

# MINDFUL MOTION

workshops for working  
with youth

---

---

# Mindful motion

## Erasmus+ training course held by Amazonas Association.

Mindful motion was an immersive 7-day training course on emotional well-being, that took place in mountain village of Fužine, Croatia, from 17th till 24th of March 2024. It gathered 23 participants from 7 countries: Croatia, Portugal, Serbia, Slovenia, Albania, Ukraine, and Poland.

### HOST:

Amazonas Association was registered in Zagreb in 2004. Our activities are based on the implementation of programs and projects aimed at educating, empowering and increasing the quality of life of children, youth and adults in the local community. We have three main areas of work:

1. Social support - empowering of children, youngsters and families at risk of social exclusion
2. Active and mobile youth - non formal learning of young people, for young people, including mobility projects
3. Educations of experts - training courses as well as development of the education materials for experts in the field of youth and social support.

### PARTNERS:

Heureka generator (Poland), No Excuse Slovenia (Slovenia), ESD Albania (Albania), Udruženje SVETLOST (Serbia), Empoderar (Portugal), Kremenчук informative-elucidative centre European Club (Ukraine)

### TRAINING FACILITATORS:

Tena Kostanjšek, prof. social pedagogue  
Adrian Štark, mag. Psychologist

### TC objectives were:

- To raise awareness of emotions, thoughts, and sensations of participants
- To explore actions, aligned with awareness, that will result in empowerment
- To develop the competence of participants for fostering positive development and emotional wellbeing of young people
- To raise understanding of the relation of body, mind, and emotions
- To strengthen the capacity of partner organizations in using body related wellbeing practices in their work
- To share experiences and examples of good practice in using body related techniques in youth work
- To create a series of workshops for working with young people with fewer opportunities, using body related techniques

---

## Introduction to workshops

During this training course, participants have crafted workshop sessions focusing on emotional awareness and the integration of body-related techniques. These workshops offer introspective exploration and physical engagement. By fostering a supportive environment, these workshops can empower individuals to deepen their emotional intelligence and enhance their overall well-being.

- *Basic emotions are happiness, sadness, fear, anger, surprise and disgust. We can say these emotions are basic because according to most theories, they are universal, we can recognize them only by looking at other people's expressions, even if someone is from another culture and they serve adaptive functions. It is considered that complex emotions are made up of two or more basic emotions and they may vary in their appearances across people and cultures. Examples of complex emotions are jealousy, hate, regret, disappointment...*
- *When discussing differences between moods and emotions we can say that emotions are usually more intense and short-termed, and mood is a state of mind of longer duration that is less intense than emotion, and does not necessarily need a stimulus from a person's environment.*
- *People often say that emotions can be positive and negative so facilitators should explain that it is better to use categories such as pleasant and unpleasant emotions. If we say that something is positive or negative, we put the connotation that something is okay or not, and all emotions are important and give us useful information even though some are pleasant and some unpleasant. For example, we can get angry if someone does not take us seriously or forces us to agree on something we don't want*

---

## WORKSHOP 1: Feeling the feels

**Authors:** Hana Grubišić Krmpotić (Croatia), Jure Manfreda (Slovenia), Lesia Holyk (Ukraine)

**DURATION:** 45 min

**OBJECTIVES:**

- Recognize and name 4 emotions (happy, sad, angry, surprise) in yourself and others
- Select appropriate emotions in specific situations
- Being able to demonstrate and use non-verbal communication in emotion recognition

**REQUIRED MATERIALS:**

- Mats / tatamis
- Emoji cut-outs
- Semi prepared materials – human shaped cut-outs
- Colour pencils
- Speaker (for music)

**ACTIVITIES:**

*INTRODUCTION*

ACTIVITY 1: Relaxed breathing

The group is encouraged to make a circle, sit down on the tatami. Teacher/moderator gives clear instruction to relax, focus on ones breath and try to visualize happy energy ball. Through body visualization, energy is blowing, and the teacher names all the body parts where energy is stopping. Participants are encouraged to take deeper and deeper breaths and focus on their emotions.

ACTIVITY 2: Energizer – I have a house

When participants are calm and relaxed and have shared how are they feeling, they are encouraged to stand up and do 2 minute energizer. The energizer is being performed with difference in speed and volume of the performer.

- I have a little house, like this, like this
- I am knocking on the door, like this, like this
- The smoke is out of chimney,, like this, like this, like this

*MAIN PART*

ACTIVITY 3: Embody the emotion

The class/group is encouraged to walk with instructions to think how would they walk if they had different emotions. The facilitator is calling the emotion out and the group needs to walk in a

---

way that embodies that emotion. Emotions that are being called out is happiness, sadness, being angry and surprised. The exercise is being concluded with a small reflection on how did they feel in that emotion.

#### ACTIVITY 4: Emotion body / painting

The facilitator has semi prepared material in a form of a human body on an A3 size paper. The group will be painting emotions that were discussed previously. The facilitator gives instructions that they will hear four songs/clips and will have to decide what emotions from the four previously listed, does that song represent. The songs listened are Farrell Williams Happy, Metalica Master of puppets, Winter wind Chopin, Adele Easy on me. While they are listening to music and thinking about the emotions they are trying to determine in what bod part do they feel that emotion. Later on, they are encouraged to pick a colour that best describes that emotion and paint on prepared material.

#### ACTIVITY 5: Guess who

Group is given four emojis that describe previously stated emotions. Facilitator and the group discuss the emotions one more time. Each participant chooses an emoji that best describes their state at the moment and reflects why. The emoji cut-outs are being flipped over and then each participant needs to pick one, not knowing what it is an best describe it using only non verbal communication.

#### ACTIVITY 6: 5 senses

After reflecting on activity 5 the group is encouraged to go outside, walk for a bit, find a spot that suits everyone and just breathe. After one minute of calming down the facilitator gives instructions for the group to look around and try to find 5 things in their surroundings and reflect on each one. Later on, they are encouraged to close their eyes if they feel comfortable and try to locate 4 sounds in their surroundings. Further in the activity, they are given the instruction to focus on 3 feelings, than on 2 smells and at the end 1 taste. The exercise can be repeated in another location, not more three times. After the exercises the group is reflecting on their feelings, are they calm or not, is it hard or not for them and they go back to their initial space.

#### ACTIVITY 7: 4 corners

The facilitator repeats four emotions described with emojis and placing the emojis in four corners of the space. They are placing themselves first in a corner »how they feel right now« and then in the corner »how would they like to feel«. The group and the facilitator are reflecting on the possible discrepancies of the two. The facilitator gives four pictures of fairy tales inspired characters that are connected with four previously mentioned emotions. The group is encouraged to make a short story describing the picture and connecting the picture with emotion. The activity ends with a short reflection about how are they feeling at the moment.

### *CONCLUSION*

#### REFLECTION

The group and the facilitator are wiring up the activities, checking with the group what did they learn, did they felt comfortable and did their emotions change during the activities.

#### DANCE / SHAKE OFF / BREATH

---

To end in an upbeat tone the facilitator puts on some music and the group is encouraged to repeat the facilitator moves, slowly intensifying 3 minutes dance practice. The workshops end with shaking off any unwanted energy built up and with a strong focus on deep breathing.

## **WORKSHOP 2: Photo of emotions**

**Authors:** Tanja Mojzer (Slovenia), Dominik Pulawa and Aleksandra Chudek (Poland)

**Duration:** 90 minutes

**Objectives:**

- To raise emotional awareness and include creative techniques for expression of emotions

**MATERIALS:**

- phones
- device to show photos like big screen or projector
- piece of paper for everyone
- set of color markers or crayons

**ACTIVITIES:**

1. EMOTIONS POSSIBILITIES

Objective: Expression of emotion in non-verbal and creative way and increase communication in the group.

Coordinator gives participants set of emotions (sadness, happiness, loneliness, frustration) and participants are making photos for description and expression of this emoticons and optional short 30-sec video using the environment near the place of the workshop. After that participants gather all photos for example on a shared mail or cloud and at the end there is discussion for everyone together.

Specifications:

- Participants will be divided into groups from 3-5 people.
- For this task participants have 30 minutes

Final task of workshop:

---

After that all groups and all participants make discussion about their feelings and strategies. We look all of the photos and all movies from all groups.

Options for questions at the discussion: What was the most difficult for them to do? Was working in the group difficult or not?

- They have 20 minutes for that.

## 2. BODY OF EMOTIONS

Objective: Increase awareness of specific emotion that have somatic impact in our bodies.

Duration: max 40 minutes

Participants are drawing big human shape. After that they will use 5 different colours for 5 different emotions. They will hear particular emotions and they have to think where this feeling appear in their bodies. And then they will draw with specific colour this emotion on a drawing of the human shape

After that participants will be divided into pairs for a discussion about their drawings.

Emotions:

- happiness
- sadness
- anger
- disgust
- emotion that they will choose randomly (freely)

After all activities is time for feedback in a circle where everybody can share their feelings and opinions about whole workshop.

## WORKSHOP 3: Emotions and me

Authors: Petra Štimac and Marko Čupić (Croatia)

**Duration:** 45 min

**Objectives:**

- to raise awareness of emotions, thoughts, and sensations of students
- to raise understanding of the relation of body, mind, and emotions

### Activity 1

---

Name: **Brain gym exercise**

Duration: 3 min

Objectives: use body movements that result in both parts of our brain working in coordination with our body

Description:

STEP 1 : Open both of your hands/palms and keep them side by side.

STEP 2 : Close your fingers and make fists in both of your hands.

STEP 3 : Slowly open the little finger of your left right hand and and thumb of your left hand together.

STEP 4 : Close both the open finger and thumb slowly.

STEP 5 : Now slowly open the little finger of your left hand and thumb of your right hand.

STEP 6 : Close both the open finger and thumb slowly again.

STEP 7 : Now repeat steps 3, 4, 5 and 6 again and again.

## **Activity 2**

Name: **Five senses exercise**

Duration: 10 min

Objectives: recognizing and appreciating the five senses (touch, taste, sight, smell and hearing)

Description:

Notice five things that you can see. Look around you. ...

Notice four things that you can feel. Tune in to your sense of touch. ...

Notice three things you can hear. Listen carefully. ...

Notice two things you can smell. Notice and name two smells you recognize.

Notice one thing you can taste.

## **Activity 3**

Name: **Wheel of emotion**

Duration: 20 min

Objectives: recognition and naming of basic and complex emotions, recognition of emotions in the body.

Materials: crayons or felt-tip pens, paper with human contours

---

Description: Explain to students that senses are connected to our emotions. Ask them if they know the basic emotions of people? Show them the wheel of emotions, which they will study and see that complex emotions are built on top of basic emotions. Give the children paper with the contours of a person and ask them to take crayons. Children should colour the part of the body where they feel fear, anger, happiness, sadness and disgust with different colours. Students will comment on the coloured body parts in pairs.

#### **Activity 4**

Name: **Emotion scale**

Duration: 10 min

Objectives: connecting emotion with body language

Description: A group of five students goes to the front of the class. The other students should give them the task of acting out some emotion. Do a sliding scale of emotions. For example, if "level 1 anger" is silent death, then "level 5 rage" is screaming with rage.

#### **Activity 5**

Name: **Breathing exercise**

Duration: 2 min

Objectives: use breathing for calmness and relaxation

Description: While sitting, breathe in through your nose for a count of 4, taking the breath into your stomach. Hold your breath for a count of 4. Release your breath through your mouth with a whooshing sound for a count of 8. Without a break, breathe in again for a count of 4, repeating the entire technique 3-4 times in a row.

### **WORKSHOP 4: Emotion rollercoaster – journey we want to take**

**Authors:** Mirjana Dragojević (Serbia), Ada Cerjak (Slovenia), Iva Prskalo (Croatia)

**Duration:** 90 minutes

**Objective:**

- Understanding basic emotions: Helping young people recognize and understand a wide range of basic emotions such as happiness, sadness, anger and fear
- Developing emotional intelligence: Encouraging young people to develop emotional intelligence skills such as self-awareness, and empathy, to better understand their emotions.
- Experimenting with different emotional states: Providing opportunities for participants to experiment with different emotional states, understanding how they can regulate and express their emotions in various situations.

---

## **Required materials:**

Laptop, speaker, markers, crayons, printed doodle man on A4 papers

## **Introduction/Activity 1:**

- Name: Chair Challenge Fiesta
- Objective: Introduction, getting to know the participants, creating a safe and accepting environment
- Duration: 20 minutes
- Description:

Participants sit in a circle on chairs.

The trainer starts the game by reading the first statement or sentence.

If a participant agrees with the statement, they must stand up from their chair and remain standing. If they disagree, they stay seated. When we finished statement, we ask participants to sit again.

The game continues until the trainer finishes the list of statements.

The goal of the game is to encourage active participation from the participants and create a fun environment for discovering common interests.

After the game is finished, we invite participants to go to the circle and tell us their name and ask them to express their feeling with nonverbal/mimic behaviour. The educator shows few feelings and ask participants to not repeat after each other.

## **Activity 2:**

- Name: Mirror, mirror on the wall
- Objective: Encouraging young people to develop emotional intelligence skills such as self-awareness and empathy, to better understand and manage their emotions.
- Duration: 30 minutes
- Description:

Trainer will have short introduction about emotions.

Everybody finds their pair. One in pair is a sun and other is moon. First sun tries to express few emotions without talking (with body and face) and the moon is mirroring what he/she sees. Then they change the role, now moon is expressing the emotions, and sun is mirroring. Music connected to these emotions will be played (to inspire). Short reflection after the exercise.

## **Activity 3:**

- Name: Colour my emotions
- Objective: Providing opportunities for participants to experiment with different emotional states, understanding how they can regulate and express their emotions in various situations.
- Duration: 25 minutes
- Description:

---

The workshop activity begins by playing music that evokes the four main emotions (sadness, anger, fear, happiness). As each emotion-themed song plays, the trainer introduces the emotion through storytelling. For example, recalling a moment that made participants angry – remember the time when you were angry with your parents, because they didn't allow you something or we find something that would trigger that emotion. The trainer guides participants through the process of each emotion. After describing each emotion, participants will mark where they feel that emotion on a drawing of the body, using different colours. Colour can match to the emotion.

**Closure:**

Wrapping the workshop – focus to explain there is no right and wrong in emotions and that is natural to feel them, and everyone feels them. Short shake of (Taylor Shift), give time to reflect on and time to have question. Breath.

**Evaluation:**

After the workshop participants will express their feelings about workshop with non-verbal gesture (body and face) and say few words, if they feel like doing that.

## **WORKSHOP 5: Exploring Emotions - Understanding Self and Others**

**Authors:** Uendi Hiso (Albania), Sonia Catarina L. Cunha (Portugal)

**Duration:** 60 minutes

**Objectives:**

- To differentiate between feelings and emotions.
- To enhance self-awareness regarding personal emotions and their physical manifestations.
- To develop empathy and understanding towards the emotions of others.

This workshop aims to create a safe and supportive environment for participants to explore and deepen their understanding of emotions, fostering greater self-awareness and empathy in their personal and professional lives.

**Materials:**

- Drawing paper and colouring materials (markers, crayons, etc.).
- Flip chart or whiteboard with markers.
- comfortable seating arrangement.

**Activity 1:**

Opening Circle and Mindfulness Exercise (Duration: 10 minutes)

Welcome and introduction to the workshop objectives.

---

Icebreaker activity: Participants introduce themselves and share one emotion they are feeling at that moment.

Guided mindfulness exercise: Facilitator leads participants through a short mindfulness meditation to bring awareness to the present moment and prepare for the activities ahead.

### **Activity 2:**

Exploring Emotions Through Movement (Duration: 15 minutes)

Facilitator explains the difference between feelings and emotions, providing examples and engaging participants in discussion.

Activity: Emotion Walk - Participants stand up and walk silently around the room. Facilitator calls out different emotions (e.g., happiness, sadness, anger) and participants express these emotions through their body language and movement without speaking. This activity helps participants recognize the physical manifestations of various emotions.

### **Activity 3:**

Expressive Drawing and Emotional Mapping (Duration: 25 minutes)

Each participant receives a piece of drawing paper and colouring materials.

Participants are instructed to draw a simple human figure on the paper.

Facilitator explains the activity: Participants will use different colours to depict the emotions they commonly experience, and they will mark the corresponding areas on the human figure where they feel these emotions.

Participants engage in drawing and colouring, focusing on identifying and expressing their emotions visually. After completing their drawings, participants pair up and take turns explaining their drawings to each other, sharing insights about their emotional experiences.

Facilitator provides a brief theoretical overview of emotions and feelings, emphasizing the importance of self-awareness and emotional expression.

### **Activity 4:**

Reflection and Breathing Exercises (Duration: 10 minutes)

Guided reflection: Facilitator leads participants in reflecting on their experiences during the workshop, including any insights gained or challenges faced.

Breathing exercises: Participants engage in simple breathing exercises to promote relaxation and centering.

Group discussion: Participants share their reflections and discuss how the workshop has impacted their understanding of emotions and their relationships with others.

Closing remarks: Facilitator summarizes key takeaways from the workshop.

---

## WORKSHOP 6: Anger

**Authors:** Marija Vasović (Croatia), Zala Belak (Slovenia)

**Duration:** 90 minutes

**Objectives:**

- To raise awareness of teenagers' own emotions
- To improve teenagers' ability for an appropriate behavioural response/reaction to an emotion

**Materials:** scarf, A3 papers, crayons, markers, colour pencils

**Part I:**

**Activity 1:** Introduction (10 minutes)

Objective: introducing the topic and importance of the workshop.

Description: We start by telling the topic and the reason behind bringing the workshop to the group (for instance: I have noticed that you react quickly and with hostility...). Then we form a circle and give instructions. First everyone should draw a triangle on the floor with their right leg. We tell them to draw a perfect triangle. Then they stop and we tell them to draw a perfect circle with their right hand. After a few tries we tell them to do both at the same time.

After they have tried for a while, we ask them how it went. It was probably hard for them, and we make the point with them: we and our bodies are very used to doing some things a certain way and always in the same manner. In order to do new things or do things differently we have to put in some effort, keep an open mind and try new things. During this workshop they will probably hear some new things and we encourage them to be open and try to use them in their lives.

**Activity 2:** Scarf (10 minutes)

Objective: participants thinking about the main topic applied to themselves.

Description: We have a big scarf, and we tell the participants we will use it in this activity to represent a certain emotion which is anger and how they are in relation to this emotion. They can do whatever they want with it, they can use words or no.

In the end we ask them how it was for them and comment if we see any pattern. We thank each of the participants for contributing.

**Activity 3:** Stickman (25 minutes)

Objective: participants thinking about their emotions, where and how they feel them in the body.

Description: The participants are given A3 papers and pens, colour pencils, crayons, markers etc. We tell them to draw a shape, figure that represents them. Then we tell them to think about where in their body they feel happiness. They need to draw that on the figure with a colour that they think fits best. We gradually add sadness, surprise, disgust, love and finally anger. When they have finished, they make pairs and explain to each other where they feel different emotions and why they chose a specific colour. If there is time they can walk around the space and look at others' drawings and comment.

---

We finish the first part by asking them about how they found the workshop, what they have learned, what it made them think about etc.

## **Part II:**

### **Activity 1:** Walking around (5 minutes)

Objective: participants thinking about anger, how they express it and how they perceive it in others.

Description: We tell the participants to walk around the space and breathe deeply, in through the nose and out through the mouth. Then we tell them to walk as they would when they are angry. When they are doing this, we tell them to be aware of how they feel, where they feel it, and also how they feel around others who are behaving this way. After some time, we tell them to stop and shake it off. We ask them where they felt anger, how it was for them and how they felt being around other angry people.

### **Activity 2:** Exaggerating emotions (20 minutes)

Objective: participants becoming aware of differences in similar emotions and starting to think about ways to regulate them.

Description: We need 5 participants to be standing in line, the rest of them are an audience and are sitting in a semi-circle around the space. The five participants in the middle have the task of showing an emotion we will give them, and they have to do that gradually. The first one shows the emotion, and the next one characterises and exaggerates this performance, so does the next until all 5 have done it. The emotions are irritation, anger, and rage. The audience also has a task, which is to observe what is happening, how they are feeling and think about different ways they could regulate the emotion they are seeing so it would not escalate to the highest point. After each emotion we ask them how it was to act it out and what ways to regulate have they come up with.

In the end we ask them what differences they saw in the three emotions, if they are aware of them in everyday life. In everyday life, do they ever think about different strategies they could use, to regulate these emotions, or does it "just happen"?

### **Activity 3:** Scary (wo)man (5 minutes)

Objective: giving participants an example of a strategy to use when they are feeling angry in order to encourage thinking about individual strategies that can help them.

Description: We guide participants through the exercise:

*Breathe calmly and deeply throughout this activity. Put one palm in the other. First, press them together gently. Now press them together as hard as you can. Raise your elbows parallel to the floor. Gently press them together. Now press them together as hard as you can. Raise your shoulders halfway to the sky. Now lift them all the way up to your ears and squeeze your neck muscles. Hold them there. Show your teeth and make the scariest face you can. Make the most horrible sound you can. Then suddenly throw your hands down and exhale loudly, shake your hands and let them hang by your side, while breathing normally.*

We explain to them this is a strategy they can use to calm down when they are angry, irritated etc. We remind them of different strategies they remembered in the previous exercise and encourage

---

them to think about what could help them individually to calm down in situations when they are angry.

**Activity 4:** Feedback and debriefing (13 minutes)

Objective: to evaluate the workshop and talk about what they have learned.

Description: We ask them questions to evaluate the workshop and what we have learned.

- What did we talk about today?
- What was going on?
- What part did you like most?
- Is there something you would change? If so, what?
- How did you feel throughout the workshop?
- How are you feeling now?
- What surprised you?
- Have you recognised yourself or your friend in any of this?
- What can we learn from what we have done?
- Where in life could you use what we have been talking about?
- What exactly will you use and in what situation? Give examples.

**Activity 5:** Angels (2 minutes)

Objective: to end in a peaceful way

Description: We tell the participants to lay down. They stretch out their legs and arms next to their body and when they inhale they make a circle with their arms and legs on the floor. When they exhale, they come back to first position (like an angel in the snow). We repeat that a couple of times.

## WORKSHOP 7: Inner and outer awareness

**Authors:** Alina Shevela (Ukraine), João Amaral (Portugal)

**Duration:** 90 minutes

**Objectives:** Combining both the emotions and the physical reactions. Creating awareness of the body and the reactions emotions induce in it. We also want to normalize emotions to improve daily communications and self-connection.

**Required materials:** Matts; speaker; music; candle; ball

### Introduction exercises:

**Name:** Name game and expectations

**Objectives:** Get to know the group. To remember the names

**Duration:** 10 minutes

---

**Description:** 1- We throw the ball around and shout out our name. When we say our name out loud, we share about our expectation with the workshop (what would we like to have answered at the end of the workshop); 2- We throw the ball around and shout out the name of the person we throw it to

**Name:** Energizer “pterodactyl”

**Objectives:** To have a light environment, where everyone feels safe and not judged.

**Duration:** 5 minutes

**Description:** We make a circle with the hole group and ask them to say the word “pterodactyl” without showing teeth.

Once a full circle is done, we should try to mimic the noise of the dinosaur to the person on our side. The challenge is to not laugh.

### **Main exercises:**

#### Activity 1:

**Name:** Body and muscle relaxation

**Objectives:** Create better body control and awareness. Be aware of the muscles that are required when doing movements. Learning to observe it in communication with other people

**Duration:** 20 minutes

**Description:** We start this exercise by asking participants to tense and relax specific muscles. We want them to focus on their self and their specific body parts.

We will ask them to tense and relax:

- Abs
- Forearms
- Neck
- Lower back
- Legs

Once they have done this exercise, we ask them to do specific movements and focus on the muscles that are working. We will also ask them to tense and relax specific muscles, such as the previous version of the exercise.

Example: walking; plank; down and up-faced dog; waving; etc.

### **Required materials:**

Matt; speaker; music; room without mirrors;

#### Activity 2:

---

**Name:** Emotional approach on the body

**Objectives-** Create awareness of body response to different emotional reactions

**Duration:** 30 minutes

**Description:** This exercise brings to attention the different responses our body has to emotions. Some muscles contract, others relax.

With this activity, we want our participants to create awareness on the emotions and their responses on our body. It also helps in normalizing emotions and accepting the idea that all of us have emotions and potentially, similar reactions on our body.

We start with asking participants to remember the last time they felt:

1. Surprised
2. Sad
3. Fear
4. Anger
5. Disgust
6. Happiness

When participants feel each emotion, they are asked to focus on their body and face's reaction.

- Can you focus on what muscles tensed?
- Can you focus on what muscles relaxed?
- Can you focus on the muscles of your face?
- Focus on your breath. How did it change? Is it faster?

**Required materials:** Matt

Activity 3:

**Name:** Meditation

**Objectives-** This is a moment for participants to listen to their selves.

**Duration:** 10 minutes

**Description:** It is important to save some moments for them to think about it within themselves, to after sharing it with the rest of the group. This exercise can also be used as a separated tool for them to take it with their selves for their daily lives.

**Required materials:** Matts

Group reflecting/ Feedback

**Name:** Reflecting exercise

**Objectives-** We want participants to provide their feedback, if their expectation was met, thoughts, moods taken away from the workshop.

---

**Duration:** 15 minutes

**Description:** During the feedback session, participants will be given 1 candle to pass around the group, so they can say what they feel like sharing. The candle is passed around those who want to speak and will end with the facilitator.

The facilitator will wrap up the main learnings and will close the session with a positive message.

## **WORKSHOP 8: Recognising emotions and behaviours for personal safety and wellbeing**

**Authors:** Vojislav Radosavljević (Serbia), Gentiana Susaj (Albania), Vid Tratnik (Slovenia)

**Duration:** 90 min

### **Objectives:**

- To empower participants to recognize and respond effectively to unsafe situations by providing strategies for managing emotions and behaviours to ensure personal safety.
- To rise the understanding of the interaction between feeling, emotions and behaviours in the framework of personal safety, especially in intimate relationships
- Raise the awareness of gender balanced violence

### **Expected Outcome:**

- Acquisition of practical skills and strategies for promoting personal safety in various scenarios.

**Group size and target group:** 12-20 persons, girls and young women or mixed gender, 15 - 22 years

### **Required materials:**

coloured mats (Green, yellow and red)

Printed Info note for participants with highlights

Participants need to be dressed in comfortable cloths

### **Workshop Structure:**

#### ***Introduction***

*Objective: Building a safe container for the workshop and introducing the main concepts.*

5' Introduction to the workshop topic and objectives.

5' Brief presentation of participants through a moment - say your name, show with a move how are you feeling now.

#### ***Drama activity on gender based violence***

*Objective: Recognising the emotional states, relational dynamics and behaviours that lead to unhealthy or unsafe relationships.*

---

10' Warm up. Participants walk in a room, they are asked to walk embody feelings: strong, scared, angry, frightened, in anticipation, courageous. Leave 20 seconds for each feeling and some 10 seconds of normal walking in between, shaking of the previous feeling after each exercise. Debrief: what is the difference in the body when we feel strong or scared, courageous or frightened? Did I experience already feeling scared in a situation? What was the situation?

Note: Is important to say that pax shall share just what they feel ok to share and to provide safe space for sharing.

30` Participants work in groups of 4-5, in acting a situation where they felt scared. Each group presents the act in plenary. Debrief: The importance of feeling our feelings: the role of fear in our protection, the importance of anger to set our boundaries, the difference between assertively expressing how we feel and being aggressive, provocative, ect. The possible strategies that i can adopt in different situations of potential unsafety (diffusion, confrontation, hide, escape, call help, ect...)

### ***Risk assessment and response in unsafe situations***

*Objective: Improve the capacities of participants to assess and respond in unsafe situations and understanding Personal Safety and principles of ESD in connection to that*

10' Input: Introducing the key concepts of personal safety and the 5 principles of ESD (Empowerment self defence): Think, Yell, Run, Fight, Tell (see info note for more information). Use the three colour mat for assessing the situation by our own perception (safe - green, uncomfortable - yellow, dangerous - red).

15' Pax organize in two lines (A and B) facing each other with cca. 6 m between them.

First round: A goes towards B just walking (and than switch B to A). At the safe distance of two arms length B has to set a boundary getting into ready stance and say NO assertively.

Second round: Same thing but walking fast and with aggressive/manipulative attitudes

Third round: Same thing but running.

Optional 4 round: The receiver decides if to set a boundary, stand their ground, run or accept the person)

Note: Make sure the NO is assertive, clear and loud and set at the right distance (not too close to themselves)

### **Debrief: What happened? (Think-Tell) How did you respond? (Yell, Run, Fight).**

15' Feedback and wrap up.

Key questions:

What did you learned? How will you apply this in practice?

Distribution of the info notes.

## THE 5 PRINCIPLES OF SELF-DEFENSE

