

ComAS

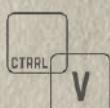
Community Arts for Civic Engagement
and Social Change



A HANDS-ON GUIDE FOR CREATIVE WORKSHOPS AND COMMUNITY ART PROJECTS



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ARRIVED
PROJECTS
COMMUNITY
AND
WYOMING
WORKSHOPS
REGISTRATION
AND
GUIDED
TRAILS

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COMMUNITY ARTS

HOW ART CONNECTS, EMPOWERS, AND TRANSFORMS COMMUNITIES

In communities, **art becomes a powerful tool for change**: throughout the creation process, people come together, express themselves, and take action on issues that matter.

At the heart of community arts is the principle that **everyone has the right to create and take part in culture**. Through group projects, people explore their identities and experiences, uncover hidden stories, and build bridges across social, cultural, and generational divides.

Both the European Commission and UNESCO acknowledge that **community arts have the power to celebrate diversity and amplify voices that are often unheard and to create safe spaces for dialogue and connection**. Furthermore, it can challenge injustice and inspire people to take action for change.

Community arts aren't just about the final artwork—they're about the process. As Animating Democracy puts it, they spark reflection, strengthen communities, and encourage collective action.

For young people, this is especially powerful. **Creative workshops make it easier to explore big issues, share opinions, and suggest solutions.** Taking part in these projects builds confidence, a sense of belonging, and the courage to step into leadership roles. In short: **art can turn participation into empowerment.**



Kontroll V: Art 4 Youth, Erasmus + youth exchange, Szeged, Hungary, 2017

In youth work, community arts are a fun and powerful way to engage young people, build skills, and support personal growth. Creative activities help develop critical thinking, empathy, teamwork, and creativity — essential skills for active participation in society. **By bringing arts into youth work, facilitators can create inclusive, dynamic spaces where learning, collaboration, and new ideas can thrive.**

As communities face social, environmental, and political challenges, community arts are becoming more important than ever. They give people space to speak up, collaborate, and contribute to shaping their futures.

THE EVOLUTION OF COMMUNITY ARTS

Community arts have a long and rich history, reflecting the evolving role of art as a means of collective expression, activism, and social transformation. **These practices have always been intertwined with the socio-political context of their times**, serving as both a mirror and a catalyst for change.

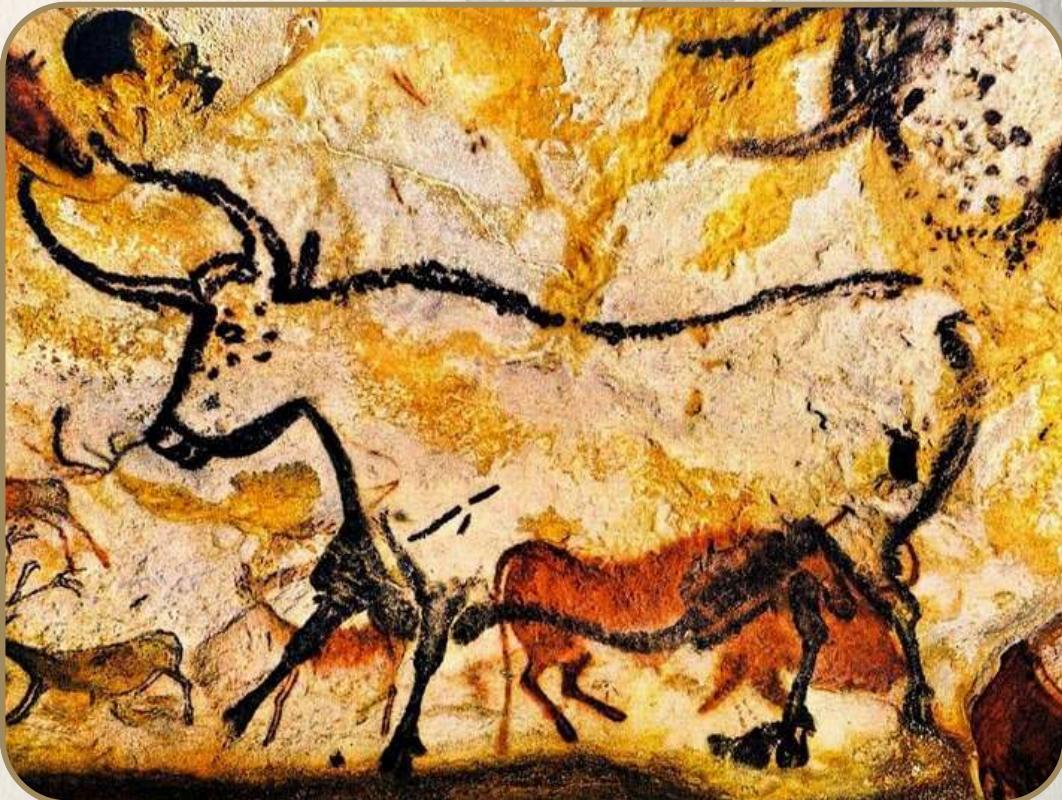
Early Examples of Community Arts

Ancient murals and public art (Prehistoric to Classical Periods): From the Lascaux Cave Paintings in France to murals in ancient Egypt, early societies used collective art to tell stories, express beliefs, and document life.

Medieval guild art & public religious art (Middle Ages): Chartres Cathedral Stained Glass - Artisan guilds created public art, cathedrals, and stained glass, embedding civic, spiritual, and moral messages for all social classes.

Mexican folk and indigenous art traditions: Indigenous communities in Mexico and Latin America used textiles, murals, and pottery to reflect social cohesion, spirituality, and storytelling.

York Mystery Plays - Community festivals and performance traditions: From medieval mystery plays in Europe to African storytelling, festivals have long served as spaces for public expression and collective celebration.



Lascaux Cave Paintings in France

Modern Community Arts Movements

Mexican Muralists (1920s-30s): Artists like Diego Rivera and David Alfaro Siqueiros created large-scale public murals depicting workers' rights, indigenous cultures, and social justice.

Harlem Renaissance (1920s): Black artists in the U.S. used literature, music, and visual arts to express the struggles and aspirations of African Americans.

Community Arts Movement in the UK (1960s-70s): Artists collaborated with communities to create art reflecting their identity and struggles, influencing policy, planning, and education.

Forum Theatre by Augusto Boal (1970s): Boal developed the Theatre of the Oppressed, where audiences become 'spect-actors' to explore social issues and rehearse solutions.

Digital transformation (2000s-present): Projects like French photographer JR's Inside Out Project demonstrate how digital tools can amplify community arts globally.



Activists are putting up posters as part of JR's Inside Out project.

Source: www.insideoutproject.net

Today

Community arts have expanded globally, adapting to cultural contexts and using new technologies. Digital platforms have opened new avenues for **participation, collaboration, and dialogue**. They play a vital role in addressing a wide range of **interconnected social, cultural, and environmental challenges**, including:

Fostering social inclusion and celebrating diversity, by creating spaces where different voices, cultures, and identities can be expressed, shared, and valued.

Raising awareness of environmental sustainability, encouraging communities to engage creatively with issues like climate change, environmental justice, and sustainable living.

Advocating for human rights and promoting social equity, by amplifying the voices of marginalized groups and challenging systemic injustices through participatory creative processes.

Strengthening civic participation and empowering youth activism, by offering accessible platforms for dialogue, collaboration, and grassroots action within communities.

Further examples

Philadelphia Mural Arts Program (USA)

One of the largest public art programs in the U.S., this initiative has created over 4,000 murals while involving local communities in the design and painting process. Beyond beautifying neighborhoods, it addresses issues like criminal justice, mental health, and environmental justice.

Vik Muniz - Wasteland Project (Brazil)

In this project, artist Vik Muniz collaborated with garbage pickers in Rio de Janeiro to create portraits from recycled materials. The artworks were sold, and proceeds returned to the community, showcasing the transformative power of art for both economic and social empowerment.

Oda Projesi (Turkey)

Since 1997, this Istanbul-based artist collective has been engaging with a residential community through workshops, picnics, and music, using art as a tool for dialogue rather than aesthetics, and promoting community cohesion and participation.

Before I Die Wall (USA & Global)

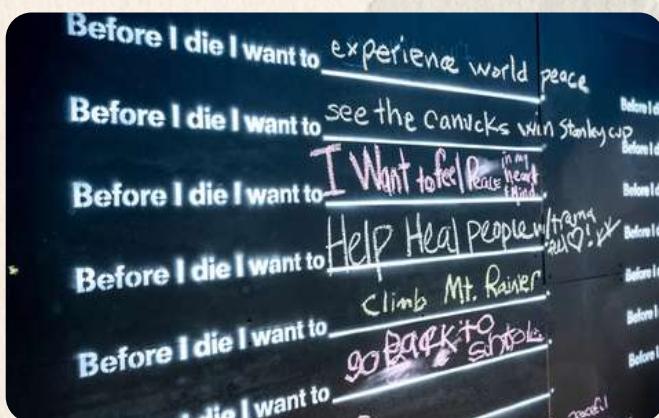
Artist Candy Chang created a chalkboard wall in New Orleans, inviting people to complete the sentence, "Before I die, I want to..." The project has spread globally, transforming urban spaces into places for reflection and collective dreams.

Animating Democracy (USA)

An initiative of Americans for the Arts, Animating Democracy supports and promotes art that contributes to civic dialogue and social change. It provides case studies, evaluation tools, and resources for practitioners.

Meow Wolf (USA)

Meow Wolf is an immersive art collective that creates large-scale, interactive installations blending storytelling, fantasy, and visual art. Founded in 2008, the project has grown to include permanent exhibitions in several U.S. cities, including Santa Fe, Las Vegas, and Denver. Their exhibitions invite visitors to explore surreal, otherworldly environments where they can touch, play, and uncover hidden narratives. As a collaborative effort involving local artists and communities, Meow Wolf exists at an interesting intersection of contemporary and community-based art.



Before I Die wall, Washington, 2020.

Source: <https://www.spokesman.com>



A detail from Meow Wolf's Denver installation.

Source: www.360dwellings.com

WHAT WE MEAN WHEN WE SAY...

Community: When we say community, we mean groups of **people connected** by place, culture, values, interests, or shared experiences.

In creative community projects, it's important to recognize the richness and diversity within a community, so these can be built on, supported, and expressed.

Community arts are creative activities that **happen with communities, not just for them.**

It's about participation, dialogue, and collaboration, often led by artists, activists, or community members themselves. **According to TATE Art Terms, community art** is "characterized by interaction or dialogue with the community and often involving people who may not otherwise engage in the arts."

In practice, this means using art as a tool for empowerment, inclusion, and social change — where the process is just as important as the final result.

Active Citizenship: Being an active citizen means taking part in the life of your community — helping shape decisions, standing up for issues you care about, and making your voice heard. This can look like: voting, volunteering, speaking up about local issues, creating spaces for dialogue

Civic Involvement is about activities that **encourage people to participate in community life** — like activism, campaigns, or taking part in local decision-making.

Community arts can make these actions more accessible, engaging, and creative, especially for people who often feel excluded from formal politics.

Community Engagement means working with communities to address issues that matter to them. In arts projects, this often happens through co-creation, where people shape the art, the message, and the process together.

Social dialogue is about creating spaces for communities to reflect, discuss, and act on cultural, social, or political issues.

Art can make these conversations feel more safe, inclusive, and imaginative, especially when the topics are sensitive or complex.

Connecting the Dots...

All of these ideas — community, arts, citizenship, involvement, and dialogue — come together in community arts, which offers ways to connect people, amplify voices, and co-create spaces for civic participation that can lead to dialogue and change.

WHY COMMUNITY ARTS? UNDERSTANDING THE CHALLENGES...

In many places, people agree that **civic engagement — getting involved in the life of your community and democracy — really matters.**

But **actually mobilizing people**, especially young people and marginalized groups, to make their voices heard **is still not easy.**

Youth workers, educators, NGOs, and social entrepreneurs often struggle to find tools that are creative, inclusive, and simple to use when encouraging communities to take part in civic action, advocacy, or decision-making.

For many young people, the path to self-expression, leadership, and civic involvement feels blocked. They may feel disconnected from politics, excluded from decision-making, or unsure if their voice really counts. Marginalized communities — such as ethnic minorities, migrants, or people in rural and economically disadvantaged areas — often lack safe and welcoming spaces where they can share their perspectives and influence change.

Traditional education and youth work approaches don't always help. They often rely on methods where young people are **only “receivers” instead of active participants.** This leaves little room for creative, experiential, and dialogue-based learning. **Without these opportunities, it's harder to grow critical thinking, empathy, teamwork, and advocacy skills, which are the foundations of active citizenship.**

This is where community arts come in.

Through inclusive, participatory, and hands-on methods, community arts create spaces where people can:

- Explore social issues
- Express their ideas and identities
- Work together to create change
- Build personal and civic skills

Community arts make civic engagement more engaging and accessible. They encourage participation from people who usually feel left out, support confidence-building and agency, foster dialogue and solidarity, and contribute to more inclusive, vibrant communities.



ComAS-KA2-TC, Romania, Timisoara, 2024

*Community arts
planning
template on
page 29*



ARTS & EXPRESSION WORKSHOPS

ARTS, CRAFTS & EXPRESSION CENTRED WORKSHOPS

Why Art? Why Now?

Art is like a universal language — it goes beyond words and helps people connect, express themselves, reflect, and even transform their communities. In today's rapidly changing, uncertain, and often polarized world, **arts, crafts, and creative expression** are **powerful** tools for education, personal development, community building, and civic engagement.

This part of the booklet offers **practical guidance, inspiration, and methods** for using arts and expression-based workshops in youth work, community settings, and personal or professional development contexts.



ComAS-KA2-TC, Spain, Lorca, 2025



ComAS-KA2-TC, Hungary, Törökmező, 2024



ComAS-KA2-TC, Spain, Lorca, 2025



ComAS-KA2-TC, Spain, Lorca, 2025

The Transformative Potential of Arts and Expression Workshops

Organizations such as **UNESCO**, **SALTO-YOUTH**, and many arts and education networks around the world recognize that **creative and non-formal methods offer powerful tools for supporting personal and community development**.

These approaches help people **reflect on their experiences**, encouraging them to process emotions and explore personal or social challenges in a safe, creative way.

They also **foster dialogue and empathy between diverse groups**, allowing people to connect across cultures, identities, and generations, even when verbal communication might be challenging.

Through these methods, participants can **build confidence, agency, and resilience**, developing the skills and inner resources needed to engage actively in their communities and personal lives.

Arts and creative workshops also play an important role in **supporting emotional well-being, healing, and mental health**, offering spaces where individuals can experiment, express, process, and connect in supportive environments.

Arts and expression workshops have the power to **shape whole communities by shaping and empowering their members**. Participants take what they learn back into their daily lives and communities, making their voices heard and influencing their environment.



Kontroll V, Open Your Art, YE in Zebegény, Hungary, 2015



ComAS-KA2-TC, Spain, Lorca, 2025



ComAS-KA2-TC, Spain, Lorca, 2025



Kontroll V participants, Mindful Motion, Training Course, 2025

At a personal level:

Arts and expression workshops offer participants spaces to **explore their feelings, identities, and experiences in creative and meaningful ways.**

Engaging in creative activities such as painting, writing, dance, or crafts can help people **reconnect with their emotions, reflect on their lives, and express what might be difficult to put into words.**

For those dealing with stress, trauma, or life transitions, creative expression can provide **healing, catharsis, and emotional processing**, as recognized by art therapy practitioners.

At a group or community level:

Creative workshops bring people together in **shared creative experiences**, opening **non-verbal dialogue and building empathy** through artistic collaboration.

Whether it's a group storytelling circle, a collaborative mural, a collage or a creative writing workshop, these activities can help **foster dialogue, inclusion, and shared reflection** on personal or social themes.

They are especially useful for **supporting dialogue on sensitive topics, among diverse groups, building team spirit, and creating safe spaces for expression and connection.**

At a professional and lifelong learning level:

Arts workshops are recognized as powerful tools for developing **skills essential for today's complex and changing world**, such as creative thinking, problem-solving, teamwork, and communication.

They can also help participants **develop leadership, facilitation, and mentoring skills**, especially when participants take on roles in leading or facilitating creative activities.

In the field of **mental health and well-being**:

There is growing evidence that engaging in arts activities can help to **reduce stress, boost emotional resilience, and enhance social connection and well-being.**

The World Health Organization confirms that **creative practices can support emotional healing, reduce stigma, and provide supportive spaces for individuals and groups to explore their traumas, insecurities, boundaries and well-being and identity in general through a gentle and indirect approach.**

Whether it's **painting, music-making, photography, or creative journaling**, individually or in groups, arts workshops can contribute significantly to personal and collective well-being.

Arts in Non-Formal Education:

Non-formal education is learning that happens outside the formal school system. It is **voluntary, learner-centred, flexible, playful and participatory**, focusing on life skills, active citizenship, professional and personal development.

Arts-based methods naturally align with the non-formal approach. They **allow people to learn by doing, express themselves in diverse ways, and engage with complex issues in a creative and accessible manner**, and implement authenticity.

Arts workshops can be widely used in non-formal learning settings because they:

- **Make learning engaging and inclusive**, especially for those who feel alienated by traditional education.
- **Foster dialogue, collaboration, and empathy**, allowing groups to explore difficult topics safely and creatively.
- **Support critical reflection and civic engagement**, empowering participants to express their ideas, raise awareness, and advocate for change.



ComAS-KA2-TC, Törökmező, Hungary, 2024



Kontroll V, Youth Express-TC, Szigetmonostor, Hungary, 2023

Who Are These Workshops For?

Arts, crafts, and expression-based workshops are **highly flexible and adaptable**, making them suitable for:

- **Young people** (including those facing exclusion or marginalization)
- **People with disabilities**
- **Community members across ages and backgrounds, from kids to elders.**
- **Adults and professionals seeking personal growth, stress relief, or creative skills.**
- **Teams, organizations, and workplaces focusing on team-building, well-being, or creative thinking.**
- **People experiencing social isolation, trauma, or mental health challenges.**

The methods can be adapted to **small or large groups, online or offline settings, short sessions or long-term projects**.

Whether working in a community center, a public park, a school, or an online space, these workshops can be shaped to **fit the needs, cultures, and capacities of the group**.

The key is to create **safe, inclusive, and respectful environments where people feel welcome to express themselves and engage with others**.

Your Role as Facilitator

As a facilitator, your primary role isn't to be the most skilled artist in the room—it's to guide a creative process that supports exploration, expression, and connection. Think of yourself as a host, holding space for discovery and dialogue.

Your job is to:

- **Create a safe, playful, and inspiring space** where participants feel encouraged to take creative risks without fear of judgment.
- **Foster participation and active engagement**, recognizing that people contribute in different ways—some through words, others through images, movement, or silence.
- **Make the arts feel accessible** by valuing the process over the product, and by showing that everyone has something valid to express—regardless of skill level or background.
- **Encourage curiosity and experimentation**, rather than perfection. Mistakes are often the gateway to meaningful insight.
- **Be responsive and flexible**, adapting your facilitation style to the needs of the group and the moment. Being ready to improvise is key.
- **Support group dynamics** by noticing how people interact, gently navigating conflict, and ensuring all voices have the chance to be heard.
- **Be aware of your own emotional state and energy**—your presence sets the tone. If you're tense or distracted, the group will often reflect that. Likewise, if you're grounded, open, and present, it creates a sense of safety and ease for others.

Facilitating creative spaces means balancing structure with openness. You're guiding the flow—providing tools, prompts, and boundaries—while also stepping back enough to let participants take ownership of their process.



ComAS-KA2-TC, Törökmező, Hungary, 2024



Kontroll V participants, Mindful Motion, Training Course, 2025

Things to Keep in Mind When Using Arts Workshops

- **It's about the process**, not just the product. Don't focus only on the final artwork — the conversations, connections, and reflections along the way are just as valuable.
- **Safe, inclusive, and trauma-informed spaces matter**. Be mindful that creative processes can open deep emotions. Always ensure safety, respect, and informed consent.
- **Let participants lead the story**. Avoid imposing your narrative. Support participants to define their own themes, messages, and forms of expression.
- **Adapt, adjust, and respond to the group**. Arts workshops should never be one-size-fits-all. Be flexible and listen to what the group needs.
- **Ethics, consent, and documentation**. If you want to document or exhibit the work, always get informed consent and respect participants' privacy.

Creating the Right Setting

The setting you create — both physical and emotional — is just as important as the content of the workshop. A well-prepared, welcoming environment invites people to relax, engage, and go deeper in their creative and personal processes. When participants feel emotionally and physically safe, they can be more present and involved. A thoughtful setting helps them feel welcomed and supported, trust the process, and be ready to explore the unknown.

Physical Setting Tips:

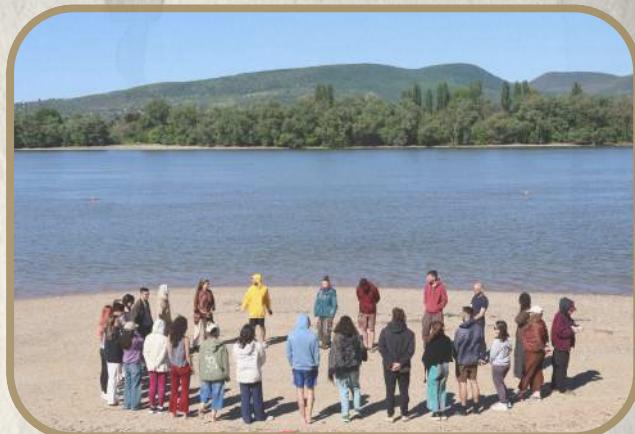
- **Choose a space that feels open** and flexible, where people can move, spread out materials, and feel comfortable.
- **Make the space welcoming**—a place where both you as a facilitator, and the participants, want to spend time. Don't hesitate to decorate or personalize the environment to make it feel warm, creative, and inviting.
- Arrange seating in a **circle or informal layout** to promote equality and connection.
- **Ensure materials are visible, accessible, and inviting**, reducing barriers to getting started.
- **Add small touches of care**—decoration, plants, music, scents, lighting, refreshments, or visuals—that help participants feel at ease and inspired.
- **Be mindful of sensory needs and accessibility** (e.g., noise levels, lighting, mobility access, or materials suitable for different abilities).

Emotional Setting Tips:

- Open with a check-in or **grounding activity** to help participants arrive and feel present.
- Establish clear **group agreements or shared values** around respect, confidentiality, and non-judgment.
- **Model vulnerability and openness**—this sets the tone for others to feel safe doing the same.
- **Acknowledge the emotional nature of creative work**—people may touch on personal themes, and it's okay to allow space for that.
- Celebrate **participation over outcomes**—focusing on presence, honesty, and effort rather than artistic skill.



Kontroll V, Move ON-Youth Exchange, 2022



Kontroll V, Mindful Motion-Training Course, 2025

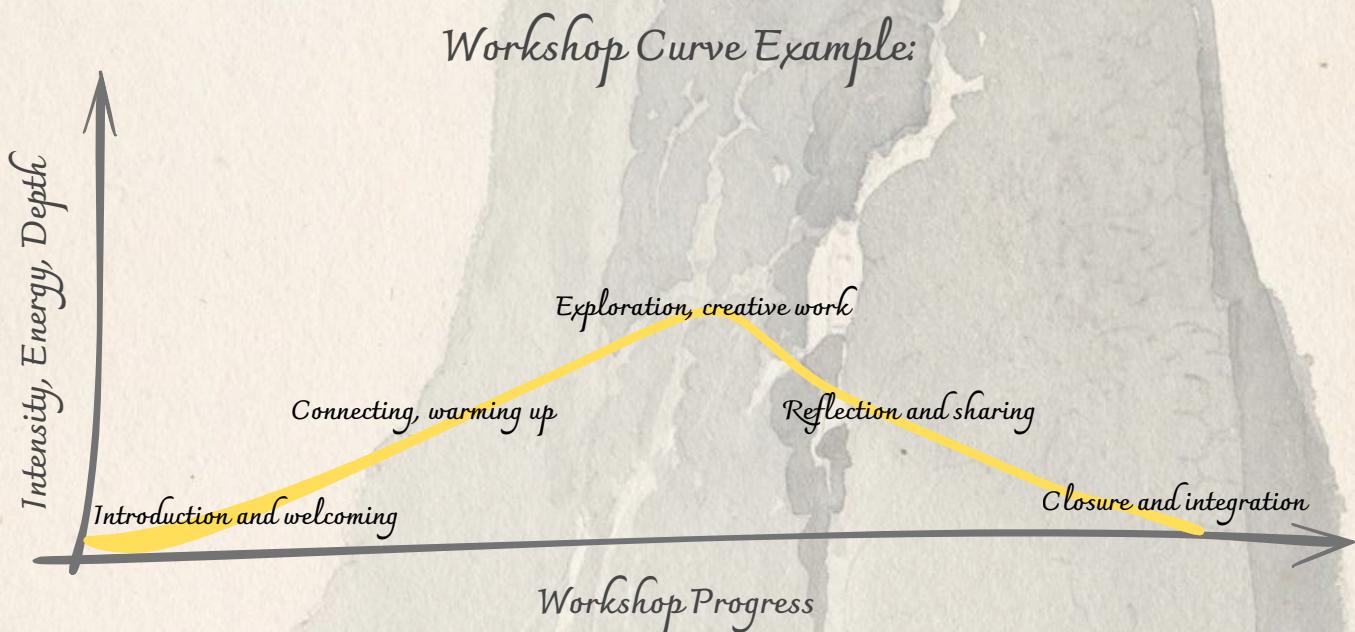
DESIGNING A WORKSHOP WITH FLOW AND PURPOSE

A well-structured workshop is more than a list of activities—it's a journey.

Whether your session is one hour or one day long, it should guide participants through a meaningful arc: from arrival and connection, into exploration and creation, and finally back to reflection and closure. **Like a good story, or a dance, it needs rhythm, flow, and intentional transitions.**

This arc might follow:

- **An energy curve:** gently warming up the group, building momentum through active engagement, and then slowing things down for reflection and integration.
- **An emotional curve:** beginning with connection and safety, moving into deeper self-expression or challenge, then closing with grounding and insight.
- **A narrative curve:** starting with questions or themes, exploring them through creative work, and ending with shared discoveries and personal takeaways.
- **Trust Curve:** trust builds gradually. Start with low-risk, light-touch activities, then deepen into more personal or collaborative work, and finally come back to a place of collective reflection and affirmation.
- **Engagement Curve (especially for longer workshops):** Attention and energy can fluctuate over time. Alternating between moments of intensity and quiet, solo and group activities, and movement and stillness—while still respecting the overall arc of the workshop—helps maintain engagement throughout longer sessions.



Every workshop has its own curve. It can take many shapes depending on your goals and methods—but one thing is certain: **it must begin, and it must come to a close.** As you design the flow, **pay attention not to start at the peak of the experience**—give participants time to arrive, connect, and build trust. Likewise, **don't close the workshop without a proper landing.** After intense or expressive moments, it's important to offer space for reflection, grounding, and gentle closure, so participants can leave with clarity and a sense of completion.

WORKSHOP DESIGN

Plan your workshop step by step...



Use this planning tool to **design creative, inclusive, and impactful arts-based workshops** for young people. It can guide both individual planning and team co-creation. The goal is not perfection, but intentionality—thinking through how your workshop will engage participants, support learning, and foster expression. If you need some inspiration, check the examples a few pages down.

Aim:

- Clearly define the workshop's theme, objectives, and intended outcomes.

Target Audience:

- Specify the intended participants, such as age group, number, skill level, and any other relevant demographics.
- Accessibility consideration: addressing any potential barriers, such as physical accessibility, language proficiency

Space:

- How much space is needed? What room setup is required?
- How can you create a welcoming and inclusive atmosphere that encourages active participation?
- Indoors or outdoors?

Materials and Resources:

- List the materials, tools, and resources needed for the workshop activities. Include both basic supplies and any specialized equipment.

Duration:

- How long is it?

Workshop Curve:

- Sketch your own workshop curve.
- What emotional or energetic arc do you want your participants to experience?

Workshop Agenda

- Outline the workshop schedule, including the timing for each activity, breaks, and transitions between sessions.
- Create a detailed step-by-step guide for implementation. Write it so that another person could run the workshop without your further guidance. (You can include welcoming, icebreakers, creative exercises, techniques, reflection, feedback, closing, etc.)
- Think about what exercises you can include to encourage engagement, interaction, collaboration, and sharing.

Instructional Methods:

- What is the role of the workshop leader?
- Describe the instructional approaches and techniques that will be used to facilitate learning, such as demonstrations, hands-on activities, group discussions or multimedia presentations, attitude, etc.

Learning Objectives:

- Clearly state the specific knowledge, skills, or competencies that participants will gain from the workshop.

Additional information:

- Anything else that you think is important

Post-Workshop Reflection:

- What went well? What would you change next time?
- How did participants respond? Did they like the workshop or not? Were they engaged as expected? Why or why not?
- What moments stood out the most (positive or challenging)?
- Did the workshop meet its goals (creative, social, or learning outcomes)?
- What did you learn as a facilitator?



DESIGNING A COMMUNITY ART PROJECT...

CREATE YOUR OWN COMMUNITY ART PROJECT

From Idea to Action

A Step-by-Step Guide for Realising a Community Art Project



Community mapping:

Goal: Understand who's in the community, what they care about, and what strengths they already have.

For example, try this: Run a quick community mapping session. Create three “islands” — What we love, What we worry about, and What we want to change. Ask people to add their ideas to each island, then look at the results together. This gives you a clear picture of what matters most to the community.

What are the results of your community mapping?

Project Outline:

Project Title:

(Sometimes it's easier to give your project a title in a later stage, once it's more outlined.)

What art forms do you want to use?

(e.g., *mural* • *street art* • *theatre* • *forum theatre* • *music* • *dance* • *film* • *photography* • *zines* • *digital media* • *craft* • *design*)

Aim: What do you want to achieve?

Clearly and briefly define the project's main theme, purpose, and intended outcomes.

(e.g., “*To co-create a mural with young people exploring their visions for an inclusive city and providing them a platform to express their opinions to the general public.*”)

Target Group: Who is your project for?

Clearly define the main group or community you want to engage, support, and work with.

(e.g., “Local teenagers aged 14–18 who feel disconnected from public life and want to express their dreams for the city.”)

Location: What space do you want to use and where?

Identify the possible venues and locations for your project.

(e.g., “indoor, outdoor, roomy, cosy, public, private, formal, informal, accessible”)

Create a Stakeholder Map

Who should be involved? Identify your stakeholders, partners, and supporters.

Which local organizations, schools, or cultural centers could support or partner with you?

(Example: “schools, youth clubs, migrant groups, NGOs, local artists, municipality”)

Who might fund or support your project with space, materials, or promotion?

(e.g.: “Local businesses, cultural foundations, municipality art grants, local media for promoting the event.”)

Hold on! We're about to dive deeper into your idea!

Why do you want to carry out this project?

What is the issue, challenge, or story you want to explore?

Write a clear purpose and the change you want to see.

(Example: "Young people in your town feel disconnected from community decisions. They don't have spaces to express their voices or ideas.")

What are the key steps to realizing your project? Put the steps on a timeline and assign responsible people. Who will do what, and by when? Set realistic deadlines for each step!

- Detail each key step carefully (break big tasks down into smaller, manageable actions).
- Think about steps like preparation, promotion, logistics, outreach, creation, and dissemination.

(e.g.: "Step 3: Create promo content and promote the event — Digital media group — 15 March")

What do you need?

Identify the tools, equipment, resources, permissions, or support required.

- Example: Paint, brushes, scaffolding, safety gear, permission to use public space, volunteers or helpers, food, snacks, or water for participants, sound equipment, promotion materials

How much will it cost, and how will you cover it?

Goal: Estimate your project costs and identify resources or funding to cover them.

Engagement Strategies:

Goal: Make sessions participatory, safe, and fun.

Will the project grow on its own, or will someone guide and support it?

- If there's a coordinator, what exactly will their role be?
- If the process is mostly self-driven, how will you kick things off, keep the energy flowing, and make sure everyone knows they can take part?

(For example: icebreakers and warm-ups to get people started, clear instructions and visuals so everyone understands how to join in, small group work or peer-to-peer support to keep things moving)

How will you help the community to feel ownership? How will you invite and involve the community in the creation of the artwork or activity?

(Example answer: "Organize open painting days where participants help paint the mural, decorate the space, or create installations together.")

Sustainability & Dissemination

Goal: Keep the energy going after the project ends.

How will you document the process and lessons learned?

(Example: "Assigning youth participants as 'project journalists' to take photos, record videos, and collect participant quotes throughout the project.")

How will you share the results, reflections, and lessons learned?

(Example: "Posting reels and creating video documentation throughout the process, and sharing a final video and interviews after the project." "Organizing a small exhibition or public event to present the artwork." "Sharing the reflections of the participants along with stories and pictures on a community blog or newsletter." "Inviting local media or schools to showcase the results.")

How can the community continue the work or use the artwork after the project ends?

(Example : "Set up a youth-led art group from the participants to plan new creative projects and keep using the mural site for community events." "Repeat it: turn the project into an annual or seasonal event." "Grow it: apply for micro-grants or local funding to expand.")

Reflection and Evaluation

Goal: Assess and learn from the experience

What is the result of the project? Did anything change in your community?

(Example answer: "A beautiful and versatile wall painted by the community. More dialogue between young people and local authorities; new friendships formed between neighbors from different backgrounds.")

What did you and what did the participants learn, gain, or experience?

(Example answer: "I learnt to solve emerging issues on the fly and improvise creatively." "Participants felt more confident expressing their ideas in public, learned mural painting techniques, and developed teamwork skills.")

What would you do differently next time?

(Example answer: "We would start participant recruitment earlier and include more sessions for reflection and storytelling throughout the process.")

WORKSHOP LIBRARY

WORKSHOP LIBRARY CONTENTS

The workshops in this library are **diverse and multidimensional**. While they are grouped into categories for easier navigation, it is important to note that **many of them naturally overlap**. A session categorized as movement may also include elements of art therapy, while a workshop placed under performance might just as easily touch on community-building, visual arts, or emotional reflection.

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A COLLECTION OF WORKSHOPS

This section brings together a diverse range of workshops developed throughout the ComAS project by artists, youth workers, and facilitators working across Europe.

You're welcome to use these workshops **as they are**, or let them serve as **inspiration** for designing your own. Feel free to adapt, remix, and reshape them to match your **facilitation style**, the needs of your **participants**, and the context you're working in.

Whether you're just starting out or have years of experience, we hope this collection gives you fresh ideas, practical tools, and the confidence to create your own workshops.



ComAS-KA2-TC, Hungary, Törökmező, 2024

I FEEL MY BODY

Theme

Conscious body movement, body awareness, relaxation, breathing, dancing, self-expression

Objectives

- Shift attention from constant thinking to present-moment feeling.
- Explore free and creative movement without judgment.
- Promote relaxation, body awareness, and self-expression.

Target Audience

- Age: 16+
- Number: 6–20 participants

Space

A room or outdoor space where participants can move and dance comfortably.

Materials and Resources

- Yoga mats/cushions/blankets
- Music (calming for warm-up/relaxation; rhythmic for dancing)

Workshop Agenda (90 minutes)

1. Welcoming & Grounding (5 minutes)

- Greet participants and explain the aim of the workshop.
- Clarify: *“There is no wrong way to move — this is a space for exploration, not performance.”*
- Invite everyone to close their eyes, take 3 slow breaths, and do a simple stretch together.

Facilitator transition into Warm-up: *“Now that we’ve arrived, let’s gently wake up our bodies from head to toe.”*

2. Warm-up (10 minutes)

- Begin with breathing movements: inhale → raise arms, exhale → lower arms.
- Prompt: *“Breathe in as if smelling your favorite flower... exhale as if softly blowing out a candle.”*
- Gentle stretches: head tilts, arm stretches, spine rolling, hip circles, knees, feet, and toes. Stay 4–6 breaths in each.
- End with **whole-body shaking** → add a playful twist: *“Now, shake like raindrops... like a big dog shaking off water... like a robot breaking loose.”*
- Optional silly walk: giants, tiptoeing mice, slow robots.

3. Corporal Expression (20 minutes)- Visualization-based movement:

- **Bubble:** *“Imagine you’re inside a bubble. Push against its walls with arms and legs. Explore the bubble. Break through when you’re ready.”*
 - *“Notice how your body feels outside the bubble.”*
- **Ball of Light:** *“Hold a glowing ball of light. Play with it — bigger, smaller, around your body, up and down. Finally, place it in your chest and feel it inside.”*
- **Tiny Ball Inside:** *“The ball becomes tiny and moves through your body — arms, legs, hips. Move with it as it travels inside you.”*
- **Torch:** *“The ball reaches your hand and turns into a lantern. Light up the room with your palm — upwards, sideways, behind you.”*
- Encourage use of low/mid/high spatial levels.

4. Dancing (20 minutes)

- Play soft rhythmic music → gradually increase tempo and energy.
- Invite participants to integrate previous movements (bubble, ball, torch).
- Prompt: *“Begin with what you already know, then let go. Let your body create its own dance. Follow impulses, not plans.”*
- Encourage exploration of speed, fast and slow movements, rhythm, and levels.

Transition into Reflection Walk: Slowly fade music. *“Let’s take a quiet walk now, carrying the feelings from our dance.”*

5. Inner Reflection Walk (5 minutes)

- Participants walk slowly and silently around the room.
- Prompts:
 - *“Did you notice repeating movements in your dance?”*
 - *“What feelings came up while moving?”*
 - *“Is your body asking you to pay attention to something important?”*

End by inviting them to pause, close eyes, hand on chest, take one deep breath, give themselves few moments of stillness and then find a place to lay down comfortably.

6. Relaxation (10 minutes)

- Participants lie in Savasana (palms up, arms/legs relaxed).
- Play calming chimes or soft ambient music.
- Prompt: *“Feel the ground supporting you. Notice your breath — calm and natural. With each exhale, let go of more tension.”*
- After ~8 minutes: *“Begin to wake your body — wiggle fingers and toes, stretch gently, roll to one side, and slowly sit up.”*

Transition into Final Circle: *“Now let’s come back together and share our journey.”*

7. Final Reflection Circle (10 minutes)

- Sit in a circle. Begin with non-verbal sharing: *“Show with a gesture how you feel right now.”*
- Then verbal sharing:
 - *“How do you feel now compared to the beginning?”*
 - *“What was the most important thing you discovered?”*
- Thank participants and close.

Facilitation Guidelines

- Use calm, slow-paced voice.
- Demonstrate briefly, then let participants adapt freely.
- Encourage playfulness in warm-up and authenticity in dance.
- Normalize silence in reflection: *“Sharing is optional — listening is also part of the process.”*
- Adjust music carefully to support transitions (calm → rhythmic → calm).
- Always remind: *“There are no mistakes, only exploration.”*

Learning Objectives

- Develop awareness of bodily sensations.
- Explore creativity and freedom through movement.
- Practice connecting to feelings through body awareness.
- Experience relaxation and mindful reflection.
- Strengthen self-expression and self-connection.

ELASTIC CONNECTIONS

Theme:

Connection, trust, playfulness, body

Aim

To explore and have fun with elastic bands as creative tools for play, movement, and connection. Through individual, paired, and group activities, participants will experiment with resistance, flow, and cooperation — discovering trust, creativity, and joy in shared embodied play.

Target Audience

- Suitable for adults of any age, adaptable for children and intergenerational groups.
- Group size: 10–30 participants.

Space Requirements

- At least 50 m² of open space, preferably outdoors.
- Trees, poles, or other sturdy structures are useful for attaching ropes (needs to be prepared)

Materials and Resources

- Elastic bands(resistance band), one per pair
- 50+ meters of rope or strong string
- Clips, crayons, paper and pens for drawing and reflection

Workshop Agenda (90 minutes)

1. Exploring the Elastic Bands (15 minutes)

Step 1: Paired exploration (5–7 minutes)

- Each pair receives an elastic band.
- Explore pulling, resisting, stretching, slowing down, speeding up, following and leading.

Facilitator prompts:

- “Feel the stretch — how much can you resist, how much can you let go?”
- “Try being the leader — pull gently. Now switch.”
- “What happens if one moves quickly and the other slowly?”
- “Explore small movements: fingers, wrists, shoulders. Now big movements: jumps, lunges, spins.”

Step 2: Group exploration (5 minutes)

- Pairs join into groups of 4. (Each pair has to be connected to another pair's elastic band. Holding onto it, or stepping into it)
- Experiment with creating shapes and figures (star, triangle, square). Observe how your movement affects the group. It's all about play.
- Play with tempo and invested energy: “Move like you're at 10%, now 50%, now 90%!”

Step 3: Playful chasing (3 minutes)

- Two groups face off: one chases while connected by the bands, the other escapes.
- After 1 minute, reverse roles.

2. The Net Activity (30 minutes)

- Use a long rope(alternatively, a strong string) to create a large horizontal “spider net” a meter above the ground. (Use trees and natural structures to secure your ropes to).
- **Participants wear blindfolds.** They are invited to occupy the net. There should be enough separate sections to accommodate the participants. Participants can move between the sections of the spider net, but they must maintain one point of contact with the net at all times. It can be their hand, feet, hip, etc.

Step 1: Solo exploration (5 minutes)

- “Now it's about your journey. Explore the net with the least interaction with others”.
- Participants are invited to explore the net through different movements and positions,
 - One hand on the ground, the other on the rope
 - Touching the rope with different body parts while exploring. (shoulders, legs, or other body parts)
 - “Try to touch the rope only with your forehead while exploring the net.”

Step 2: Partner exploration (5–7 minutes)

- Find a partner. (They can remove the blindfolds until pairing up)
- Have one point of contact maintained both with the rope and with your partner all the time.
- Push, pull, lean, balance each other.
- “Can you move without words?” “Play, explore, interact.”

Step 3: Small group (7–8 minutes)

- Merge into groups of 4
- One point of contact always maintained both with a person from the group and with the rope.
- Explore moving together: swaying, spiraling, leaning onto each other, exploring space and possibilities.

Step 4: Whole group (7–8 minutes)

- All participants connect with the net.
- Instrumental, uplifting and energetic music variation plays.
- Feel the vibration of the net, send and receive signals in the form of shaking the net.
- You are free to explore and play alone, join people and groups, vibe and move for the music. “You can initiate or leave any interaction anytime. Pay attention to your own needs, and to the body signs of others. If you are rejected, don't take it personal, move on and find somebody else.”

Transition:

- “Slow down, stop, release the net and take a big breath. When you feel ready, remove your blindfolds.”

3. Reflection (20 minutes)

Step 1: Silent drawing and journaling (10 minutes)

- Participants sit with paper and pens.
- Prompts:
 - “What were the best moments and the most uncomfortable parts of this session for you? Why?”
 - “How did you feel throughout the activity?”
 - “When did you feel most connected?” “Did you realise anything throughout the workshop?”
 - “Draw one body position, image, or symbol that stayed with you, or something that represents your experience, your feelings.”

Step 2: Sharing and closing circle (10 minutes)

- Sharing in pairs (5 minutes)
- Participants hang their drawings on the net with clips to create a visual “gallery of experiences.”
- Group lies down beneath the net, looking at it together.
- One-word closing round: “What do you take with you from today?”

Facilitation Guidelines

- Maintain a balance between freedom and structure: allow exploration but provide enough prompts to spark creativity.
- Encourage playfulness while ensuring **safety**
- Use music to support the atmosphere: playful for exploration, calm for reflection.
- Normalize all experiences: some may find it joyful, others uncomfortable or reflective — both are valid.

Learning Objectives

- Build trust through shared physical play.
- Experience cooperation and co-regulation through movement.
- Enhance awareness of personal and collective boundaries.
- Strengthen group cohesion through embodied play and collective art-making.

EMBODIED FLOW

Theme:

Movement · Elements · Voice · Creative Flow

Aim:

To get in touch with our bodies and emotions through movement, meditation, drawing, and voice practices.

Target Audience

- Young people/young adults, anyone who can move freely and lie down on the floor or ground.
- Group size: 10–30 people.

Space Requirements

- Enough space for 30 people to move comfortably.
- A quiet, calm environment to support concentration and sensitivity.

Materials and Resources

- Blankets or yoga mats
- Speaker (for music)
- Paper (A3 or larger if possible)
- Pencils, pens, Markers, pastels

Workshop Agenda (90 minutes)

1. Warm-up: Arriving in the Body (15 minutes)

- Participants stand or sit comfortably.
- Gentle movements with breath to “arrive.”
- Music: calm, steady rhythm.

Facilitator prompts:

- “Notice your breath... let it guide your movement.”
- “Imagine your body is being breathed — let it sway, stretch, open naturally.”
- “There’s no right or wrong here — follow what feels good.”

Gradually encourage freer movement, loosening joints and waking the whole body.

2. Movement with the Elements (20 minutes)

Participants close their eyes (if comfortable) and are invited to embody the elements. Each element lasts **3–4 minutes**, supported by different music that matches its qualities.

Water

Music: flowing, liquid, ambient or wave-like rhythm.

Facilitator prompts:

- “Imagine your body is full of water. Where do you feel the waves?”
- “Flow, ripple, swirl — let your spine undulate like a river.”
- “Melt your joints — how does water pour through your arms, hands, fingers?”
- “Sometimes calm like a lake... sometimes stormy like the ocean.”

Air

Music: light, spacious, airy, maybe flute or soft wind instruments.

Facilitator prompts:

- “Be light, expansive — how does your body float like a cloud?”
- “Imagine the wind carries your hands, your head, your whole body.”
- “How would you move if you were a breeze? ...a storm?”
- “Expand, shrink, spin — let the air lift and scatter you.”
- “Notice the space between you and others, how your movement brushes through the air.”

Fire

Music: percussive, fiery, with energy and rhythm.

Facilitator prompts:

- “Quick, sharp, playful — where is your inner flame?”
- “Let sparks shoot from your fingers, your toes, your eyes.”
- “Small flames flicker... big flames roar — how does your movement grow hotter?”
- “How does fire dance in your belly, your chest, your hands?”
- “Explore speed, bursts, explosions — then let it fade back to embers.”

Earth

Music: deep, grounded, tribal drumming or slow steady rhythms.

Facilitator prompts:

- “Grounded, heavy, rooted — let your feet sink into the earth.”
- “How do your hips, knees, and spine connect to gravity?”
- “Imagine you are a mountain — strong, stable, immovable.”
- “Try moving low, close to the floor — crawling, pressing, rooted.”
- “How does stillness feel as part of movement? What is the weight of your body?”

Transition prompt after finishing the four elements: “Notice how different each element felt in your body. Which one felt most natural to you? Which one surprised you? Take a few breaths to let the last element go, and slowly return to your own movement — carrying the qualities you want to keep with you.”

3. Meditation & Drawing: Listening to the Body (30 minutes)

- Participants sit or lie down with paper and drawing tools nearby.
- Each participant draws an outline of a body.

Process:

1. Guided body scan — notice areas of tension, warmth, or openness.
2. Pause at body parts that pulls your attention. “Breathe into it, listen — if it could speak, what would it say?”
3. Draw or mark a simple shape, symbol, or color to represent it.
4. Close your eyes and return to the body, repeat with other areas if needed.
5. Reflect briefly on the drawings.

Facilitator prompts:

- “Don’t try to make art. Let the body draw itself.”
- “Colors, lines, or even scribbles — all are welcome.”
- “Notice if something changes in your body after drawing it.”

4. Dome Singing: Finding Voice Together (10–15 minutes)

- Participants lie in a circle, heads toward the center. Closed eyes.

Process:

- Breathe in together, exhale with sound.
- Each person chooses a tone, repeating it until breath runs out.
- Sounds overlap, forming a collective resonance. Optional: “You can go free with your voices. Let’s see what happens.”
- Gradually soften until silence.

Facilitator prompts:

- “Follow your breath — no need to be loud or pretty.”
- “Notice how your sound weaves with others.”
- “Allow the dome of voices to rise and fall naturally.”

5. Reflection & Closing Circle (15–20 minutes)

- Sharing in pairs or smaller groups.
- Gather in a circle with papers/drawings.
- Invite optional sharing: what they noticed, felt, or discovered.
- One-word check-out to close.

Facilitator prompts:

- “What surprised you in today’s journey?” “How do you feel now?” “Have you had any challenges?”
- “What connection did you notice between your body, emotions, and voice?”
- “What will you take with you from this space into your daily life?”

Facilitation Guidelines

- Model the exercises yourself — participants relax when they see you doing it too.
- Offer invitations, not obligations: “You are welcome to join, or rest if needed.”
- Use music to mark transitions, shifting mood and energy gently.
- Pay attention to emotional reactions — some participants may experience release through tears, laughter, or silence. Hold space for all.

Learning Objectives

- Develop presence and body awareness through breath and movement.
- Build confidence in free, intuitive expression.
- Locate and reflect on tension and other bodily sensations through drawing and somatic check ins.

AWAKENING YOUR INNER CHILD

Theme:

Play · Spontaneity · Movement · Inner Child

Aim

- To guide participants back to the freedom of their inner child by reconnecting with spontaneity, creativity, and authenticity.
- To help participants lose the fear of self-expression through the “Five Rhythms” dance method and playful childhood-inspired activities.
- To promote body awareness, joy, and connection to self and others.

Target Audience

- Young people and adults (15–20 participants)
- No prior dance experience required

Space

- Large room or outdoor space where participants can move freely and safely.

Materials & Resources

- Speakers and music (Five Rhythms playlist, including *Tribe* by Gabrielle Roth)
- Face paints or oil pastel

Workshop Agenda (90 minutes)

1. Welcome & Icebreaker – “Make Your Name Up” (5 minutes)

- Gather participants in a circle.
- Instructions: “Introduce yourself by inventing a playful name. Then, for each syllable in your name, make a movement”
- Group repeats each person’s name and movement together.

2. Breathing Exercise – Rose & Candle (5 minutes)

- Everyone stands comfortably.
- Facilitator guides: “Imagine a rose in front of you. Inhale deeply, smelling its aroma. Now exhale gently, as if you’re facing a candle and don’t want to blow it out.”
- Repeat 3–4 times to calm and centre the group.

3. Visualization – Free Childhood Memory (15 minutes)

- Participants spread around the space, find a comfortable spot (standing or sitting).
- Facilitator guides a short visualization: “Go back to a moment in childhood when you felt completely free. If you can’t remember, imagine it. How did you move? What did you feel? Anchor that freedom in your chest — carry it with you for the next activities.”

4. Body Awareness – Feeling My Body (5 minutes)

- Participants start walking slowly around the space.
- Prompt: “Bring your attention to each part of your body — feet, ankles, legs, hips, arms, face. Stretch gently, shake tension away. Wake up your body part by part, step by step.”

5. Guided Dance – The Five Rhythms (30 minutes)

- Play one track for each rhythm (~3–6 minutes).
- Remind them: *“There is no wrong way to move — just listen to your body.”*

Rhythm 1: Flowing

- Music: smooth, circular, grounding.
- Facilitator prompt: “Close your eyes if you like. Begin with your feet, feel them heavy on the ground. Let your movements be round and soft, like waves or circles. Imagine water flowing through you. Stay low, grounded. Let one movement lead into the next, without interruption.”
- Encourage: “Keep your body in motion, even if it’s small — flowing never stops.”

Rhythm 2: Staccato

- Music: sharp, percussive, strong beat.
- Facilitator prompt: “Now let your movements become sharp, direct, and clear. Use your elbows, knees, shoulders. Imagine you are drawing lines in the air. Strong exhale. Let your fire out! Don’t be afraid to take space.”
- Encourage: “Play with stopping suddenly and starting again. Try moving in different directions with power.”

Rhythm 3: Chaos

- Music: wild, fast, unpredictable.
- Facilitator prompt: “Now let go of control. Shake your head, your arms, your whole body. Let the rhythm move you in unexpected ways. Jump, spin, bend — allow your body to surprise you. Release tension, release control.”
- Encourage: “Don’t think — just move. Let your body do what it wants. Surrender to chaos.”

Rhythm 4: Lyrical

- Music: light, playful, uplifting.
- Facilitator prompt: “Slowly let chaos transform into something lighter. Your body feels free, joyful, expressive. Imagine you’re flying, skipping, playing like a child. Smile as you move. Let joy and creativity guide your dance.”
- Encourage: “Dance with someone else, then drift away again. Explore being light and playful.”

Rhythm 5: Stillness

- Music: calm, spacious, meditative.
- Facilitator prompt: “Let your movements become smaller, slower, more delicate. Feel your breath guiding you. Imagine every movement is filled with wisdom. Pause, listen inside. Allow silence and peace to move you.”
- Encourage: “There is no rush. Stay present. Even standing still is part of stillness.”

Transition to Next Activity

- As the final track ends, gently lower the volume.
- Invite participants to pause, breathe, and feel the sensations in their body.
- Prompt: “Notice how your body feels now compared to when we started. Keep this sense of freedom with you as we move into our childhood games.”

6. Childhood Games & Playful Expression (30 minutes total)

👉 Goal: rekindle childlike freedom, creativity, and playfulness through face painting, characters, laughter, and group games. 👉 Setup: Have face paints ready, upbeat/fun music prepared, and plenty of space.

1. Face Painting (5 minutes)

- Give each participant some face paint.
- Instructions: "Close your eyes. With your non-dominant hand, paint your face freely without looking in the mirror. Don't think about beauty or perfection — just enjoy the sensation."
- Play light, fun music.
- Transition: "Look around — see the colours and shapes we've created! These are our playful masks. Let's use them in our movements."

2. Characters (5 minutes)

- Instructions: "Walk around the space. Now imagine you are becoming a character. Maybe a spaceman, a warrior, a giant, or even a sleepy koala. Use your whole body. Don't be afraid to exaggerate!"
- Variation: call out random characters every 30 seconds, or let participants choose their own.
- Encourage interaction: "Meet another character and greet them in your special way."

3. Facial Expressions (5 minutes)

- Instructions: "Let's play with our faces. Show me sadness... joy... anger... surprise! Now walk with your chosen expression, and let it shape your body."
- Group activity: "Join with a partner or a trio. Mix your expressions together — how does joy meet anger? How does sadness meet surprise?"
- Encourage playful exaggeration.

4. Laughing with Vowels (3–4 minutes)

- Instructions: "Now we'll laugh in silly ways using only vowels. Try a long 'Aaaaah!' laugh... now an 'Eeeee!'... now 'Ooooh!' Mix them, make them louder or softer, high or low."
- Prompt: "Move around the room, share your laughter with others. Let it be contagious!"

5. Making Mistakes (3–4 minutes)

- Instructions: "This time, try to dance or move 'wrongly.' Be clumsy, stumble, trip on purpose. Move out of rhythm, miss your steps — celebrate mistakes!"
- Prompt: "Children don't fear mistakes — they laugh at them. Let's enjoy being silly together!"

6. Imaginary Ball (5 minutes)

- Everyone forms a big circle.
- Instructions: "Imagine a ball in your hands. Feel its weight, its size. Make it grow... now shrink it small. Now pass it across the circle to someone else. They receive it and change it again without rules. The ball can become anything."
- Variation: play with speed — very slow motion, then fast and silly.
- Prompt: "Remember, this ball is magic — it can be as big as the room, or as tiny as a pea. Surprise the next person with its shape!"

Transition to Next Activity

- Gather the group in the centre.
- Prompt: "We've laughed, played, painted, and moved as children again. Let's now take this energy into free dancing — where you can be anything you want."

7. Free Dancing & Group Involvement (15 minutes)

- Upbeat music plays.
- Participants dance freely, alone and with others.
- They invite each other to join, and use face paints(oil pastel) to encourage group involvement.
- Facilitator prompt:“Gift someone with a facepaint or a tattoo that you think would match the person, then enjoy the music.” “Dance as your inner child would — playful, free, spontaneous. Invite others into your joy.”

8. Reflection & Closing Circle (15 minutes)

- Participants gather in a circle, sitting or standing.
- Guiding questions:
 - *How did you feel during this workshop?*
 - *Was it challenging to connect with your inner child?*
 - *What was your most important or joyful moment?*
- Closing ritual: “Think of one word that expresses the childlike freedom you discovered today. When you’re ready, share it aloud.”
- Thank participants for their openness and playfulness.

Facilitation Guidelines:

- Begin with a playful tone, reassuring participants that the workshop is about fun and freedom, not performance.
- Guide breathing and visualization calmly, giving time for participants to reconnect with childhood memories or imagination.
- During the 5 Rhythms dance, demonstrate simple moves for each rhythm, encouraging participants to exaggerate or adapt in their own way.
- Use prompts like: *“What would your inner child do here?”* or *“Let go of being right — just move!”*
- For face painting, model a simple design first, then let participants explore freely.

Learning Objectives

- Connect with the inner child through movement, play, and imagination
- Increase body awareness and freedom of expression
- Reduce fear of judgment and embrace imperfection
- Build group connection and joy through collaborative play

Additional Information

- Participants may experience strong emotions; remind them it is okay to pause.
- No dance or artistic skill is required — only openness to movement.



ComAS-KA2-TC, Spain, Lorca, 2025

MOODY MOVING

Theme

Self-expression, body awareness, improvisation, trust, teamwork

Aim

To explore theater, improvisation and body movement as tools for self-expression. Participants will embody different moods, discover new ways of moving, practice improvisation, and build trust and group cohesion through playful and creative activities.

Target Audience

- 15–25 participants
- Teens, young adults, or adults

Space

- Large room or outdoor area with enough space to move safely
- Quiet enough to hear the facilitator and music

Materials

- Speaker + playlist (energizing, playful, emotional, and reflective tracks)
- Optional: scarves/blindfolds, chairs, or props for improvisation scenes

Workshop Agenda (70-90 minutes)

1. Welcoming & Name Game (10 minutes)

- Participants stand in a circle.
- Each says their name and shows a body movement. (If they know each other, skip the names part.)
- Group repeats together.

Facilitator prompts:

- *“Say your name out loud and show us a movement to go with it — big, small, funny, serious.”*
- *“Let’s repeat each other’s names and movements*

2. When I Say... + Color Emotions (15 minutes)

- Classic warm-up game. The facilitator gives commands starting with “When I say...”
- Calls out colors and participants move, embodying the linked emotion.

Examples:

- Red = anger → sharp, fast, stomping.
- Blue = sadness → slow, heavy, drooping.
- Yellow = joy → jumping, bouncing, expanding.
- Levander = calm → smooth, flowing, open.

Facilitator prompts:

- *“When I say red — move with anger in your whole body!”*
- *“When I say blue — let sadness weigh you down.”*
- *“Big or small, exaggerated or subtle — it’s your choice!”*

3. Mirror & Emotion Statues (15 minutes)

- **Mirror exercise:** in pairs, A moves slowly while B mirrors exactly. Switch roles.
- **Emotion statues:** facilitator calls out emotions or situations (loneliness, excitement, fear, surprise). A freeze in statues. B observes, then walks around observing all other statues then goes back to its Pair. Now B Freeze in a statue, A observes, and goes around to see the statue exhibition.

Facilitator prompts:

- *“When you mirror, don’t think — just feel your partner’s energy.”*
- *“What does fear look like in your body? Freeze! Now hold it still.”*
- *“Notice how many ways there are to show the same feeling.”*

4. Waiting Room Impro Game (20 minutes)

Optional: Music or sound effect to support the required atmosphere. (noisy street, hospital etc)

- Divide the participants into 4-6 person groups.
- Each group improvises a short scene set in a waiting room (hospital, bus stop, train station). One group plays, the other observes, then they change.
- Each participant gets a quirky “psychophysical condition” (e.g. can’t stop sneezing, really needs to pee, panicking about being late, secretly in love, exaggerated boredom, social anxiety). They have to act based on what quirk they got.
- Give it some minutes to fold out, then stop the scene, now the observers have to guess the quirks of the actors.

Facilitator prompts:

- *“You are all waiting... but something unusual is happening to you.”*
- *“Exaggerate your quirks — big choices make the scene alive.”*
- *“Don’t overthink — let the moment surprise you!”*

5. Yes, And... Improvisation Game (10 minutes)

- In pairs or small groups, participants create a scene using only “Yes, and...” to build on each other’s ideas.
- Example: Person A says, “Let’s open a bakery on the moon.” Person B: “Yes, and we’ll sell zero-gravity croissants.”

Facilitator prompts:

- *“The rule is: you can’t block. Always accept and add something new.”*
- *“Let the scene get as silly, strange, or creative as it wants!”*

6. Contact & Flow (10 minutes)

- Put on music with a strong rhythm.
- In pairs or small groups, participants connect through touch (shoulder, hand, back) and move together. One point of body contact has to be maintained. It can travel anywhere, anytime, but you can’t break, as for the next activity, you will be part of one organism
- Optional: one closes their eyes while the other gently guides.

Facilitator prompts:

- *“Try moving as if you are one body.”*
- *“Explore: lead, follow, switch, or move together.”*
- *“If you close your eyes, trust your partner’s gentle guidance.”*
- *“Now imagine your bodies are very sticky”, “You are magnets: one side pulls strongly, the other side pushes away.”, “Move as if you share one skeleton — when one bends, the other must follow.”, “Now one is heavy like stone, the other is light like air — how do you move together?”, “Imagine you are two halves of a magical creature — showing off your mating dance to attract the other creatures nearby.”*



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7. Reflection & Closing Circle (5 minutes)

- Participants sit in a circle.
- Short body scan from feet to head.
- Go around: each shares one word or sentence about their experience.

Facilitator prompts:

- *“Notice how your body feels now compared to the beginning.”*
- *“Share one word that describes your mood right now.”*

Instructional Methods

- **Modeling:** facilitator demonstrates each activity first.
- **Playful tone:** encourage humor and exaggeration.
- **Safe environment:** remind participants there is no “wrong” way to play.
- **Energy flow:** start light, build up to full improvisation, cool down with contact + reflection.
- **Reflection support:** guide participants to notice emotions and sensations.

Learning Objectives

- Gain confidence and trust in others.
- Learn improvisation skills.
- Explore how emotions can be embodied physically.
- Build creativity and group cohesion.
- Increase awareness of insecurities and how to overcome them playfully.



ComAS-KA2-TC, Spain, 2025

IMPROV MOVEMENT

Theme

Improv theatre, community, creativity, teamwork

Aim

- Teach participants to respect and build on each other's ideas using the principle of *Yes, and...*
- Strengthen teamwork and social bonds.
- Encourage play, spontaneity, and enhanced creativity.
- Build confidence and collective energy through theatrical improvisation.

Target Audience

- Age group: 16+
- Number of participants: 5–20

Space

- Big enough space for participants to move around freely.
- Indoor or outdoor is fine, provided it's quiet and safe for movement.

Materials & Resources

- Speaker and music
- (Optional) flipchart to write game rules for easy reference

Workshop Agenda (90 minutes)

1. Welcome & Introduction (10 minutes)

- Facilitator explains: "In improv, we practice *Yes, and...* That means we accept whatever is given to us and add something new. There are no mistakes — only offers to build on."

Facilitator prompts:

- "In this workshop, you don't need to be funny — just say yes to what happens."
- "We're here to play together, not to perform perfectly."

2. Icebreaker: Name & Gesture (10 minutes)

- Participants stand in a circle.
- Each introduces themselves in the third person and shows a gesture for how they feel today.
- Group repeats together: "Hello [Name]!" and copies the gesture.

Facilitator prompts:

- "Exaggerate your gesture so the group can copy it easily."
- "Remember, this is about supporting each other from the very beginning."

3. Warm-Up Games (15 minutes)

a) Casual Dancing (5 minutes)

- Each participant secretly chooses one person to follow.
- Music plays; participants move casually. Without realizing, group movement begins to synchronize.

Prompt:

- "Don't try to lead, don't try to follow — just notice what happens."

b) When I Say... (10 minutes)

- Participants walk in the space. Facilitator calls numbers in a random order linked to silly actions. When participants hear the number, they all have to do the things that are connected to the numbers. Numbers and actions are explained and practiced first: 1 = "YES!" + jump (They have to say YES loudly and jump) 2 = "NO!" + bow down 3 = "Olé!" + spin 4 = "Hoe-ha!" + kick 5 = "Señora, sí señora!" + squat

Prompts:

- "The faster it gets, the funnier it gets — don't think, just react."
- "If you forget the number, invent something — it's still improv!"

4. Core Improv Activities (45 minutes)

a) Yes, and... Circle (15 minutes)

- Pairs or trios face each other.
- One person mimics an action. ("Squating")
- Next person: "What are you doing?"
- First answers with *different* action ("I'm brushing my teeth").
- Second takes over and performs that new action. ("Starts to mimic teeth brushing")
- Next person : "What are you doing? "
- The second person comes up with a totally new action while mimicking teeth washing. "I am swimming" it says, and keeps washing its teeth.
- The person who asked "what are you doing?", now have to start "swimming".

Prompts:

- "You define the action of the next person. Dont forget its all about improvisation, and fun. There are no wrong actions. '
- "The fun is in the surprise!"

b) Building the Game (10–15 minutes)

- Groups of 4.
- Scenario: a locked door. Start simple (turning a key), then build into absurd solutions (pushing, battering ram, blowing it up).

Prompts:

- "Make it bigger and bigger — exaggeration is your tool."
- "Notice each other's rhythm — don't jump too far ahead."

c) Improv Guessing Game (10–15 minutes)

- Groups of 4–5 get a scenario from the facilitator (e.g., cooking a giant meal, fixing a spaceship, preparing for a wedding).
- They perform group by group without practicing.
- They perform **without talking**, others guess the story.

Prompts:

- "Use your whole body to communicate."
- "Don't explain — show."
- "Even if it looks silly, commit fully!"

d) Backline Clap (5–10 minutes)

- Two start a mini-scene. (e.g: chess competition, sharing a meal, cheering at a football match, running an ultramarathon.)
- Anyone in the backline can clap, replace one actor, and continue with a new story using the same pose.

Prompts:

- "Freeze the scene with your clap — then surprise us with something new!"
- "Don't think too long — the first silly idea is often the best."

5. Reflection Circle (10 minutes)

- Sit in a circle. Each shares one feeling or thought about the experience.

Guiding questions:

- "What was it like to trust other people's ideas?"
- "Which activity felt most fun? Which was most challenging?"

Facilitation Guidelines

- **Create safety:** Remind participants improv is about play, not perfection. Laughter is with, not at, others.
- **Model energy:** Demonstrate silly movements yourself. Commitment from the facilitator helps participants loosen up.
- **Pace flexibly:** Extend or shorten games depending on group energy.
- **Encourage participation:** Invite quieter members gently, but never force anyone to perform.
- **Celebrate failure:** Highlight that mistakes are gifts in improv.
- **Debrief intentionally:** Link the experience to teamwork, respect, and communication.

Learning Objectives

- Build confidence and spontaneity in front of others.
- Develop respect for and acceptance of others' ideas.
- Strengthen teamwork, trust, and creativity.
- Encourage fun, play, and freedom of expression.

A JOURNEY TO CONTACT – AUTHENTICITY

Theme

Exploring authenticity through movement, voice, and embodied presence.

Aim

To guide participants on an experiential journey into authenticity by connecting body, emotion, and voice, while practicing intuitive expression and witnessing in a safe group atmosphere.

Target Audience

- Young people (16+) and adults
- Suitable for beginners — no previous somatic or theatre experience required.
- Group size: 8–24 participants.

Space & Setup

- Indoor studio, hall, or shaded outdoor space.
- Space for movement and sharing circles.

Materials & Resources

- Yoga mats/blankets.
- Blindfolds (optional, for vocal exploration).
- Sound system for music/ambient sounds.

Workshop Agenda (2 hours)

1. Introduction & Framing (15 minutes)

- Warm welcome, names + one word check-in.“Think about an activity or a moment when you felt authentic and truly aligned with yourself. Say your name and share this moment or activity.”
- Establish agreements: respect, confidentiality, no judgment, opt-in/out anytime.“In this space, you are free to explore at your own pace — nothing is forced.”
- Briefly introduce focus: authenticity as something embodied, felt in beliefs/body/voice.“Authenticity is not a performance, but a felt connection to yourself. Being authentic means that you are aligned with yourself in your values and actions. It's not about convincing others that you are authentic, it's about convincing yourself that you are not playing. The simplest actions and values can radiate authenticity if the person is truly aligned with them,”

2. Imaginative Access – Guided Meditation (15 minutes)

- Participants sit or lie down.
- Lead a short body-scan and grounding breath.
- Guide them to recall a time they felt truly authentic.

Prompts:

- “Bring to mind a moment where you felt real, aligned, truly yourself.”
- “What did it feel like in your body? Where do you sense it most strongly?”
- “If comfortable, place a hand on that body area — anchoring the feeling.”

3. Intuitive Movement (15-25 minutes)

- Begin moving from the body area identified (in the previous activity).
- ambient and instrumental music to support energy flow and inspire exploration

Facilitator prompts:

- “Start from the place in your body where authenticity lives.”
- “Let the movement grow — maybe big, maybe tiny.” “Pay attention to your body sensations, how does it feel to move?”
- “What if your movement had a rhythm? A breath? A shape?”
- “No right or wrong — just exploration, expression and curiosity.”
- “Don't think about your actions, it is not about dancing, it's not about looking nice, it's about letting your body take the lead of your motion instead of your mind. It's about giving yourself permission to move freely.”
- “Explore tempo changes, fast and slow, levels, up and down, dynamic and scattered motions etc.”

Transition: invite participants to pause, close eyes, feel how it was.

4. Witnessed Movement in Pairs (25 minutes)

- In pairs, one moves while the other witnesses silently (3–5 minutes each).
- Few minutes without music, and few minutes with instrumental music
- Switch roles.
- After both have moved, partners share briefly.

Sharing prompts:

- Movers: “I noticed...” / “I felt...”
- Witnesses: “I saw...” / “I sensed...”

Facilitator framing:

- “Witnessing is not judging — it’s simply being present with what is.” “No interaction, just observe.”
- “Your role is to see without interpreting, to hold space for your partner.”

5. Contacting Authenticity Through Voice (15 minutes)

- Gather in a circle. Sit, stand or lie down comfortably.
- Begin with humming, sighs, and simple vowel sounds.
- Blindfolds optional.
- Gradually expand toward free vocal expression.

Prompts:

- “Let sound ride on your breath — no need for words.”
- “Let a sound emerge from your belly, your chest, your feet.”
- “What does your authentic voice sound like today?” “It can be any voice that you can produce, no good or bad.” “Let yourself play, go with your intuition, answer others etc.”
- “Try holding a note together — feel the resonance in the room.”

6. Naming Authenticity (10 minutes)

- Participants reflect quietly.
- Invite them to find a word, phrase, sound, or gesture that expresses their authenticity.
- Option: write in journals.
- Participants may share with group if comfortable.

Facilitator prompts:

- “What symbol or sound expresses what you discovered today?”
- “It can be a word, a whisper, a movement, or just a gesture.”
- “Share only if you wish — your authenticity is yours to name.”

7. Group Debrief & Integration (20 minutes)

- Closing circle. All group together, or smaller reflection groups.
- Invite reflections and integration.

Reflection questions:

- “What did you notice about your body and voice today?”
- “What surprised you?”
- “How was it to be witnessed — or to witness?”
- “How can you carry this sense of authenticity into daily life?”

Facilitation Guidelines

- Normalize silence, stillness, or emotional release.
- Model presence: stand/sit calmly, breathe with participants.
- Model activities when it’s possible to encourage shy participants.
- Emphasize that all exercises are **invitations, not obligations**.

Learning Objectives

- Experience authenticity through body-based and somatic practices.
- Explore self-expression using movement and voice.
- Practice witnessing/being witnessed without judgment.

EMBODYING TRUST

Theme

Trust · Boundaries · Consent · Connection

Aim

To foster trust among individuals by exploring personal needs and boundaries, and by practicing safe, embodied ways of expressing and respecting them.

Target Audience

- Any age group from 16+.
- Ideally, 20–30 participants who already share some group cohesion (previous workshops, team-building, etc).
- No prior experience needed, but participants should be open to body-based exploration.

Space & Setup

- Large indoor hall or quiet outdoor space.
- Mats or cushions for sitting and stretching.

Materials

- Speaker & playlist (instrumental, rhythmic + calming).
- Paper (A4/A3). drawing materials (Clipboards, pencils, markers, crayons).

Workshop Agenda (90 minutes)

1. Arrival & Gentle Warm-Up (10 minutes)

- Welcome participants, introduce facilitators.
- Frame the theme: trust begins with knowing and honouring one's own boundaries.
- Invite participants into simple stretches, free movement, and deep breathing.

Facilitator prompts:

- "As you stretch, notice what feels open and what feels tight."
- "Move at your own pace — there is no right or wrong way."

2. Washing Machine Game (15 minutes)

- Group stands in two parallel lines forming a "tunnel."
- One by one, participants walk through. Others "wash" them using sound, gestures, or light touches.
- Round 1: eyes open. Round 2: eyes closed.

Prompts:

- "Explore washing with claps, whispers, silly sounds, gentle waves of your hands."
- "If you are walking — notice how it feels to receive. Stay curious."
- "If something feels too much, step back or say no — your boundary is welcome."

3. Transition – Shaking & Resetting (3 minutes)

- Invite everyone to shake out tension, move freely with music, and breathe deeply.

Prompt:

- "Take this moment to return fully to your body — shake, stretch, or just breathe."

4. Boundaries: Respect & Care (20 minutes)

- Participants work in pairs, seated comfortably on the floor.
- Roles: **Explorer** (offers touch) and **Receiver** (sets boundaries).

Guidelines:

- The Explorer gently explores touch — only on **pre-agreed safe areas** (e.g.: hands, shoulders, back).
- Movements should be **slow, predictable, and respectful** — no sudden surprises.
- The Receiver keeps eyes closed (if comfortable) and remains still, simply noticing sensations.
- When the Explorer approaches or crosses a boundary, the Receiver gives a clear signal:
 - Opening their eyes/moving slightly away, or saying "stop."
- The Explorer immediately respects the signal, adjusts, and continues elsewhere.

After 5 minutes, participants switch roles.

Facilitator guidance:

- "Always check in: your yes means yes, your no means no."
- "Explorers: stop immediately if your partner signals no."
- "Receivers: your no is a gift — practice it fully."

Optional: end with a hug or gesture of thanks, only if both feel comfortable.

5. Boundaries in Public (5 minutes)

- The group walks through the space, shaking and moving body parts.
- With playful music, they experiment with contact (gestures, clashing, playful push, dance).
- Rules: say “No” if unwanted, “Yes” if welcome.

Prompt:

- “Let your body play with closeness and distance.”
- “Run for a hug, change your mind and say “NO” before it happens, offer a hug to someone and wait for the “YES”... Propose a high five, propose rock, paper, scissor game, etc. and wait for the response.”
- “Practice saying no clearly — and yes joyfully.”

6. Be the River – Collective Flow (5 minutes)

- Begin with self-movement, then pair up, mirroring gently.
- Pairs merge into a group, flowing together like water.
- Supported by soft instrumental music.

Prompt:

- “Imagine you are water, flowing around obstacles, joining others.”
- “Sometimes you lead, sometimes you are carried.”
- “Together, we are one river.”

7. Drawing Reflection (20 minutes)

- Silent pause for 5 minutes. Stretch, rest, or breathe.
- Participants draw their feelings from the session. No rules — colors, shapes, symbols.
- Share in pairs or small groups.

Prompts:

- “What colors and symbols express how you feel right now?”
- “What symbols came up for you during the workshop?”
- “Your drawing is only for you — no need to explain unless you want.”

8. Closing Circle (7 minutes)

- Everyone sits in a circle.
- Quick sharing round: one word or gesture about how they leave the workshop.

Prompt:

- “What do you take with you from this workshop?”

Facilitation Guidelines

- Normalize silence and pauses: trust grows slowly.
- Stay grounded and model presence: your calmness sets the tone.
- Consent emphasized at every step — opt-in/out at any moment. Remind participants that “no” is as valuable as “yes.”
- Adapt touch exercises to “gesture only” versions if physical contact is not appropriate.

Learning Objectives

- Gain awareness of their personal boundaries.
- Practice expressing needs and limits safely.
- Experience trust through partner work.
- Strengthen empathy and respect toward others’ boundaries.
- Use creative reflection to integrate experiences.



Mindful Motion, Training Course, 2025



ComAS-KA2-TC, Hungary, 2024

EXPAND YOUR VOICE

Theme

Voice · Body Awareness · Musical Improvisation

Aim

- To connect participants with their inner voice through body awareness exercises.
- To develop group dynamics and musical improvisation through voice and rhythm.
- To strengthen listening, presence, and collective creativity.

Target Audience

- Young people and adults (15–20 participants)
- Basic musical knowledge required (singing, rhythm, or instruments)

Space

- Indoor or outdoor space with enough room for movement and group circle.

Materials & Resources

- Optional: Percussion instrument (e.g. darbuka, bucket) or recorded rhythmic music

Workshop Agenda (90 minutes)

1. Introduction & Voice Meditation (15 minutes)

- **Welcome & framing** “Today, we will explore the connection between our body and our voice. We’ll discover new sounds, create harmonies together, and end with a jam session. This is not about singing perfectly — it’s about listening, expressing, and connecting.”
- **Voice meditation** (5 min):
 - Invite participants to close their eyes.
 - Prompt: “Notice your breath moving in and out. Feel the air vibrating in your chest. Listen to the sounds around you — distant, near, inside. Let yourself arrive here.”
- **Body scan with sound** (10 min):
 - Guide attention through the body: “Bring your awareness to your feet. If a sound comes, let it out — maybe a hum, a sigh. Now your legs, your hips, your chest... let each part of your body have a sound.”
 - Encourage soft experimentation.

2. Warm-Up: Body–Voice Connection (15 minutes)

- **Free movement with sound** (7 min):
 - Prompt: “Walk around the room. Move in any way that feels natural. Let your body create a sound — it could be long or short, high or low, noisy or quiet. Notice how your body and voice influence each other.”
 - Example: bending knees → low hum; reaching arms up → higher sound.
- **Vowels & tones exercise** (8 min):
 - Start with *Uuuuuu* (deep, grounded), move through *Ooooo* – *Aaaaah* – *Eeeee* – *Iiiii*.
 - Prompt: “Where does each vowel vibrate? U in your belly? A in your chest? I in your head? Explore each one.”
 - Add body movement: “Step heavy with U. Swing your arms with O. Open your chest with A. Tilt your head with I.”

3. Group Dynamics: Sounds & Movements (10 minutes)

- **Sound introductions (5 min):**
 - In a big circle, each participant makes a sound that represents how they feel *right now*, adding a small body gesture.
 - Example: a sigh with shoulders dropping, or a sharp “Ha!” with a fist pump.
- **Center echo (5 min):**
 - One person steps into the middle, repeats their sound/gesture longer.
 - Group softly mirrors or resonates with it (not copying exactly, but responding). Then the next person steps in the middle and so on.
 - Prompt: “Notice the energy of this person’s sound. How can your body and voice echo or support it?”

4. Dance Your Voice (10 minutes)

- **Guided sequence with music:**
 - **Feet (3 min):** “Feel your feet stamping, sliding, tiptoeing. Let your feet make sound — stomps, taps, or low hums.”
 - **Hips (3 min):** “Now move your hips — swing them, circle them, shake them. Add your voice. Maybe short bursts of sound, maybe a playful rhythm.”
 - **Whole body (4 min):** “Now let your whole body join. Experiment with loud, soft, high, low. Let the wild voice of your body come out.”
- Facilitator models a few silly movements to encourage play.

5. Chord Dynamics & Voice (10 minutes)

- **Whole group circle (5 min):**
 - Facilitator sings one vowel (e.g., “Ooooo”), group repeats.
 - Example: “Let’s try O... now softer... now louder... now fading out together.”
- **Small groups (5 min):**
 - Divide into 3 groups. Assign tones (e.g. C, E, G). If you have no musical knowledge, just try to find a matching harmony together for the base sound, and another matching harmony as the 3rd note in the chord.
 - Prompt: “Group 1, hold this low note [demonstrates C]. Group 2, take this higher note [demonstrates E]. Group 3, sing this one [demonstrates G]. Together you form a chord.”
 - Example: Hold the chord for 5–10 seconds, then change vowels.

6. Uniting Harmony, Rhythm & Melody (10 minutes)

- Keep the same groups.
 - **Group 1:** steady rhythm — e.g., clap or chant “Ha – Ha – Ha – Ha.”
 - **Group 2:** rhythmic base with 2 tones — e.g., “O – O – A – A.”
 - **Group 3:** melodic line — e.g., “Ahhh – Ahhh – Ahhh – Ooooh.”
- Facilitator prompt: “Each group has a role — rhythm, harmony, melody. Together, it’s one living piece. Listen carefully and balance your part with the others.”
- Experiment with tempo and intensity: slow, fast, loud, soft.

7. Open Jam Session (10 minutes)

- Keep the group structure from Step 6.
- Open the circle: “Now the structure is free. Step forward if you want to improvise a solo sound. Join in with claps, hums, or rhythms. Add your creativity.”
- Encourage playful risk-taking.
- Option: invite guests/observers to join the circle briefly.

8. Reflection & Closing Circle (10 minutes)

- Gather participants in a circle.
- Guiding questions:
 - *What did you notice when connecting your body and voice?*
 - *How did it feel to create harmonies together?*
 - *What surprised you in the improvisation?*
- Closing ritual: “Think of one word that expresses how you feel after expanding your voice today. One by one, speak it aloud.”
- Thank participants warmly.

Facilitation Guidelines:

- Open with clear instructions on body–voice connection, reassuring participants that mistakes are part of the process.
- Use your own voice to model exercises, showing a range of sounds and giving permission for participants to experiment.
- Keep warm-ups playful: exaggerate vowels, tones, and body–voice movements so participants feel safe being loud and expressive.
- Remind participants to listen to each other.

Learning Objectives

- Connect with the inner voice through awareness and movement
- Explore group listening and collaboration through vocal harmony
- Develop improvisation skills using voice, rhythm, and melody
- Strengthen confidence in vocal and body expression



ComAS-KA2-TC, Hungary, Törökmező, 2024

ORGANIC DRUM MACHINE

Theme:

Crafting · Improvisation · Music-making

Aim

To explore creativity and teamwork through sound and music-making activities, while fostering a collaborative and expressive environment.

Target Audience

- Age: 16+
- Group size: 10–30 participants

Space

- A large enough space for participants to sit or stand in a circle.
- Can be conducted indoors or outdoors.
- The activity may get loud, so sound tolerance of the space should be considered.

Materials & Resources

- Tape, string, and other simple workshop materials

Workshop Agenda (90 minutes)

1. Welcoming (5 minutes)

- Ask participants to sit in a circle.
- Briefly introduce the workshop: "Welcome! In this session, we'll explore rhythm, creativity, and teamwork by making sounds and music together. We'll use our bodies, our voices, and some simple materials to create an 'organic drum machine'."
- Mention that no musical skills are needed; it's about creativity and fun.
- Explain the duration (approx. 90 minutes).

2. Soundwaves – Energizer (10 minutes)

- Have participants stand in a circle. You (the facilitator) stand in the middle.
- Explain: "I'll start by making a sound with my body—like clapping, stomping, or rubbing my hands. When I look at you and make eye contact, you join me in making that same sound. We'll keep building the rhythm together."
- Begin with clapping. Walk around, making eye contact with one participant at a time until everyone joins in.
- Introduce a new sound (e.g., stomping) and gradually transition participants into it with eye contact.
- Alternate between loud and quiet sounds.
- After 2–3 rounds, invite volunteers to come to the center and lead with their own sounds.
- Close by thanking the group and linking to the next step: "You've just created music together without instruments. Now, let's build our own instruments."

3. Creation of Instruments (20 minutes)

- Spread out tape, string, and available materials.
- Give instructions: "Now you'll have 20 minutes to create your own instrument. It can be something completely invented, or you can find objects around us that make interesting sounds. Be creative!"
- Encourage participants to explore both indoor and outdoor (natural) objects (if possible).
- Remind them to come back on time.
- At the 15-minute mark, give a time warning.

4. Introduction of Instruments (15 minutes)

- Sitting in a circle, each participant introduces their instrument and demonstrates its sound.
 - Prompt questions:
 - *What is your instrument?*
 - *Why and how did you choose it?*
 - *Anything else you'd like to share?*

5. Music-Making Activities (20–30 minutes)

a. Energy Game

- Facilitator goes to the middle and explains: “I’ll move around the circle with one palm raised. The higher my palm, the higher the energy and volume. The lower my palm, the quieter and softer you play.”
- Walk or run to signal shifts in intensity.

b. Silent Movie Sound Design

- Facilitator explains: “Imagine I’m in a silent movie. As I move, you’ll create the sound effects.”
- Move around, jump, shake, or roll, while the circle creates sounds.
- After one round, invite volunteers to take the “silent movie role.”

c. Human Drum Machine

- Facilitator explains: “I’ll point to certain instruments to start playing. I might show you when to stop, speed up, or slow down—using only body language.”
- Use gestures to control tempo, rhythm, and group dynamics.
- After one round, invite volunteers to be the conductor.

d. Free Improvisation

- Explain: “Now we’ll all improvise together. Join in one by one, listening to the group and adding your sound when you feel it fits. We’ll let it grow until it feels right to stop.”
- Begin with one participant, gradually building the ensemble until everyone is playing.
- Let it continue for a few minutes, then close naturally.

6. Group Reflection (10–15 minutes)

- Gather everyone in a circle.
- Explain: “Now let’s reflect on the experience. Each of you can share as much or as little as you want.”
- Guiding questions:
 - *How was the experience for you?*
 - *How do you feel now?*
 - *Did you face any difficulties?*
 - *What was your favorite moment?*
 - *Did you learn or take something from this workshop?*
- Ensure everyone has the chance to speak.

Facilitation Guidelines:

- Begin by modelling each activity so participants understand through demonstration.
- Encourage them to try bold sounds and movements, reassuring them that there are no wrong sounds.
- Use eye contact and body language to signal transitions smoothly during the soundwave energizer.
- Invite volunteers to take leadership roles gradually, supporting them if they hesitate.

Learning Objectives

- Collaborate in group sound and music-making.
- Explore creativity by crafting instruments from unconventional materials.
- Practice improvisation and adaptability in music.
- Take on leadership roles, building confidence and communication skills.
- Strengthen social bonds and a sense of community through shared creative expression.

EXPRESSIVE CLAY

Theme:

Clay · Self-expression · Personal Growth

Aim

To use clay as a medium for self-expression and transformation. Participants will reflect on limiting beliefs that block their potential, create individual clay pieces, and combine them into a collective mural of strength and empowerment.

Target Audience

- Suitable for both young people and adults
- Ideal group size: 15–20 participants

Space

- A room large enough for movement exercises and clay work
- Comfortable working space with tables or floor coverings for clay activities
- Area for the final exhibition of the mural

Materials & Resources

- Clay and water sprayers
- Individual cardboards or rubber sheets to protect surfaces
- Natural objects for textures (leaves, sticks, shells, etc.)
- Blindfolds
- Speakers (for soft background music)

Workshop Agenda (90 minutes)

1. Welcoming (5 minutes)

- Ask participants to sit in a circle.
- Introduce the workshop: “Welcome! Today we’ll use clay, movement, and reflection to explore ourselves, transform limiting beliefs, and create a collective mural of strength.”
- Mention the duration (90 minutes, no break).
- Quick check-in: each person shares their name and one word for how they feel.

2. Breathing & Visualization – Connecting with the Inner Child (15 minutes)

- Invite participants to close their eyes and sit comfortably.
- Guide a short breathing exercise for calmness.
- Lead a visualization: “Imagine your inner child. What brings them joy? How do they play, move, and express themselves freely?”
- Allow 2–3 minutes for participants to write or sketch anything that came up (optional).

3. Body Movement Exploration (10 minutes)

- Ask participants to walk freely around the space.
- Guide: “Focus on different body parts—move your head and let the rest follow, then your arm, your leg, your shoulders. Explore how your body wants to move.”
- Encourage free movement using the whole space.

4. Childhood Play & Partner Sharing (5 minutes)

- Prompt participants: “Think of something you loved doing as a child. Let your body move as if you are that child again—free, playful, curious.”
- Invite them to find a partner and briefly share their playful movement together.

5. Feeling Stuck – Identifying Limiting Beliefs (5 minutes)

- Ask participants to stop moving and imagine standing inside an invisible circle.
- Guide: “Try to move as before, but imagine the circle holds you back. Notice how it feels to be stuck. Think of a belief that limits you in life—something that prevents you from moving forward.”
- Allow silence for reflection.

6. Expressing Limitation with Clay (15 minutes)

- Divide participants into groups of four.
- Give each person clay and (optionally) masks to cover their eyes.
- Instructions: “With eyes closed, shape your clay while focusing on your limiting belief. Let the clay hold that belief.”
- Play soft background music.
- After a few minutes, invite participants to open their eyes and share their clay piece within the small group.

7. Bringing Out the Light – Transformative Creation (15 minutes)

- Guide: “Now, take a deep breath. Look at what you created. Imagine transforming that limitation into strength. With your eyes open, create a new piece that represents the part of yourself you want to bring out and strengthen.”
- Participants reshape or create anew.
- Sharing: each person presents their piece to the group, speaking briefly from the perspective of their creation: “I am this piece because...”

8. We Come Together – Building the Collective Mural (15 minutes)

- Invite participants one by one to place their clay into the shared mural.
- Encourage them to say one word as they place it (e.g., “Strength,” “Joy,” “Freedom”).
- Guide them to form a circle or symbolic arrangement representing unity.

9. Exhibition & Group Reflection (10 minutes)

- Step back together to look at the mural.
- Invite reflection:
 - *How was it to express your limitation?*
 - *How did it feel to transform it?*
 - *What does it mean to see all pieces united?*

10. Closing Circle – Words of Reflection (7–10 minutes)

- Gather participants in a circle.
- Each person shares one word or short sentence about their experience.
- Thank the group and acknowledge the mural as a collective expression of their strengths.

Instructional Methods (Facilitation Guidelines):

- Encourage participants to work with eyes closed during the first stage to focus on inner experience.
- Use soft background music to support concentration and emotional expression.
- Remind participants that the process is more important than the outcome.
- Facilitate feedback by inviting each person to speak from their perspective, using prompts like “I am this piece...”

Learning Objectives

- Recognize and reflect on limiting beliefs.
- Use body movement, meditation, and clay to express unconscious emotions.
- Build self-awareness through individual reflection and group sharing.
- Strengthen community bonds by contributing to a shared artwork.

FIND YOURSELF THROUGH ART

Theme

Self-Expression · Personal Growth · Creative Exploration

Aim

- To encourage self-reflection and personal growth through artistic expression
- To provide a safe space for participants to explore their identity and emotions.
- To foster group interaction and dialogue through an art exhibition and sharing.

Target Audience

- 16+ years old
- 6–15 participants

Space

- Indoor or outdoor quiet space, with enough room for creative work and displaying an exhibition
- Tables and chairs

Materials & Resources

- Thick white A4 paper + 1 paper roll
- Brushes, acrylic paints (basic colours), cups for water
- Clay (optional)
- Speaker (for background music)
- Sticky notes + pens
- Coloured A4 paper + sets of coloured pencils
- Scissors
- Markers

Workshop Agenda (90 minutes)

1. Welcome & Introduction (5 minutes)

- Facilitator explains aim and flow: "Today we'll explore who we are through art — painting, drawing, sculpting, and writing. There's no right or wrong here. It's about expressing yourself freely and reflecting on what emerges."

• Energizer – Draw Your Mood (10 minutes)

- Each participant gets a sticky note and coloured pencils/markers.
- Prompt: "In one minute, draw a quick symbol, shape, or colour that shows how you feel right now. Don't think too much — just let your hand move."
- Participants stick their notes on a wall or table.
- Quick gallery walk together.
- Facilitator connects it to the theme: "Already we've created a collective palette of feelings. This is the beginning of our creative journey today."

2. Stage 1 – Visual Art Creation (30 minutes)

- Materials: paper, paints, clay, pencils.
- Prompt: "Create a visual piece that represents you as a work of art. What shapes, colours, textures, or symbols express who you are? You can paint, draw, or sculpt — choose what feels right."
- Background music plays.
- Facilitator encourages with gentle questions:
 - *What symbol feels meaningful to you right now?*
 - *What colours connect to your emotions today?*

3. Stage 2 – Creative Writing (20 minutes)

- Prompt: “Look at your artwork. What story or poem does it tell? Write about what it expresses for you. You might describe it, give it a title, or let it speak in its own voice.”
- Example guiding questions:
 - *If your artwork could speak, what would it say?*
 - *What emotion is hidden inside it?*
 - *What chapter of your life does it represent?*

4. Stage 3 – Mini Exhibition & Silent Feedback (10 minutes)

- Display artworks on tables or walls.
- Each participant receives sticky notes and a pen.
- Instructions: “Walk around, look at the artworks. Write one short comment or impression for at least 2–3 works. Stick it on or near the piece. Focus on what it makes you feel, not on judging it or its creator.
- Reflection prompt for observers:
 - *What do you think this artwork communicates?*
 - *What element caught your attention?*

5. Stage 4 – Sharing & Group Reflection (20 minutes)

- **Sharing (optional):** Participants may read their poem/story or share about their artwork.
- **Small group reflection (5–6 people):**
 - Questions:
 - *How did it feel to represent yourself as art?*
 - *What did you discover about yourself?*
 - *What emotions came up during the process?*
- **Whole group debrief:** “Share one word that describes how you are leaving this workshop.”
- **Closing photo (optional).**

Instructional Methods (Facilitation Guidelines):

- Provide clear instructions for each stage (painting/drawing, writing, exhibition).
- Encourage self-expression and reassure participants there is no “right way” to create.
- Set up the exhibition space in a way that makes all artworks equally visible.
- Guide the sticky-note feedback process, reminding participants to be respectful and constructive.
- During reflection, divide into small groups first for deeper sharing, then return to full group.
- Close the workshop by highlighting personal growth and collective experience.

Learning Objectives

By the end of the workshop, participants will:

- Gain insights into themselves through artistic expression
- Reflect on their values, emotions, and personal stories
- Improve creative and practical skills in different art forms
- Experience vulnerability and courage in presenting personal creations
- Strengthen self-awareness and group connection

HAND AND FOOT PAINTING

Theme

Play · Creativity · Body Expression · Painting

Aim

To encourage participants to let go of self-criticism and express themselves freely through playful painting

Target Audience

- Age: 14+ (no upper limit)
- Number: Up to 10 participants (can be adjusted for more)

Space

- Large room with enough space to move around.
- Long sheets of paper taped in the middle of the floor in a square/rectangle, like a big carpet.
- Industrial foil is laid around and under the paper canvas to protect the floor from paint.

Materials and Resources

- Plates for paints, big bottles of tempera (3-5 dl/colour)
- Wet wipes, paper rolls, a mop and water for cleaning up.
- A3 paper (for hand-painting), a roll of thick paper (for murals), approximately 2-3 square meters per participant.
- Plastic/cardboard/industrial foil for protecting the floor and tape to secure it
- Speaker + playlist

Workshop Agenda (90 minutes)

1. Welcoming & Icebreaker (5 minutes)

- Form a circle. Each participant introduces their name and shapes the **first letter** of their name with a body part (hand, arm, foot, elbow, hip, etc.).
- The group copies each name-shape to build a playful atmosphere.

Facilitator prompts:

- “Show us your name with your body — big or small, funny or serious!”
- “Let’s all copy and celebrate each other’s names.”

2. Warm-Up Movement (5 minutes)

- Participants move freely around the room while the facilitator gives silly or unusual movement instructions paired with music.

Examples:

- Walk in a silly/funny way to *Imperial March* (Star Wars).
- Show the most awkward disco moves to *What is Love* (Haddaway).
- Walk as if your shoes are too heavy.
- Move like you’re walking on slippery ice.

Facilitator prompts:

- “Don’t worry about how it looks — the funnier, the better!”
- “This is about letting go and getting playful.”

3. Painting with the Non-Dominant Hand (15 minutes)

- Each participant receives an A3 sheet folded vertically in half.
- Paint only on one side using the **non-dominant hand**. Fold and press to mirror the paint.
- Pair up to discuss what they see in their creation.

Music: Expression (Helen Jane Long)

Facilitator prompts:

- “Let your non-dominant hand surprise you — don’t control it too much.”
- “When you open it, what shapes, creatures, or images do you see?”
- “Share with your partner — what does your picture remind you of?”

4. Foot Painting – Collective Mural (15 minutes)

- Long sheet of paper taped to the floor in the center.
- Plates of different paint colors set around the mural.
- Participants dip parts of their feet into paint and paint while music changes for each step.
- After each phase, they move **one space to the left**, respecting and adding to others’ drawings.

Steps & Music:

1. **Big toes only** – Ca déroule (Raphael Beau)
 - “Just your big toes! Draw anything: lines, dots, shapes.”
2. **All toes** – Funny (Gold Tiger)
 - “Now spread your toes, scratch, stamp, wiggle.”
3. **Heels** – Masala (Jean du Voyage)
 - “Heavy heels! Stomp, slide, press.”
4. **Soles of feet** – Journey (Helen Jane Long)
 - “Now use your whole foot — walk, glide, dance.”

Facilitator prompts:

- “Notice how your movements mix with others’ — this is a shared painting.”
- “There’s no mistake here — only play and discovery.”

5. Joyful Free Movement & Playful Dance (10 minutes)

- The mural is now colorful and messy. Turn the space into a **playground of paint**.
- Play upbeat, energetic music (e.g. *Happy* by Pharrell Williams, *Freedom* by Jon Batiste, or something lively without lyrics).
- Participants can run, slide, stamp, and dance freely on the canvas.
- Encourage interaction: painting with each other’s footprints, dancing together, leaving trails of color.

Facilitator prompts:

- “This is your chance to let go completely — move, dance, and play!”
- “Try making shapes together — chase each other’s footsteps!”
- “Use the whole canvas — big movements, tiny movements, whatever feels good!”
- “Celebrate the mess — it’s part of the art!”

6. Group Discussion & Closing Circle (10 minutes)

Optional: Reflection in pairs or in smaller groups.

- Gather in a circle around the mural.
- Share impressions and reflections.

Guiding questions:

- “How did you feel during this workshop?”
- “Did your feelings change from the beginning to the end?”
- “What came up for you — self-criticism, freedom, playfulness?”
- “What did it feel like to co-create a painting together?”
- “Could you let go explore and play? Did it bring any difficulties to let yourself get “dirty” of paint?”

Instructional Methods

- Workshop leader provides **step-by-step instructions** with demonstrations.
- Uses **music cues** to create rhythm and flow.
- Encourages **pair and group sharing** for reflection.
- Maintains a **non-judgmental, playful tone** throughout.

Learning Objectives

- Reduce self-criticism by embracing imperfection.
- Awaken creativity through non-traditional painting.
- Strengthen playfulness and spontaneity.
- Foster collaboration through a collective art piece.



ComAS-KA2-TC, Romania, Timisoara, 2024

HENNA CULTURE

Theme

Cultural Expression · Symbolism · Body Art

Aim

- To reflect on the meaning of culture and personal identity.
- To use symbols and henna as tools for expressing cultural feelings and visions.
- To foster dialogue, social bonding, and cultural awareness in a creative, non-judgmental space.

Target Audience

- Around 10-20 participants
- Age: mixed (young people & adults)

Space

- Outdoor space with shade, tables, and benches.

Materials & Resources

- Henna cones
- Paper towels / wipes
- Dixit cards (or other symbolic cards)
- Paper & markers (for sketching symbols before applying henna)

Workshop Agenda (90 minutes)

1. Welcome & Introduction (10 minutes)

- Facilitator sets the tone: "Today we'll explore culture, symbols, and identity — and then express it through henna. Remember: this is not about creating perfect drawings. It's about expressing yourself honestly and uniquely."
- **Allergy Test (Before Using Henna):** Ask participants to apply a small dot of henna on their skin (e.g., inside of the wrist or arm). Wait for about 10 minutes. (Check after the introduction.)
 - If the skin around the dot becomes red or irritated, ask the participant to wash it off immediately.
 - Offer an alternative option, such as using a skin marker for those with sensitive skin.
- **Name and culture game (10 min):**
 - Participants sit in a circle.
 - They introduce themselves and share something about their culture, or home ". Sharing country, city, or region of origin, ethnic, religious or cultural heritage of your ancestors, etc.
 - Emphasise openness and a non-judgmental attitude. Let the participants know that sharing is a choice.

2. First Reflection with Dixit Cards (15 minutes)

- Spread Dixit cards on a table.
- Instructions: "Choose a card that reflects how you feel about your culture, identity, or belonging. It might remind you of home, values, or a story."
- Each participant briefly shares their choice.
- Facilitator prompts:
 - What do you see in the card that connects to your culture?
 - Does this image remind you of a story, tradition, or feeling?
 - If culture were a symbol, what would it look like for you?
- Transition: "The symbols and feelings that you shared can now inspire the art you'll create with henna."

3. Symbol Exploration & Sketching (10 minutes)

- Provide paper and markers for participants to quickly sketch their ideas. (Optional step for participants less comfortable starting directly with henna.)
- Prompts:
 - *What simple symbol or pattern could represent your culture today?*
 - *It could be a spiral, a flower, an animal, a word, or an abstract shape.*
- Encourage participants: “Keep it simple. Henna looks beautiful when it’s bold and symbolic, not perfect.”

4. Henna Creation (30 minutes)

- Distribute henna cones, paper towels, and wipes.
- Participants apply henna on their own skin or help each other.
- Background drum rhythm or gentle music can play.
- Facilitator prompts:
 - *What story does your design tell?*
 - *Where on your body do you want to place this symbol? Why there?*
 - *Remember: your art doesn’t have to be realistic — it’s your personal symbol.*
- Support hesitant participants with simple starter shapes (dots, lines, spirals).
- Encourage collaboration: “If you’d like, invite a partner to draw your design. This can be a way of sharing culture with each other.”

5. Sharing – Live Museum (15 minutes)

“We’ll create a living museum of culture. Each of you will present your design as a piece of cultural art.”

- Each participant shows their henna art
 - They can describe it themselves, OR ask the group to interpret it.
- Facilitator prompts:
 - *What do you see? What might this symbol express about culture or identity?*
 - *How does it connect to you personally?*

6. Closing Reflection (10 minutes)

- Gather in a circle.
- Reflection prompts:
 - *What did you discover about yourself today?*
 - *How did it feel to turn culture into art on your body?*
 - *What surprised you about your own or others’ symbols?*
- Final round: “Share one word or short phrase that captures how you are leaving the workshop.”

Instructional Methods (Facilitation Guidelines):

- Introduce the allergy test clearly before starting with henna.
- Encourage participants to link symbols to personal or cultural feelings.
- Demonstrate simple henna designs, reminding participants that imperfection and uniqueness are part of the art.
- During the “live museum” sharing, give each participant space to explain.
- Ensure respect throughout — participants should listen actively and celebrate each other’s expressions.

Learning Objectives

- Deepen understanding of culture through dialogue and symbolism
- Express thoughts and emotions visually using henna body art
- Develop cultural awareness and social competence through sharing
- Foster connection and group cohesion in a creative, supportive environment

INTRODUCTION TO INSTALLATION ART

Theme

Exploring space, materials, and perception through installation art.

Aim

Through the workshop, participants will explore installation art as a new form of expression. They will learn to connect more attentively with their environment, reflect on the relationship between materials and meanings, and discover how space and everyday objects can be transformed into art.

Target Audience

- Age: 16+
- Number: 6–16
- Skill level: beginners welcome, no prior art knowledge needed.

Space

- Outdoor or indoor space with room to move freely.
- Outdoor preferred to allow exploration and collection of materials.

Materials and Resources

- Images of installation artworks by different artists (for inspiration).
- Optional prepared “materials corner” (scraps of fabric, cardboard, string, bottles, wire, etc.) in case the outdoor environment is limited.
- Paper/clipboards and pens for note-taking during reflection.
- Optional for creation: tape, sting, glue, paint, paper, markers etc.

Workshop Agenda (2-3 hours)

Step 1 – Welcoming & Body-Space Warm-Up (10 minutes)

- Facilitator briefly introduces the workshop: “Today we will discover installation art — art that is not only an object but an experience. It transforms space and invites us to feel, imagine, and question.”

Icebreaker:

- “Take some minutes to walk around the space as if it's a gallery, as if everything is a piece of art, an installation. What could be the message? “looking at dirty shoes, plane spaces on the wall, or the people themselves as they are part of the installation. You yourself can become a sculpture, a part of the installation piece.”
- Sharing in a circle: Each participant introduces themselves and shares:
 - Their general experience with art (if any).
 - First impression about installation art when they hear the term.

Step 2 – Introduction to Installation Art (15 minutes)

- Facilitator shows 3–4 images of installations by different artists.
- After each image, ask reflective questions:
 - “What do you see? What materials did the artist use?”
 - “How does this piece make you feel?”
 - “What might be the artist's message?”
- Emphasize: installation art = materials + space + audience.

Step 3 – Collecting Materials (20–25 minutes)

- Split into pairs or trios. Each group gets a short list of “material prompts” to collect:
 - Something natural
 - Something lightweight
 - Something old
 - Something foldable
 - Something strange/curious
- Participants explore the space (outdoor or indoor) to gather materials.
- Back together: each group shares their finds with the circle.“Why did you choose the objects that you chose?”

Facilitator prompts:

- “Don’t overthink — if an object catches your attention, take it.”
- “Look at everyday things as if you’re seeing them for the first time.”

(Optional: If the environment is limited, facilitator provides a box of varied objects instead.)

Step 4 – Creating Installations (30-120 minutes based on the available time and the purpose)

Installation Creation

- Each pair/trio selects at least 3 objects and chooses a spot in the space to set up their installation.
- Remind them: the *space itself* is part of the artwork.

Facilitator prompts:

- “How does your object change the meaning of the space?”
- “Give yourself time to observe the space.”
- “Experiment, and adjust. No consequences, no required message or form.”
- “Let yourself get lost in the process”
- “How do your objects speak to each other? To the viewer?”
- “What feeling or experience do you want visitors to have?”
- Music can play softly in the background to support focus.
- Facilitator circulates, checking in and helping groups stay engaged.

Step 5 – Presentation & Silent Walk (25–30 minutes)

- **Silent round:** The whole group slowly walks through all installations without speaking, experiencing them as visitors.
- **Sharing round:**
 - Participants share impressions:
 - “What did you notice?”
 - “What feelings did it evoke?”
 - Each group explains their work.
 - Facilitator prompts:
 - “What did you want to express?”
 - “What role did the space play in your creation?”
 - “How did your group work together?”

Step 6 – Closing Reflection (10 minutes)

- Group forms a circle again.
- Each person places one small object from their installation in the center and shares one word or short sentence about their experience.
- Facilitator sums up: “Installation art invites us to see space differently, to play with materials, and to listen to our own perceptions.”

Facilitation Guidelines

- **Create atmosphere:** Use calm, curious energy; encourage exploration without judgment.
- **Model openness:** If participants hesitate, demonstrate with your own playful interaction with materials.
- **Encourage equality:** Emphasize that there's no “right” or “wrong” — every object and association has value.
- **Balance structure and freedom:** Offer prompts but allow freedom for interpretation.
- **Support reflection:** Use open-ended questions (“What did you notice? What surprised you?”) rather than leading ones.

Learning Objectives

- Explore installation art as a form of creative expression.
- Learn to perceive everyday materials and spaces with new awareness.
- Practice teamwork and shared creation.
- Develop capacity for reflection and personal interpretation.



THE MASK WITHIN

Theme

Identity · Self-Expression · Vulnerability · Authenticity

Aim

To explore the layers of identity — the parts we show to the world and the parts we keep inside — and to express both visually through mask-making.

Target Audience

- Young people and adults (16+)
- Group size: 8–20 participants

Space Requirements

- Indoor or outdoor space with tables for mask-making
- Enough space for group circle and movement

Materials & Resources

- Plain white masks (papier-mâché or cardboard base) OR thick paper plates as DIY bases
- Acrylic paints, brushes, sponges
- Colored markers, crayons, pastels
- Feathers, fabrics, string, beads, natural objects
- Glue, scissors, tape
- Mirror (optional, for reflection)
- Speaker for music

Workshop Agenda (90 minutes)

1. Arrival & Grounding (10 minutes)

- Facilitator welcomes group and explains theme: masks as a symbol of identity.
- Short grounding exercise: eyes closed, deep breathing → imagine putting on an invisible “mask” you wear in daily life.
- Prompt: *“When you walk into school, work, or social settings, what kind of mask do you wear? Is it happy, strong, quiet, busy, funny, or something else?”*

2. Drawing Warm-Up (10 minutes)

- Each participant gets a sheet of paper.
- Task: quickly sketch a “daily life mask” — abstract or literal.
- Sharing in pairs: *“What mask do you often wear in your daily life?”*

3. Mask Making: Outer vs. Inner Self (40 minutes)

- Participants decorate their masks in **two halves**:
 - **Outside half**: how the world sees you (your “outer mask”).
 - **Inside half**: what you feel, think, or hide within.
- Encourage use of colors, textures, symbols, and abstract shapes.

Facilitator prompts:

- “What emotions or traits do you show easily?”
- “What do you tend to keep hidden, even from close people?”
- “Which colors express your ‘outside’? Which ones feel more ‘inside’?”
- “If words or symbols help, add them too.”

Music plays to support flow (instrumental, calming).

4. Embodiment with the Mask (15 minutes)

- Once masks are finished, participants try wearing them.
- Invite gentle movement or short improvisation: walk, stretch, or pose with your mask on.
- Invite people to walk around and take a good look at masks worn by the group.
- Reflection questions while moving:
 - *“How does it feel to wear this?”*
 - *“Do you feel more powerful, vulnerable, playful?”*
- Optional: pairs mirror each other’s movements while wearing masks.
- Optional: Invite people to flip their masks and show the inside out. Emphasize that this is voluntary. “If you are ready, you can flip your masks. Observe how emotions and energy shifts within the room. Walk around and look at others masks.”

5. Sharing & Reflection (15 minutes)

- If you think it's needed, invite people to share in pairs or groups.
- Group circle with masks.
- Sharing is voluntary — participants can show their mask and share a few words, or just hold it silently.

Reflection prompts:

- "What surprised you while making your mask?"
- "Which side felt easier to express — outside or inside?"
- "How did it feel to wear your creation?", "How did it feel to show the inside or the outside of your masks?"
- "What do you take away from seeing both sides together?"

6. Closing Ritual (5 minutes)

- Everyone places it in front of them.
- Group takes three deep breaths together.
- Closing words: *"The mask you created today is a reminder: both the outside and inside are part of you. Both are valid, both deserve care."*

Facilitation Guidelines

- Create a **safe and non-judgmental atmosphere** — emphasize there is no right or wrong way to make a mask.
- Give permission for participants to step out if emotions feel overwhelming.
- Encourage **symbols and colors** over "beautiful art" — the process is about expression.
- Avoid interpreting participants' masks; allow them to explain or keep private.

Learning Objectives

- To develop greater **self-awareness** of inner and outer identities.
- To practice **symbolic expression** of emotions through art.
- To explore vulnerability and authenticity in a safe, supportive group setting.
- To use **creative play (mask + movement)** as a tool for reflection and empowerment.



ComAS-KA2-TC, Hungary, Törökmező, 2024

ELEMENTS COCKTAIL

Theme:

Self-awareness, communication, senses activation, trustful relationships, mindfulness

Aim:

The aim of the workshop is to foster trust, enhance communication skills, and promote empathy among participants. By engaging in sensory experiences and relying on a partner to guide them while blindfolded, participants are encouraged to develop non-verbal communication, build stronger bonds of trust, deepen their understanding of visual impairments, and practice mindfulness in the present moment.

Target Audience:

- Young people and adults (16+ recommended, adaptable for children 6+ with adjustments)
- Even number of participants (pairs-based activity)
- No specific skill level required
- Works best with 8–20 participants

Space:

- Outdoor grassy area or large indoor hall
- Quiet atmosphere (avoid heavy background noise)
- 5–6 large tables + floor space for sensory path
- Nearby water source (for cleaning and hygiene)

Materials & Preparations:

General

- Blindfolds (clean, one per participant)
- Rope or tape to mark sensory path
- Towels + buckets of water for cleaning stations
- Paper towels for quick clean-ups

Sensory Path

- Sand, grass, paper, rice, chickpeas, flour, towels, warm & cold water tubs
- Layout: 1 meters per texture, arranged in sequence (circle or straight path)
- Prep: Make sure materials are safe (no sharp stones, no spoiled food).

Artistic Zone

- Tables with brushes, paints, cups of water, and cardboard/paper
- Towels or aprons to prevent mess
- Prep: Place enough supplies for blindfolded participants to easily find by touch.

Cocktail Zone (3 tables)

- Table 1: 1 empty cup per blindfolded person to taste drinks from + base drinks (juices, sodas) + pitchers for mixing (The guide can help to pour drink tasters to the blindfolded one, to prevent mess.)
- Table 2: fruits (apple slices, berries, lemon wedges), spices (sugar, cinnamon, pepper, mint leaves), sauces (chocolate syrup, honey, etc.)
- Table 3: shaker, ice, whipped cream, straws, umbrellas, cocktail decorations
- Prep: Each food item pre-cut and placed in shallow bowls, with tasting spoons ready.

Workshop Agenda (45-60 minutes)

1. Welcome & Briefing (5 minutes)

Preparation:

- Facilitator gathers all participants in pairs.
- Ask about allergies → check before cocktail stage.
- Explain flow: “One person is blindfolded, the other is the silent guide. You’ll swap later.”

Prompts:

- *“The goal is to slow down, notice your senses, and trust your partner.”*
- *“Guides, your role is to support safely — not to lead too much. Use touch, not words, later on.”*
- *“Blindfolded, take your time. There’s no rush.”*

2. Sensory Path (10 minutes)

Preparation:

- Path arranged with 6–8 sections. (Grass → paper → sand → rice → chickpeas → flour → cold water → warm towel.)
- Rope or tape marks the edges for safety.

Instructions:

- Blindfolded person steps onto the path, barefoot.
- Guide supports with a hand on the shoulder or elbow.

Prompts:

- *“Notice how each step feels different.”*
- *“Keep breathing — just feel what’s under your feet.”*

3. Artistic Zone (10 minutes)

Preparation:

- Paint station ready with brushes, paper, cups of water, paints.
- Make sure brushes are easy to find by touch.

Instructions:

- Blindfolded person is guided to a chair.
- Guide places brush and paper in their hands.
- Encourage free exploration, no rules.

Prompts:

- *“There’s no right or wrong — just let your hand move.”*
- *“Use the brush, your fingers, or both.”*

4. Cocktail Creation (20 minutes)

⚠ From here, **guides are totally silent** — they may only communicate with gestures or touch. Facilitator must explain this rule before continuing.

Preparation:

- **Table 1:** Drinks → small cups for each participant for tasting base drinks one by one, pitchers for mixing.
- **Table 2:** Fruits/spices/candies → shallow bowls + small tasting spoons.
- **Table 3:** Ice, shaker, whipped cream, honey etc, straws, umbrellas.

Instructions:

- Blindfolded participant tastes drinks → signals to guide what they like and they create their cocktail from the liked base drinks, the blindfolded person leads, the guide supports the creation.
- Repeats with fruits/spices. The blindfolded person tastes everything blindly and adds the things to the cocktail that it likes.
- Mixes ingredients in shaker → adds decorations.

Prompts (facilitator explains before silence):

- *“Guides use body gestures to communicate.”*
- *“Blindfolded, trust your hands and mouth — taste slowly. You can talk to signal what you like.”*
- *“If you’re unsure, pause and feel again.”*

5. Closing the Path (5 minutes)

Preparation:

- Small tubs of ice water, warm water + towels at the end.

Instructions:

- Blindfolded participant steps into water → dries feet with towel.
- Remove the blindfold.
- Enjoy your cocktail!

Prompts:

- *"This drink is fully yours — how does it taste?"*
- *"What's surprising about the flavors?"*

Role Switch

- Swap roles (guide ↔ blindfolded).

6. Reflection

Preparation:

- A calm corner/space for discussion.

Prompts:

- *"How did it feel to be blindfolded and trust someone?"*
- *"Which sense felt strongest?"*
- *"What was most funny, and what was the most difficult for you?"*

Facilitation Guidelines:

- **Before:** Prepare stations carefully → safe, clean, and organized. Do an allergy check.
- **During:** Model guiding techniques, monitor groups for safety, use calming and supportive tone.
- **After:** Lead reflection with open-ended questions, but never force participants to share.
- **Style:** Encourage mindfulness → "slow down, breathe, notice."

Learning Objectives:

- Awareness of challenges for blind or visually impaired people.
- Trust-building and non-verbal communication.
- Enhanced sensory awareness (touch, smell, taste, sound).
- Mindfulness and being fully present.



ComAS-KA2-TC, Romania, Timisoara, 2024

THE IMPERFECT MASTERPIECE

Theme

Collaboration · Creativity · Acceptance

Aim

To promote teamwork and the acceptance of imperfection by creating a collaborative artwork where each team only sees a part of the whole.

Target Audience

- Age group: 14–30 years
- All skill levels welcome
- Group size: Flexible (10–25 participants, divided into teams)

Space

- Large outdoor or indoor area

Materials & Resources

- Large paper sheet, canvas, or fabric
- Paints, brushes, sponges, and other painting tools
- Cups/jars for water
- Dividers (cloths, cardboard, or panels) to hide sections
- Table covers, aprons, or gloves (to manage mess)

Workshop Agenda (90 minutes)

1. Welcoming & Icebreaker (15 minutes)

- Gather participants, introduce the workshop: “Today, we’ll create a masterpiece together — but with a twist. Each group will only see part of the painting. At the end, we’ll reveal the whole picture and celebrate the beauty of imperfection and collaboration.”
- Icebreaker idea: *Collaborative Doodle Chain*
 - Each participant draws a simple doodle on a small piece of paper, then passes it to the person next to them, who adds to it. After a few rounds, share the funny, imperfect results.
 - Transition: “See how something imperfect can still be creative and fun? That’s exactly what we’ll do on a much larger scale.”

2. Explanation & Team Assignments (10 minutes)

- Divide participants into small teams (2–4 people per team).
- Explain rules:
 - Each team gets one section of the canvas. (Sections are divided by cardboard.)
 - They cannot see the rest.
 - They can paint anything inspired by the theme (e.g., *community*, *nature*, *freedom*, *diversity*).
- Prompt: “Don’t worry about perfection. The goal is to create together and trust the process.”

3. Art Creation (45 minutes)

- Teams paint their section
- Facilitator role:
 - Encourage experimentation: “Use colours, shapes, and patterns freely. Let your imagination flow.”

Optional:

- Rotate teams once or twice and let them complement the painting of the other teams, without looking at the whole painting.

4. The Reveal & Reflection (20 minutes)

- Remove dividers and reveal the full canvas to everyone.
- Give time for participants to observe and take in the artwork.
- Facilitate reflection:
 - *How does the whole piece look compared to your section?*
 - *What surprises you about the connections?*
 - *What does this teach us about imperfection and teamwork?*
- Emphasize: “The masterpiece is not in perfect lines or planned outcomes, but in what we created together without knowing the full picture.”

5. Closing Circle (10 minutes)

- Gather participants in a circle.
- Invite final reflections:
 - *What did you enjoy most?*
 - *What did you learn about working as a team?*
 - *Can imperfection sometimes be more powerful than perfection?*
- Closing round: each person shares one word about the experience.

Facilitation Guidelines:

- Explain the idea of “imperfection” as a creative value before starting.
- Divide the large canvas into hidden sections so each team sees only part of the whole.
- Keep energy positive and reassure participants that mismatches are part of the beauty.
- Lead the “big reveal” with excitement, encouraging celebration of the collective artwork.
- Use guiding questions to help participants reflect on collaboration, surprise, and imperfection.

Learning Objectives

- Foster teamwork and creative collaboration
- Practice flexibility and acceptance of imperfection
- Strengthen communication and patience in group processes
- Experience a sense of community and collective achievement



ComAS-KA2-TC, Spain, 2025

FREE YOUR INNER CLOWN

Theme

Clown, drama, play, spontaneity

Aim:

Participants will explore their spontaneity and vulnerability through experimenting with clown techniques. They will enjoy the pleasure of playing, inventing absurd stories, and exaggerating what happens — while learning to laugh at their own flaws and recognize themselves in their imperfections.

Target Audience:

- Age: 16+
- Number: 6–20 participants

Space:

- Outdoor or indoor space where participants can move freely and comfortably.

Materials and Resources:

- Red clown noses (or finger paint to paint noses)
- Optional: simple props (scarves, hats, chairs, random everyday objects)

Workshop Agenda (90 minutes)

1. Welcoming & Warm Atmosphere (10 minutes)

- Gather in a circle. Introduce the theme: “We’re going to explore our inner clown — the playful, vulnerable, silly part of ourselves that is free from judgment.”

a) Moment of Glory

- Each participant steps into the circle, says their name, and does one small action (scratching, waving, sneezing). (Names can be skipped if all the participants are already familiar to each other.)
- The group applauds as if it was the most impressive thing they’ve ever seen.

Prompt: “Your action can be as small as fixing your shoe — but we will celebrate it like Olympic gold!”

b) Breath & Laugh

- Group breathes deeply together. With each exhale, they laugh: “ha-ha-ha,” “ho-ho-ho,” “hee-hee-hee.”
- Gradually exaggerate the laughter until it becomes contagious.

Facilitator prompts:

- “Let’s exaggerate laughter — make it ridiculous. What does a ‘royal laugh’ sound like? What about a sneaky laugh?”

2. Physical Warm-Up (15 minutes)

a) Funny Sounds

- Participants make sounds on facilitator’s cue: dripping tap, squeaky door, exploding balloon, old car engine, kettle boiling.

b) Shaking Release

- Start shaking knees → hips → shoulders → whole body while making any sound they feel. “Be a washing machine. Spin, shake, rattle!”

c) Funny Walks

- Walk inside/outside edges of feet, backwards, like robots, in slow motion, like jelly.
- “Imagine you are walking on sticky honey... now on hot coals... now on ice!”
- In pairs: walk “to the supermarket” or “to the disco” in silly ways.

d) Axis Movement

- Move guided by body parts: forehead, nose, chin, chest, hips, knees, feet.

“Let your chest lead you across the room — what character comes alive?”

- End with “Your dog is pulling you — is it a Chihuahua or a Great Dane?”

3. Becoming a Clown (20 minutes)

a) Mirror Emotions (pairs)

- Paint clown noses.
- One shows exaggerated emotions (happy, sad, angry, scared, disgusted, confused). Partner mirrors. Swap.

Prompt: "Make the emotion so big we can see it from another planet!"

b) Imaginary Objects (pairs or small groups)

- Pass invisible objects, the partner decides what it is and uses it: a balloon, a hot potato, a snake, a baby, a rock, a pizza, a phone. Partner must give it new meaning. Swap.

Prompt: "Imagine your balloon turns into a snake halfway — what happens?"

c) Chewing Gum (solo)

- Pretend to step on gum. Try in absurd ways to remove it. (shaking leg, hopping, licking shoe, asking help).

Prompt: "The gum is ALIVE — it climbs your leg!"

d) Chips Conflict (trios)

- One has a bag of chips and refuses to share. Others desperately try to get some but fail. Exaggerate greed, jealousy, despair.

Prompt: "The chips are the last food on Earth — how desperate can you be?"

4. Optional Energizer (5 minutes)

Clown Parade:

- Put on silly music. Everyone parades around showing off their "clown walk." Each person invents a way of moving (limping, marching, bouncing, sneaking) Prompt: "You can copy the clownwalks of others, get inspired by them or you can stubbornly keep doing your own walk."

Facilitator prompts:

- "Make your walk BIG — the weirder, the better."
- "Imagine you're walking through a puddle in clown shoes."
- "Now you are the most elegant clown in Paris!"

5. Talent Show Casting (20 minutes)

- Participants one by one step forward as if auditioning. They must present their "talent," but the talent is something absurdly simple (e.g., tying a shoelace, drinking water, waving, shouting like Tarzan).
- Rule: when others laugh, the clown must freeze — then continue once laughter dies down.
- You can do a second round if there is leftover time and energy.

Examples of "talents":

- Drinking water like it's champagne.
- Eating invisible spaghetti.
- Balancing a chair (badly).
- Juggling with imaginary oranges.
- Singing one note dramatically.

Facilitator prompts:

- "Clowns make the smallest action HUGE — drink water like it's the greatest performance of your life!"
- "Freeze when they laugh — let them enjoy you."
- "Fail proudly — your mistakes are gold. Push the failure further — clowns fail magnificently!"
- "Use your whole body: face, hands, legs, even your belly!"
- "Don't worry about making sense — nonsense is the clown's best friend."
- "Your talent can be the smallest, silliest thing — scratching your head, yawning, sneezing dramatically."
- "Remember, the clown's challenge is to take something simple and make it epic."

6. Reflection Circle (10 minutes)

- Gather participants in a circle.
- Share impressions and emotions.

Guiding questions:

- “How did it feel to exaggerate and play?”
- “What happened when people laughed at you — how did you feel?”
- “What surprised you about your clown?”

Facilitation Guidelines

- **Set tone:** Normalize silliness and failure as treasures.
- **Model vulnerability:** Demonstrate exaggerated moves, sounds and emotions yourself first.
- **Energy management:** Use applause, music, and humor to keep the group energized.
- **Encourage exaggeration:** Remind participants constantly: “Make it bigger! Push it further!”
- **Balance roles:** Rotate solo, pair, trio, and group activities.
- **Ease discomfort:** Acknowledge shyness — encourage trying small before going big.
- **Respect boundaries:** Participation is voluntary; laughter should never feel mocking.
- **Celebrate mistakes:** Reinforce that clowns transform “errors” into comedy.

Learning Objectives

- Reconnect with the inner child through laughter and play.
- Explore vulnerability and self-acceptance by exaggerating imperfections.
- Build confidence and group connection through improvisation.
- Learn to transform mistakes into creative opportunities.



ComAS-KA2-TC, Romania, Timisoara, 2024

PUPPETS ON STICKS

Theme

Improvisation · Puppet Creation · Storytelling

Aim

To foster creativity, collaboration, and self-expression through puppet-making and improvisation. The workshop helps participants develop storytelling and improvisational skills, build confidence, enhance communication, and strengthen community bonds. It also encourages introspection, reflection, and personal growth.

Target Audience

- Age: 16+
- Group size: 8–30 participants

Space

- Enough room for participants to sit in a circle and later perform around a table “stage.”
- Can be conducted indoors or outdoors.

Materials & Resources

- Cardboard sheets
- Scissors, crayons, markers, tape, glue
- Sticks (for puppets)
- Table (to use as a stage, flipped on its side)
- Loudspeaker (for energizer music)

Workshop Agenda (90–120 minutes)

1. Welcoming (5 minutes)

- Ask participants to sit in a circle.
- Briefly introduce yourself and the workshop: “Today we’ll make puppets, bring them to life, and create short puppet theatre plays together. The workshop will take around 90–120 minutes.”
- Mention that the activities are about creativity and fun, not artistic skill.

2. Energizer – Movement Circle (10 minutes)

- Play upbeat, rhythmic music.
- Explain: “We’ll go around the circle one by one. When it’s your turn, show a movement to the beat—anything you want. The rest of us will copy you until the next person takes over.”
- Start with the first move yourself to model.
- Keep the energy light and supportive. If the group is small, repeat the circle 2–3 times.
- Close by thanking the group: “Great job! Now that we’re energized, let’s start creating.”

3. Puppet Creation (20 minutes)

- Place materials (cardboard, scissors, markers, tape, sticks) on tables.
- Give instructions: “Now you’ll create your puppet! It can be an animal, an object, a fantasy character—whatever you feel inspired by. Use the materials to decorate it and attach it to a stick so you can move it.”
- Encourage experimentation: there is no right or wrong way.
- Give a time reminder at the 15-minute mark.

4. Puppet Introductions (15 minutes)

- Gather back into a circle with puppets.
- One by one, ask participants to hold up their puppet and answer:
 - *What is your puppet?*
 - *Why did you choose it?*
 - *Does it have any personal meaning for you?*

5. Story Creation in Small Groups (20 minutes)

- Divide participants into groups of 4–6.
- Give instructions: “Each group will invent a short story that uses all your puppets. You’ll have 20 minutes to prepare. You can also make extra puppets or props if you need them. Later, you’ll perform your story for everyone else.”
- Suggest: stories can be funny, serious, magical, or completely random.
- Circulate between groups, checking in and helping if they get stuck.
- At the 15-minute mark, remind them to start rehearsing.

6. Puppet Theatre Performances (10–30 minutes)

- Prepare a “stage” by placing a table on its side.
- Gather the audience in front of it.
- Explain: “Each group will perform their story behind the stage. You can use your puppets however you like—be creative!”
- Act as host: introduce each group, keep the mood supportive, and thank them after performing.
- Keep track of time; if groups are large, limit each performance to 5–7 minutes.

7. Improvised Community Performance (Optional, 10 minutes)

- Place all puppets in front of the stage.
- Explain: “Now we’ll do an improvised performance. Three volunteers will pick a random puppet and start a scene behind the stage. Anyone in the audience can say *STOP!* at any time. When they do, they can join the play with a new puppet or replace one of the performers. The story can continue or take a completely new direction.”
- Begin with three volunteers.
- Encourage playful, spontaneous storytelling.
- End after a few minutes with applause.

8. Reflection in Small Groups (10–15 minutes)

- Divide participants into groups of four.
- Give guiding questions (on a flipchart or slide):
 - *How did you feel during the activities?*
 - *Did you face any difficulties?*
 - *What was your favorite moment?*
 - *What did you learn or take away from this workshop?*
- Encourage equal speaking time for everyone.

9. Whole Group Reflection (5 minutes)

- Return to a circle.
- Each participant shares one word or short phrase about the experience.
- Thank the group and close with: "Thank you for your creativity and energy! You built stories, performed, and improvised together. I hope you take this sense of play and imagination with you."

Facilitation Guidelines:

- Demonstrate puppet-making options and reassure participants that simple, playful puppets are fine.
- During group storytelling, circulate and check that all group members are included.
- As performances begin, act as the "show host," maintaining energy, applause, and smooth transitions.
- Support reflection by first letting small groups share before returning to the full group.

Learning Objectives

By the end of the workshop, participants will:

- **Think creatively** by designing unique puppets and stories.
- **Collaborate in teams** to build and perform puppet plays.
- **Develop communication skills**, both verbal and non-verbal.
- **Gain confidence** by performing in front of peers.
- **Practice improvisation** through spontaneous performances.
- **Adapt and problem-solve** during creation and performance.
- **Reflect on experiences**, building self-awareness and community understanding.
- **Enjoy a fun, engaging process** that fosters positive attitudes toward creativity.

Additional Information

- **Facilitator tip:** Some participants may feel shy about performing. Encourage them to take roles such as narrator, sound effects, or puppet assistant.
- **Outcome:** Puppets can be kept as memory pieces, displayed, or reused in future workshops.



ACT For Your Mental Health #3, Göd, 2025

PUBLIC PRESENCE

Theme

Performance, play, comfort zone, improvisation, reflection and creative writing.

Aim

Participants will explore what performance is, experiment with public presence, and create individual and collective pieces through movement and writing. The workshop fosters spontaneity, community connection, communication skills, and personal growth by helping participants step out of their comfort zones.

Target Audience

- Age group: 18+
- Number: ~10 participants (adaptable for 6–20)
- Skills: No prior performance experience needed

Space

- Large outdoor space (streets, squares, public areas) with unknown passersby.
- A safe and quiet space nearby for writing and reflection, such as a park or a training room.

Materials and Resources

- pens
- papers or journals
- Optional: clipboards for writing outdoors

Workshop Agenda (3 hours)

1. Introduction & Framing (10 minutes)

- Facilitator introduces themselves and explains the aims.
- Invite participants to reflect briefly: *“What does the word performance mean to you?”*
- Explain workshop flow: circles → writing → solo/duo performances → reflection.

Facilitator prompts:

- “Performance is not just on stage — it can happen anywhere, even here, now.”
- “There is no right or wrong — only curiosity, play, and presence.”

2. Group Circle Practice – Public Performance (50 minutes)

- Move outdoors and form silent circles, facing inward or outward, in various public spaces (such as street corners, squares, or bench areas). “Stay still, stay mindful, observe.” Give it some time and find a new location.
- Participants explore how simply standing or sitting together can shift a public space.

Facilitator prompts:

- “What does standing in a circle communicate to passersby?”
- “Try changing your posture — tall and proud, small and withdrawn. How does it change the energy?”
- “How does the presence of the group change the space?”
- “Experiment: one person steps out, another steps in. Notice how the circle transforms.” “Create an order based on the colour of upper clothing. Observe the circle.”
- Try to do something that looks silly. Move the energy in the space by running around. Observe what happens.

 Encourage participants to observe how space changes them, and how they change the space.

3. Creative Writing 1 – The Space Speaks (20 minutes)

- Return to base location.
- Ask participants to write from the perspective of the space itself:
 - “If this square could talk, what would it say about us?”
 - “How did it feel to host our circle?”

Facilitator prompts:

- “Write freely — no need for perfect grammar or structure.”
- “Imagine the space has feelings, memories, a voice.”

4. Break (15 minutes)

5. Solo Exploration in Public Space (20 minutes)

- Participants walk individually in the space with mindful awareness.
- Invite them to notice how it feels to act alone after the group circle.

Facilitator prompts:

- “Try moving slower than usual — how does the world around you respond?”
- “What happens if you repeat a small action, like sitting, standing, or turning?”
- “Notice your comfort zone — and play with stepping just beyond it. Do or repeat something simple like a step backwards in every few second. If you are comfortable with it, try to do something funny or outstanding on repeat. Be a robot, be an animal. Observe what happens.”

6. Creative Writing 2 – Self & Space (10 minutes)

- Participants compare their group and solo experiences.
- Writing focus: *“What changed in me when I was alone compared to when I was in the group?”*
- *“Did you realise anything throughout this activity? Have you had any fun moments or difficulties?”*

7. Solo & Duo Performance Creation (40 minutes)

- Each participant creates a **1-minute solo performance** inspired by their writings and explorations.
- After performing solos, participants pair up.
- In duos, they combine elements of their solos to create a short joint piece.
- Optional: Pairs showcase their combined performance pieces.

Facilitator prompts:

- “Keep it simple — one gesture or phrase can be enough.” (like sitting down and saying “huh, it was close...” on repeat 3 times)
- “Exaggerate! A tiny idea can become huge when you commit to it.”
- “When combining, notice how your solo and your partner’s solo can *collide, merge, or transform.*”

8. Sharing & Reflection Circle (20 minutes)

- Participants gather in a circle.
- Each shares:
 - “What did I discover about myself in performance today?”
 - “What was challenging? What was fun?”
 - “How did it feel to create with others in public?”

Facilitation Guidelines

- **Create safety:** Remind participants they can always adapt or opt out if uncomfortable.
- **Model vulnerability:** Share your own reflections and do the exercises alongside them.
- **Encourage risk-taking:** “There is no failure — every choice is valuable material.”
- **Celebrate attempts, not results:** Applaud each performance regardless of polish.

Learning Objectives

- Explore performance as presence in space, not just staged theatre.
- Strengthen improvisation, communication, and creative writing skills.
- Develop awareness of community dynamics vs. solo expression.
- Build confidence and resilience in public settings.
- Encourage reflection, emotional openness, and personal growth.



ComAS-KA2-TC, Spain, 2025



ComAS-KA2-TC, Hungary, 2024

PERFORM AND PLAY

Theme

Improvisation · Self-Expression · Playful Performance

Aim

- To express creativity and imagination through improvisation.
- To explore different improvisation techniques step by step.
- To experiment with different roles and perspectives.
- To build confidence, communication, and group connection.

Target Audience

- Young people and adults (adaptable to a wider age group).
- 8-30 participants

Space

- enough space to move freely

Materials & Resources

- Papers with different roles written on them (role cards, see below)
- A bench (or chairs arranged as a bench) for final improvisation
- Optional: "Yes/No" signs for variation games

Workshop Agenda (2 hours)

1. Welcome & Warm-Up (30 minutes)

a) Festival Names (10 minutes)

- Circle introductions with playful twist: name + festival word starting with same letter + matching move.
- Example: "Vodka-Viki, with a move that imitates dringink" "Music-Marta, with a move that imitates playing the guitar" "Popcorn-Peter with a move that imitates snacking."
- Each participant says their name with a gesture or movement.
- Group repeats together.

Facilitator prompt: "Choose something festive, silly, or bold. Let your name become a little character."

b) Wizard–Monster–Elf (10 minutes)

- Alternative Rock–Paper–Scissors.
- Monsters = big scary movements + growls (beat Elves).
- Wizards = "shoo-shoo" spells (beat Monsters).
- Elves = sneaky giggles "giggli-giggli" (beat Wizards).
- Teams play together, losers run back "home," winners chase.
- Facilitator prompt: "Don't be shy — really embody your character! Monsters take up lots of space, Wizards cast dramatic spells, Elves are sneaky and light."

c) Let's-Game (10 minutes)

- Facilitator shouts actions: "Let's jump!" "Let's clap!" "Let's spin!" → group copies.
- Participants start giving commands too.
- Facilitator prompt: "The rule is: if someone says 'Let's...', we all do it immediately. Make your action clear and fun!"

2. Focus & Connection (15 minutes)

a) Staring Game (7 minutes)

- In pairs, partners look into each other's eyes.
- Task: guess something about their partner (e.g. "I think you love dogs," "I think you're the oldest sibling").
- Swap roles. Briefly reflect: which guesses were true?
- Facilitator prompt: "Trust your intuition. This is about playful observation, not accuracy. Notice how it feels to be looked at closely."

b) Counting to 10 (8 minutes)

- Group counts aloud to 10 (or to group size).
- Only one person may speak at a time. If two speak together, restart.
- Variation: close eyes.
- Facilitator prompt: "Don't rush. Listen for silence before speaking. Can we reach 10 without restarting?"

3. Role Cards Game (15 minutes)

Setup:

- Give each participant a card with a role (examples below).
- Roles should be simple and playful:
 - A child who lost their favourite toy and is looking for it everywhere
 - A bus driver who refuses to stop for anyone
 - A tourist who doesn't understand the local language
 - A strict teacher who has lost control of the class
 - A celebrity trying to hide from their fans
 - A detective who suspects everyone of being guilty
 - A very clumsy waiter in a fancy restaurant
 - An old person who exaggerates all their stories
 - A person who is late for an important meeting and panicking
 - Someone who thinks they are invisible — but they're not

How to Play:

1. Choose 3–5 participants to start a short improvised scene.
2. Each person plays their assigned role.
3. Let the scene run for 1–2 minutes.
4. Facilitator claps → actors freeze in place.
5. A participant from the audience taps one frozen actor, takes their place, and plays a new role.
6. Scene continues from the exact frozen moment, now with a new character twist.
7. Repeat few times with different swaps.

Facilitator Prompts:

- *"Step fully into your role — how does this character move, speak, or react?"*
- *"Exaggerate! Improv thrives on big choices — louder, sillier, more dramatic."*
- *"When you join in, don't plan too much — just react to what's happening."*
- *"Notice how the story changes when new people step in. Every swap creates a new version of the scene."*

4. Building Stories (25 minutes)

a) Room/Machine Exercise (10 minutes)

- Participants form a "room" or "machine." Each person becomes an object or part with sound/movement.
- Example: "I am the lamp because I brighten others' lives." "I am the engine because I keep things moving."
- Facilitator prompts:
 - *"Think of an object that matches your personality."*
 - *"Show us how your object moves or sounds."*
 - *"Watch how the whole machine works together."*

b) The Bench – Final Improvisation (15 minutes)

Setup:

- Place a bench (or a few chairs) in front of the group.
- Explain that the bench is the “stage” and it can transform into anything (park seat, bus stop, throne, prison bench, etc.).

How to Play:

1. Invite 2–3 participants to start a scene on the bench.
2. Give them a simple starting suggestion (see examples below).
3. Let the scene run for 1–2 minutes.
4. Any time, a participant from the audience can clap, step in, and replace someone on the bench. They take over and continue the story in their own way. the story can change to anything.
5. Keep rotating participants so several people get to try.
6. After 3–4 short scenes, pause for group applause and move to reflection.

Suggested Scene Starters:

- Two strangers meet on the bench.
- Someone is waiting impatiently for a bus.
- A family argument breaks out on the bench.
- A person tries to nap on the bench, but keeps getting interrupted.
- The bench is a royal throne and everyone wants to sit on it.

Facilitator Prompts:

- “Remember — the bench can become anything you imagine.”
- “Keep the story alive — enter, leave, surprise us.”
- “Don’t plan too much. Let the scene grow naturally through your reactions.”
- “When you step in, change the energy — add something new to the story.”

5. Reflection & Sharing (20 minutes)

- reflection in smaller groups so everybody has time to share.
- Guiding questions:
 - “How did you feel during the exercises?”
 - “Which role was your favourite? Least favourite?”
 - “Did you step out of your comfort zone?”
 - “What surprised you about yourself or the group?”
- Closing round with the whole group: one word or gesture about how they leave the workshop.
- Facilitator prompt: “There’s no right answer. Share honestly — even one word is enough.”

Facilitation Guidelines:

- Demonstrate role games and exaggerate your own movements to give permission for playfulness.
- Remind participants frequently: “There are no mistakes in improv — everything you do is useful.”
- Rotate participants often so everyone gets stage time without pressure.
- Keep scenes short and dynamic to maintain energy.
- In reflection, guide the group to connect experiences of improvisation to real-life communication and confidence.

Learning Objectives

- Strengthen group cohesion and social connection
- Develop listening, communication, and collaboration skills
- Build confidence in improvisation and performance
- Explore creativity through role-play and imagination
- Experience collective storytelling and reflection

EMOTION RELEASE

Theme

Emotional awareness, self-expression, gratitude, creating a safe space.

Aim

To create a safe and intimate space where participants can express negative thoughts and emotions, transform them through artistic expression, and reconnect with gratitude and positivity.

Target Audience

- Age: 16+
- Group size: 5–15 participants

Space

- A quiet, cozy room with warm or natural light, or a calm outdoor space.
- Dim lights and candle light adds to the experience.
- Arrange participants in a circle on a carpet or cushions.
- Background: soft instrumental/meditation music (without lyrics).
- Candles for intimacy and atmosphere.

Materials and Resources

- Candles
- Carpet/pillows
- Speaker for background music
- 2 balls of yarn or string
- Large roll of thick paper (to draw on)
- Black ink or dark paints (gouache/acrylic)
- Brushes (various sizes) and water containers
- Palettes/plates for mixing
- Markers
- Towels/paper towels

Workshop Agenda (60-90 minutes)

1. Introduction & Safe Space Setting (5 minutes)

- Facilitator welcomes the group, explains the structure of the workshop, and sets the tone of safety and confidentiality.
- Participants introduce themselves briefly by name.

Facilitator prompts:

- “This is a safe space. You can share as much or as little as you want — everything is voluntary.”
- “We’ll move together through a process of expressing what burdens us, then finding lightness and gratitude.”

2. Sharing Negative Thoughts – Rope Web (10 minutes)

- Participants sit in a circle.
- One participant starts with the rope, holds it, and shares a negative thought beginning with: “**Despite the fact that...**”
- They then pass the rope to another person. Those who prefer not to share simply pass it on without holding.
- A web forms across the circle.

Facilitator prompts:

- “Don’t overthink — share what comes to mind, big or small.”
- “Notice how the rope connects us — we all carry something, and yet we’re connected.”

3. Artistic Release – Drawing Out Negativity (20 minutes)

- Participants move to the large sheet of paper.
- Using black ink/paints and brushes, they freely draw or write to express their negative feelings. Figurative or abstract — no rules.

Facilitator prompts:

- “Let the paper hold your worries. Use lines, shapes, or words — whatever feels right.”
- “Don’t try to make it pretty. This is about expression, not art.”

Optional: play gentle instrumental music to support immersion.

4. Sharing Gratitude – Rope Web (10 minutes)

- Participants return to the circle with the rope.
- This time, each shares something positive, starting with: “**I am grateful for...**”
- The rope passes again, forming a new web — this one tied to gratitude.

Facilitator prompts:

- “Gratitude can be something simple — a person, a moment, even a smell or taste.”
- “Notice how our web feels different when it’s built on what we’re grateful for.”

5. Symbolic Release – Ripping the Paper (5 minutes)

- Bring the group to the large sheet of paper with the black ink drawings.
- As a group, tear the paper into pieces, symbolically letting go of the negativity.

Optional: Pieces of the ripped apart paper can be kept or burnt if there is a fireplace.

“You can keep the paper as a reminder that there is work to do, or you can throw away or burn this paper later on if that feels appropriate for you.”

Facilitator prompts:

- “As you rip the paper, imagine leaving these thoughts behind. Rip it like you mean it.”
- “Notice how it feels to physically destroy what you put down earlier.”

6. Final Reflection Circle (10 minutes)

- Participants gather in the circle again.
- Invite them to share (voluntarily) how they felt during the process.

Guiding questions:

- “How did it feel to share your thoughts?”
- “What was the experience of putting your feelings on paper?”
- “What did you notice in yourself during the gratitude part?”
- “How do you feel now, compared to the beginning?”

Optional: End with a one-word closing round (each says one word describing how they feel).

Facilitation Guidelines

- **Set the tone:** Create an atmosphere of calm, warmth, and confidentiality.
- **Be a role model:** Participate in activities (share a thought, make a drawing) to show vulnerability.
- **Respect silence:** Give space for silent moments. Some may need it to gather thoughts and say things out loud. Some may prefer to observe. Remind them this is okay too.
- **Guide with prompts:** Offer examples if participants struggle (e.g., “Despite the fact that I’m having a lot of people around me, I feel very lonely in my life. / “I’m grateful for my friends and family who keep reminding me that I’m not alone.”).
- **Timekeeping:** Keep activities balanced, but allow flexibility if sharing takes longer.
- **Closure:** Always bring the group back to positivity and calm, leaving them in a grounded state.

Learning Objectives

- Identify and express negative thoughts and emotions safely.
- Experience release through symbolic and artistic practices.
- Strengthen empathy and trust by sharing in a group.
- Practice gratitude and reconnect with positive perspectives.

THE LABYRINTH

Theme:

Collage · Guided Meditation · Self-Reflection

Aim

- To provide a safe space for non-verbal self-expression, exploring personal labyrinths and inner freedom.
- To enhance creativity through collage-making and symbolic exploration.
- To increase self-awareness and self-esteem through art, reflection, and group support.

Target Audience

- Young people and adults
- Group size: 8–16 participants

Space

- Two long tables with chairs/benches.
- Materials are set up before participants arrive.

Materials & Resources

- Dixit cards (or any symbolic image cards)
- A3/A4 sheets (coloured or plain)
- Magazines and newspapers for collage-making
- Scissors, glue sticks, markers, coloured pens
- Sticky notes
- Music for background (optional)

Workshop Agenda (120 minutes)

1. Welcome & Introduction (5 minutes)

- Greet participants and set tone: “Welcome to this art therapy workshop. Today we’ll explore the labyrinths inside us and search for inner freedom. Remember: this is not about artistic skill. It’s about expression, discovery, and reflection.”

2. Icebreaker – Dream Selves with Dixit Cards (10 minutes)

- Spread Dixit cards on the table.
- Prompt: “Imagine yourself as a complex dream, a magical creature, or even a twisted memory. Choose a card that represents you in this state.”
- Each participant introduces themselves and briefly explains why they chose their card.

3. Short Guided Meditation – Entering the Labyrinth (10 minutes)

- Invite participants to sit comfortably, eyes closed.
- Guide a visualisation: “Imagine a labyrinth. What shape is it? Is it simple or complex? What is it made of — stone, wood, plants? Where are you in it right now? How do you feel as you move through it? Is there anything else in the labyrinth? It is your labyrinth, do you know this labyrinth?”
- Transition: “Keep this image in mind — we’ll use it in our collage.”

4. Collage Creation – The Labyrinth (30 minutes)

- Provide papers, magazines, glue, and markers.
- Instructions: “Create a collage about your labyrinth, try to also include what inner freedom means to you. Rip, cut, draw — use colours and shapes. Let your imagination flow. There is no right or wrong.”
- Play soft background music.
- Facilitator checks in gently, encouraging without interrupting.

5. Gallery Walk & Naming the Collages (15 minutes)

- Place collages around the room.
- Each participant receives 5 sticky notes.
- Instructions: "Walk around, look at the artworks. Write a title or short word for 5 collages that speak to you. Place the note face down so only the artist will see it later."

6. Deep Guided Meditation – Finding the Exit (15 minutes)

- Participants sit comfortably again, eyes closed.
- Facilitator leads:

Visualise yourself in the labyrinth...

- *Where are you in your labyrinth now?*
- *Are you alone or accompanied?*
- *Do you see an entrance or exit?*
- *is it a comfortable or an uncomfortable space? What do you need here?*
- *What challenges or monsters are inside?*
- *What is waiting for you at the exit?*
- *What does freedom mean to you there?*

- Let silence between questions.

7. Group Reflection – Linking Art & Meditation (25 minutes)

- Gather in a circle with their collages.
- Guiding questions:
 - *How was the process of creating your collage?*
 - *What titles did others give your work?*
 - *What pictures or insights came during the meditation?*
- Encourage open but voluntary sharing.

8. Collective Closing Ritual (10 minutes)

- Place collages in a circle on the floor.
- Invite participants to stand around them.
- Prompt: "Looking at this circle of labyrinths, think of one word that expresses your freedom. When you are ready, say your word aloud, one by one."

Facilitation Guidelines:

- Create a calm, safe atmosphere from the start. Explain clearly that no art skills are required — the focus is on expression, not results.
- Guide participants gently into the imaginative introduction (dream creature + Dixit cards), using an encouraging and playful tone.
- During collage-making, remind participants they can rip or cut paper, use colour, and follow intuition — avoid perfectionism.
- Introduce reflection prompts step by step, allowing space for silence. Encourage participants to share only what they feel comfortable with.
- Lead the guided meditation with a slow pace and a clear, steady voice, pausing between questions.

Learning Objectives

- Foster personal growth and self-reflection
- Encourage creativity and symbolic thinking
- Provide stress relief through mindful art-making
- Support emotional regulation and awareness
- Build community through shared art and collective rituals

INSIDE OUT

Theme

Emotions · Transformation · Self-Reflection · Creative Expression

Aim

To use art therapy techniques to explore emotions, release inner tensions, and transform feelings into creative expression.

Target Audience

- Youth (16+) and adults.
- Suitable for groups of 8–20 participants.
- No previous art experience required.

Space

- Quiet, safe indoor space with tables and enough floor space for spreading out.
- Natural light or soft lighting to create a calm environment.

Materials & Resources

- Large sheets of paper (A3 or bigger)
- Colored pencils, crayons, pastels, markers, watercolors, brushes
- Magazines, scissors, glue (for collage option)
- Music player + calm instrumental music
- Blankets/cushions for meditation phase
- Optional: clay/playdough for tactile exploration

Workshop Agenda (90 minutes)

1. Arrival & Warm-Up (10 minutes)

- Participants sit in a circle.
- Short grounding exercise:
 - Close eyes, breathe in slowly, exhale fully.
 - Place hand on heart → notice how you feel arriving here.
- Quick icebreaker: *“If your mood right now was a color, which one would it be?”*

2. Guided Visualization: Meeting Your Emotion (10 minutes)

- Facilitator leads a meditation:
 - “Close your eyes and imagine stepping into a safe inner space.”
 - “An emotion that wants your attention today shows up — it might be clear or blurry.”
 - “Notice its color, shape, size, texture. How does it move?”
- Transition: “In a moment, you’ll give this emotion a form on paper.”

3. First Drawing: Expressing the Emotion (20 minutes)

- Participants receive paper and drawing tools.
- Instruction: **Draw your emotion as it appeared to you — don’t focus on making it ‘pretty,’ just let the shapes, colors, and textures flow.**
- Facilitator encourages free, non-judgmental expression.
- Optional soft music in background.

Facilitator prompts while they draw:

- “What color does this emotion need right now?”
- “Does it take up the whole page, or just a corner?”
- “Let your hand move without overthinking.”

4. Transformation Drawing: Shifting the Emotion (20 minutes)

- After finishing, participants reflect quietly for a moment.
- Next instruction: **“Now, look at your drawing. Ask yourself — how could this emotion change into something supportive, lighter, or more balanced? Add or change anything on your page to show this transformation.”**
- Participants may add new colors, shapes, or collage elements to transform their emotion drawing.

Facilitator prompts:

- “Does this emotion want more space or less space?”
- “What would help it feel calmer, stronger, or freer?”
- “What could you add that represents healing or balance?”

5. Optional Tactile Exploration (10 minutes)

- For groups with extra time or energy:
 - Provide clay or playdough.
 - Invite participants to *“shape your emotion with your hands. Then reshape it into something that supports you.”*
- Helps participants connect physically with transformation.

6. Sharing Circle (15 minutes)

- Invite participants to share in pairs or small groups.

Sharing in a circle:

- Participants sit with their artworks.
- Voluntary sharing: each person may say one word about their process, or briefly show their drawing.
- Group listens without judgment or interpretation.

Facilitator prompts:

- “How was it to express your feelings in colors and shapes?”
- “Did anything surprise you?”
- “How did your drawing change in the transformation phase?”

7. Closing Ritual (5 minutes)

- Everyone holds their drawing to their chest.
- Group takes 3 slow breaths together.
- Closing words: *“This paper holds your process today. You can keep it, fold it, or let it go — it’s yours. What matters is that you allowed yourself to express.”*

Facilitation Guidelines

- Emphasize that **there is no right or wrong** — the process matters, not the product.
- Protect emotional safety → remind participants they don’t have to share more than they want.
- Hold silence during drawing phases, step in with prompts only if needed.
- Normalize emotions: all feelings are welcome, from joy to sadness to confusion.

Learning Objectives

- To **increase emotional awareness** by externalizing feelings through art.
- To **practice self-expression** without judgment.
- To build **group connection** through shared creativity and reflection.



ComAS-KA2-TC, Spain, 2025

FEELINGS IN COLOURS

Theme

Emotional awareness and creative expression through art.

Aim

- Help participants explore, identify, and express emotions.
- Use beads to create personal bracelets as a symbol of their stories and emotional states.
- Encourage self-reflection and group sharing in a safe and supportive environment.

Target Audience

- **Age group:** 14+
- **Group size:** 5–25 participants.

Space

- One open, calm space with tables and chairs.
- A central table for beads and tools; circle setup for sharing parts.

Materials and Resources

- Colored beads (wide range of shapes colors and shades)
- Elastic cord/stretch thread (2–3 rolls)
- Scissors
- A4 Paper
- Coloured pens/markers/pastel
- Calm and neutral background music

Workshop Agenda (90 minutes)

1. Welcome & Icebreaker – “Pick a Bead” (15 minutes)

- Place bowls of beads on the table.
- Ask each participant to pick one bead that represents how they feel **right now**.
- Participants introduce themselves and share why they chose that bead.

Facilitator prompts:

- “Choose the bead that feels closest to your current mood — no need to explain unless you want.”
- “Colours often speak for us when words are tricky. Let’s see what they say today.”
- If group is shy: facilitator models with their own bead first.

2. Emotion Drawing (10–15 minutes)

- Give each participant a sheet of paper and coloured pastels/markers/pencils.
- Task: draw color clouds, shapes, patterns, or abstract lines that come to them without thinking.
- Afterwards, they can compare their drawing with their bracelet.

Sharing in pairs:

“Please find a pair and briefly reflect on your creations, how do you feel when you look at them? ”

Facilitator prompts:

- “Dont think too much , chose the colors that grabs your attention.”
- “Let your hand move freely — no need for words or perfect drawings.”
- “ Is your feeling sharp, soft, heavy, light?”

3. Bracelet-Making – Emotional Journey (30 minutes)

Briefly explain how colours can symbolize different feelings.

- “Does red always mean anger, or could it also mean passion? It might also represent calmness to you.”
- “There’s no right or wrong — colour meanings are personal.”

Activity:

- Participants design their own bracelets.

There are multiple ways to go , there is no right or wrong.

- “Beads can represent emotions that you feel right now.”
- “It can be the colors that you are the most attracted to lately”
- “It can represent important feelings in your life.”
- “They can serve as a reminder to not to forget to feel those feelings”
- “They can be memories in the form of colours”Etc.

Facilitator prompts:

- “Let each bead tell part of your story.”
- “Notice which colours you’re drawn to — sometimes our hands know before our mind.”

4. Reflection, & Storytelling (20 minutes)

- Participants (voluntarily) present their bracelets.
- They can explain the meaning , the story behind the bead choices.
- They can compare their bracelets to their drawings and share their thoughts about them.

Options:

- Pair sharing: safer for shy groups.
- Whole circle: more bonding for confident groups.

Facilitator prompts:

- “Who would like to share the story of your bracelet?”
- “Which bead was the hardest to choose? Which one surprised you?”
- “What do you notice when you look at everyone’s bracelets together?”
- “Are there any colours that provoked resistance in you ? What do you think the reason is?”

Facilitation Guidelines

- **Set a safe tone:** Remind participants they choose how much to share.
- **Model openness:** Share your own bracelet and reflections first.
- **Be flexible:** Some may want to talk more, some less. Balance time.

Learning Objectives

- Recognize and name a variety of emotions.
- Express emotions symbolically through colour.
- Create a personal bracelet as a tangible reminder of personal stories and emotional awareness.



ComAS-KA2-TC, Hungary, 2024

SENSES

Theme

Mindfulness, Exploring Senses, Reflection

Aim

Through sensory stimulation (smells, textures, sounds, and tastes), participants will reconnect with themselves, explore memories and emotions, and express their experiences through writing or drawing. The activities will highlight the power of senses in evoking personal reflection and connection.

Target Audience

- 5–15 participants
- 14+ years old

Space

- A quiet indoor or outdoor space
- Chairs or yoga mats/blankets arranged in a circle
- Tables available for writing/drawing part

Materials & Resources

- chairs / yoga mats
- **Smells:** vanilla or lavender oil, oranges, garlic, vinegar, cinnamon sticks, mint tea, coffee, etc.
- **Textures:** cotton/wadding, leaves, wood, smooth plate, rocks, water drops, clay, plush toys, rubber objects, feathers, sandpaper, ice cubes, hand warmer
- **Tastes:** apple slices, grapes, lemon slices, sour candy, dark chocolate, pickles, cheese, sausage, cotton candy, bread cubes, crisps, pineapple, etc.
- thick papers (A4 or larger)
- pens & markers, colored pencils
- Sticky notes
- Blindfolds (for all participants)
- Speaker

Workshop Agenda (90 minutes)

1. Welcome & Introduction (10 minutes)

- Greet participants warmly, explain the workshop aim.
- Check for **allergies** (especially to food, smells, or skin contact).
- Quick name game: “Say your name and one word that describes you today.”

2. Sensory warm-up, Smell Starter (5 minutes)

- Participant close their eyes, then facilitator walks around with an orange (or other scent).
- Participants connect with the smell.
- Prompt: *“Let your memory wander — what does this smell remind you of? A person? A place? A moment in time?”*
- Short sharing (voluntary).

3. Blindfold Object Circle (15 minutes)

- Participants sit in a circle, blindfolded, close enough to pass objects hand-to-hand.
- Facilitator (in the center) hands out objects with different **textures, temperatures, and smells**: ice cube, hand warmer, lemon, flower, clay, plush toy, feather, rubber ball, sandpaper, smooth stone, pinecone, etc.
- Each participant explores the object (touch/smell) and passes it on.
- Prompt: *“Don’t rush — feel the object with your fingertips, smell it, listen if it makes a sound. What do you imagine it could be? Then pass it on to the left or right.”*

4. Food Pair Challenge (15 minutes)

- Form pairs. One person blindfolded, the other has a **food box** with tasting spoons.
- Blindfolded person shares preferences & allergies first.
- Partner feeds them one taste at a time. Blindfolded participant guesses.
 - Prompt: Sit with the taste, let yourself feel all the flavours. Do not rush! if you are ready signal to your partner that you need a new taster.”
- Switch roles with a new box of tasters.
- Prompts for the open-eyed partner:
 - “Offer each taste gently and describe what to expect — cold, crunchy, soft...”
 - “Notice your partner’s reactions — what emotions come up?”

5. Guided Sensory Sequence (10 minutes)

Setup:

- Ask participants to sit comfortably on chairs, yoga mats, or blankets.
- Make sure everyone has their eyes closed (or blindfolds if they’re comfortable).
- Have your sensory items ready (smells in jars or bottles, textures or small objects, sounds pre-prepared).

Step-by-Step Facilitation:

1. Centering the Group (1–2 minutes)

- Invite participants to take **three slow, deep breaths**.
- Prompt: “*With each breath, allow yourself to settle into this moment. Feel the ground supporting you. Notice your body becoming calm and ready.*”

1. Introduce the First Sense (Smell) (2 minutes)

- Hold a smell item (e.g., lavender oil on cotton, coffee beans, or an orange peel).
- Walk around the group slowly, letting each participant breathe it in.
- Prompt: “*Notice the first thought or memory this smell brings. Does it remind you of a place, a person, or a moment in your life?*”

1. Add the Second Sense (Texture) (2–3 minutes)

- Place a soft or textured object gently in each participant’s hands (cotton, stone, leaf, feather, etc.).
- Prompt: “*Feel the object with your fingertips. Notice its texture — is it soft, rough, warm, cool? Imagine a story or picture that comes with this sensation.*”

1. Layer in Sound (2 minutes)

- Play a short sound (e.g., flowing water, soft drumming, birdsong, or simple humming).
- Encourage participants to “listen with their whole body.”
- Prompt: “*Let the sound guide your imagination. Does it take you somewhere? Does it create an image or a feeling?*”

1. Integrating the Experience (1 minute)

- Invite participants to hold the memory, image, or emotion that came up.
- Prompt: “*Stay with what you feel — let it grow into an image, a memory, or a small story inside you.*”

1. Closing the Sequence (about 30 sec)

- Gently guide participants back.
- Prompt: “*Take a deep breath in... and slowly out. When you’re ready, wiggle your fingers and open your eyes.*”

Alternative Mixes (choose one):

- **Calming Mix:** lavender smell, cotton to touch, soft humming.
- **Energizing Mix:** orange peel, wooden stick or stone, birdsong or drumbeat.
- **Surprising Mix:** vinegar, rubber toy or ice cube, short whistle or clap.
- **Memory Mix:** coffee, dry leaf, soft tapping.
- **Balance Mix:** mint, warm stone in one hand & soft fabric in the other, alternating silence and guidance.

6. Creative Expression (15 minutes)

- Provide paper, pens, colors.
- Participants **write, draw, or both** based on their sensory experiences.
- Prompt:
 - *“What memory or story came up?”*
 - *“If your experience had a color, shape, or word, what would it be?”*

7. Pair Sharing (10 minutes)

- Participants share their artwork/writing with a partner.
- Guiding questions:
 - *“What was the strongest sensation for you?”*
 - *“Why do you think this one touched you most?”*
 - *“What surprised you about what you created?”*

8. Group Reflection & Closing (5 minutes)

- Gather in a circle.
- Ask: *“How did this feel for you?” / “What did you discover about yourself today?”*
- Thank participants, optional group photo.

Facilitation Guidelines

- Prepare the space calmly with relaxing background music.
- Explain each activity step clearly; demonstrate if necessary.
- Use **calm voice** and **pauses** during sensory experiences.
- Always check for **allergies and comfort levels** before smell or taste activities.
- Encourage voluntary sharing — never force.
- Reinforce that there are **no right or wrong reactions**.

Learning Objectives

- Heighten awareness of the senses as tools for memory and self-reflection.
- Experience the link between **senses, emotions, and imagination**.
- Practice expressing inner experiences through **art and words**.
- Build trust and connection through pair and group sharing.



ComAS-KA2-TC, Spain, 2025

STRESS FIRST AID KIT

Theme

Mental Health, Stress relief, emotional regulation, mindfulness, creativity

Aim

- Provide participants with hands-on tools for managing stress and regulating emotions.
- Create a personalized "Mental Health First Aid Kit" that participants can take home.
- Encourage creativity, self-awareness, and peer connection.

Target Audience

- 5–25 participants
- Age: 14+, preferably young people and young adults

Space

- A large room or outdoor space with enough room for movement.
- Tables/chairs for creative decoration.

Materials & Resources

- Small matchboxes (1 per participant), painted white or left blank to decorate
- Colored markers, stickers, washi tape, small decorative items, glue sticks, scissors
- Sticky notes (to write techniques and place inside boxes)
- Flipchart or large paper with workshop structure
- Speaker + playlist (calming + energetic music)
- Paper towels for messiness
- Optional: candles, lights, or soft props for atmosphere

Workshop Agenda (90 minutes)

1. Creative Arrival – Decorating Your First Aid Kit (15 minutes)

- Each participant receives a blank matchbox.
- Invite them to decorate it in any style (symbols, drawings, words).
- Explain: *"This will be your personal Stress First Aid Kit. As we explore techniques today, you'll add your favorites on sticky notes inside. At the end, you'll carry home a little toolbox you made yourself."*

Facilitator prompts:

- "Think of this as your mini safe space in a box — make it yours."
- "There's no right or wrong design — playful, simple, or abstract."

2. Icebreaker – Stress Shapes (10 minutes)

- Stand in a circle.
- Each participant shows their personalised matchboxes.
- You invite them to share (along with their boxes) how they recognise if they are stressed or calm and relaxed, what symptoms and signs they have. (tight shoulders, sweaty palm, heavy breaths, feeling disoriented or, slow breathing, relayed body, etc.).

Facilitator prompts:

- "Show us your creations and if you don't mind, please share with us how stress feels to you, how it manifests in your body. How calm and relaxed feels to you?"
- Today, we will explore simple techniques to deal with stress and refocus, or calm ourselves.

3. Group Energizer – Building & Calming the Storm (10 minutes)

- Create "rain" sounds together (tapping fingers → clapping → slapping thighs → stomping feet).
- Build to "thunderstorm" and calm back to silence.

Debrief: *"Stress builds like a storm, but we can also guide it down. Let's learn some tools to calm our inner storms."*

4. Stress Relief Techniques Exploration (40 minutes total)

Participants practice each technique, then write a quick note and side note on a sticky note ("belly breathing," "shaking," etc.) and place it in their matchbox.

1. Belly Breathing (2 min)

- Hand on chest, hand on belly.
- "Try to move only the hand on your belly."

Prompt: *"Breathe as if you're filling a balloon in your belly."*

2. Box Breathing (5x cycles)

- Inhale 4s, hold 4s, exhale 4s, pause 4s.

Prompt: “Focus on breathing and counting, keep it steady, balanced.” “if you lose focus, that is ok, try to bring your focus back to your breathing.”

Quick Note for Box: Write “Belly breathing / Box breathing” on sticky note, with optional sidenotes, and put it in your boxes.

3. Humming (5 min)

- Exhale with hum. Experiment with pitch. Group can create a choir-like sound.

Prompt: “Notice how the vibration calms your chest and face.” “keep the focus on the sound and the vibration. If you get distracted, try to refocus your attention to making and feeling the sound in your body.”

Sticky Note: “Humming” plus optional side notes

4. 5-4-3-2-1 Grounding (3 min)

- Find 5 colors, 4 textures, 3 sounds, 2 smells, 1 taste (imaginary or real).

Prompt: “This is a rescue trick when your mind is racing. Bring your awareness back to the present space and moment. Look around and find 5 colours 4 ...” “It's a method to redirect your focus and help you calm down by the time you finish with all the tasks.”

Sticky Note: “5-4-3-2-1 grounding.”

5. Body Scan (5 min)

- Lying or sitting. Slowly bring attention from toes → legs → hips → chest → head.

Prompt: “Don't change anything, just notice: heavy? relaxed? tense?” “If you lose focus, bring it back to feeling and paying attention to your body sensations.”

Sticky Note: “Body scan”

6. Self-Massage (3 min)

- Scalp, temples, neck, shoulders, arms, etc.

Prompt: “Find the spot that feels tight and give it extra care.” “Bring your focus on how your body feels.”

Sticky Note: “Self-massage.”

7. Tapping (5 min)

- Light taps on forehead, chest, arms, belly, legs.
- End with stronger taps on thighs.

Prompt: “Wake your body gently, like drumming yourself alive. Focus on your bodily sensations”

Sticky Note: “Tapping”

8. Shaking Dance (5 min)

- Shake fingers, arms, legs, hips, shoulders, whole body, etc. Small shakes, big dynamic shakes etc.

Prompt: “Imagine shaking stress out of your fingertips. Imagine throwing it off, shaking it off of your body. You are welcome to accompany your movements with sounds, like humming or a shout”

Sticky Note: “Shaking”

9. Gratitude Pairs (3 min)

- In pairs: share 3 things you're grateful for.

Prompt: “Big or small — the sun, a friend, coffee — what makes you thankful today?”

Sticky Note: “Gratitude.”

5. Creating the Full First Aid Kit (5 minutes)

- Review techniques on a flipchart or repeat them verbally to remind participants of the techniques.
- Participants add the last sticky notes.
- Place all inside the decorated matchbox.

6. Closing Reflection(10 minutes)

- Sit in a circle with kits in hands.
- Short sharing: “Which technique do you think will work in real-life stressful situations for you?”

Prompt: “Keep your kit as a reminder — you always have tools to calm the storm inside.”

Facilitation Guidelines

- **Model each technique:** Always demonstrate before asking participants to try (e.g., show belly breathing or shaking).
- **Hold group focus:** Use music, voice tone, and transitions to guide smoothly from one activity to the next.
- **Promote sharing but keep it voluntary:** Always give participants the choice to share or stay silent.

Learning Objectives

- Practice at least 8 stress relief and regulation techniques.
- Create a personalized “Stress First Aid Kit.”
- Increase awareness of how stress builds and how to calm it.
- Strengthen emotional regulation, resilience, and creativity.

THE TREE OF ME

Theme

Identity · Roots · Growth · Reflection

Aim

To explore personal identity, resilience, and aspirations through the metaphor of a tree. Participants connect with their past, present, and future using art as a reflective tool.

Target Audience

- Young people and adults (14+)
- Group size: 8–25 participants

Space Requirements

- Indoor room with tables or floor space for drawing/painting
- Quiet, safe atmosphere for reflection and sharing

Materials & Resources

- Large sheets of paper (flipchart paper, A2 or A3)
- Colored pencils, crayons, pastels, or paints
- Scissors, glue, collage magazines (optional)
- Music player for background instrumentals
- Blank cards or sticky notes for short reflection notes

Workshop Agenda (90 minutes)

1. Welcome & Grounding (10 minutes)

- Group gathers in a circle.
- Facilitator introduces the theme: “We will use the image of a tree to reflect on who we are, where we come from, and where we are growing.”
- Short breathing exercise: participants close eyes, imagine standing as a tree — feel roots grounding them, branches reaching upward.
- Prompt: “Notice: where is your strength? Where is your openness to growth?”

2. Drawing the Tree of Me (40 minutes)

Each participant receives a large sheet of paper. They draw or paint a tree that represents themselves.

Facilitator prompts:

- **Roots (past):** “What gives you strength? Who or what supports you? Draw or symbolize these in your roots.”
- **Trunk (present):** “What qualities, values, or challenges make up your daily life? Draw them in your trunk.”
- **Branches & leaves (future):** “What are your dreams, hopes, or things you want to grow into? Add these to your branches.”
- **Fruits or flowers (gifts):** “What do you share with others? What do you give to the world?”

Encourage symbolic shapes, colors, and words rather than “perfect” drawings. Calm music supports the process.

3. Reflection & Sharing in Pairs (15 minutes)

- Participants pair up and share their trees.
- Prompts:
 - “What did you discover about your roots?”
 - “Which part was easiest to draw? Which part was hardest?”
 - “What do your branches show about your direction?”

4. Collective Forest (15 minutes)

- Everyone places their drawings side by side on the floor or wall.
- Facilitator invites participants to walk around and observe silently first.
- Then gather in a circle: *“Look at our forest — each tree different, yet all connected.”*
- Short group dialogue about similarities, differences, and what stands out.

5. Closing Ritual (10 minutes)

- Each participant writes one short sentence on a blank sticky note. :
 - *“One thing I want to keep nourishing in myself is...”*
- They stick the notes to their trees.
- Group takes three deep breaths together to close.

Facilitation Guidelines

- Set a calm, supportive tone — emphasize process over product.
- Offer metaphors and prompts but allow participants to interpret them freely.
- Respect that some participants may share less — no pressure to explain personal drawings.
- Keep time gently: give reminders (“5 minutes left for your branches”) so participants feel guided.

Learning Objectives

- To foster **self-awareness** by reflecting on past, present, and future.
- To use **symbolism** in art as a way of processing identity and emotions.
- To build a sense of **community** by creating a collective “forest.”
- To leave with a **visual reminder** of personal strengths and aspirations.



ComAS-KA2-TC, Greece, 2025

YOU DO YOU

Theme

Exploring personal needs through movement, communication, and creative crafting.

Aim

To help participants explore, identify, and express their personal needs and boundaries through body-based activities, communication exercises, and creative self-expression.

Target Audience

- Young people and adults, 10–30 participants.
- Especially suited for groups already familiar with one another or with prior experience in consent/boundaries work.
- Can be adapted for less experienced groups by restricting touch (e.g., hands only) or shortening the exercise.
- Emotional accessibility: clear consent explanation, option to opt out at any stage without judgment.

Space & Setup

- **Quiet indoor or outdoor space.**
- Large enough for all participants to sit/lie in a circle.
- Setup: mats/cushions in a circle, with a central “box” space for the object activity, and a table with crafting materials.

Materials & Resources

- Mats and cushions.
- Music player & relaxing playlist.
- Natural or everyday objects collected from surroundings.
- For **Crafting**: threads, paper, markers, scissors, glue, fabric, natural materials, henna, etc.

Workshop Agenda (90 minutes)

1. Welcoming & Stretching (10 minutes)

- Participants sit/lie in a circle on mats.
- Facilitator leads simple stretching with mindful breathing.
- Movements: reaching arms overhead, rolling shoulders, stretching legs, opening chest.
- **Facilitator prompts:**
 - “Notice how your body feels right now.”
 - “Breathe into tight places — let your breath make space.”
 - “This is your time to arrive and connect with yourself.”

2. Warming Up – Flea Market (20 minutes + 5 minutes sharing)

Optional: Flea market atmosphere sounds to enhance the experience.

- Participants collect small objects. (stones, leaves, sticks, or personal items). Each person chooses one object, reflects, and shares why they picked it.

Prompt: “Why did this object speak to you?”

- Then participants mix in a circle (like it's a flea market), **exchange objects** by offering and receiving, with the right to decline an exchange politely, if they don't like the offered deal. (No verbal communication)
- Give it a few minutes until everybody has time to do multiple exchanges. Prompts: “Now we all mix in a circle, creating a flea market atmosphere. You can now start to negotiate deals and exchange objects. Do not forget, you can say no if the deal seems unworthy.”
- “You have 1 more minute to secure the final exchange deals..”
- **Pair sharing (5 minutes):** Reflect together on choices and exchanges.

prompts:

- “How did it feel to give it away your original object? To receive something else? To say no to a deal?” “How did you feel in the flea market atmosphere?”
- Are you satisfied with the object that you ended up having?

3. Boundaries – Consent Game (20 minutes)

- **Intro question:** “What is consent, in one word?” → short brainstorm.
- Explain **Betty Martin’s 2-minute consent game.**
- **Structure:**
 - In pairs, decide who is A and B.
 - A asks: “How would you like me to touch you for 2 minutes?”
 - B responds, A agrees only if it feels 100% right.
 - Practice → then switch.
 - A asks: “How would you like to touch me for 2 minutes?”
 - Switch roles.
- **Facilitator safety notes:**
 - Limit touch to hands/arms if the group is less experienced.
 - Encourage clear, precise communication: “softer,” “faster,” “stop.”
 - **Normalize “no” as a healthy response.**
- **Reflection prompts in pairs:**
 - “Was it easy to ask for what you wanted?”
 - “Which question was harder?”
 - “How did it feel to say no or to hear no?”

4. Transition – Self-Hug (1 minute)

- Invite participants to hug themselves firmly.
- **Prompt:**
 - “You can always give yourself comfort and care. Let's take a few big breaths, close your eyes and hug yourself.”

5. Crafting Comfort Objects (25 minutes)

- **Intro:**
 - “Think of an object that could bring you joy or comfort.”
 - “This is a gift to yourself, a reminder to care for your needs.”
 - “Choose colors, textures, or symbols that speak to you.”
- Participants create their personal objects using the provided materials and the things they can find around. (natural objects, stationary equipment, cardboard, paper, fabric, threads, beads, clay, etc)
- Soft music plays in the background.
- **Facilitator prompts:**
 - “Follow your intuition, don't think too much. It can be a drawing, a sculpture, a figurine, a bracelet etc.)
 - “Your object doesn't need to be beautiful. It only needs to be meaningful to you.”

6. Reflection & Closing (15 minutes)

- Circle sharing. Participants may present their comfort object to a partner or group.
- **Guiding questions:**
 - “What did you create, and why does it matter to you? What does it represent?”
 - “How did you feel giving or receiving during the activities?”
 - “Was it easy to identify and express your needs?”
 - “What did you learn about boundaries?”

Facilitation Guidelines

- Give clear, step-by-step explanations.
- Normalize saying **no** and reinforce that opting out is valid.
- Adapt boundary exercise to group readiness.

Learning Objectives

- Practice identifying and expressing personal needs.
- Develop confidence in setting and respecting boundaries.
- Build awareness of consent and safe touch.
- Strengthen self-care practices through crafting.

FIRE WORRIES

Theme

Campfire, stress/worries relief, self-reflection

Aim

- Provide participants with a symbolic and fun way to release worries.
- Encourage introspection, reflection, and personal growth.
- Build confidence, enhance communication, and strengthen community bonds (if done in a group).

Target Audience

- Age: 16+
- Number: 6–30 participants

Space

- Outdoor space with enough room for participants to sit safely in a circle around a fire. (or candles)
- Quiet setting to support reflection.

Materials and Resources

- Grill, firewood, coal bag, fire starter, lighter/ candles
- A4 paper, pens
- Water bucket/fire extinguisher (safety required)
- Table or clipboards (for writing)
- Speaker (optional: soft background music for atmosphere)
- Marshmallows + wooden skewers (optional closing ritual)

Workshop Agenda (60 minutes)

1. Welcoming & Safety Briefing (5 minutes)

- Invite participants to sit in a circle around the fire.
- Explain the activity and its purpose.

Facilitator prompts:

- *"This is a symbolic ritual of letting go of what weighs on us."*
- *"You don't have to share what you write unless you want to."*

2. Thinking & Writing Worries (5–10 minutes)

- Each participant takes 3–5 sheets of paper and a pen.
- They reflect quietly and write down their worries, fears, frustrations, or anything they want to let go of.
- Calm music can play in the background.

Facilitator prompts:

- *"Think of the thoughts, feelings, or situations you would like to release."*
- *"There's no need for long sentences — a word, a symbol, or a short phrase is enough."*
- *"This is just for you — write honestly, without judgement."*

3. Fire Ritual – Throwing Worries Away (5 minutes)

- One by one, participants approach the fire and throw in their papers.
- They take a moment to watch the paper burn and visualize letting go.

Facilitator prompts:

- *"As the paper burns, imagine that worry dissolving with the smoke."*
- *"Breathe in deeply — and with the exhale, release what no longer serves you."*
- *"If you feel ready, say goodbye silently in your mind as you throw it in."*

4. Self-Reflection & Sharing (5 minutes)

- Participants return to the circle.
- Invite short sharing (optional).

Guiding questions:

- *"How did you feel writing your worries down?"*
- *"What was it like to see them burn?"*
- *"Did any realization or emotion come up for you?"*

5. Whole Group Reflection (5 minutes)

- Go around the circle and ask participants to share a single word or short sentence that captures their experience.

Facilitator prompts:

- *"Choose one word to describe how you feel right now."*
- *"Is there something you're taking away from this moment?"*

6. Closing Ritual (Optional – 5 minutes)

- Roast marshmallows together as a light, bonding moment after the emotional release.
- Thank participants for their openness and presence.

Facilitator prompt:

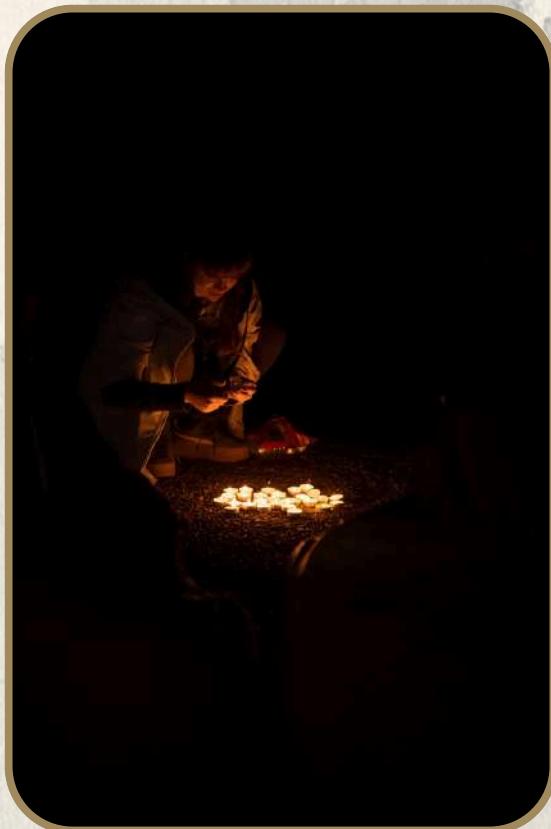
- *"Just like we can sweeten this moment with marshmallows, remember you can also bring sweetness and lightness into your own life."*

Facilitation Guidelines

- **Atmosphere:** Use calm voice, soft music, firelight as a reflective setting.
- **Safety:** Always monitor the fire, keep bucket/extinguisher nearby
- **Inclusivity:** Sharing is optional — participants may keep their experience private.
- **Support:** Be ready to comfort participants if strong emotions surface.
- **Closure:** Always end with something light (group reflection or marshmallows) to balance the emotional release.

Learning Objectives

- Encourage stress relief and emotional regulation.
- Foster mindfulness through symbolic release.
- Build group trust and connection (if in group).
- Support personal growth through reflection



ComAS-KA2-TC, Estonia, 2024

CREATING A NEW NATION

Theme

Creativity · Teamwork · Cultural Identity

Aim

To foster creativity, teamwork, and cultural awareness by engaging participants in the creation of a fictional country, complete with its own flag, anthem, currency, and history.

Target Audience

- Age group: 14–30 years
- Group size: Flexible, ideally 15–30 participants divided into small teams

Space

- Outdoor (preferred) or large indoor space with enough room for multiple groups to work separately
- Tables and chairs for each team

Materials & Resources

- Sheets and coloured paper for flag creation
- Scissors, markers, paints, glue, and other art supplies
- Paper and coloured pens for currency design
- Writing materials (paper, pens, large flipcharts) for anthem and history
- Optional: speaker (to play background music during creation)

Workshop Agenda (3 hours)

1. Welcoming & Icebreaker (15 minutes)

- Welcome participants and explain the aim: “Today we will imagine and build brand-new nations! In teams, you’ll create everything — a flag, an anthem, currency, and even a history. At the end, we’ll present our nations and reflect on what this teaches us about culture and identity.”
- Form mixed teams. Cut different pictures into equal pieces (required group size), and give the mixed pieces to the participants. 1 piece each, then let participants find the missing pieces to complement their pictures to form a group.

2. Brainstorming Session – Foundations of the Nation (30 minutes)

- Teams gather at tables.
- Prompt: “Start by defining the basics of your country: What’s its name? What values does it represent? What kind of society is it? Write down your key ideas together.”
- Facilitator moves between groups, offering guiding questions:
 - *What are the core values of your nation?*
 - *What makes your country different from others?*

3. Creation Phase – Designing the Nation (90 minutes)

- Divide the creation into 4 parts:
 - **Flag (20 min):** Teams design and decorate a national flag. “A flag should represent your nation’s values and identity — what colours and symbols best express this?”
 - **Anthem (20 min):** Teams write and rehearse a short anthem (song, rap, chant, or poem). “It doesn’t need to be long — just something memorable and proud.”
 - **Currency (20 min):** Teams design notes or coins. “Think about what symbols or images are important for your nation’s economy or culture.”
 - **History (30 min):** Teams write a short origin story. “Where did your nation come from? What is its journey so far?”
- Soft background music can be played to inspire creativity.
- Facilitator gives time reminders (e.g., “20 minutes left to finish your flag!”).

4. Presentation Preparation (30 minutes)

- Teams organize their materials into a short presentation.
- Facilitator tip: “Decide who will present each part. Make it clear and fun. Think of it as welcoming visitors to your country!”

5. Group Presentations (45 minutes)

- Each team presents their nation in front of the group.
- Presentation should include:
 - Showing and explaining the flag
 - Performing the anthem
 - Presenting the currency design
 - Sharing the history
- Facilitator acts as host: “Thank you, Nation X! Let’s applaud their creativity. Who’s next?”

6. Reflection & Closing (10 minutes)

- Gather in a circle for group reflection.
- Guiding questions:
 - *What did you learn about teamwork during this activity?*
 - *What makes cultural identity important for a group or nation?*
 - *Was there anything surprising in how your team worked together?*
- Closing round: each participant shares one word about how they feel.

Facilitation Guidelines:

- Provide clear time limits for brainstorming and creation phases, reminding groups to balance fun with productivity.
- Support each group by circulating, answering questions, and ensuring all voices are heard.
- Encourage creativity in all forms: songs, symbols, flag designs, etc.
- During presentations, act as a moderator, inviting applause and curiosity.

Learning Objectives

- Develop creativity and teamwork skills
- Understand cultural elements and their symbolic significance
- Practice presentation and public speaking
- Experience group decision-making and negotiation
- Reflect on the meaning of cultural identity and shared values
-

Additional information:

- The created groups can function as daily reflection groups if the project has multiple days.

FOREST ART

Theme

Nature · Creativity · Collaboration

Aim

To encourage creativity, teamwork, and environmental awareness by creating collective art pieces using natural materials found in the forest.

Target Audience

- Age group: 14–30 years
- Group size: Flexible (10–30 participants, ideally in small teams)

Space

- A forest or natural outdoor space with enough room for exploration and creation.
- Choose a safe area where participants can gather and set up their artworks.

Materials & Resources

- No external materials required — participants will use natural items found in the forest (leaves, branches, stones, pinecones, etc.).

Workshop Agenda (150 minutes)

1. Welcoming & Icebreaker (15 minutes)

- Gather the group in a circle.
- Explain the purpose: “Today, we will use the forest itself as our art studio. By exploring and creating with natural materials, we’ll connect with nature, collaborate as a team, and see how creativity and sustainability go hand in hand.”
- Icebreaker idea: *Nature Scavenger Hunt*
 - Give each team a quick list (e.g., “something rough, something smooth, something round”).
 - Teams collect 3–5 items in 5 minutes and share them with the group.
 - Transition: “Now that we’ve warmed up, let’s explore deeper and collect materials for our artwork.”

2. Exploration & Collection (45 minutes)

- Divide into small teams (3–5 people).
- Prompt: “Explore the area and gather natural objects you’d like to use in your artwork. Collect responsibly — only items already fallen or safe to take.”
- Facilitator tip: remind participants not to harm plants or living creatures.
- Signal when 10 minutes remain so teams return on time.

3. Art Creation (60 minutes)

- Mark an exhibition area (a clearing or central space).
- Teams gather with their collected materials.
- Instructions: “Now use your materials to create a collective piece of art. It can be a sculpture, a mandala, a symbol, or something abstract — the forest is your canvas.”
- Each team carefully places their piece.
- Listen to the sounds of nature, or play soft nature-inspired music.
- Walk between groups, offering encouragement and asking guiding questions if needed:
 - *What story are you telling with this piece?*
 - *How are you working together as a team?*

4. Exhibition Setup & Presentations (30 minutes)

- Teams present their artwork to the group: "This is our creation. These are the materials we used and the inspiration behind it."
- Applaud and celebrate each presentation.

5. Reflection & Closing (10 minutes)

- Gather everyone in a circle.
- Reflection prompts:
 - *How did it feel to create art only with natural materials?*
 - *What did you learn about teamwork during this activity?*
- Closing round: each participant shares one word that describes their experience.

Facilitation Guidelines:

- Introduce the activity outdoors with clear safety rules for exploring the forest.
- Encourage participants to collect natural materials respectfully (no harm to living plants).
- Remind them that "art" can be abstract — shapes, patterns, or symbolic arrangements.
- For the exhibition, guide groups to explain their choices and the meaning of their creation.
- Facilitate reflection by linking the activity to themes of sustainability, teamwork, and nature connection.

Learning Objectives

By the end of the workshop, participants will:

- Enhance creativity using natural materials.
- Foster teamwork and collaboration through collective art-making.
- Deepen environmental awareness and appreciation for nature.
- Reflect on sustainable ways of engaging with the natural world.



ComAS-KA2-TC, Hungary, 2024

MAGICAL IDENTITIES

Theme

Drawing · Mindfulness · Community

Aim

To explore personal identity and our relationships with others and the community. The workshop uses creative drawing and reflection to strengthen social bonds, encourage dialogue, and promote self-awareness and personal growth.

Target Audience

- Age: 16+
- Group size: 6–30 participants

Space

- A room or space where participants can sit around one long table (or several joined tables).

Materials & Resources

- A4 sheets (6 per participant)
- Blindfolds (optional)
- Colourful oil pastels / soft pastels, pens, markers of multiple color
- One long sheet of paper (length depending on group size; allow approx. 1–2 A3-sized sections per participant)

Workshop Agenda (60-90 minutes)

1. Welcoming (5–10 minutes)

- Ask participants to sit around the large table.
- Briefly introduce the workshop: “Welcome! In this session, we’ll use drawing and mindfulness to explore our identities and how we connect with others. By the end, we’ll create a big collaborative artwork together.”
- Invite a quick round of introductions: each person says their name and one word for how they feel right now.

2. Warm-up Activity – Blind Drawing Competition (10–15 minutes)

- Prepare crayons and A4 sheets on the table.
- Divide participants into pairs.
- Give instructions: “One person sits with a paper and crayon, eyes closed or blindfolded. The other stands behind, resting their hands gently on the seated partner’s shoulders.”
- Show a simple drawing (e.g., house, sun, tree) to the standing partners. They “draw” it with their finger on their partner’s back.
- The seated partner tries to reproduce the drawing on paper.
- Repeat with 2–3 different drawings.
- Switch roles so both partners get a turn.
- At the end, place the original examples on the table for comparison.
- Allow a few minutes for pairs to discuss how it felt.
- Transition: “Great job! Now we’ll move from playful drawing to something more mindful.”

3. Guided Meditation (5 minutes)

- Participants sit comfortably at the table, eyes closed.
- Facilitator guides: "Take a deep breath. Imagine yourself in a peaceful place—real or imagined. Notice what it feels like to be there. Now, imagine yourself as something that represents you in this moment: it could be an object, an animal, a fantasy creature, a shape, or a colour. Stay with this image for a few minutes. Then slowly say goodbye to it and come back to the room."
- After meditation, invite them to open their eyes and prepare to draw.

4. Individual Drawing on the Big Paper (15–20 minutes)

- Place a long sheet of paper across the table with space for each participant.
- Give instructions: "Now, using pastels, draw your image on the section in front of you. It can be inspired by the meditation or something entirely different—anything that expresses who you are or how you feel right now."
- Encourage focus and silence, allowing people to immerse in the process.
- Give a time reminder at 15 minutes.

5. Complementary Drawing (10–20 minutes)

- Explain: "Now we'll add to each other's drawings. Every few minutes, you'll move to another seat and continue someone else's picture—decorating, connecting drawings, adding words or colours, or filling spaces in between."
- Signal when it's time to rotate (in every few minutes depending on group size).
- Continue for few rotations until the sheet becomes a connected community artwork.
- Transition: "You've created something together. Let's take a step back and reflect on this experience."

6. Sharing & Reflection (10–20 minutes)

- Invite participants to stand around the artwork.
- Guide a reflection circle: "Take a moment to look at the big picture. Notice what stands out to you."
- Ask guiding questions:
 - *How was it to draw your own image?*
 - *Why did you choose what you drew?*
 - *How did it feel when others added to your drawing?*
 - *How did it feel to add to someone else's work?*
 - *Did you learn something about yourself or your role in community?*
 - *What do you think of the collective artwork?*
- Allow each participant to share briefly.
- End by thanking them and acknowledging the final artwork as a shared creation.

Facilitation Guidelines:

- Start with clear instructions for each drawing phase and use demonstration if needed.
- Guide participants gently during the meditation with a calm voice and pauses for imagination.
- When participants rotate drawings, remind them to be respectful of others' work while adding their own ideas.
- Encourage collaboration by highlighting connections between individual drawings.
- Support sharing by asking guiding questions and making sure everyone has space to speak.
- Conclude by celebrating the collective artwork and reinforcing the theme of identity and community.

Learning Objectives

- **Explore personal identity** through visual self-expression.
- **Develop self-awareness** by reflecting on what represents them and how they interact with others.
- **Strengthen teamwork and social bonds** by co-creating and complementing each other's drawings.
- **Practice dialogue and reflection**, gaining insights into community, collaboration, and mutual influence.
- **Build a sense of belonging** through creating and reviewing a shared artwork.

WATERING DREAMS

Theme:

Intention-setting, creativity, mindfulness, community.

Aim:

To help participants connect with their inner dreams and intentions through planting rituals, creative expression, and mindful reflection. By working with seeds, soil, and art, participants will practice setting intentions in a concrete and symbolic way.

Target Audience:

- **Age:** 14+ (adaptable for both youth and adults).
- **Number:** 8–25 participants.

Space:

- Outdoor garden or open indoor room with natural light.
- Space for circle seating, a central planting table, and optional shared garden space.

Materials & Resources:

- Biodegradable cups or small clay pots (1 per participant).
- Soil, watering cans, spray bottles.
- Easy-to-grow seeds (flowers, beans, herbs).
- Markers/paints for decorating cups.
- Paper & pens for journaling.
- Blankets/cushions for sitting.
- Speaker & calming/uplifting playlist.
- Optional: table/area for creating a collective “Dream Garden.”

Workshop Agenda (90 minutes)

1. Welcome & Grounding (10 minutes)

- Circle greeting.
- Short grounding exercise: deep breaths, feet on the floor, hands on the heart.

Facilitator prompts:

“Close your eyes and imagine you are stepping into a little inner garden. Spend some time in this calm space within you — notice the smells, the textures, the colors, the temperature. What plants do you see? You find a comfortable place in this garden to sit down and relax.

As you rest, you notice a small shovel beside you and some rich, fertile soil. You realize you can plant something here.

Take a moment to reflect: *What would you like to plant in your garden?* It could be a plant that symbolizes an intention, a dream, or simply something you want to nurture and grow.

When you are ready, take three deep breaths... and slowly leave your garden behind, gently returning to this space here and now.”

2. Exploring the Seeds Within (15 minutes)

- Silent individual journaling or drawing about intentions/dreams.
- Emphasis on **small, real, nurturing goals**.

Facilitator prompts:

- “What is one dream or intention you’d like to plant today? What is the change that you want to make?”
- “It doesn’t need to be big — sometimes small seeds create the strongest roots if they are nurtured regularly.”
- “Think of something you could realistically nurture over time.”

3. Decorating the Seed Pot (15 minutes)

- Decorate cups/pots with symbols, words, or colors that represent their chosen dream.

Facilitator prompts:

- “What would your dream look like if it were a symbol or a color?”
- “Make your container reflect what you want to grow.”

4. Planting Ritual (20 minutes)

- Each participant fills their pot with soil, places the seed, and waters it.
- Quiet music plays; mindful silence encouraged.

Facilitator prompts:

- “As you add soil, imagine you’re laying the foundation for your dream.”
- “Place your seed with intention — this is your commitment to care.”
- “When you water, imagine sending kindness and patience.”

5. Dream Path Walk (15 minutes)

Participants take their plants for a walk. They walk slowly, holding their planted cup. “Let this walk step by step represent the regular nurture and effort that your intention or dream needs to become true.

- The facilitator sets a path through the space (indoors or outdoors).
- Participants walk in silence, noticing the weight of the pot, the soil, the water — imagining the path as the journey of their dream.
- At certain points, facilitator invites pauses for reflection.

Facilitator prompts:

- “As you walk, imagine this is your dream’s journey — steady, step by step.”
- “Notice how holding it feels. Is it light, heavy, fragile?”
- “Pause. Look at your seed. Whisper one word of care or encouragement.”

6. Sharing Circle & Dream Garden (15 minutes)

- Return to circle.
- Participants may share the dream they planted (optional).
- Two options:
 - **Take-home version:** Participants bring their plant home to nurture individually.
 - **Collective Dream Garden:** Participants place pots together or replant their seeds in the garden to form a natural group installation. This garden can be revisited later, watered together, or documented with photos as a memory of shared intentions.

Facilitator prompts:

- “Would you like to share what intention you planted today?”

7. Closing Reflection (5 minutes)

- Group breath together.
- **Closing ritual:**

“Everyone closes their eyes and takes three deep breaths. Place one hand on your pot — or on your chest, if you chose the collective garden. Imagine the seed being planted in your inner garden. Silently repeat to yourself: *‘I will take care.’*”

- End with gratitude circle — each person shares a word they want to carry forward.

Facilitation Guidelines:

- **Role of leader:** create a calm and safe atmosphere; remind participants that dreams don’t need to be too ambitious — even small, simple intentions matter. Encourage reflection and expression without judgment.

Learning Objectives:

- Practice setting realistic, meaningful intentions.
- Learn to connect small actions with long-term growth.
- Gain a symbolic reminder (the pot/seed) to continue nurturing dreams.

FUNDS

KEY FUNDING OPPORTUNITIES



Community-based art projects—those that actively involve participants in the creative process and aim for social impact—**can be funded through a wide range of European, international, and local sources**. Below is an overview of the most relevant opportunities for young artists, youth workers, and community organizers.

EU Programmes

- **Erasmus+**

Supports youth exchanges, training, and non-formal education projects. Ideal for arts initiatives that promote participation, inclusion, cultural diversity, and active citizenship through international partnerships.

- **European Solidarity Corps – Solidarity Projects**

Small, youth-led initiatives (2–12 months) that strengthen communities at local level. Arts-based solidarity projects are highly eligible.

- **Creative Europe**

The EU's flagship programme for culture and creativity. Favors international collaborations, innovative approaches, and audience engagement—making it perfect for participatory and socially engaged art. Includes Culture Moves Europe, which funds mobility, residencies, and collaboration for artists and cultural workers.

- **Citizens, Equality, Rights & Values (CERV)**

Funds projects linked to democracy, participation, inclusion, and human rights. Community arts can be powerful tools to connect with these themes.

- **ESF+ (European Social Fund Plus)**

Focused on inclusion, employability, and skills development. Arts projects that build confidence, creativity, and social participation can align well, depending on the national/regional calls.

- **Interreg (European Territorial Cooperation)**

Cross-border and regional cooperation programmes. Cultural projects that foster dialogue, heritage, or identity across borders often fit here.

EEA & Norway Grants

Supports cultural heritage, civil society, and participatory arts across eligible European countries. Calls often highlight inclusion, democracy, and cross-border cooperation.

European Foundations & Private Funds

- **European Cultural Foundation (ECF)** – Culture of Solidarity Fund and Europe Challenge.
- **Pro Helvetia** – cultural exchange and innovative arts practices.
- **Allianz Kulturstiftung** – cross-border cultural projects with strong social value.

Council of Europe

- **European Youth Foundation (EYF)** – supports youth NGOs running arts and participation projects, international activities, and annual work plans. Volunteer time can often count as co-funding.

International & Thematic Funds

- **UNESCO** – International Fund for Cultural Diversity (IFCD) – up to US\$100,000 for projects that strengthen cultural policies and creative sectors (eligibility depends on country).
- **New European Bauhaus (NEB) Prizes and Facility** – supports initiatives that combine sustainability, inclusion, and aesthetics—particularly community and place-making projects.

Nordic Region (if relevant)

- Nordic Culture Fund and Nordic Culture Point – fund networks, mobility, and residencies across Nordic-Baltic collaborations. Often open to non-Nordic partners with strong collaboration.

Mobility Networks & Micro-funders

- On the Move – a hub for updated mobility funding calls across Europe.
- Roberto Cimetta Fund – mobility grants for cultural exchange in the Euro-Mediterranean region.

Local and Regional Funding

Many municipalities and regional authorities provide grants for cultural or community arts projects. These are often the most accessible funds for small-scale initiatives that address identity, heritage, or social issues locally.

Crowdfunding & Community Support

Platforms like Kickstarter, GoFundMe, or regional alternatives allow artists and collectives to raise funds directly from their networks. When paired with institutional grants, crowdfunding can strengthen both resources and community engagement.

For an excellent overview of more than 70 EU programmes supporting culture, see the CulturEU Funding Guide.

Tips for Securing Funding

- Check eligibility carefully: country, organisation type, theme, and required partners.
- Align your project: use the funder's language (inclusion, participation, sustainability, digital/green, equality).
- Show co-creation: funders value projects created with communities, not just for them.
- Plan sustainability: how results will live on—through toolkits, networks, or local partnerships.



ABOUT THE COMAS PROJECT...



ComAS-KA2-TC, Estonia, 2024

What is ComAS?

ComAS—**Community Arts for Civic Engagement and Social Change**—is an Erasmus+ KA2 partnership led by Kontroll V Association (Hungary) with partners from Romania, Estonia, Greece, and Spain. The project is dedicated to engaging communities through arts. By combining non-formal education methods with the arts, we aim to develop resources, build connections, bridge divides, and foster active citizenship.

ComAS is rooted in the idea that **art is not just a form of expression but also a tool for connection and transformation**. By combining artistic practice with social learning, the project seeks to empower youth workers, educators, and community leaders to use creative tools as instruments for engagement and change.

The Vision...

COMAS envisions a world where creative expression **is also an act of connection** — a world where art becomes a language of empathy, a means to build bridges across cultures, and a space for both individuals and communities to grow stronger together.

Our journey through 5 countries...

Our Creative Journey Across Europe

Throughout the two years of the COMAS project, **Kontroll V Association (Hungary)** worked closely with partners from **Romania, Estonia, Spain, and Greece**, joining forces to explore how art and creative expression can strengthen communities and spark meaningful connections.

Across five cultural events and festivals, in five different countries, we gathered around **25 youth workers, social workers, and artists** at each location — spending **nine days** developing and delivering open **art and expression-based workshops** and **community art projects** that connected hundreds of people across Europe and inspired dialogue, creativity, and engagement.

The project resulted in practical tools, reflections, and methods—showing how art can be both a language of self-expression and a bridge between communities.

Below is a glimpse into our shared adventure.

(Check out our website at comas-project.com for further details)

Hungary – Waldorfeszt

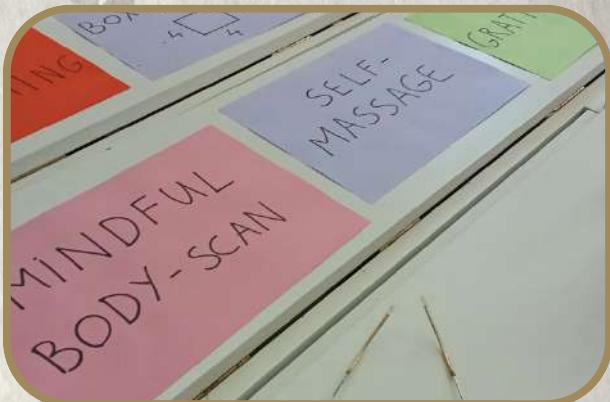
Our journey started in Hungary at **Waldorfeszt**, where participants developed and led **nine art and self-expression workshops** over three festival days. From body movement to reflective drawing and clay modelling, the sessions invited hundreds of visitors to explore creativity, authenticity, confidence, and self-awareness. Together, we also launched a community art project — *The Mythical Forest* — where festival-goers sculpted fantasy creatures from clay, adding their creations to a growing collaborative installation.



ComAS-KA2-TC, Hungary, 2024

Romania – Youth Summer Fest, Timișoara

In Timișoara, Romania, our participants joined the **Youth Summer Fest**, delivering **seven interactive art and expression workshops** on themes like movement, self-esteem, and emotional awareness. One of the highlights was **Fantasyoara**, a collaborative mural where youth and festival visitors contributed to the transformation of two large concrete rings into colorful public artworks. We also created an immersive **escape room called “The Rise of the Machine”**. Our participants turned the festival into a hub of creativity, inclusion, and intercultural dialogue.



— Estonia – Creativity in Motion from Tallinn to Viljandi

Our third event in Estonia took participants on a multi-site journey from **Tallinn to Viljandi** and the **Tammispea Camp**. We facilitated workshops on drawing, sketching, music, and improvisation, connecting with young people through creative exploration.

At the **IZUM Education Centre**, we painted two large-scale murals and built playful installations for the school garden. In Viljandi, our group collaborated with the **Kunstikompott Art Festival**, delivering workshops, contributing to public exhibitions, performances, and installations.



ComAS-KA2-TC, Estonia, 2024

Spain – at Fortaleza Festival

In Spain, the creativity of our participants thrived despite unexpected challenges. The concerts were canceled at the square where we delivered our workshops. Regardless the changes, our participants transformed the square into a colorful, interactive community-art and engagement zone during the **Fortaleza Sound Festival**.

We delivered nine different workshops, activities included **Splash Playground**, where kids and adults splashed paint with water guns to create a collective artwork, **Mandala Painting**, **Trash Art**, **Collective Poetry, and more**, engaging children, youth, and families in spontaneous creation.



ComAS-KA2-TC, Spain, 2025

Greece – ASTO Festival, Patras

The final event took place at the **ASTO Festival in Patras**, where our participants merged art, reflection, and performance, and delivered nine different workshops and community art initiatives.

Workshops and community arts projects included **The Mirror of Childhood**, **Continue the Painting**, **Weaving with Plants**, and **Persephone's Mural**, exploring identity, memory, and storytelling. Others focused on mindfulness and emotional mapping, such as **How Do You Feel?**, and **Releasing & (Re)Grounding**.

A moving highlight was **Watering Dreams** — a participatory performance blending theatre, play, and nature. Through these activities, many locals, both kids and adults, engaged in creative dialogue.



ComAS-KA2-TC, Greece, 2025

Each of these gatherings revealed how arts and creativity can bridge people, cultures, and ideas — sparking self-discovery, nurturing a sense of belonging, and strengthening the social fabric that holds communities together.

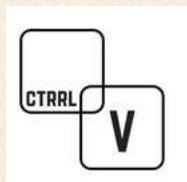


PARTNERS AND CONTRIBUTORS

THE PARTNERSHIP

The consortium comprises internationally active organizations focused on youth, education, culture, and arts. United in their commitment to fostering civic engagement and empowering young people, the partnership collaborates to address social issues and promote innovation in youth work, with a strong emphasis on arts, inclusivity and community engagement.

Coordinator



Kontroll V International Association is a Hungarian non-profit organisation established in 2002, working in the fields of social and cultural youth work, art-based education, and community development. The association promotes creativity, intercultural dialogue, and active citizenship through arts and non-formal learning.

Since 2015, Kontroll V has been actively involved in Erasmus+ and other international programmes, coordinating and implementing numerous youth exchanges, training courses, and strategic partnerships focused on mental health, mindfulness, movement, and creative self-expression. Using tools such as community art, body movement, music, and mindfulness, the organisation empowers young people and youth workers to strengthen their social and emotional skills, reconnect with their authentic selves, and foster social inclusion.

Website: www.culturral.com

Facebook: <https://www.facebook.com/culturral>

Instagram: <https://www.instagram.com/ctrlv/>

Partners



Association of Estonian Open Youth Centers (AEYC), founded on November 9, 2001, is a nationwide umbrella organization that connects and supports around 260 youth centers across Estonia. AEYC works with state and local governments, youth organizations, and international partners to strengthen youth work and shape youth policy on both national and local levels.

The association supports youth centers and youth workers through training, seminars, information exchange, and the introduction of new methods. It also develops local and international projects within Erasmus+ and the European Solidarity Corps, where AEYC is an accredited hosting, sending, coordinating, and lead organization. Guided by European values and best practices, AEYC actively fosters cooperation, innovation, and learning opportunities, offering young people and youth workers valuable international experiences.

Website: <https://ank.ee/>

Facebook: <https://www.facebook.com/EestiANK/>

Instagram: https://www.instagram.com/eesti_ank/



IZUM Youth Club is a youth organisation active in Tallinn since 2012 and part of the IZUM Centre for Education and Development, the official Eurodesk representative in Harjumaa. As an accredited organisation in Erasmus+ and the European Solidarity Corps (ESC), it engages young people from the age of 11, offering opportunities for personal development, active citizenship, and intercultural learning.

Focusing on non-formal education, IZUM Youth Club empowers youth to join local and international initiatives, gain essential skills, and contribute to their communities. Its work covers projects, volunteering (local, international, and ESC), educational activities such as workshops, trainings, youth forums, forum theatre and Human Library events, as well as youth employment and practical experience.

Website: <https://izum.ee/youthclub>

Facebook: <https://www.facebook.com/izumyouthclub>

Instagram: <https://www.instagram.com/izumyouthclub>



Timiș County Youth Foundation (FITT) is an umbrella organisation that, for the past 35 years, has brought together youth NGOs from the western part of Romania. It hosts the only Youth Centre in the country awarded with the Council of Europe Quality Label, a recognition shared by just 14 centres across Europe.

The Youth House is a space where inclusion, diversity and active citizenship are nurtured through constant projects for the community, carried out with the help of both local and international volunteers.

The Programmes and activities implemented by FITT range from social programmes for disadvantaged young people to cultural programmes, active citizenship and policy development (local and national level).

FITT is a model of democratic behaviour, being administrated by a General Assembly made of all the youth NGOs in Timiș County (West part of Romania).

Website: www.fitt.ro

Facebook: www.facebook.com/fitt.timisoara

Instagram: www.instagram.com/fitt.timisoara/



Youth Matters Now (YOMN) is a non-profit international network founded in 2012 in Lorca, Spain, bringing together over 25 member organisations across Europe. Dedicated to non-formal education, social inclusion, and human rights education, YOMN develops innovative educational and socio-therapeutic approaches that empower young people and youth workers.

Our expertise lies in arts-based and embodied methodologies, such as Gestalt theatre, art therapy, mindfulness, storytelling, and body movement, used to foster resilience, wellbeing, and personal development. With extensive experience in Erasmus+ projects, YOMN has produced manuals, toolkits, training curricula, and digital learning platforms widely used by professionals in youth work, schools, and community organisations. At the core of our mission is supporting vulnerable and marginalised groups, leveraging creativity and community engagement as tools for education, empowerment, and social change.

Website: www.youthmattersnow.com

Facebook: <https://www.facebook.com/YouthMattersNow.Murcia>

Email: yomn.murcia@gmail.com



CO CREATE
SHARED GROWTH & IMPACT

At **CoCreate**, we believe that collaboration is more than a method—it is the foundation for meaningful and sustainable change. Founded in Athens, we have built our identity through projects that bring together diverse people, organizations, and communities to co-design solutions that matter.

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Our work is visible in three distinct yet connected arenas: community resilience, organizational transformation, and European collaboration.

1. Building resilience in schools and communities

When the city of Athens invited initiatives to address the social consequences of crisis, CoCreate partnered with schools and local organizations to design workshops on empathy, creativity, and resilience. These projects engaged students, teachers, and parents in co-creation sessions, where stories, games, and systemic methods turned challenges into opportunities for connection. The outcome was not just a set of activities but a new culture of dialogue within schools—spaces where differences could be embraced and used as resources for growth.

2. Transforming organizational culture For companies navigating change, we have designed programs that combine behavioral insights with systemic evaluation. In one corporate project, we worked with HR leaders to redesign team dynamics: through collaboration labs, employees co-created rituals for recognition, new feedback practices, and digital tools for transparent communication. The project did more than improve performance indicators—it restored trust and made collaboration part of daily work.

3. Partnering in European research and innovation CoCreate also plays an active role in European consortia. In the EUFAST project, we worked alongside universities, research institutes, and civic organizations to foster ecosystems of future-oriented skills. Our role was to design co-creation workshops, integrate systemic learning frameworks, and ensure that the voices of youth and marginalized groups were included in project evaluation. This experience strengthened our capacity to work across sectors and countries, translating complex research into accessible, participatory practice.

Across all these projects, our guiding principle remains the same: change cannot be imposed; it must be co-created. We create spaces where people listen deeply, generate ideas collectively, and commit to action. The legacy of each project is not only measurable outcomes but also stronger networks, renewed capabilities, and communities prepared for the challenges ahead.

CoCreate is more than an organization—it is a platform where projects become journeys, and where collaboration becomes the engine of resilience, innovation, and social impact.

Those who made this book possible

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