



Chasing memories

- The trainer inserts pieces of paper with different phrases or words written on them (e.g. house, friend, first time, game...) in a bag or in a basket.
- After this he/she asks each participant to take a paper and a pen.
- The trainer asks all the participants to draw a word from the basket and not to share it with the rest of the group.
- Each participant starting from that word will have 30 minutes to produce a symbolic drawing to tell a past memory and a possible future project linked to that word.
- Once the time is up, each participant, depending on who feels more comfortable, can show the drawing and tell in detail what the drawing represents and which are the emotions connected to the memory and the future project. All the participants should try to explain why the past and the future experiences are related and in which way the past would be able to modify the future.





Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Mastery of Movement

- Participants walk in space, discovering it as much as they can. Sometimes they stop, just to look around and then continue the walk. They can play with having eye contact with others. They can discover how it feels to move around in the whole space or in a very little area.
- Time: the trainer asks them to make slow movement as if they want to catch a butterfly.
- Fast movement with a turning.
- Flow movement / Sudden movements, hitting in the air.
- Weight: the trainer asks them to move with light weight or heavy weight.
- After trying these movements they can start to combine them freely and move in the space.
- They can join each other and connect: they can move in two or three, in small groups.
- Featured space: someone moves in the space anyone can join, then they quit and change, at least one person is connected.
- In the end: everybody is sitting on the sides of the room. Anyone can enter the middle of the space, anyone can join or quit anytime. There is always at least one person moving in space but small meaningful pauses are also possible. The inspiration of the movements comes from the four elements of the Laban method (space, time, weight, flow).





Finding your kinesphere

- The trainer ask the participants to walk in space, sometimes they can stop and then continue walking.
- Then, they are asked to find a spot, where they feel that they can move enough. They have to try to feel how much space they use with their bodies, starting making small movements.
- The more time passes, the more they have to enlarge their movements. They should stay in the same spot but try to stretch as much as possible.
- Later, the trainer asks them to imagine that they are in a huge bubble, which is as huge as they can reach out. They can touch the sides of it with their outstretched arms or legs, or their head. This sphere of movement is their kinesphere.
- Then, they start moving their kinesphere. (The trainer gives 2-4 minutes).
- Slowly – slowly, they find their way back and they stop.





Arrival to space and body

- Participants walk around the room / space of the workshop in a comfortable tempo / speed, not in a circle, but tend to those places, where there are less people, in order to keep a flow of people.
- They look around in the space, go to the places, objects, they are curious about, look at them, even touch them, getting familiar with the space.
- Then, they turn their attention to themselves. First to their feet: how it is getting in contact with the floor? They move the feet. (The trainer gives instructions by bodyparts from feet to head to move, shake, circle).
- They continue walking. The comfortable tempo is now level 5. (The trainer gives instructions to change the tempo down to level 4-3-2-1 or up to level 6-7-8-9, changing every couple of seconds).
- Then, they have to walk at level 5, but backwards.
- While walking backwards, they meet other backs. They rob to each other for a couple of moment, and then they look for another person.

If people are open (not at the beginning of a workshop), encounters can be opened up to free encounters. After a couple of encounters, the trainer can invite participants to find a place where they can stand comfortable, and relax and with closed eyes imagine (or move with) the feelings of the touch of others.





We are a Network

Attunement:

- Participants are asked to walk around the room / space of the workshop in a comfortable tempo / speed.
- When they meet / see two other people, they can pass between them as they were a gate, and then continue walking.
- Then, everyone selects two random people from the group (in silence, not telling them), and tries to formulate an equal-sided triangle with them, keeping the same distance from them. As all people are moving all the time, this will require continuous adaptation and moving too.

Physical network:

- After a couple of minutes of experiencing the continuous movement of the triangles, participants are asked to take a polyfoam noodle (rod), and one by one they build up a network: all of them shall put the noodle in-between a body part of theirs, and a body part of one person they followed. In this way, a network will be built up, and a structure becomes visible.
- The group is required to walk together in a way that the noodles are not falling down.





Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Space geometry and scores

In this activity in all physical positions the trainer shall ask the participants to understand how they perceive space. What is close? What is far? What feelings does it recall? How does the perception change as the structure is changing?

Different physical positions can be made, such as:

- All participants are asked to stand in a diametric line across the room.
- Every second person of the group steps two steps forward. They will be the first line.
- The first line is turning towards the second line.
- The second line is turning away from the first line.
- The second line is sitting down.
- The first line rejoins the second line (who is sitting), standing next to them.
- The second line lies down on their back.
- The first sits down.





Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

The feeling of being moved

The trainer first presents the exercise with the co-trainer, or with a volunteer, to show the precise movements of lifting and holding up the limbs. Participants lie on mattresses.

- One participant lies on the mattress and the other is giving the touch. The bodyworker is first providing a “first touch”: a solid, not too gentle, not too pushing touch to leave space for the other to get used to it.
- The bodyworker is lifting up one of the arms, putting one palm under the elbow, and holding the hand with the other hand. He/she moves it around, shakes it, pulls a very little and pushes. Then, he/she puts it down. The bodyworker should feel the weight of the limb, and should help the lying peer to be able to release it. Then, the same work is done with the other arm.
- The bodyworker is lifting the leg – puts a hand under the knee, and lifts up the leg from there, and then with the other hand lifts up the whole leg. Then he/she puts it down. The bodyworker should feel the weight of the limb, and should help the lying peer to be able to release it. Then, the same work is done with the other leg.
- Finally the bodyworker reaches the head. He/she puts both palms under the neck / head and lifts up very little and slowly. He/she moves it around, like a ball, very slowly, and just until there is resistance.

After 10 minutes, the pairs swap. Second round (after change), again 10 minutes.

Sharing and reflection first in pairs, then together.





Lifeline

Individual work.

Participants are requested to write answers to questions on separate pieces of papers, then put them into a biographical line.

- The questions to be asked are as follows:
- What did you learn of the good moments in life and what did you learn of the difficult moments in life?
- What were the important events or people of your life?
- What were the important changes
- Which qualities did you use to further develop in these moments? Which obstacles did you encounter? And how did you deal with this?

Writing down the moment or feeling, can be done in many ways: by drawing a picture, drawing a symbol, writing down a song or any other way.

Sharing can be in pairs, or in plenary (which takes much more time).





Promote yourself

Individual work.

Participants are requested to gather and systematise the outcomes and learnings from the previous exercises. Systematising these outcomes will present an integral, personal profile of the internal values (personality traits, motives, emotions).

It can be used for either work-related promotion (why would you promote yourself as a colleague), or as a personal promotion (why would you like to be friends / romantic partner with yourself).

Based on this they are requested to write a promotion paper to promote oneself. It can be

- in a way of presenting themselves as another person to the audience;
- writing a support letter to a third person from a mentor point of view;
- creating a poster of themselves.

The self-promotions shall be shared in front of the audience.





Personal Action Plan

Individual work.

In this exercise, the Action Plan should be made for one of the personal development steps participants would like to implement. Preferably over a timespan of around 3-6 months. Depending on the group, they could decide to organise an additional meeting themselves to evaluate the process and the results and to advise each other on possibilities for further development.

The steps:

1. Deciding a goal (focus on a realistic goal).
2. Describing SMART actions in the development plan.
 - S – Specific
 - M – Measurable
 - A – Attainable
 - R – Realistic
 - T – Timely
3. Presenting the action plan to a small group of participants (being creative, using different materials, making it interesting).

After individual work, sharing in plenary. Others react, give feedback/feedforward, suggestions for improvements (feed up), ask questions.

The person summarises the advice and explains what he/she will do.





Gibberish

- The facilitator introduces the gibberish “language”: it sounds like a language, and it seems it doesn’t have a meaning. The aim is to activate body language and non-verbal communication. The facilitator can invite one of the participants to show how they can communicate with gibberish (3 minutes).
- The facilitator asks everybody to try to create as many sounds as they can (1,5 minutes).
- The group splits into pairs, everyone chooses somebody. The task is to argue in gibberish, using only meaningless sounds, body language and non-verbal communication (approx. 5 minutes).
- Subsequently, the couples change. At this stage within the couple, one of the two has to explain an action to the other and has to make him/herself understood using only gibberish and body language (5 minutes for each pair).
- For the last task the group is divided into two groups, approx. the same number of people in each group. One person stands in front of his or her group and starts a discussion with the person chosen by the other group. The groups support and incite its members. Then, in a natural way, another group member replaces the leading person and so on.





Five senses

- The facilitator gives everyone a piece of orange. Then he/she asks them:
 - to look at it thoroughly,
 - to close their eyes and concentrate on the feeling of the touch,
 - to put it close to their ear and listen to the sound and noise of the orange,
 - to smell it with closed eyes,
 - and eventually to have a very small bite and concentrate on the taste, turn it in the mouth and slowly slowly swallow it. And then slowly eat the whole piece.
- In the end they can open their eyes and talk about the experience. During the exercise the facilitator can give supporting narration as “It’s not a problem if you have some other thoughts but turn your thoughts back to the feeling and try to turn your attention back to your perception.”.





Emotion square

- The facilitator creates a cross on the floor (made with two ropes or two sticks). In each space of the cross there is a piece of paper with an emotion written on it: happy, sad, angry, tired (nervous). Also other emotions can be chosen.
- Participants are divided into groups of two or three. The facilitator asks each group to imagine a scene and rehearse it; the characters have to switch from one emotional state to another and enact it by moving around the different squares on the floor.
- After rehearsing, each group performs its scene in front of the others.
- Sharing and reflection.





Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Sensory mapping

- The trainer distributes a small piece of four different plants proportionally among the group members, who have to rub it apart in their backhands.
- Once they have done this, by smelling their hands, they must find their mates (by smelling each other's hands).
- Each of the formed groups must make maps of the area of several hundred meters surrounding them: One is a smell map, the other is a tactile map, the third is a sound map, and the fourth is a movement map. They can use forest objects, remains of plants, animals or anything they find in their environment.
- The groups present the completed map and guide the other groups around the area.





Meet my tree

The group moves to an area with plenty of trees.

Pairs are made, one player will be blindfolded, the other acts as guide (later the roles are switched).

- The guide disorientates the partner by rotating him/her a few times and walking him/her around the area, carefully leading him/her by the arm towards a tree to 'meet' it.
- Once there, he/she can touch and smell the tree to get to know it; feeling for and making a mental note of the lumps, bumps and branches (it is important to give enough time for this connection).
- Then, the blind is disorientated again and guided back to the central point.
- The blindfold is removed.
- The player who was blindfolded then tries to find the tree with open eyes. All senses can be used (touch, smell, etc).

The players then swap roles.

Sharing and reflection first in pairs then in plenary.





Path of four elements

The group members start from a common circle, and start the path one by one every two minutes.

Station 1: earth - at this station, participants find seeds to plant in small flower pots. Meanwhile doing it, they think of a new thing that is beginning in their lives, which needs to be cared for and planted in good soil so that it can bear fruit.

Station 2: water - at this station, participants find a template of paper flowers to place in a large bowl of water. They write on a paper a word which represents something they are grateful for. Then, they put the paper in the bowl. At the same time, they think about an aspect of their lives that can be considered a gift, something that brings them joy and positive feelings.

Station 3: fire - at this station, participants will find candlesticks, which symbolize the element of fire. They light a candle for themselves as they reflect on what is the thing in their life that most fires and motivates them, that sets their life in motion, that fills them with pride. On a sticky note they write the biggest thing or problem they were proud to solve. They burn the paper and watch the problem fade away.

Station 4: air - at this station, participants will find papers to make pinwheels that symbolize the element of air. They make their own pinwheels, while thinking about what is the thing in their life that floats in front of their eyes as a goal, which can be forward-looking and uplifting for them. They write a word on each of the 4 branches of the pinwheel. The four words represent 4 important goals. Then, they assemble the paper pinwheel and blow it after taking a deep breath, blowing into it their desire for the written goals.

After the path, the participants return to the circle, where they write a poem about their experiences, or relax and process their experiences independently.





Becoming nature

The group moves to an open wild natural area.

The participants stand in a circle. Everybody closes their eyes.

The trainer invites the participants to listen first to their breathing. Later on, he/she invites them to listen to the sounds of the forest. As a third step, participants start to make sounds, fitting into the nature choir.

After some minutes of sound making, the trainer touches the participants one by one (others continue to make sounds) to let them walk alone in the forest.

About 30 minutes later the group meets up and there is some time for reflection.





What I like about you

This is a short warm-up exercise with music

The trainer puts the music on.

Participants stand and move freely around the room. When the music stops, or when the trainer says STOP, participants create pairs with whoever is closest, and tell the other person something they like about the other. The other says thank you, and then responds with something they like about their pair.

Then music starts again, and each participant moves away.

It can be played until everyone met everyone, or just some rounds. It is not a problem, if two people remeet - they should say something new what they like.





Stone - Paper - Scissors

A stone-paper-scissors exercise to be played in teams. Teams face each other by mimicking either scissors or rock or paper.

- The scissor loses to the rock, breaking .
- The paper loses to the scissors, tearing itself.
- The rock loses to the paper, getting wrapped up.

It can be played in a scoring mode, over 3-5 rounds.





Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Pink glasses

This is a warm up exercise.

The trainer gives around a pair of pink-shaded glasses and invites the people to share their joyful experiences from the past or from the workshop.

It can be the last joyful moment they experienced, or the best they remember, or the most intense. They choose. The participant who shares takes the pink glasses, and tells the moment while looking through it.

The trainer can limit the time each participant can spend sharing.





Getting to know each other!

It is a short warm-up exercise, but can be part of a longer self- and peer evaluation exercise.

Working in pairs, preferably two people who don't know each other very well. But even when they know each other the results are not less.

Steps

1. The first person tells information about him/her self, the other person listens and takes notes. Then they exchange roles. (Each person 5 min)
2. Each person of the couple presents the other one to the group. (1,5 min)
3. They give feedback to each other. (5 min)

Evaluation of the exercise in the group





Letter to myself

The facilitator asks participants to write a letter to themselves, writing it as if they are sending it to their best friend. In it, they can express their feelings and perceptions about themselves, thanking themselves for what they have achieved and difficulties they have overcome, complimenting themselves for their positive aspects and strengths, sharing their plans and aspirations for the future and for the experience they are going to live during the training, forgiving themselves for their last mistakes or missteps.

In a separate paper, participants should make a list of negative aspects, fears, insecurities, bad habits that prevent them to fully realize themselves and that they want to leave out of the training experience.

The letters will be closed and collected all together in the same place. At the end of the training, during the last closing circle, the facilitator will ask to anyone who wants to read the letter. After reading it, the participants can share with the other members of the group if they think they have improved some aspects of themselves through the experience of the training or not.

Regarding the lists, the facilitator will ask everyone if they want to share their list, and if they were able to leave behind the negative emotions and bad habits. In the end, if they are ready to do so, they can tear off the paper or crumple it or destroy it as they prefer.





Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Life Journey

The facilitator gives each participant a large sheet of paper and asks them to draw a winding pathway. At the middle of the path, asks them to draw a circle. To the left of the pathway, asks them to write "road already traveled" and to the right - "the path yet to come".

Step 1 "Looking back" (30 min): Participants reflect and include elements of the following

- where they come from: places, culture, language
- companions: friends, families but also spiritual leaders, pets
- favorite places along the road
- two milestones
- a mountain and a river to symbolize two obstacles they have already overcome. How did they overcome it?

Step 2 "Looking forward" (30 min):

- hopes and wishes for themselves, their family members, etc..
- some places they wish to see
- three future milestones.
- a mountain to symbolize one obstacle that they can face in the future. How will they overcome it?
- the songs that they will be taking with them in their future life.

Step 3: "Looking Down at Your Journey" (30 min)

- what are some good memories that they will take with them to the future, they can draw these as stars along their Journey.
- participants can give names to their paths to symbolize what this journey of life means to them.

The personal paths can be shared in pairs, or in the circle.





A walk in the woods

1 st phase - imagination

The trainer reads the following scenario and asks the questions below. The participants try to visualise themselves in the scenes and write down the first thing that comes to their minds:

*You are walking in a beautiful woodland area, as the sun shines through the trees and a gentle breeze flows over your whole body. It's a beautiful day. You are walking with someone: **Who are you walking with?***

*As you walk through the woods, up ahead you see an animal in front of you: **What kind of animal is it? What interaction takes place between you and the animal?***

*As you walk deeper into the woods, you come to a clearing, and in the middle of the clearing there is your perfect house. **Describe it.***

*You tentatively walk to the front door of this house and enter as the door is slightly open. As you walk in, you go to the dining area and see a table. **What's on the table?***

*As you finish looking around you, exit the house via the back door into the garden area. In the centre of garden, in the grass, you see a cup. **What material is the cup made of (ceramic, glass, porcelain etc)?***

2nd Phase – What happens after?

Participants write a small story based on the scenario given to them and their answers.

3rd Phase – Stories exchange (30 min)

Participants will now be paired up and will be asked to read each other stories. They will have the freedom to exchange opinions on those stories tell their groupmates what inspired them to answer in a certain way.

T

Detailed instruction in the JOY toolset





Nature Mandala

1)The facilitator asks all participants to go out into the available open-air space and collect plant parts, fruits, nuts etc. The solo outing in nature should also be experienced as a moment of self-reflection on a chosen subject, like own life, workshop experience, etc.

2)In the meantime, the facilitator prepares a large sheet of paper, or a dedicated area to create the Mandala.

3)As people come back inside with their objects, the trainer asks them to arrange them on the Mandala, which they create together in this way. The activity succeeds best when experienced as a silent process. Some relaxing music may help the creative process.

4)In case the mandala has been for workshop reflection, when the Mandala is completed, participants can be encouraged to place other items created during the week, all around it.

5)Later, the facilitator can invite people to have a look at all these creations in silence.

After the silence, the trainer asks participants to hold hands and make small simple sounds, thus creating a Sound Bubble.





Giving and receiving joy

Symbols are good tools for reaching more into ourselves. Through symbols, people can share more freely and in a more detailed way about hard topics, such as emotions.

In this exercise, the group uses symbols to share. Symbols open up people, and usually more intense and in-depth sharings can occur.

The task:

The trainer invites the participants to look at the symbols and choose two:

- one which represents how they can get joy / make themselves joyful
- one which represents, how they can give joy in the everyday

People share one-by-one.

The debriefing:

The trainer provides a short debriefing on what joy is:

Joy is an emotion which comprises happiness, harmony, and contentment.

This is a general intrinsic emotion, which comes from within.

There are three areas which mostly inform Joy:

- growing in authenticity and living with our strengths
- growing in depth of relationships and contributing to others
- living more aligned with one's ethical and spiritual ideas.





Musical games

The group is sitting in a circle together. In the middle there is a bag full of musical instruments (objects or percussion producing natural sounds, such as: like wind or string instruments). After a quick check in, each participant chooses one instrument (later it will be possible to switch the instruments among the participants).

It starts with a jam circle game: 2 people sitting next to each other play, the sound spreads and a wave is passed around the circle, when someone stops, the person next to them starts playing. Then, the setting can vary: 3 people play at the same time. The transition, this time, takes place through eye contact.

At a later stage, small groups can be created. Each group invents a story. The story is told through sounds and music. The audience has to understand what the story is telling.





Landart

- The facilitator forms small groups and asks each of them to move through the forest in search of a space where they can create a work of art.
- Once found, participants are asked to create a work of art with materials from the natural world.
- Having collected the material, the facilitator assigns a theme for the work. It can be an abstract theme, like "JOY" or a very concrete one, like "life in a farm", or whatever connected to the theme of the workshop.
- Afterwards, the various groups set to work and create their own work of art.
- After the work is done, the participants present it to the other groups, explaining how the work was done and why they chose to represent what they did, as if they were in a real art exhibition.





COORDINATOR

Rogers Foundation for Person-Centred Education

Hungary

rogersalapitvany.hu



Centro per lo Sviluppo Creativo "Danilo Dolci"

Italy

danilodolci.org



GeSoB – Gesellschaft für Sozialforschung und Bildung

Austria

gesob.at



UWEZO GmbH

Germany

www.uwezo.de



Astoria Színházi Közművelődési Egyesület

Hungary

rs9.hu



Developing Attunement through the Experience of Joy

joy-experience.eu



This work is licensed under Attribution-NonCommercial-ShareAlike 4.0 International

ERASMUS+ programme – Cooperation Partnership in Adult Education

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union

Ode to Joy - Developing Attunement through the Experience of Joy

Project ID: 2021-1-HU01-KA220-ADU-000028311