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LET'S TALK ABOUT
ART THERAPY



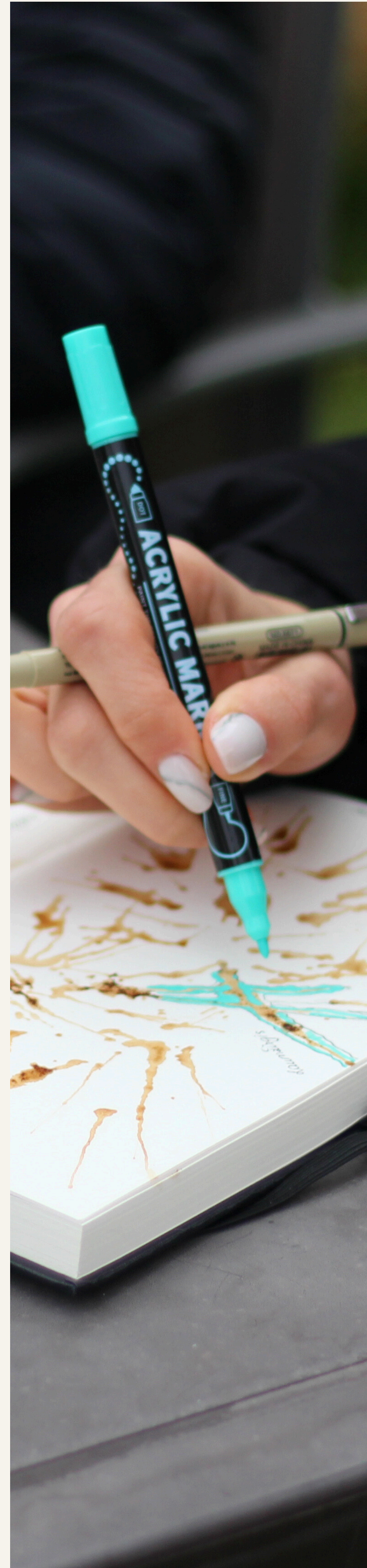
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*IN THIS E-BOOK, WE'LL COVER
HOW TO CREATE ART THERAPY
WORKSHOPS AND HOW TO
ORGANIZE THEM.*



ART THERAPY CONCEPT

The focus of the training was the concept of group dynamics (from the theory of group therapy). Participants gathered in a circle every morning and evening to share their impressions of the work, discuss their emotional state, and identify their needs. This helped us adjust the work plan based on the participants' condition and capabilities. A lot of attention was given to creating a safe and trusting atmosphere, which allowed the participants to dive into themselves and fully engage in the workshops.



The entire program was divided into three conditional parts. The first part was dedicated to introductions, the theoretical foundations of art therapy, and exploring the training space. The second part involved active art therapeutic work, exploring oneself and one's relationships with others. The project participants also worked on creating their workshops, which they did very well. The third part was the final one, where we tested the workshops developed by the participants. We discussed the challenges in the art therapeutic environment and conducted several exercises to assimilate what had been learned throughout the working days.

The idea of the training was not only to provide theoretical knowledge about art therapy but also to guide participants through a sensory experience. Each exercise was accompanied by explanations and reflection. Participants took notes and made sketches in their notebooks, and by the end of the training, they had their practical developments in art therapy methods.





THE STRUCTURE

The structure of art therapy workshops focuses on designing an effective workshop and understanding the key factors to consider. Specifically, it include:

- **Target group:** Identifying the audience for the workshop.
- **Main objective:** Defining the primary goal of the workshop.
- **Materials and space:** Selecting appropriate resources and creating a suitable environment.
- **Therapeutic elements:** Incorporating components that support the participants' emotional and psychological needs.
- **Step-by-step instructions:** Providing clear guidelines for conducting the workshop.
- **Reflection:** Facilitating a discussion to process and analyze the experience.

LET'S GET STARTED!



BODY THEATER

Before an art therapy workshop, participants can relax, decompress, and redirect their attention from everyday distractions to artistic expression with the help of an energizer. People find it simpler to participate in the creative process without self-judgment since it increases energy, promotes social interaction, and cultivates playfulness.

EMOTION BUS

"Emotion Bus" is a fun and engaging activity designed to energize participants while promoting emotional awareness, group bonding, and adaptability. Participants step into an imaginary bus, each bringing a unique emotion with them, which is then mirrored by everyone else.



Instructions:

- The first participant “boards” the imaginary bus while expressing a specific emotion (e.g., loud and exaggerated laughter). They continue to display this emotion as the activity progresses.
- The next participant enters the bus with a different emotion (e.g., a surprised face). Upon entering, the first participant adapts and starts mirroring the new participant’s emotion, so both are now showing surprise.
- This continues as each new person joins the bus with their unique emotion, and all passengers adapt to match the latest arrival’s emotion.
- Once everyone has boarded and shared their emotions, the process reverses. One by one, participants "exit" the bus, reverting to their original emotion as they leave. All remaining passengers mirror the departing person’s emotion until the bus is empty.



BODY THEATER

LIVING SCULPTURE

"Living Sculpture" is a dynamic and creative activity that encourages participants to work together to build a collaborative "photo" using movement and poses. This energizer promotes teamwork, creativity, and mindfulness as participants add to and adapt the "sculpture" in a sequential manner.



Instructions:

- Participants form a circle.
- The first person steps into the middle of the circle and strikes a pose or performs a movement.
- A second participant joins in, adding their own pose or movement in a way that complements the first person's action, creating a cohesive "picture."
- Both participants hold their positions for 3 seconds, allowing the rest of the group to observe the "sculpture."
- The first person who entered the circle steps back into the group, leaving the second participant alone in the center.
- A new participant from the circle enters, adding to the sculpture by complementing the remaining person's pose or movement.
- This process continues until everyone has had a chance to join and contribute to the "sculpture."



BODY THEATER

ACTION SPOTLIGHT

Participants take turns being the "spotlight" in the middle of the circle, directing playful movements inspired by iconic themes. The activity builds laughter, engagement, and bonding while challenging participants to stay alert and coordinate with others.



Instructions:

- Participants form a circle, and one person stands in the center.
- The person in the middle spins around and points at a random participant. The chosen participant, along with the people standing immediately to their right and left, must perform the movement and sound effect chosen by the person in the middle.
- Movements:
 - James Bond: The middle participant strikes a confident James Bond pose and says, "Oh, James!" The participants on either side act as admirers, enthusiastically gesturing toward "James."
 - Shower: The middle participant pretends to be taking a shower, while the side participants spin in circles, mimicking water droplets or flowing water.
 - Marilyn Monroe: The middle participant imagines being Marilyn Monroe with her iconic dress blowing in the wind, while the side participants pretend to create wind, waving their arms like fans.
 - Lion (MGM Logo): The middle participant roars like a lion, mimicking the MGM movie logo, while the side participants form a "frame" with their hands or bodies.
- If one of the participants performs the wrong movement or is slow to react, they take the place in the middle of the circle.





COFFEE ART WORKSHOP

This workshop uses coffee as an artistic medium to spark imagination and self-expression. Participants create abstract stains on paper using coffee, then allow their minds to interpret the shapes. They outline what they see, name their creation, and engage in storytelling or self-reflective writing based on their artwork. The process promotes creativity, mindfulness, and emotional insight in a playful and accessible way.

Target Group:

- Individuals or groups interested in creative and reflective activities.
- Suitable for stress relief, team-building, or therapeutic exploration.
- Great for beginners or those who may feel intimidated by traditional art techniques.

Goal:

To encourage creative exploration, emotional expression, and self-reflection by transforming coffee stains into personal artwork and storytelling.

Time:

1h 40 minutes

Space:

- A calm, ventilated space with tables for participants to work on.
- Access to water for preparing coffee and cleaning.

Materials:

Instant coffee or brewed coffee with grounds (thicker consistency preferred). Cups, spoons, and brushes for applying coffee to paper. Paper towels for cleaning spills. Thick paper (e.g., watercolor or mixed-media paper) to absorb coffee. Pens, markers, or pencils for outlining and adding details. Journals or plain paper for writing.

Optional: calming background music

COFFEE ART WORKSHOP



STEP 1: INTRODUCTION (15 MINUTES):

- Facilitator explains the workshop process and sets a relaxed, creative atmosphere.
- Brief mindfulness activity to help participants focus on the present moment.



STEP 2: CREATING COFFEE STAINS (15 MINUTES):

- Participants use spoons or brushes to drip or splash coffee onto paper.
- They experiment with shapes, patterns, and layers, letting the coffee dry slightly before moving on.



STEP 3: INTERPRETING THE STAINS (20–30 MINUTES):

- Once the coffee stains are dry, participants examine their artwork and look for shapes, figures, or images that emerge.
- They outline what they see using pens, markers, or pencils, adding details and turning abstract stains into recognizable or imagined forms.



STEP 4: NAMING THE CREATION (10 MINUTES):

Participants give their creation a name that reflects its meaning, symbolism, or story.

COFFEE ART WORKSHOP



STEP 5: STORYTELLING OR REFLECTIVE WRITING (20–30 MINUTES):

Participants write a short story about their creation, imagining its background, purpose, or journey. Alternatively, they can write a reflective response to a self-posed question based on their artwork (e.g., "What does this creation represent in my life?" or "What message does it have for me?").



STEP 6: GROUP SHARING AND REFLECTION (OPTIONAL, 20–30 MINUTES):

Participants share their creations and stories with the group (if comfortable). The facilitator encourages a supportive and nonjudgmental discussion.

THERAPEUTIC COMPONENTS

- **Mindfulness:** The process of creating stains and finding shapes promotes present-moment awareness.
- **Imagination and creativity:** Turning abstract stains into meaningful forms unlocks creative thinking and problem-solving.
- **Emotional exploration:** Participants project their emotions and thoughts onto the art, creating opportunities for deeper self-awareness.
- **Storytelling:** Writing a story or reflection helps participants process their emotions, beliefs, or current challenges.
- **Playfulness and experimentation:** The unconventional medium encourages participants to let go of perfection and enjoy the process.

REFLECTION FORMAT

Individual Reflection: Participants journal about their experience using prompts such as:

- “What did you see in your coffee stains, and why do you think it stood out to you?”
- “What emotions or thoughts came up during the process?”
- “How does your story or artwork relate to your current life or feelings?”

Group Reflection (optional): Facilitator guides a discussion with questions like:

- “What was it like to turn something random into something meaningful?”
- “Did the activity reveal anything unexpected about yourself?”
- “How did it feel to write or share your story?”





CLAY SCULPTING WORKSHOP

This workshop focuses on creating a personal clay sculpture while reflecting on its meaning. Participants can hide a written message or symbolic object inside their sculpture, intended for their future self. The workshop concludes with reflection and journaling to deepen the experience.

Target Group:

Individuals interested in creative self-expression and personal reflection. Suitable for therapy clients, art students, or community-building activities.

Goal:

To foster self-reflection, creative expression, and personal growth by creating a meaningful clay sculpture that holds a hidden message for the future self.

Time:

3 hours

Space:

A quiet, well-lit space with enough room for each participant to work comfortably with clay, tables covered with plastic sheets or disposable tablecloths for easy cleanup, calming background music (optional).

Materials:

Air-dry clay or pottery clay (if a kiln is available), clay tools (e.g., wooden sticks, carving tools, rolling pins), small pieces of paper and pens for writing the hidden message, water containers for smoothing the clay, sponge, towels or wipes for cleanup, journals or paper for reflection after the activity, acrylic paint, paint brushes, apron.

CLAY SCULPTING WORKSHOP



STEP 1: INTRODUCTION (15 MINUTES)

Facilitator explains the workshop and its purpose. Participants are encouraged to think about what they want to create and the message they'd like to hide inside their sculpture.



STEP 2: SCULPTING PROCESS (60 MINUTES)

- Participants sculpt a meaningful object or design that represents their thoughts, emotions, or aspirations.
- A small message is written and folded, then hidden within the clay object (e.g., at the core of the sculpture).



STEP 3: DRYING TIME (IF NEEDED)

If using air-dry clay, leave sculptures to dry (participants can take them home).



STEP 4: PAINTING (30 MINUTES)

- Participants paint their dried sculptures, adding personal symbolism, patterns, or colors that resonate with their emotions and the meaning of their creation.
- Encourage participants to reflect on the emotions and thoughts that arise as they paint.

CLAY SCULPTING WORKSHOP



STEP 5: REFLECTION AND JOURNALING (20–30 MINUTES)

Participants reflect on the meaning of their sculpture and the process of creating it.



STEP 6: GROUP DISCUSSION (OPTIONAL, 15–20 MINUTES)

Participants can share their experiences, what they created, and their reflections (if comfortable).

THERAPEUTIC COMPONENTS

- **Mindfulness and grounding:** Working with clay is tactile and meditative, fostering presence and focus.
- **Symbolism and self-expression:** Participants express emotions, thoughts, or aspirations through the creation of meaningful objects.
- **Connection to the future self:** Hiding a message or object encourages introspection and forward-thinking.
- **Emotional processing:** Reflection and journaling deepen the therapeutic benefits of the activity.

REFLECTION FORMAT

Individual Reflection: Journaling about the experience and the meaning of the sculpture.

Group Sharing (optional): Sharing personal insights and connecting with others in a supportive environment.

Prompts for Reflection:

“What did you learn about yourself during this process?”

“What do you hope your future self feels when they rediscover this sculpture?”

“How did the act of sculpting help you connect with your emotions?”





MATSANKA DOLL WORKSHOP

The “Matsanka Doll” is a therapeutic activity rooted in doll therapy, where participants create an anti-stress doll using grains, nylon stockings, and personal “magical” items.

Target Group:

Suitable for children, teenagers, and adults.

Goal:

Relieve emotional tension, help with children’s fears, boost self-esteem, normalize psycho-emotional state, foster self-awareness, and develop fine motor skills.

Time:

1 h 30 minutes

Space:

A quiet, comfortable room with enough space for participants to sit and work on their dolls individually or in small groups.

Materials:

Nylon stockings or socks, threads, needles, yarn, glue or double-sided tape, colored cardboard, elements for the doll’s face (eyes, mouth), ribbons, beads, sequins, 250 grams of various grains, and containers for the grains (disposable plates big enough for hands to fit).

MATSANKA DOLL WORKSHOP



STEP 1: PREPARATORY STAGE (15 MINUTES)

- Ask participants to recall a time when they felt bad or faced an emotional challenge.
- Guide them to answer these reflection questions:
 - “What am I like in this state?”
 - “What do I lose when I am in this state?”
 - “Who could I be like instead?”
- Participants then choose a “magical tool” (e.g., beads, ribbons) to symbolize the quality or state they wish to regain in difficult situations.
- Encourage them to mentally “charge” this item with their chosen strength (e.g., courage, calmness) while practicing deep breathing exercises (inhale for 5 seconds, exhale for 7 seconds).



STEP 2: PSYCHOLOGICAL ANALYSIS (15 MINUTES)

Facilitate a guided discussion to explore emotions:

- “What does it mean to be kind, brave, or calm?”
- “Who or what can help in difficult situations?”
- “What do others do to manage similar emotions?”

STEP 3: CREATING THE “ANTI-STRESS DOLL” (25 MINUTES)

- Tie one end of a nylon stocking with a knot and turn it inside out, so the knot is inside.
- Fill the stocking with the selected grains, leaving room to include the chosen “magical” item.
- Adjust the size and density of the ball to the participant’s preference, and tie a knot at the top to secure the filling.
- Decorate the doll: attach eyes and a smile with glue or markers.



MATSANKA DOLL WORKSHOP



STEP 4: WORKING WITH THE DOLL (15 MINUTES)

- Guide participants to reflect on their doll:
 - "What is your doll's name, and what is it like?"
 - "Does the doll share any traits with you?"
 - "What do you like most about the doll?"
- Encourage participants to explore how the doll's emotions and expressions change when squeezed or stretched.



STEP 5: CLOSURE AND REFLECTION (15 MINUTES)

- Discuss where participants plan to keep their doll and how they will interact with it in moments of emotional instability.
- Optional activity: Participants may share their experiences creating the doll and what it symbolizes for them.

THERAPEUTIC COMPONENTS

- **Emotional Expression:** Participants express and process emotions they may be reluctant to share openly.
- **Symbolic Transformation:** Embedding a "magical" item in the doll symbolizes reclaiming a lost quality or strength.
- **Mindfulness:** The tactile experience of handling grains and creating the doll promotes focus and relaxation.
- **Self-Reflection:** Guided questions and analysis foster self-awareness and introspection.
- **Creativity:** Decorating and personalizing the doll enhances creative expression and fine motor skills.
- **Emotional Regulation:** The anti-stress doll serves as a physical tool for emotional grounding during stressful moments.

REFLECTION FORMAT

Individual Reflection:

- "What emotions or thoughts surfaced while creating the doll?"

Group Reflection (Optional):

- Their experience during the activity.





WHAT DOES HOME MEAN TO ME?

Participants reflect on what "home" means to them by answering sensory and symbolic questions. After the individual reflection, they form small groups to create collages that visually represent their shared or individual perspectives of "home."

Target Group:

- Individuals dealing with life transitions, relocation, or cultural adaptation.
- Groups exploring identity, belonging, or emotional attachment (e.g., community groups, therapy sessions, or students).
- People seeking emotional grounding or creative self-expression.

Goal:

To help participants explore their emotional and symbolic connection to the concept of "home," fostering self-awareness, emotional processing, and a sense of belonging through collaborative and creative expression.

Time:

2 hours

Space:

A calm and welcoming environment with enough space for group discussions and crafting. Examples: therapy rooms, community centers, or art studios.

Materials:

Magazines, newspapers, or printed images for collage. Glue sticks, scissors, and colored paper. Markers, pens, or crayons for annotations. A large board or table for each group to work on.

Optional: sensory items such as scented objects or sound clips for inspiration.

WHAT DOES HOME MEAN TO ME?

STEP 1: INTRODUCTION (10 - 15 MINUTES)



- Welcome participants and introduce the theme of the session: "Exploring the meaning of 'home.'"
- Explain the purpose of the task: "We'll reflect on what 'home' means to each of us—through memories, emotions, and symbols—and express those ideas through a group collage."
- Go over the questions participants will reflect on:
 - "What does 'home' mean to you? What do they represent?"
 - "What words describe it for you?"
 - "What sounds remind you of your home?"
 - "What smells and tastes remind you of your home?"
 - "What movements represent your home?"
 - What would you carry out of your home if you had to leave? (They can think about physical objects or behaviors, characteristics, traditions, etc.)



STEP 2: INDIVIDUAL REFLECTION (15–20 MINUTES)

- Provide participants with writing or drawing materials (journals, notepads, or paper).
- Ask them to reflect quietly and respond to the questions individually through writing or sketches.

Optional: Play calming music or provide sensory prompts (e.g., scented objects or ambient home sounds).

WHAT DOES HOME MEAN TO ME?



STEP 3: FORMING GROUPS (5 MINUTES)

- Divide participants into small groups (3–5 people per group).
- Provide each group with materials for collage-making: magazines, newspapers, scissors, glue, colored paper, and markers.



STEP 4: GROUP COLLAGE CREATION (40–60 MINUTES)

- Instruct groups to create a collage representing what "home" means to them as individuals or as a group.
- Encourage them to:
 - Use images, words, and textures from the provided materials.
 - Include representations of sounds, smells, movements, or objects connected to "home."
 - Facilitator walks around, providing encouragement and answering questions as needed.



STEP 5: COLLAGE PRESENTATION AND DISCUSSION ABOUT THE EXPERIENCE MINUTES (15 MIN)

Ask participants to reflect on any insights they gained about themselves or their emotional attachments.

- "How did this activity make you feel?"
- "What did you learn about your connection to 'home'?"
- "Did working in a group change your perspective?"

Optional: Have participants write a short reflective note or draw a takeaway image.

WHAT DOES HOME MEAN TO ME?



STEP 6: CLOSING AND GRATITUDE (5 MINUTES)

- Thank participants for their openness and creativity.
- Summarize key themes that emerged during the session.
- Encourage them to take a photo of their collage (if appropriate) or keep it as a reminder of the session.

THERAPEUTIC COMPONENTS

- **Sensory engagement:** Using sounds, smells, tastes, and visuals to connect with memories and emotions.
- **Creative expression:** Translating abstract ideas into tangible visual forms.
- **Collaboration:** Enhancing group dynamics, empathy, and communication through shared creation.
- **Reflection:** Processing insights gained from both individual and group activities.

REFLECTION FORMAT

Reflection Format:

After presentations, facilitate an open discussion with prompts (see step 5). Encourage participants to write a short note about their experience to take away or add to a shared reflection board.



COLLAGE MAKING WORKSHOP

This art therapy workshop combines the creative processes of automatic drawing and collage to encourage self-expression and emotional exploration. Participants will begin by using automatic drawing to tap into their subconscious, creating spontaneous and uninhibited sketches. They will then transition into a collage activity, where they create an abstract shape that represents their current emotional state.

Target Group:

Participants: Individuals aged 15 and older who are seeking creative self-expression, emotional awareness, and enhanced group dynamics. Suitable for small to medium-sized groups (6-20 participants).

Goal:

To facilitate self-exploration, emotional expression, and group connection by engaging participants in spontaneous art-making and collaborative composition.

Time:

60 minutes (automatic drawing: 15 minutes, collage activity: 45 minutes)

Space:

A quiet, comfortable room with enough space for each participant to sit and draw. Good sound system or headphones for clear and immersive music playback.

Materials:

Paper (individual sheets and one large A2 sheet for group composition), colored pencils or markers, magazines for cutting, scissors, glue, relaxing music and a playback device.

COLLAGE MAKING WORKSHOP

STEP 1: AUTOMATIC DRAWING (15 MINUTES)



- Provide each participant with a sheet of paper and coloring materials.
- Explain the concept of automatic drawing—drawing without rational thought to allow subconscious emotions to flow freely.
- Play relaxing music. Ask participants to close their eyes and draw continuously, without lifting their pencil from the paper, letting their hand move in response to the music.
- After 3 minutes, participants open their eyes and refine their sketches to add visual appeal.

STEP 2: COLLAGE ACTIVITY: "COLOR & SHAPE" (45 MINUTES)



- Each participant draws an abstract shape that represents their current self or emotional state.
- Using magazines and other collage materials, they fill the shape with colors, textures, and images that resonate with them.

STEP 3: GROUP COMPOSITION (30 MINUTES)



- Participants cut out their collages and place them on a large communal sheet (A2).
- They experiment with placement, observing how the arrangement changes the overall composition.
- Participants collaborate to finalize the arrangement, reflecting on how their individual shapes fit within the group.



COLLAGE MAKING WORKSHOP



STEP 4: REFLECTION AND SHARING (20 MINUTES)

- Participants reflect on their collages and the experience.
- They can share their reflections with the group or write in a journal (optional).

THERAPEUTIC COMPONENTS

- **Self-Reflection:** Automatic drawing fosters a connection to the subconscious, enabling participants to express inner thoughts and emotions freely. Collage creation provides an opportunity for participants to explore their identity and emotional state through color and shape.
- **Mindfulness:** Relaxing music and non-verbal creativity help participants focus inwardly and stay present at the moment.
- **Group Connection:** Collaborative composition fosters a sense of belonging and encourages participants to explore their role in a collective setting. The final group artwork demonstrates how individual contributions form a cohesive whole.

REFLECTION FORMAT

Individual Reflection Questions:

- What emotions or thoughts came up during the automatic drawing activity?
- What does your abstract shape represent about you?
- Why did you choose the specific colors, textures, or images for your collage?

Group Reflection Questions:

- How did it feel to combine your shape with others in the group composition?
- How does the group artwork reflect the dynamic between participants?
- What did you learn about yourself and others through this activity?

Optional Written Reflection: Provide participants with paper and pens to write down their insights or feelings about the experience.



WATERCOLOR FREEDOM WORKSHOP

"Watercolor Freedom" is a workshop designed to encourage participants to embrace the creative process without focusing on the outcome. This activity helps participants connect with their emotions, overcome self-criticism, and cultivate a sense of freedom and joy in creation.

Target Group:

Youth and adults aged 12 and above who want to explore creativity, let go of self-judgment, and connect with their emotions.

Goal:

To help participants embrace the creative process, explore their emotions, overcome perfectionism, and foster positive energy and self-awareness.

Time:

60–90 minutes

Space:

Outdoor setting in nature (e.g., park, garden, or forest). Alternatively, an indoor space with a calming atmosphere, such as a studio with natural light.

Materials:

Watercolor paints, brushes (various sizes), watercolor paper or sketchbooks, water jars, towels or napkins, palettes or plates for mixing colors.

Optional: Clipboards or drawing boards for stability outdoors.

WATERCOLOR FREEDOM WORKSHOP



STEP 1: INTRODUCTION (10 MINUTES)

Briefly introduce the workshop and explain the goal of focusing on the process of creation rather than the outcome.



STEP 2: WATERCOLOR SKETCHING (30 MINUTES)

- Provide participants with watercolors and paper, and guide them to create quick, free sketches inspired by their surroundings (nature, colors, textures, etc.).
- Emphasize that there is no need for a final "perfect" artwork—just play with the colors, strokes, and feelings.



STEP 3: DISCUSSION ON RESISTANCE (10 MINUTES)

- Pause the activity and discuss any resistance they may feel (e.g., shame, embarrassment, or criticism of their work).
- Explore their thoughts about the creative process and how these emotions may reflect their attitudes toward themselves.



STEP 4: CLOSING REFLECTION (10–15 MINUTES)

- Ask participants to share how they felt during the activity, what they discovered about themselves, or what emotions came up during the process.
- Allow them to decide whether they wish to share their sketches or keep them private.





WATERCOLOR FREEDOM WORKSHOP

THERAPEUTIC COMPONENTS

- **Self-Awareness:** Allows participants to explore their emotions and resistance to judgment.
- **Stress Relief:** Provides a calming and expressive outlet for participants to connect with nature and creativity.
- **Overcoming Perfectionism:** Focuses on the process rather than the result, encouraging freedom and self-acceptance.
- **Positive Energy:** Encourages playfulness and joy through art.

REFLECTION FORMAT

Participants can reflect verbally during group discussion or write down their thoughts in a journal.

Suggested reflection questions:

- How did it feel to create without focusing on the outcome?
- Did you notice any resistance (e.g., judgment, embarrassment)? How did you manage it?
- What did you learn about yourself through this experience?



MY BOUNDARIES

This art therapy session, "My Boundaries," invites participants to explore their personal, emotional, social, and physical boundaries through guided art activities. The session focuses on recognizing the importance of boundaries, fostering self-awareness, and encouraging meaningful discussions to strengthen mental health.

Target Group:

Youth aged 15-25, interested in self-exploration and mental well-being.

Goal:

To explore the significance of personal boundaries, assess the need for changes or constancy, and strengthen mental health by promoting self-awareness and communication skills.

Time:

90 minutes

Space:

A comfortable, well-lit, and ventilated room with enough space for individual workstations and group discussion areas.

Materials:

- **Warm-Up:** A5 size white paper, liquid acrylic paints, sponge/roller, mats, aprons
- **Creative Activity:** Dried tree leaves (various sizes), natural hairbrushes, liquid acrylic paints, mats, aprons, water containers
- **Insight Writing:** A6 colorful sheets of paper, A5 envelopes, pens

MY BOUNDARIES



STEP 1: WARM-UP (15 MINUTES)

- Pair participants. Each pair chooses a comfortable distance to stand apart and maintains eye contact for 30 seconds.
- Afterward, participants spontaneously draw their thoughts/feelings for 2 minutes on A5 paper.
- All drawings are discarded together to symbolize releasing control and judgment.



STEP 2: INTRODUCTION OF THE TOPIC (10 MINUTES)

- Briefly explain the concept of boundaries in different contexts: personal, physical, social, and emotional.
- Pose rhetorical questions: “When you hear the word ‘boundaries,’ what feelings or associations come to mind?”



STEP 3: CREATIVE ACTIVITY (25 MINUTES)

- Each participant selects a dried leaf (varied sizes and shapes).
- Using brushes and acrylic paint, they creatively illustrate their personal boundaries on the leaf within 10-15 minutes.
- Notify participants 2 minutes before the time ends.

MY BOUNDARIES



STEP 4: ANALYSIS AND DISCUSSION (20 MINUTES)

- Participants share their painted leaves and respond to prompts:
 - "What feelings arise when you see your boundaries?"
 - "What do the colors, shapes, and chosen leaf represent?"
 - "Does it have openings or cracks?"
 - "How do you think others feel near these boundaries?"
 - "Would you add/remove anything? What might this signify?"
- Discuss why leaves were chosen as a medium (e.g., natural structure symbolizing societal and personal frameworks).



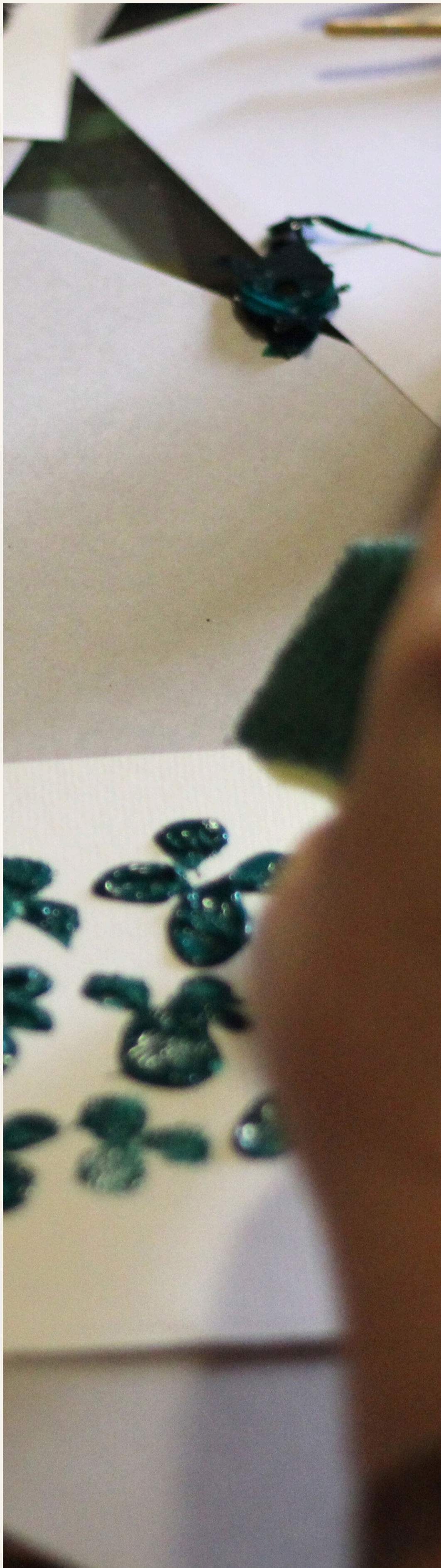
STEP 5: TOPIC ACTUALIZATION (10 MINUTES)

- Briefly explain the concept of boundaries in different contexts: personal, physical, social, and emotional.
- Pose rhetorical questions: "When you hear the word 'boundaries,' what feelings or associations come to mind?"



STEP 6: INSIGHT WRITING AND CLOSING (10 MINUTES)

- Participants write a personal insight or wish about boundaries on a colorful A6 paper.
- Place the painted leaf and written insight in an envelope for safekeeping.



MY BOUNDARIES

THERAPEUTIC COMPONENTS

- **Self-Expression:** Using art as a medium to express and explore personal feelings.
- **Reflection:** Guided analysis to deepen self-awareness.
- **Group Support:** Encouraging openness and shared experiences in a safe environment.
- **Symbolism:** Leaves as a metaphor for societal and personal boundaries.

REFLECTION FORMAT

- **Verbal Sharing:** Participants discuss their work and feelings in a supportive group setting.
- **Written Insight:** A private note-to-self that encapsulates personal realizations.

This structured yet flexible session provides a meaningful exploration of boundaries, promoting growth and emotional well-being among youth.



BREAKFAST, LUNCH, AND DINNER

The "Breakfast-Lunch-Dinner" Art Therapy Activity is designed to explore individual and group dynamics through the creative process of representing meals. By using food as a metaphor, participants will delve into their personal identities, emotions, and interpersonal roles while fostering a sense of belonging and understanding within the group.

Target Group:

People aged 15 and older with varying backgrounds, seeking self-awareness, improved group dynamics, and emotional intelligence. It is recommended that you divide the group into smaller groups of at least 3 or 4.

Goal:

Stabilize self-esteem, enhance emotional and social intelligence, foster connection, explore cultural and individual perspectives.

Time:

40-60 minutes

Space:

Comfortable, well-lit space, separate tables (number depending on the number of groups), chairs arranged to encourage group interaction during discussions, kitchen ambience music. Make sure it is not too loud.

Materials:

One large sheet of paper to be able to cover a table or stick pieces of A4 paper together, brushes, paints, colours, markers, pens, water jars. Optional: different art materials and textures- buttons, string, crumpled paper, seeds, aprons to protect clothing.

BREAKFAST, LUNCH, AND DINNER



STEP 1: INTRODUCTION (5 MINUTES)

- Divide participants into groups of 3 or 4 in order to facilitate group-level discussion. Each group decides whether they will create a breakfast, lunch, or dinner dish. Emphasize that participants will work silently and cannot communicate verbally during the drawing phase. Allow 2 minutes for each group to choose their meal.



STEP 2: DRAWING THE DISHES (15–20 MINUTES)

- Each participant independently draws a dish they associate with their chosen meal while drawing on the shared paper.
- They must imagine and create their dish in a preferred environment (e.g., a picnic, fine dining, family kitchen).
- At the end, each table will have 3-4 unique dishes presented together as a group.

Key Points:

- Participants must remain silent during the creative process. If needed, bring the silence to their attention.
- Facilitators (one per group if possible) observe participants' behaviors and note creative decisions (e.g., notice whether one particular person is taking more space on the table or drawing more than others).

BREAKFAST, LUNCH, AND DINNER



STEP 3: GROUP DISCUSSION: REFLECTION ON DISHES (10–15 MINUTES)

Facilitator Guidance: speak slowly and gently, allowing participants time to process and reflect.

Individual Reflection Questions:

- How would you describe the personality of your dish?
- What emotions were you experiencing while creating it?
- If your dish could talk, what would it say about you?
- What part of yourself does this dish represent?
- Would you change anything about your dish? Why?
- Do you associate yourself with this dish or was it just a creation?
- What is the temperature of your dish (hot or cold)?
- Does the dish remind you of a particular memory or tradition?

Group Reflection Questions:

- Discuss as a group using prompts, like a family conversation around a meal:
- How do the dishes look together?
- Are you curious about the other dishes? Why or why not?
- What does your dish contribute to the group table?
- Can you compliment someone else's dish?

BREAKFAST, LUNCH AND DINNER



STEP 4: ENTIRE GROUP REFLECTION: COLLECTIVE INSIGHTS (10–15 MINUTES)

- Bring all participants together to discuss shared experiences and insights:
- What emotions did you feel during this exercise?
- What did you learn about yourself?
- What did you learn about others?
- Did you feel connected to the dish you created?
- For whom would this dish be prepared?
- What role did you play in your group?
- How does your dish reflect your comfort zone? Would you

THERAPEUTIC COMPONENTS

- **Self-Reflection:** Participants connect their dishes to their emotions, personality, and identity.
- **Group Connection:** The collaborative process fosters a sense of belonging and interpersonal understanding.
- **Silence for Reflection:** Non-verbal creativity promotes mindfulness and focus.

REFLECTION FORMAT

Reflection Format: discussions within groups.



PORTRAITS WORKSHOP

This workshop focuses on self-connection and group bonding. It begins with an interactive group introduction activity, followed by individual creative self-expression through portrait-making. Participants will reflect on their emotions, fears, and personal insights while fostering understanding of the present moment. The session concludes with a group discussion to share reflections. This workshop emphasizes the importance of understanding and accepting the present moment as the first step toward personal growth.

Target Group:

- Individuals or groups seeking emotional self-awareness and group cohesion.
- Useful for therapy groups, team-building sessions, or community workshops.

Goal:

To encourage self-exploration and emotional awareness by creatively connecting with the present moment, facilitating group connection and emotional expression.

Time:

1h 30 minutes

Space:

- A relaxed and open space where participants can sit comfortably in a circle for introductions and group discussions.
- Tables or floor space for drawing activities.
- Ideally, a calm and quiet room with natural lighting.

Materials:

Drawing paper or sketch pads. Colored pencils, markers, crayons, or pastels.

Optional: calming background music to create a focused atmosphere.

PORTRAITS WORKSHOP



STEP 1: INTRODUCTION (20 MINUTES)

- Participants sit comfortably. The facilitator introduces the workshop and explains the activities.
- Icebreaker activity: Each participant says their name, picks someone in the group, says their name, and asks them a question (e.g., favorite food, biggest fear, dream travel destination). This continues until everyone has spoken.



STEP 2: CREATIVE SELF-PORTRAIT (25 MINUTES)

- Each participant creates a self-portrait, which doesn't have to be a literal representation. It can be anything they feel represents themselves in the moment.
- Around the portrait, participants write words describing how they feel, what emotions they brought to the session, fears, or anything else they want to express.



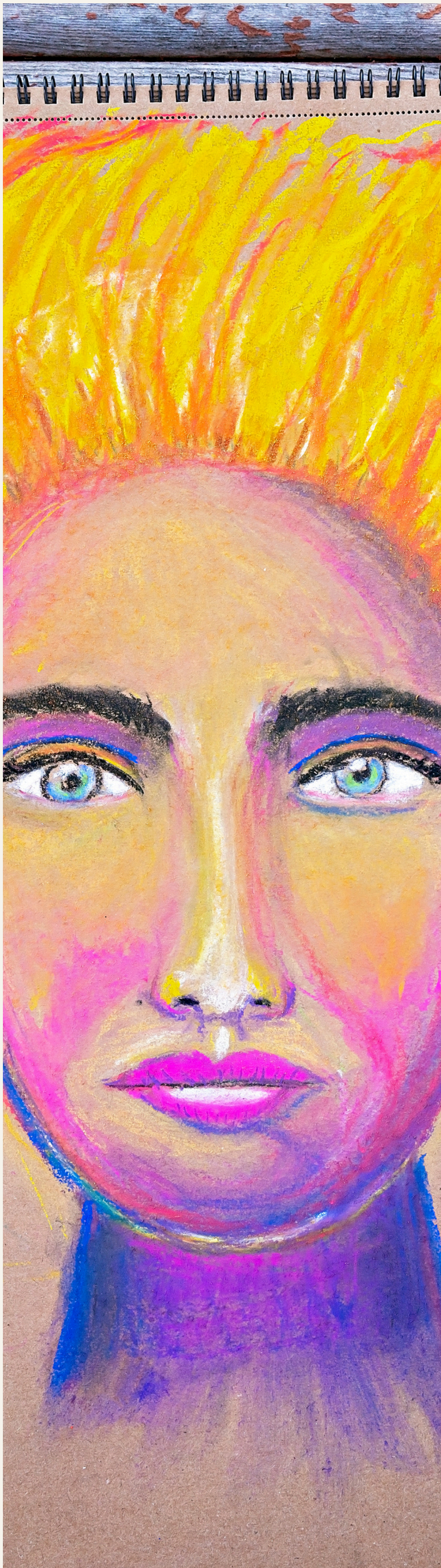
STEP 3: REFLECTION ON FEARS (10–15 MINUTES)

- Each participant answers the question, "What is your biggest fear about this workshop?" They can write it privately or share it aloud with the group, if they feel comfortable.

STEP 4: DISCUSSION/REFLECTION (20–30 MINUTES):

- Group discussion about the experience, guided by prompts:
 - "How did it feel to connect with yourself in the present moment?"
 - "Was anything surprising about this activity?"
 - "How did it feel to share or hear other's fears and emotions?"





PORTRAITS WORKSHOP

THERAPEUTIC COMPONENTS

- **Self-awareness:** Encourages participants to identify and express their current emotional state.
- **Creative expression:** Promotes self-reflection and nonverbal expression of emotions.
- **Group connection:** Builds empathy and understanding through shared experiences and reflections.
- **Present-moment focus:** Helps participants ground themselves and reflect on their current state.

REFLECTION FORMAT

Participants can write a short note or share verbally about their experience.

Prompts for individual reflection:

- “What did you learn about yourself during this workshop?”
- “How do you feel after completing the activities?”





ART AND STORYTELLING

In this workshop, participants co-create a story and express themselves through both verbal and artistic means. The first part of the session encourages team bonding and spontaneous creativity as participants take turns adding to a growing story. In the second part, they reflect on the narrative and visually express what resonates with them through drawing. The session concludes with a closure ritual that invites participants to reflect on their personal journey throughout the workshop and create a final movement to express how they feel.

The combination of storytelling and drawing allows for both introspection and collaboration, and participants are encouraged to embrace creativity, spontaneity, and fun. By the end of the session, participants will have a deeper connection with themselves and others, a sense of accomplishment, and a creative outlet to express their emotions.

Target Group:

- Suitable for ages 7 and up.
- Ideal for groups seeking to enhance teamwork, creativity, and self-expression.
- Great for those interested in both art therapy and group collaboration activities.

Goal:

To increase creativity, help the team bond, encourage speed thinking, promote introspection, and utilize artistic methods for expression. This workshop focuses on building teamwork, creativity, and self-expression through storytelling and art.

Time:

1h 10 minutes

Space:

The workshop can take place either indoors or outdoors in a comfortable, open space where participants have room to sit, move, and engage with each other.

Materials:

Markers, pencils, crayons, pastels. A4 size paper. Nature materials (e.g., leaves, flowers, sticks). A ball of yarn or string.



ART AND STORYTELLING



STEP 1: WARM-UP: ICEBREAKER “NAME-OBJECT-MOVEMENT” (10 MINUTES)

- Participants sit comfortably. The facilitator introduces the workshop and explains the activities.
- Icebreaker activity: Each participant says their name, picks someone in the group, says their name, and asks them a question (e.g., favorite food, biggest fear, dream travel destination). This continues until everyone has spoken.

STEP 2: THE ACTIVITY: STORY CO-CREATION (30 MINUTES)

A Part: Creating the Story (10 minutes)



- Everyone sits in a comfortable spot.
- Using a ball of yarn, start co-creating a story.
- One person begins the story by saying a sentence and tossing the ball of yarn to someone else, holding on to a piece of the string as they pass it.
- Continue until everyone has contributed at least one sentence. Example to start: “Once upon a time, there was a sponge with three eyes, and she could talk.”
- Encourage imaginative and playful contributions, reminding participants to let the story naturally evolve.
- When only two people remain, guide the group to bring the story to a conclusion.

ART AND STORYTELLING

B Part: Analyzing the Story (20 minutes)

Instructions:

- Using the web created by the yarn, participants wind the thread back in the same order it was passed.
- As the thread is rewound, participants ask questions about the story:
- Emotions: “How did the character feel in this part?”
- Details: “What did that thing or character look like?”
- Actions: “What happened afterward?”
- Themes: “What do you think the story’s meaning was?”
- Preferences: “What was your favorite part?”



STEP 3: DRAWING: PERSONAL REFLECTION THROUGH ART (20 MINUTES)

- After co-creating and analyzing the story, participants reflect on what touched them most.
- Encourage participants to find a comfortable spot to draw something inspired by the story.
 - They can draw a character, an action, an emotion, a thought, or a question.
 - They can use any drawing materials (markers, pencils, crayons, etc.) or incorporate natural materials (leaves, flowers, sticks).
- Optional: Write a title for the story or their drawing.
- Let participants know they don’t have to share their drawings unless they feel comfortable.
- Offer participants the option to keep the drawing or discard it as a symbolic release.
- Purpose:
- Promote introspection and self-expression.
- Provide a therapeutic outlet to process emotions and thoughts.



ART AND STORYTELLING



STEP 4: CLOSURE RITUAL (10 MINUTES)

- Ask participants to recall the movement they used to introduce themselves at the start of the session.
- Reflect on how they feel now. Does the same movement still represent them?
 - If yes, repeat it.
 - If not, create a new movement that better represents their current state.
- Each participant demonstrates their final movement in the circle.

THERAPEUTIC COMPONENTS

- **Creativity:** The story-building, analysis, and drawing activities tap into participants' imaginative abilities, helping them think outside the box.
- **Team Bonding:** Co-creating the story fosters collaboration, trust, and mutual respect among participants.
- **Self-Exploration:** Reflecting on the story and drawing encourages participants to connect with their emotions and thoughts.
- **Spontaneity and Quick Thinking:** The fast-paced nature of storytelling and improvisation reduces self-judgment and perfectionism.
- **Expression and Release:** Drawing and optional discarding of artwork allow participants to process and release emotions.

REFLECTION FORMAT

Individual Reflection:

- Participants can silently reflect on their artwork and how it relates to their feelings or experiences.
- Journaling prompts:
 - "What did I contribute to the story, and why did I choose that?"
 - "What inspired my drawing?"
 - "What emotions did I feel during the session?"

Group Reflection (Optional):

- Participants can share their thoughts on the process or what they enjoyed most:
 - "What part of the story surprised you?"
 - "How did it feel to create something together as a team?"
 - "What did this experience teach you about yourself or others?"

THANK YOU FOR READING!



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