materials.
- **Creative Play:** Encourage creativity and self-expression in a playful and supportive environment.
- **Develop Fine Motor Skills:** Enhance fine motor skills through painting, drawing, and manipulating materials.

STEP BY STEP: (PHOTOS IN THE STEP BY STEP DESCRIPTION)

Preparation:

Set Up Art Stations: Prepare an art station for each child with paper, brushes, paints, and a container of water.

Display Emotion Faces: Create or print a chart with simple faces representing different emotions (happy, sad, angry, calm) to help children identify feelings.

Protective Measures: Ensure that all children have aprons or old shirts to protect their clothing and that cleanup materials are easily accessible.

Step-by-Step Instructions:

Introduction (5 minutes):

Greet the children and introduce the activity. Explain that they will be painting and drawing to show how they are feeling today.

Show them the chart with different emotion faces and briefly talk about each emotion.

Warm-Up: Emotion Identification (5 minutes):

Ask the children to point to the face that matches how they feel today.

Encourage them to talk briefly about their feelings, but do not force participation.

Demonstration (5 minutes):

Show the children how to use different colors to represent different feelings (e.g., blue for calm, red for angry, yellow for happy).

Demonstrate how to use the paintbrushes, sponges, or rollers to create patterns or shapes on the paper.

Painting and Drawing (20 minutes):

Allow the children to start painting or drawing. Encourage them to think about how they feel and choose colors that match their emotions.

Offer support and positive reinforcement, gently guiding those who may need help with ideas or materials.

Reflection and Sharing (5 minutes):

Invite the children to share their artwork with the group. Ask them to explain what colors they chose and why.

Celebrate each child's effort and creativity, reinforcing that all feelings are okay to express.

Wrap-Up (5 minutes):

Thank the children for participating and let them know that their feelings are important and valid.

Encourage them to use colors at home to express how they feel, reminding them that art can be a fun way to communicate.

RESULTS/CONCLUSIONS:

This activity allows young children to explore their emotions in a playful, non-verbal way using colors and sensory materials. It supports emotional development, creative expression, and fine motor skills in a fun, supportive environment.

EXPECTED OUTCOMES:

- Children will create a colorful piece of artwork that represents their current emotions.
- Increased ability to identify and express feelings using colors.
- Development of fine motor skills and creativity.

USEFUL MATERIALS/ RESOURCES

Materials Needed:

- Large sheets of paper or cardstock
- Washable paints (various colors)
- Paintbrushes, sponges, or rollers
- Crayons, markers, and colored pencils
- Containers of water for rinsing brushes
- Aprons or old shirts to protect clothing
- Wet wipes or paper towels for cleaning hands
- A whiteboard or chart with basic emotion faces (happy, sad, angry, calm)

Dur@s por fuera, blandit@s por dentro (Hard on the Outside, Soft on the Inside)

PARTICIPANTS: (AGE, DIFFICULTIES)

It's wonderful to learn that the "Hard on the Outside, Soft on the Inside" project is a collaborative effort between the Yehudi Menuhin Foundation, artist Azahara Valasco del Toro, and CEIP Albolafia in Córdoba. Such partnerships between educational institutions, artists, and organizations like the Yehudi Menuhin Foundation can greatly enrich the learning experience for students and foster a deeper appreciation for the arts.

The Yehudi Menuhin Foundation, established by the renowned violinist Yehudi Menuhin, has a long history of promoting music education and fostering creativity in young people. Their involvement in this project brings a wealth of expertise and resources to support the artistic and emotional development of the students at CEIP Albolafia.

Artist Azahara Valasco del Toro's contributions to the project bring a unique perspective and hands-on experience to the creative process. Her guidance and expertise in sculpture and art expression can help students explore their emotions and identities in a meaningful and impactful way.

The collaboration between these three entities highlights the importance of teamwork and shared vision in creating enriching educational experiences. By bringing together the expertise of educators, artists, and organizations dedicated to arts education, the "Hard on the Outside, Soft on the Inside" project has the potential to make a lasting impact on the lives of the students involved.

I hope this project continues to flourish and inspire young minds to explore their creativity, express their emotions, and develop a deeper understanding of themselves and the world around them.

It's inspiring to hear that students from 3rd, 4th, 5th, and 6th grade of primary education have participated in the "Hard on the Outside, Soft on the Inside" project. This inclusive approach allows students of different ages and developmental stages to engage with the project's themes and activities in a meaningful way.

Younger students can benefit from the project's emphasis on self-awareness and emotional expression, learning to identify and understand their own emotions while exploring creative ways to express them. As they progress through the grades, students can delve deeper into the concepts of identity, empathy, and teamwork, gaining a broader understanding of themselves and their relationships with others.

The project's hands-on nature, involving sculpture creation and collaborative activities, provides students with opportunities to develop their fine motor skills, problem-solving abilities, and communication skills. They can learn to work together to achieve a common goal, respecting different perspectives and valuing the contributions of each member of the group.

The involvement of students from different grade levels also fosters a sense of community within the school, allowing students to connect with their peers across age groups and share their creative experiences. This cross-age interaction can promote mentorship, peer support, and a sense of belonging to a larger learning community.

Overall, the participation of students from 3rd, 4th, 5th, and 6th grade of primary education enriches the "Hard on the Outside, Soft on the Inside" project by bringing together diverse perspectives, experiences, and developmental stages. This inclusive approach ensures that all students have the opportunity to engage with the project's themes and activities in a meaningful and impactful way.

OBJECTIVES:

- **Foster self-awareness and emotional expression:** Students will learn to identify, understand, and express their emotions through art.
- **Develop creativity and experimentation skills:** The project will allow them to explore different modeling techniques and experiment with diverse materials.
- **Promote reflection on identity and self-esteem:** Creating a personal sculpture will give them the opportunity to reflect on their own identity and appreciate themselves.
- **Encourage teamwork and constructive collaboration:** Students will collaborate on the creation of sculptures and share their emotional experiences with their peers.

STEP BY STEP: (PHOTOS IN THE STEP BY STEP DESCRIPTION)



Project Development:

1. Project Introduction:

- The art teacher will introduce the project “Hard on the Outside, Soft on the Inside,” explaining its objectives and work dynamics.
- A dialogue about emotions will be generated, inviting students to share their experiences and knowledge on the topic.
- The concept of the duality between external appearance and the inner world of emotions will be presented.

2. Mold Making:

- Each student will work on making a mold of their own body, using clay or plaster.
- Different modeling techniques can be used, such as direct modeling or the use of plaster molds.
- The teacher will guide the students through the process, ensuring that they understand the techniques and apply them safely.

3. Sculpture Creation:

- Once the mold is dry, it will be used to create a clay sculpture of the student’s body.
- Students can choose different poses or expressions for their sculpture, representing a specific emotion or general mood.
- Creativity and experimentation will be encouraged during the modeling process.

4. Sculpture Filling:

- The clay sculpture will be filled with pieces of filter and wadding sewn together.
- Colored wool or cotton can be used to represent different emotions or aspects of the student’s personality.
- Words or phrases written on paper that define the student’s emotions can be included.

5. Finishes and Presentation:

- The final touches will be made to the sculpture, painting or decorating it according to the student’s taste.
- Each student will present their sculpture to the rest of the class, explaining the creation process and the emotions it represents.
- An exhibition will be organized with the sculptures of all the students.

Reflection and Evaluation:

- Time will be dedicated to reflecting on the project, inviting students to share their experiences and learnings.

RESULTS/CONCLUSIONS:

The “Hard on the Outside, Soft on the Inside” project offers an enriching educational experience that allows students to explore their emotions in a creative and reflective way. Through the modeling of clay sculptures, children learn to better understand themselves, express their feelings, and appreciate emotional diversity.

EXPECTED OUTCOMES:

Self-Awareness and Emotional Expression:

- Students will demonstrate an improved understanding of their own emotions and the emotions of others.
- Students will feel more comfortable expressing their emotions in a healthy and constructive way.
- Students will develop a greater sense of empathy and compassion for others.

Creativity and Experimentation:

- Students will explore and experiment with different modeling techniques and materials.
- Students will use their creativity to express their emotions in a unique and personal way.
- Students will be open to trying new things and taking risks in their artistic endeavors.

Identity and Self-Esteem:

- Students will gain a deeper understanding of their own identity and value as individuals.
- Students will develop a more positive self-image and increased self-esteem.
- Students will appreciate the diversity of emotions and experiences represented in the sculptures.

Teamwork and Collaboration:

- Students will work effectively together to create a collaborative piece of art.
- Students will communicate and collaborate respectfully with their peers.
- Students will appreciate the value of teamwork and cooperation in achieving a common goal.

Overall Project Outcomes:

- Students will complete a well-crafted and meaningful sculpture that represents their emotions and experiences.
- Students will actively participate in class discussions and reflections about the project.
- Students will demonstrate a deeper understanding of the concepts of emotions, identity, and self-expression.
- Students will gain a greater appreciation for art as a tool for personal growth and self-discovery.

USEFUL MATERIALS/ RESOURCES

Plaster strips: These are used to create the molds for the sculptures.

Clay or pottery clay: This is the main material used to create the sculptures.

Water: This is used to mix the clay and make it pliable.

Containers for mixing clay: These are used to hold the clay and water while they are being mixed.

Cloth or plastic: This is used to protect the work surface and to keep the clay from drying out.

Modeling tools: These are used to shape and texture the clay

Filter and wadding: These are used to fill the sculptures to give them weight and support.

Colored wool or cotton: This can be used to add color and texture to the sculptures.

Scissors and needles: These are used to cut and sew the filter and wadding.

Thread or string: This is used to sew the filter and wadding together.

Markers or paints: These are used to decorate the sculptures.

Cardstock: This can be used as a base for the sculptures or for creating labels or signage.

Ebru

PARTICIPANTS: (AGE, DIFFICULTIES)

The Ebru workshop is suitable for individuals of all ages, including children, adults, and seniors. However, it is particularly beneficial for those who may be experiencing mental health difficulties such as anxiety, depression, or stress. The activity is also suitable for individuals with physical disabilities, as it can be adapted to accommodate different abilities.

OBJECTIVES:

The Ebru workshop aims to provide participants with a therapeutic and meditative experience, promoting relaxation, reducing stress and anxiety, and improving mental well-being. Through the process of creating complicated designs on water, participants engage in a calming and meditative activity that fosters mindfulness and self-expression.

STEP BY STEP: (PHOTOS IN THE STEP BY STEP DESCRIPTION)

1. Introduce the concept of Ebru and its history, and explain the objectives of the workshop. (optional)



2. Demonstrate the basic techniques of Ebru, including how to create a design on water and transfer it to paper.





3. Provide participants with materials and guide them through the process of creating their own Ebru designs. Encourage participants to focus on their breathing and the sensation of the water and paper. Encourage participants to take a few minutes to sit quietly, focusing on their work, how they breathe, and the sensation of the paper and water.



4. Allow participants to share their experiences and observations, and provide feedback and encouragement.



Photos: VVIF archive

RESULTS/CONCLUSIONS:

By the end of the workshop, participants will have created their own unique Ebru designs, and will have experienced a range of benefits including reduced stress and anxiety, improved focus and concentration, and increased self-awareness and confidence. Participants will also have developed a new skill and will have had the opportunity to relax and unwind in a calming and meditative environment.

EXPECTED OUTCOMES:

Through this Ebru workshop, participants can expect to experience a range of benefits that promote relaxation, self-awareness, and personal growth. By engaging in the calming and meditative process of creating intricate designs on water, participants will likely experience a reduction in stress and anxiety levels, allowing them to feel more centered and composed. As they focus on their breathing and the sensation of the water and paper, participants will also develop greater mindfulness and self-awareness, becoming more attuned to their thoughts, emotions, and physical sensations.

USEFUL MATERIALS/ RESOURCES

Materials needed:

- Tray with water
- Gum arabic
- Dyes or pigments (colored inks or paints)
- Paper (preferably high-quality, smooth paper)
- Brushes and combs (for creating designs on the water)
- A flat surface for working (table, desk, or countertop)
- Aprons
- Table clothes (to prevent from damaging the surface)

Emotion Collage

PARTICIPANTS: (AGE, DIFFICULTIES)

- 3-6 years old ● 6-12 years old ● 12-18 years old ● Adults
- Duration: 1.5 hours

OBJECTIVES:

Emotional Exploration: Help participants identify, explore, and express a range of emotions.

Creative Expression: Encourage participants to use mixed media to create a collage that represents their current emotional state.

Mindfulness and Self-Awareness: Promote mindfulness by engaging in a calming, reflective art-making process.

Stress Relief: Utilize the creative process to provide stress relief and enhance overall emotional well-being.

STEP BY STEP: (PHOTOS IN THE STEP BY STEP DESCRIPTION)

Preparation:

Gather Materials: Collect various magazines, newspapers, colored paper, and decorative items for collaging.

Create a Calming Environment: Arrange the room with sufficient space for each participant. Play calming music if desired.

Set Up Workstations: Prepare tables with all necessary materials, ensuring that each participant has access to a variety of supplies.

Introduction (10 minutes):

- Introduce the concept of an "Emotion Collage" and how it can be used to express and explore feelings.
- Explain that participants will be using images, colors, and words from magazines or other materials to create a collage that represents their emotions.

Guided Imagery Exercise (5 minutes):

- Lead participants through a brief guided imagery exercise to help them connect with their current emotions. For example, ask them to close their eyes, take deep breaths, and think about what colours, images, or shapes might represent how they are feeling today.

Demonstration (10 minutes):

- Show participants how to create a collage using different materials, demonstrating techniques like cutting, tearing, layering, and arranging images.
- Provide tips on how to choose images and colours that resonate with their feelings.

Collage Creation (40 minutes):

- Allow participants to explore the materials and start creating their collages. Encourage them to select images, colours, and words that connect with their emotions.
- Offer support and guidance as needed, but allow for freedom and personal expression.

Reflection and Discussion (15 minutes):

- Invite participants to share their collages with the group, discussing what their chosen elements represent and how the process made them feel.
- Encourage open dialogue, emphasizing that sharing is optional and creating a safe, non-judgmental environment.

Wrap-Up (10 minutes):

- Summarise the therapeutic benefits of the activity, such as increased emotional awareness, stress relief, and creative self-expression.
- Provide tips on how participants can continue using art as a form of therapy in their daily lives.

RESULTS/CONCLUSIONS:

This activity allows participants to explore and express their emotions visually, promoting self-awareness and emotional release in a creative and supportive environment.

EXPECTED OUTCOMES:

- Participants will create a personal collage that visually represents their emotions.
- Enhanced self-awareness and understanding of personal emotions.
- Reduction of stress through creative expression and mindfulness.

USEFUL MATERIALS/ RESOURCES

Materials needed:

- Magazines, newspapers, and coloured paper
- Glue sticks or liquid glue
- Scissors
- Markers, coloured pencils, or crayons
- Stickers, sequins, and other decorative materials
- A4 or larger-sized cardstock or canvas
- Music player (optional, for calming background music)

Emotion Wheel Art

PARTICIPANTS: (AGE, DIFFICULTIES)

Ages 10 and above.

Suitable for individuals dealing with emotional regulation difficulties, such as anxiety, depression, or trauma.

OBJECTIVES:

- To help participants identify and express a range of emotions through colors and symbols.
- To increase self-awareness and emotional literacy.
- To facilitate the release of pent-up emotions in a non-verbal and creative manner.

STEP BY STEP: (PHOTOS IN THE STEP BY STEP DESCRIPTION)

1. Introduce the emotion wheel as a visual representation of various emotions, divided into sections (e.g., joy, sadness, fear, anger).
2. Provide each participant with a large circular paper.
3. Ask participants to select colors that they associate with different emotions.
4. Guide them to divide the circle into slices, each representing an emotion.
5. Encourage participants to use colors, shapes, and textures to represent how each emotion feels in their body and mind.
6. Allow time for reflection and sharing, where participants can discuss their artwork and how it relates to their emotional experiences.

RESULTS/CONCLUSIONS:

Participants often express surprise at the range and intensity of emotions they experience. Many report gaining a deeper understanding of their emotional states and finding a non-verbal outlet for feelings that are difficult to articulate.

EXPECTED OUTCOMES:

- Improved emotional awareness and expression.
- A reduction in emotional distress through creative expression.
- Development of coping strategies for managing complex emotions.

USEFUL MATERIALS/ RESOURCES

- Emotion wheel diagram for reference.
- Large circular paper sheets.
- Acrylic paints, oil pastels, or colored pencils.
- Brushes, sponges, or other tools to create texture.

Gratitude Journal

PARTICIPANTS: (AGE, DIFFICULTIES)

Suitable for all ages, from children 9+ to adults.

Ideal for Individuals experiencing stress, low self-esteem, or difficulty with self-reflection. Particularly useful for students needing support with managing daily anxieties and developing positive habits.

OBJECTIVES:

- To encourage daily self-reflection, fostering a greater sense of self-awareness.
- To provide students with a structured approach to manage stress through gratitude and positive affirmations.
- To help participants set personal goals, thereby promoting self-motivation and focus.
- To use creative expression as an outlet for emotional release and stress reduction.

STEP BY STEP: (PHOTOS IN THE STEP BY STEP DESCRIPTION)

Introduction to the Journal:

- Introduce the concept of journaling as a daily practice for self-care and emotional management. Discuss how each entry can serve as a tool for tracking thoughts, setting intentions, and reflecting on the day.

Setting Up the Journal:

- Provide participants with a printable journal or have them create one with blank pages.

Instruct students to start each day with a date entry, allowing them to keep a record of their progress.

Affirmation of the Day:

- Encourage students to write a daily affirmation focused on self-worth and confidence (e.g., "I am capable and resilient" or "I am worthy of happiness and success").
- Explain how positive affirmations can help shift their mindset and reduce negative thinking patterns.

Self-Appreciation:

- Have students list qualities they appreciate about themselves in three dimensions: Mind, Body, and Spirit.
- This exercise fosters self-compassion, helping students focus on their strengths rather than stressors.

Gratitude Reflection:

- Guide students to reflect on and list things they are grateful for, such as achievements, supportive people in their lives, or positive experiences.
- Reinforce how gratitude can reduce stress by shifting focus from challenges to positives.

Goals and Intentions:

- Encourage participants to write down goals or intentions for the day or week, helping them cultivate focus and motivation.
- This step supports personal growth and provides a sense of direction and accomplishment.

Tip: Encourage participants to use present tense instead of future tense. i.e I Leave in a beatifull house instead of I want a beautiful House.

Space for Creativity:

- Allow space in the journal for doodling, drawing, or any form of creative expression that the participant finds relaxing.
- Explain how creative expression can serve as an emotional outlet and stress-relief tool.

Review and Reflection:

- At the end of each day or week, encourage students to review their entries, reflect on their feelings, and recognize any patterns in their thoughts or emotions.

RESULTS/CONCLUSIONS:

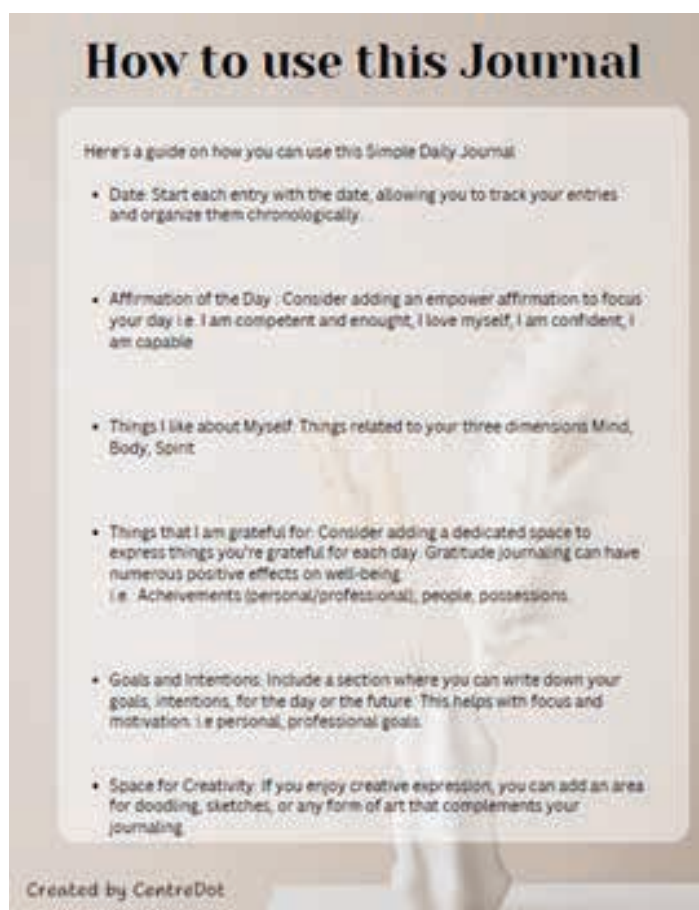
Participants who regularly engage in this journaling practice often report increased self-awareness and reduced stress levels. The routine of setting positive intentions, practicing gratitude, and focusing on self-appreciation fosters a more resilient mindset and helps students manage their emotional responses. Additionally, the space for creativity allows for an artistic release of emotions, which can be particularly therapeutic.

EXPECTED OUTCOMES:

- Enhanced ability to identify personal strengths and challenges.
- Improved self-confidence and self-acceptance.
- A more positive and focused outlook on daily tasks and goals.
- Reduction in stress through regular self-reflection and emotional expression.

USEFUL MATERIALS/ RESOURCES

- Blank journals or printable journal pages.
- Pens, colored pencils, or markers for creative expression.
- Examples of positive affirmations and gratitude prompts.
- Quiet space for journaling, if possible.



Group Finger Painting workshop – Light Technique

PARTICIPANTS: (AGE, DIFFICULTIES)

8+ y.o., no upper age limit; min 5 and up to 40 people

The activity can be used for developing self-awareness, cooperation, and teamwork in group dynamics.

OBJECTIVES:

- reflecting on oneself in relation to others
- observing and reflecting on one's place within a group of people and inclusion itself
- increasing our understanding of the impact of teamwork and cooperation
- developing a sense of respect in group dynamics

STEP BY STEP: (PHOTOS IN THE STEP BY STEP DESCRIPTION)

Oil paints are arranged in a specific way: white, yellow, orange, red... etc.

1. Participants are invited to put on their forefinger the amount of paint as big as a pea and make circles in the middle of the canvas in a specific way as shown in the picture below. Circles with different colors are just one next to the other. The rest of the space on the canvas is covered with dots of all colors and white paint.



2. The next movement with perpendicular to the canvas hand starts from the middle of the circle and goes fast to the end of the circle. The result is similar to a ray of light with different colours (see the picture below). Every participant has the space to try the movement while the rest of the group is supporting by holding the canvas tight.



The painting is ready when the circle is completed with the movements with perpendicular hand from the inside out of all the participants.



Photos: VVIF archive

RESULTS/CONCLUSIONS:

The technique is usually causing a “WOW” effect on participants since nobody expects that such a powerful result can be created in such a simple way with many people working on one canvas.

EXPECTED OUTCOMES:

The workshop is expected to lead to an increased awareness of group dynamics, a deeper appreciation for teamwork, and a better understanding of inclusion and respect within a collaborative environment.

USEFUL MATERIALS/ RESOURCES

Materials needed:

- oil paints in different colours;
- 1 canvas (60x60) per 5-6 participants;
- wet wipes;
- aprons to protect clothes.

As a reflection part, the following questions can be used:

- How did you feel during the group creative process?
- Did you feel like an equal part of the group at all times, or were there moments when you felt excluded?
- Was there a leader in the group?
- Were you able to participate without having your personal space on the painting?

Mandala Effect!

PARTICIPANTS: (AGE, DIFFICULTIES)

Suitable for all ages, from children 6+ to adults.

Ideal for Individuals experiencing stress, difficulty with concentration, or struggling with emotional regulation. This activity can help those who need support with self-reflection, balance, and finding inner tranquility.

OBJECTIVES:

- To foster tranquility and mindfulness through the process of creating a mandala from a central dot.
- To promote self-reflection and emotional balance by encouraging participants to explore personal relationships symbolized through expanding circles.
- To introduce the therapeutic power of colors, allowing participants to observe how different colors influence mood and reflect inner states.
- To encourage emotional regulation and focus, connecting participants with a sense of calm and inner peace.

STEP BY STEP: (PHOTOS IN THE STEP BY STEP DESCRIPTION)

Introduction to Mandalas and the Central Dot Method:

- Begin by introducing mandalas as circular designs that symbolize unity, wholeness, and personal reflection.
- Explain the “Central Dot Method”, where participants begin with a single dot in the center of the paper, symbolizing themselves. Around this dot, they create expanding circles, representing layers of relationships—family, friends, community, and the world.
- Share that mandalas can be used to explore the connections between oneself and others, reflecting the dynamic circles of relationships.

Discussing the Power of Colors:

- Introduce basic color psychology, explaining how different colors can symbolize emotions and relationships (e.g., blue for calm, green for growth, red for energy, yellow for happiness).
- Encourage participants to select colors that reflect their emotions toward each layer of their mandala—how they feel about themselves, their family, friends, and beyond.

Creating the Dotting Mandala:

- Provide participants with dotting tools (e.g., the ends of paintbrushes, dotting tools, or Q-tips) and mandala templates.
- Instruct participants to start by placing a dot in the center, representing themselves. Around this central dot, they will create circles of dots that gradually expand outward.
- Each circle represents a new relationship layer—personal, family, friends, community—and participants can choose colors for each circle to symbolize their feelings or thoughts about that group.

Guided Dotting and Reflection:

- Encourage participants to work slowly, focusing on each dot and each circle, breathing deeply, and relaxing into the activity.
- As they work outward, they may reflect on their relationships, how each circle affects their sense of self, and how they feel toward each layer of their life.

Reflection and Sharing:

- After completing their dotting mandala, encourage participants to reflect on the final piece. Invite them to consider how the colors and layers of dots relate to their emotions and relationships.
- If they feel comfortable, participants can share their mandalas with the group and discuss insights or feelings that arose during the exercise.

RESULTS/CONCLUSIONS:

Participants report a sense of inner calm and self-awareness from creating the dotting mandala. Many experience greater clarity about their relationships and emotions, as well as reduced stress. The activity's repetitive, meditative nature helps them process their thoughts and feelings in a structured, creative way

EXPECTED OUTCOMES:

- Enhanced self-reflection, particularly in relation to personal connections and relationships.
- Improved emotional clarity and insight into the influence of colors on mood.
- Greater emotional regulation and focus, resulting in a calm and balanced state.
- Reduced stress and anxiety, cultivating a more peaceful mindset.

USEFUL MATERIALS/ RESOURCES

- Mandala templates or blank circular paper for custom designs.
- Dotting tools (such as Q-tips, paintbrush handles, or specialized dotting tools).
- A selection of colored paints or inks.
- Calm background music (optional) to encourage a tranquil environment.
- Reference guide to color meanings for added insight into color choices.

Did you know that the way that you color your mandala can also change the meaning? Take a look at each color and it's meaning!

RED: Strength, high energy and passion

PINK: Love, intuition and the feminine

ORANGE: Creativity, transformation, self-awareness and intuition

YELLOW: Learning, wisdom, laughter and happiness

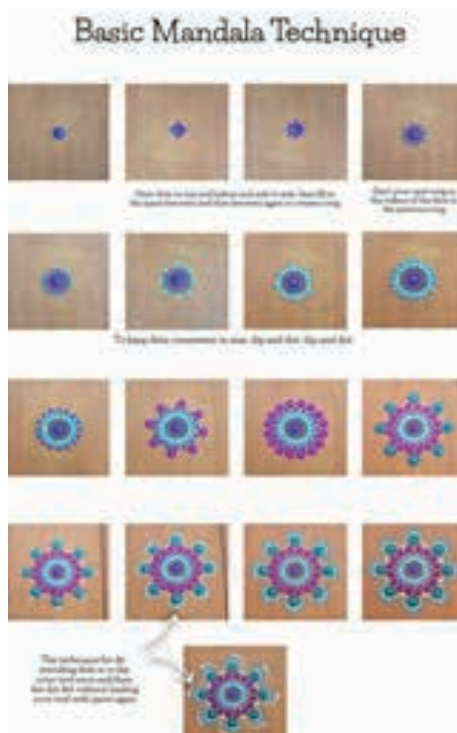
GREEN: Physical healing, psychic ability, love of nature and caring

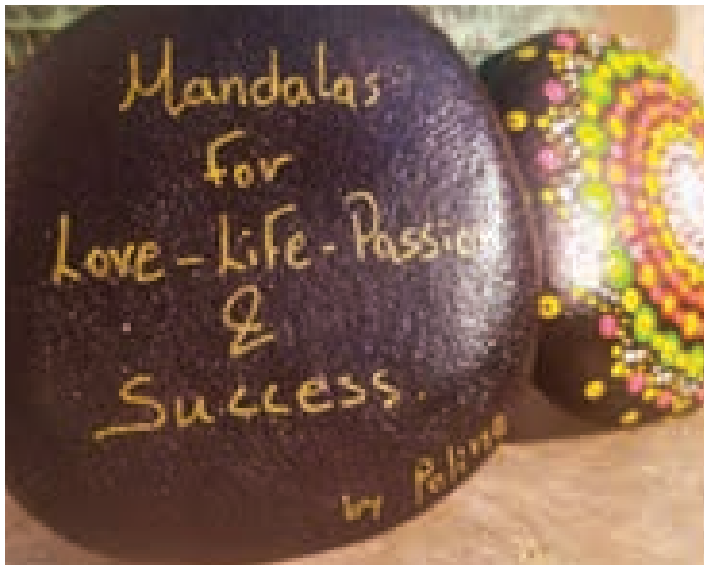
BLUE: Emotional healing, inner peace and meditation

PURPLE: All things spiritual

WHITE: Spiritual focus

BLACK: Mystery, deep thinking and individuality





Mask Making for Self-Expression

PARTICIPANTS: (AGE, DIFFICULTIES)

Ages 12 and above.

Suitable for individuals dealing with identity issues, social anxiety, trauma, or emotional expression difficulties.

OBJECTIVES:

- To help participants explore aspects of their identity and how they present themselves to the world.
- To provide a creative outlet for expressing emotions or parts of the self that are hidden or suppressed.
- To foster self-awareness and encourage discussion around authenticity and social roles.

STEP BY STEP: (PHOTOS IN THE STEP BY STEP DESCRIPTION)

1. Introduce the concept of masks, discussing how people often wear metaphorical masks in different social situations.
2. Provide blank mask templates made of paper or plastic.
3. Give participants access to a variety of decorating materials such as paints, markers, glitter, feathers, fabric, etc.
4. Encourage participants to decorate one half of the mask to represent how they feel they present themselves to the outside world (their "public face").
5. On the other half, they should represent how they feel inside, or parts of themselves that they often hide from others.
6. Allow participants to share their masks and discuss what they created and how it reflects their inner and outer worlds.



RESULTS/CONCLUSIONS:

Participants often gain new insights into how they present themselves versus how they truly feel. Many find it liberating to express parts of themselves that they typically keep hidden. This process can also lead to discussions around vulnerability, self-perception, and emotional authenticity.

EXPECTED OUTCOMES:

- Increased emotional expression and self-awareness.
- A better understanding of personal identity and social roles.
- Strengthened coping strategies for managing emotional conflicts between the inner and outer self.

USEFUL MATERIALS/ RESOURCES

- Blank masks (paper or plastic).
- Paints, markers, glitter, and other decorative materials.
- Feathers, fabric, glue, scissors.



Mind Bloom – Neurographics for Kids

PARTICIPANTS: (AGE, DIFFICULTIES)

The workshop is designed for kids from 7 to 12 y.o., however, neurographics as a method is used for adults as well.

OBJECTIVES:

- To help kids relax and reduce stress
- To increase self-awareness and emotional regulation
- To promote positive thinking and mental well-being

STEP BY STEP: (PHOTOS IN THE STEP BY STEP DESCRIPTION)

1. Gather the kids in a comfortable and quiet space.
2. Explain the concept of “Mind Bloom” and its objectives.
3. Ask each child to draw a large, simple flower on a piece of paper (about 8-10 inches in diameter).
4. Instruct them to draw the flower with their non-dominant hand (if possible). This will help them relax and focus on the process.
5. As they draw, ask them to think about their emotions and feelings. Encourage them to associate each petal with a specific emotion (e.g., happiness, sadness, anger, or calmness).
6. Once the flower is complete, ask the kids to colour the petals with different colours, each representing a specific emotion.
7. Next, ask them to draw a small, simple face in the centre of the flower. This face should represent their current emotional state.
8. Finally, ask the kids to draw a small, bright sun or a smiling face above the flower. This symbolises hope, positivity, and a bright future.

RESULTS/CONCLUSIONS:

- Observe the kids’ reactions and comments during the exercise. You may notice a sense of calmness and relaxation as they focus on their emotions and the creative process.
- Ask the kids to share their experiences and what they learned about themselves during the exercise.
- Encourage them to reflect on their emotions and how they can use the “Mind Bloom” technique to manage their feelings in the future.

EXPECTED OUTCOMES:

- Improved emotional regulation and self-awareness
- Reduced stress and anxiety
- Increased positive thinking and mental well-being
- Enhanced creativity and self-expression

USEFUL MATERIALS/ RESOURCES

Materials needed:

- Paper
- Markers or coloured pencils
- A pencil or pen for drawing the face
- A ruler or straightedge (optional)

Tips and Variations:

- For younger kids (7-9 years old) more guidance on the drawing process is needed.
- Older kids (10-12 years old) can be encouraged to add more details to their flower, such as leaves, stems, or a background.
- Consider displaying the finished “Mind Blooms” in a common area, such as a classroom or therapy room, to promote a sense of community and shared understanding.



RESULTS/CONCLUSIONS:

The result of this practice is that the children gained vocabulary to be able to talk about their feelings and resolved their difficulties in relationships, and in the stress of the students.

EXPECTED OUTCOMES:

These are day to day practices and they help a lot. They obtained good results in socio-emotional development.

USEFUL MATERIALS/ RESOURCES

- Emotions roulette
- Story books
- Posters with images

- Cards with pictures
- Digital whiteboard
- Tablet or mobile

NeuroNavigator

PARTICIPANTS: (AGE, DIFFICULTIES)

The workshop is designed for kids from 7 to 12 y.o., however, neurographics as a method is used for adults as well.

OBJECTIVES:

- To create a cognitive map of the brain that promotes emotional regulation and mental well-being
- To develop self-awareness and understanding of emotions
- To improve problem-solving skills and coping mechanisms
- To enhance creativity and self-expression

STEP BY STEP: (PHOTOS IN THE STEP BY STEP DESCRIPTION)

1. Introduce the concept of Neurographics and its principles (e.g., bilateral stimulation, hemispheric integration, and cognitive mapping).
2. Explain that the exercise will help them create a cognitive map of their brain that promotes emotional regulation and mental well-being.
3. Provide each child with a large piece of paper (A3) and a set of pencils.
4. Ask them to draw a simple brain outline on the paper, including the left and right hemispheres, the cerebrum, and the cerebellum.
5. Instruct them to divide the brain into four quadrants, representing different emotional states:
 - a. Top-left: Calm and relaxed
 - b. Top-right: Happy and joyful
 - c. Bottom-left: Sad and upset
 - d. Bottom-right: Angry and frustrated
6. Ask the kids to draw a series of shapes, patterns, or symbols in each quadrant, representing the corresponding emotional state. For example:
 - a. Top-left: Draw a series of gentle, flowing lines to represent calmness.
 - b. Top-right: Draw a series of bright, colorful shapes to represent happiness.
 - c. Bottom-left: Draw a series of soft, rounded shapes to represent sadness.
 - d. Bottom-right: Draw a series of bold, angular shapes to represent anger.
7. Encourage the kids to use different colors, textures, and shading techniques to make their brain map visually appealing.
8. Once they've completed their brain map, ask them to reflect on their experience and what they learned about their own emotional states.
9. Encourage them to think about how they can use their brain map to manage their emotions and improve their mental well-being.

RESULTS/CONCLUSIONS:

- Observe the kids' reactions and comments during the exercise. You may notice a sense of calmness and relaxation as they create their brain map.
- Ask the kids to share their experiences and what they learned about their own emotional states.
- Encourage them to reflect on how they can apply their newfound understanding of their emotions to improve their mental well-being.

EXPECTED OUTCOMES:

- Improved emotional regulation and self-awareness
- Enhanced problem-solving skills and coping mechanisms
- Increased creativity and self-expression
- Better understanding of emotional states and how to manage them

USEFUL MATERIALS/ RESOURCES

Tomatis, L., & Tomatis, M. (2015). *Neurographics: A Tool for Cognitive Development in Children*. *Journal of Child and Adolescent Psychology*, 44(3), 341-353.

"Neurographics: A New Approach to Cognitive Development" by Lucia Tomatis and Marco Tomatis (2013)

Materials needed:

- Large piece of paper (A3)
- Pencils (various colors and textures)
- Ruler or straightedge (optional)
- A quiet, comfortable space for the exercise

Tips and Variations:

- For younger kids (7-9 years old), you can provide more guidance on the drawing process and use simpler shapes and patterns.
- For older kids (10-12 years old), you can encourage them to add more details to their brain map, such as neurons, synapses, or brain regions.
- Consider displaying the finished brain maps in a common area, such as a classroom or therapy room, to promote a sense of community and shared understanding.

Scroobly

PARTICIPANTS: (AGE, DIFFICULTIES)

- 3-6 years old
- 6-12 years old
- 12-18 years old
- Adulthood

OBJECTIVES:

1. Motivate self-expression
2. Promote self-confidence
3. Increase body confidence and movement
4. Develop creative skills

STEP BY STEP: (PHOTOS IN THE STEP BY STEP DESCRIPTION)

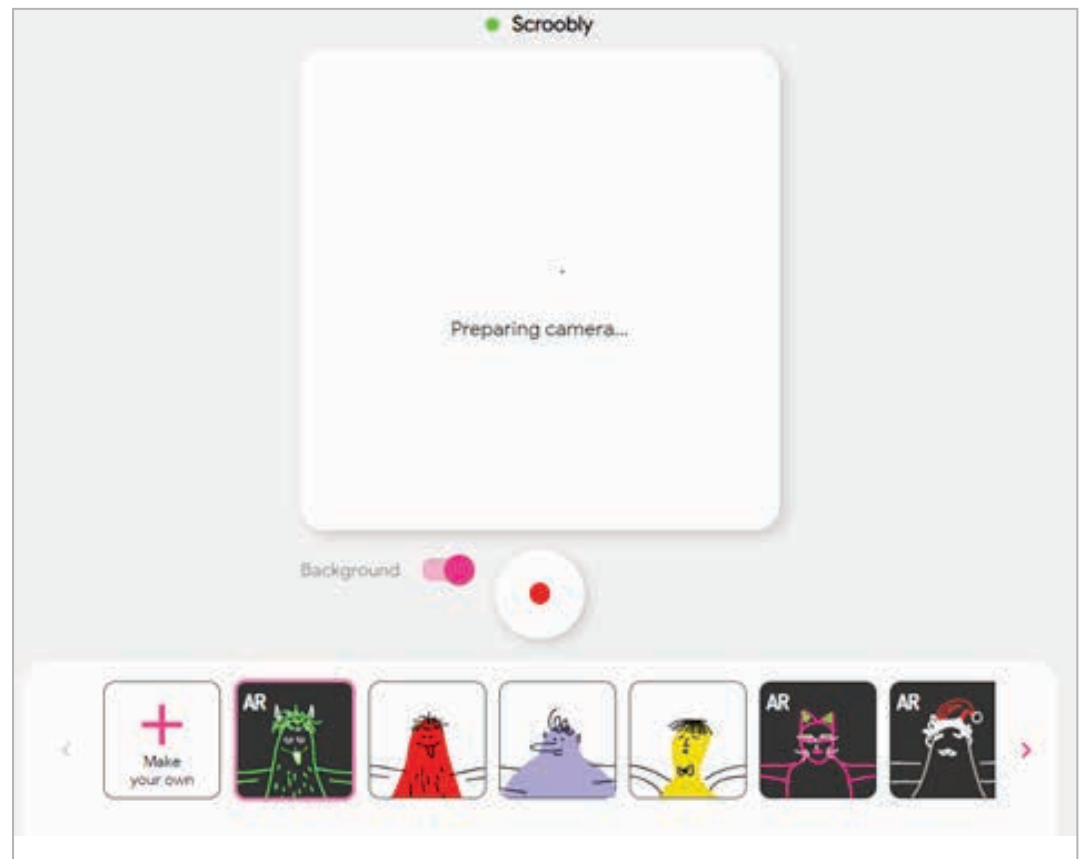
It will be very easy to use Scroobly. Here are the steps:

1. All you need is a device with a camera (Smartphone, Tablet, PC)
2. The website is online and totally free.
3. Search the following link:

<https://www.scroobly.com>. You will find this screen:



4. Click sequentially:
Start - Next - Next
5. Click to consent the use of camera.
6. Now you can already choose one of the default characters below and start play.
7. You can also create and customize your own character. If you want to, you'll have to click on "Make your own".

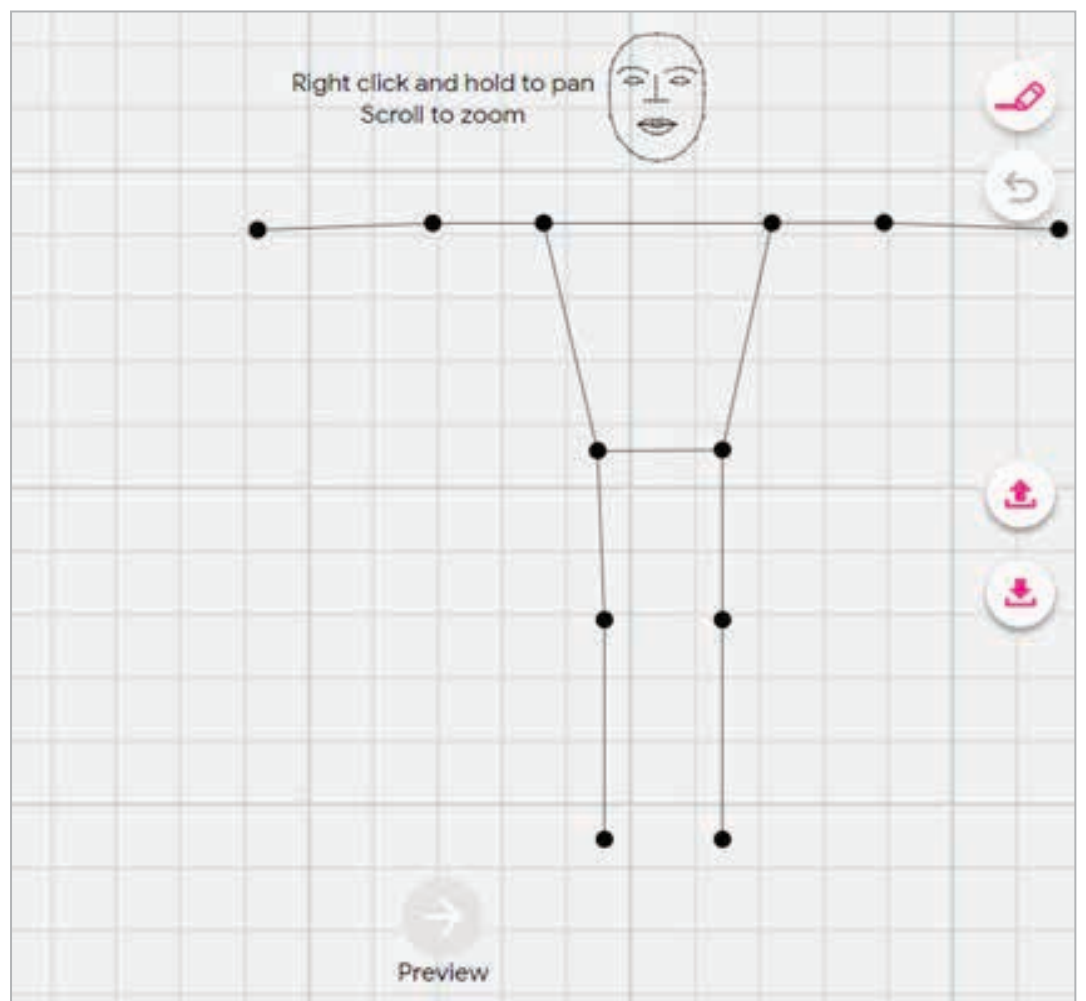


8.



If you click on **"Make your own"** there will be on screen a series of body shapes: you can select one or **create your own shape** from the beginning, then click on **"doodle your own"**.

9. Now you have to create your doodle:



10. Pick a color and choose the size of the pencil:



11. Now you can start drawing.

- You'll need to connect the dots to give more movement to your avatar.
- Scroll if you want to zoom; Right click if you want to move the sheet.

12. If your avatar is done click on **Preview**. Now you can play and record yourself!

13. You can take off the background, switching off the button.

To save your video click sequentially: **Save** - **Export GIF** - [Click here to download](#).

RESULTS/CONCLUSIONS:

The results of this activity are:

- a new way to approach to the target group, involving art and technology
- the establishment of a new kind of interaction

EXPECTED OUTCOMES:

Scroobly is an AR (Augmented Reality) free application which use machine learning (ML) models to map your live motion and apply it to your avatar. It is a new way to create fun animations in real time just with a camera. With Scroobly you can also create your own character, otherwise you can use some default ones.

Scroobly creates a new space to experience by using technology and creativity.

USEFUL MATERIALS/ RESOURCES

A device with a camera (Smartphone, Tablet, PC)

<https://www.scroobly.com>

The Balloon Tower

PARTICIPANTS: (AGE, DIFFICULTIES)

For all ages; with making suitable adjustments according to the groups and possible replacement of materials (foam balls for example).

OBJECTIVES:

The balloon tower is a teamwork technique for problem solving.

A contest could be organised as a team-building activity between students and teachers, even between the classes of a whole school.

- Problem solving
- Conflict resolution
- Active participation

STEP BY STEP: (PHOTOS IN THE STEP BY STEP DESCRIPTION)

1. Students are told to build a tower by joining balloons together.
2. They are told they can use the materials as they wish.
3. During construction, sharing ideas, task distribution and cooperation are encouraged by saying "How do you plan to do it? What are you going to do now? If that didn't work, try something else." etc.
4. When the tower is completed, the teacher explains the stages in solving a problems and what the steps are. As an example of explanation: How did we do it? 1. We observed, 2. We reviewed, 3. We thought, 4. We tried, 5. If it did not work, we tried something else, 5. We got help, 6. We were patient.)
5. The teacher explains that they can solve the problems they encounter in their daily lives by following the same steps.
6. The students discuss this idea by putting pictures of sample problem situations into the right order. Solution suggestions are made.
7. They are advised to remember what was said in this activity when they encounter a similar situation in the future. and the activity ends.
8. By referring to the balloon tower, the students are reminded from time to time of the steps in problem solving.

This activity can be executed as a contest between students and teachers as teambuilding method

It could even between the classes of a whole school. This could increase the tension or could possibly lead to arguing.

To communicate either verbally or even non-verbally, in a respectful way.

Observe how the students coordinated or argued.

This activity is considered part of the resilience programme. Problem solving ability is considered an important element of resilience and self-confidence.



RESULTS/CONCLUSIONS:

Through this skill, students can understand how to act in conflict situations. It is also an activity that contributes to the development of social skills since problem solving steps are a skill that can be learned and improved.

Building a balloon tower represents a problem that needs to be solved in this activity.

Building the highest tower is only the obvious goal for the students. However, it is all about appropriate communication.

It is about arranging, clarifying opinion and at the same time tolerating others while finding a solution.

EXPECTED OUTCOMES:

If the activity is carried out in the form of a competition, students should be reminded that the goal is not to win but to work together.

- It is an activity that contributes to the development of social skills.
- It is expected that conflict resolution skills will develop.
- it teaches students through a fun game.

The students should gain awareness about problem situations; they discuss and develop solutions at the end of the activity.

- It is a fun activity that is a welcome change from "normal" lessons.

Plastic ball cups, boxes, balls, etc. can be used in cases where balloons are not suitable.

USEFUL MATERIALS/ RESOURCES

The practice is in regular use in Kadikoy Research and Guidance Centre from Turkey.

(<https://kadikoyram.meb.k12.tr>; kadikoyram@gmail.com)

Sharing a Draw

PARTICIPANTS: (AGE, DIFFICULTIES)

Children from 6 to 11 years (Primary school)

The practice is suitable for all children with no blindness or fine motricity problems that prevent their drawing

OBJECTIVES:

1. Discover the possibility to drawing together with the opportunity to see the sight of your mate and his facial mimic and expressions .
2. Create the possibility to talk and express feelings, ideas and share them.
3. Create something good in relationships.
4. Stimulate and promote collaboration, team work, empathy and emotional intelligence and development

STEP BY STEP: (PHOTOS IN THE STEP BY STEP DESCRIPTION)

The “Sharing a draw” activity is a class activity but you can do it wherever you want.

Children must sit in front of each other and they have a transparent plexyglass panel with a pedestal in the middle, so they can see each other.

Both of them have a whiteboard marker and they have to draw a picture together freely, respecting the times, the ideas of the mate. They can also erase what they have drawn if they need to.

The children can decide together the theme of the sharing draw or the teacher can also decide on a specific topic that can introduce with a discussion or a reading.

The activity ends when the children finish their cooperative draw and the teacher can ask them about the sense of their work and their feelings and emotions regarding the whole process.



RESULTS/CONCLUSIONS:

The children create something together, this can increase friendship and respect for each other.

EXPECTED OUTCOMES:

This activity develops empathy and the competence to work together while respecting each other’s ideas. Children have the opportunity to express themselves, their ideas and feelings.

USEFUL MATERIALS/ RESOURCES

- Plexiglass panel with a pedestal
- Two erasable whiteboard markers

Strength Cards

PARTICIPANTS: (AGE, DIFFICULTIES)

From primary school onward, also suitable for the adults. Suitable for all difficulties by making appropriate adjustments.

OBJECTIVES:

The Strength Cards have been implemented into school workshops, to help the students to get to know themselves better and to practice appreciative thinking about their own abilities as well as their peers'.

STEP BY STEP: (PHOTOS IN THE STEP BY STEP DESCRIPTION)

1. A deck of cards displaying good character traits is given to the first student.
2. They have to distribute one or two cards to another student, to whom said character trait fits best in their opinion.
3. They have to read aloud what the cards say, so everyone in class hears.
4. The card deck is then given to the next student.
5. This is repeated until everybody has distributed cards at least once and all the cards have found an owner.
6. At the end, the results of the exercise are discussed. The students voice their thoughts on their own character traits and evaluate them and become aware that they might show a certain trait in some situations and not in others.



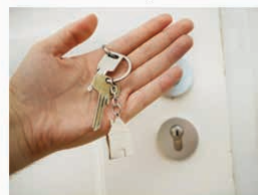
You can draw well.



You are reliable.



You are responsible.



You are optimistic.



Before using the Strength Cards, make sure that your students know what strengths are. Also, pay attention to the cognitive capability of the students and, if necessary, remove from the deck those cards that name strengths that are too abstract. It is also important that the group using the strength cards know each other well enough; otherwise, they may not be able to talk about their strengths.

Hence, there are not only pictures, but also sentences on the cards; the target group should be able to read. Alternatively, the teacher reads the sentences aloud. It might help if you create strength cards yourself that have different kinds of pictures on one card, i.e. as a photo and a comic-strip version. The children could even illustrate their own card deck. It might also be necessary that the children can flick through the cards and get familiar with their appearance.

Before starting the activity, decide whether the card deck should be placed in the middle of a table or sitting circle, or if the students will pass around the whole deck. Keep in mind that it might be a little noisier during the activity. Younger children might also have problems holding the big cards with their small hands. For younger or very shy children it might be helpful to let the teacher start this exercise, so the students have them as an example and can follow up more easily.

To prevent certain students from ending up without cards, it is a good idea to interrupt the process once, for example, 2/3 of the class have got cards. The cardless students could then raise their hands and the focus can be on them for the rest of the process. After everybody has received a card, students can then get multiple cards again.

Remember, if you want to see broad smiles on your pupils' faces, the Strength Cards are a great option. The cards can be used as a fresh activity between usual lessons. The exercise can also be used once a week as a fixed ritual.

It is not a method for filling up five minutes at the end of a lesson. The students need enough time to think about the qualities of their classmates, and then it's worth it.

RESULTS/CONCLUSIONS:

The method is suitable for children with learning disabilities, autism and mental disorders. Children with serious mental disorders or severe autism might have difficulties in matching the cards with the strengths of their classmates.

EXPECTED OUTCOMES:

Giving/accepting appreciative feedback

- Self-perception
- Self-awareness
- Positive thinking

USEFUL MATERIALS/ RESOURCES

The practice was represented by BÜRO BLAU (www.bueroblau.de; schroeder@bueroblau.de).

Diary of a Happy Life

PARTICIPANTS: (AGE, DIFFICULTIES)

8 years and onward, also for the adults.

The activity can be used for students with special educational needs as well as for all others who are interested in improving their confidence skills.

OBJECTIVES:

Encouraging awareness and sensibility in children in relation to themselves and their surroundings

- Self-awareness,
- Communication,
- Self-valuation,
- Sensibility,
- Self-reflection

STEP BY STEP: (PHOTOS IN THE STEP BY STEP DESCRIPTION)

1. Preparation of diary documents / copies
2. Motivating the students? (Acknowledging the method and description of how to use the documents)
3. Listing kind-hearted behaviour to oneself, a family member, someone from school
4. Involving students in a conversation about good behaviours such as being charitable, etc.
5. Writing their individual reflections
6. Discussing answers through questions with the mentorship of a teacher who will remind them why it is good to be kind-hearted to people around oneself as well as to ourselves.
 - Do I like to help others?
 - Should I expect a reward for helping others?
 - When was the last time I helped someone and how?
7. Getting students involved in a collaborative puzzle activity
8. As a weekly goal, supporting students to determine one of their classmates for whom each of them will be a secret angel.
9. Discovering and guessing the name of their secret angel experience in their diary
10. Discussing the following questions:
 - Who was my secret angel?
 - What has s/he done for her/him?

In order to avoid misunderstandings, it should be explained beforehand that the favours expected from students should not be of material nature.

If there are more than number of students, the time should be extended and additional time should be set aside to allow each student to share their outputs with one another for at least five minutes.

Sending information about the method application in the classroom and asking them to participate is highly advisable in order to get them involved in school activities and school projects.

February 2023

Charity

*„Between two people let this law apply for mutual good:
One should forget what he gave, and the other should
never forget that he received something “*

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Do I consider myself as someone who helps the others?

If I help someone, do I expect something in return?

Have you ever participated in charity?

Reaction on weekly challenge:

Whom did you help? _____

How did she/he react to your help? _____

How did you feel? _____

Perform good - to be charitable means helping the others unwordly and rejoice. You can show the charity to your friend, or to someone on the street. Do you know any charity activities? Search for them on the Internet.

Weekly challenge: participate in charity activity, or help someone who needs it. Notice and attach your memory.

RESULTS/CONCLUSIONS:

It is a good tool for self-reflection and for a better understanding of others.

EXPECTED OUTCOMES:

It is not a single application, but an activity can be extended and spread amongst others and one that keeps motivation alive. It also gives students the opportunity to reflect upon important issues related to life and priorities in life.

USEFUL MATERIALS/ RESOURCES

The practice was developed and is in regular use in Special Needs School, Košice
(www.spojvoj.edupage.org; info@spojvojke.sk)

The Inner Jewel

PARTICIPANTS: (AGE, DIFFICULTIES)

24 pupils including e.g. 4 with special needs
age 9 years old

OBJECTIVES:

- Listening comprehension
- Identify the emotions in the picture book
- Share ideas during circle time
- Be focused during mindfulness exercise
- Share recycling materials with the class
- Use different materials to express emotions
- Design the graphical space
- Make a tactile and textured elaboration
- Show and explain the project to the class

STEP BY STEP: (PHOTOS IN THE STEP BY STEP DESCRIPTION)

First step

- Reading and Listening comprehension, identify the emotions in the picture book, share ideas during circle time



Second step

- Be focused during mindfulness exercise (pranayama-breathing, visualization of their own inner jewel)



Third Step

- Share recycling materials with the class, use different materials to express emotions and create their own inner jewel.



Fourth Step

- Design the graphical space, make a tactile and textured elaboration



Fifth Step

- Show and explain the project to the class



RESULTS/CONCLUSIONS:

The pupils listen to the teacher reading the picture book. They compare their emotions with the main character's mood. Then they share their ideas during circle time and later they design their project using recycled materials. They make a tactile and textured elaboration in order to show and explain it to the class. Each pupil was able to revive their emotions using the materials and elaborate the artwork which depicts their own inner jewel.

EXPECTED OUTCOMES:

- Listen comprehension
- Identify the emotions in the picture book
- Share ideas during circle time
- Be focused during a mindfulness exercise
- Share recycling materials with the class
- Use different materials to express emotions
- Design the graphical space
- Make a tactile and textured elaboration
- Show and explain the project to the class

USEFUL MATERIALS/ RESOURCES

- recycled materials
- scissors
- glue
- paper

Picture book: *"Il Gioiello dentro me"* by Annes Llenas Gribaudo Ed.



MINDnART

