

MENTAL HEALTH IN ADOLESCENTS FROM SOCIO-THERAPEUTIC CENTERS IN EUROPE

The main goal of the project was to raise awareness about mental health among youth from reformatories and socio-therapeutic centers in Europe and in particular in the four partner countries – Italy, Lithuania, Hungary and Poland. Thanks to specific training employees from reformatories and youth workers attained detailed knowledge about dealing with emotions, communication and factors influencing their own mental health.

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INTRODUCTION

In recent years, the modern world has tested the well-being and mental health of all of us, not to mention the youngest. The COVID-19 pandemic caused every seventh child to be directly affected by social isolation while more than 1.6 billion of the youngest lost access to education permanently or temporarily. Disruption of routine, education and recreation, as well as concern for family income and health, make many young people feel anxious, angry and worried about their future.

Having in mind these disturbing trends, we focused on the most isolated group that is at a higher risk of social exclusion - young people from Sociotherapy Reformatories Centers.

Youth Sociotherapy Centers (or Reformatories) are dedicated for children and adolescents who, due to developmental disorders, have a learning difficulties and disorders in social functioning, are at risk of social maladjustment and require special organization of learning, methods of work, education and sociotherapy.

Together with partners from three European countries – Italy (YOUth Connect), Hungary (Kontroll V) and Lithuania (Socialinis Efektas Asociacija) - we created a project that focuses on the mental health among young people from these centers. Thanks to international cooperation between youth workers from the reformatories and activists from non-governmental organizations, we created an opportunity to exchange experiences, join activities and strengthen mental health care among teenagers. It is worth remembering that **around the world 1 in 7 children aged 10 to 19 live with a diagnosed mental disorder. Nearly 46,000 adolescents commit suicide each year**, making it one of the top five causes of death in this age group.

ACTIONS

The project consisted of four components: in the **first part** we trained the staff of sociotherapy centers and youth activists in the field of mental health knowledge among adolescents. We taught unconventional teaching methods like psychological experiments, art-therapy workshops, group building activities and elements of film workshops.

This led to building an individual lesson plan from scratch designed by each training participant in consultation with and based on the knowledge of experts conducting the training. The scenarios were then **used in the second stage of the project**. All trainees conducted a series of eight full-day mental health workshops in their countries based on unconventional teaching methods. This included sports classes, workshops in mindfulness, non-violent communication (NVC), elements of art therapy (drawing, sculpture, etc.), as well as work with voice or body and classes with acting or musical elements.

In the **third stage** we met online to sum up our activities, evaluate their effectiveness and share our impressions and comments. Thanks to this we were able to smoothly move to the last, **fourth stage of the project**. We created a publication summarizing the activities so far describing the course of the project. We also attached example lesson plans with recommendations for centers in four partner countries - Poland, Lithuania, Italy and Hungary. The publication was translated into national languages and English, thanks to which it will gain better coverage and will be promoted in local media. It will also be sent to sociotherapeutic centers and reformatories in the participating countries.

POLAND



Closer Look at the Facilities

The main task of the facilities is **to eliminate the symptoms of social maladjustment and symptoms of behavior disorders and to prepare for independent and responsible life in society for the future, in accordance with the applicable social and legal standards.** Polish system distinguishes 2 main types of such centers. They have been presented below, depending on the degree of rigor and the type of activities oriented on resocialization in general sense:

1 Youth Socio-therapy Centers (Młodzieżowe Ośrodki Socjoterapii [PL]) are run for children and youth that are directed into the centers due to their developmental disorders, challenges with learning and social functioning disorders. Because of the above-mentioned factors, this group may have difficulties with social adjustment and they require special learning, working methods, education and socio-therapy organized in a certain way.

2 Youth Educational Centers (Młodzieżowe Ośrodki Wychowawcze [PL]) are dedicated to children and youth that are not socially adjusted. They usually require a special approach in terms of learning, working and educational as well as resocialization. Children with slight mental disabilities are directed into rehabilitation – resocialization centers which are within Youth Educational Centers.

Key words describing residents of the centers are risk of social maladjustment and social maladjustment.

In the Polish legal system, there is no specific definition of social maladjustment, but the relevant specialized literature points out the factors that can be assigned to it:

- *failure to fulfill school duties, including frequent truancy and inappropriate behavior at school;*
- *drinking alcohol and / or using other psychoactive substances;*
- *failure to comply with the provisions and applicable legal standards as well as committing punishable acts;*
- *aggressive behavior towards the environment, including the use of violence, damage to property, participation in fights or thefts;*

Depending on the intensity and frequency of the above symptoms, social maladjustment and the risk of social maladjustment can be differentiated.¹

Both types of centers provide educational and vocational training, cultural, educational, sports and recreational activities. Each center is equipped with dormitories, common areas, sport complexes and classrooms.

3 Correctional facility. The third type is the most restricted one. It can be perceived as a prison for the under-aged. It is a special rehabilitation facility for minors from 10 to 18 years of age, referred from a shelter for minors.

¹ Information based on <https://poradnictwoobywatelskie.com/2020/11/16/mlodziezowe-osrodki-wychowawcze-i-socjoterapeutyczne/> and <https://sjp.lex.pl/akty-prawne/dzu-dziennik-ustaw/rodzaje-i-szczegolowe-zasady-dzialania-placowek-publicznych-warunki-17708999> and <https://isap.sejm.gov.pl/isap.nsf/download.xsp?WDU20170001606/O/D20171606.pdf>

Workshops

The Polish team consisted of three different trainers. We find this combination especially interesting, due to the background that they originally came from. The idea of the project was to connect different environments, enabling them to exchange the experience, ideas and learning methods. This is why we were particularly satisfied to have such diverse training group. One of the trainers was originally from the Socioterapy Youth Center where we run the workshops. (Socioterapy Youth Center no. 2 in Wrocław). Her experience with working in the Center on a daily basis made it possible to organize the whole series of workshops in a safe and friendly atmosphere with a special focus on the rules and needs that are in place in the Center and among the beneficiary group. Another trainer was a founder of Democratic School in Wrocław who works with different educational methods that are usually applied in the Center as well as with generally applied Polish systemic way of learning. Thanks to her experience with running a democratic school “Pozytywka” with a lot of diverse age groups attending it, it was possible to introduce new methods of communication and to learn by gaining experience in a different way. Last but not least, the third trainer has experience in working with youth with different educational tools such as movement, experimenting with new methods of learning.

TARGET GROUP

We decided that the target group of the project will be teenage boys at the age of 12-17. It also resulted from the fact that one of the trainers is a teacher of this group, and we were striving to maintain a safe working atmosphere.

We wanted to have a group that will know at least one of the trainers. We designed a series of our workshops for 2 different groups of youth, in total it was maximum 18 people (9 in each group).

DESCRIPTION OF THE WORKSHOPS

For 1.5 month, once a week we ran a series of 4 workshops (8 workshops in total). Each one lasted from 4 up to 6 hours a day. They were held from May to June. The timing was not a coincidence – we wanted to choose the dates at the end of the school year, which meant that boys were leaving the center for holidays and since then it wouldn't be possible to have workshops there. We had time to run this activity till the end of August so from the whole project group, the Polish group was the first one to start.

Our main focus was on general topic of the project and issues that were discussed during the training in Wrocław – mental health. During the training, we also covered topics like proper nutrition, proper sleep, sports etc. Our intention was to combine learning process with gaining experience, having fun and exploring new possibilities. This is why we decided to mix the activities, plan them in a logical order and let the participants explore it in their own ways.

At first, we decided that the introduction of the project (*see workshop scenario no. 1*), its aim and program for the upcoming weeks as well as getting to know one another were crucial. We organized a meeting that was partially run in two different groups but we also wanted to let the boys know that our aim was to spread this knowledge and experience to a wider group. For some time, we had a common meeting, where we discussed the need of mental

issues prevention, presenting the scale and importance of the problem. During this interactive part, boys had a chance to express their opinion on the subject, for example on the impact of COVID-19 on mental health. It was an important meeting that enabled us to move forward. Another very important point of the meeting was setting the rules together. It was something new for the beneficiaries. The method is rather common in the environment like the Democratic School.

The second workshop (*see workshop scenario no.2*) was strongly related to the topic of mental health but from a different angle. It was designed already after the first meeting as a response to the needs, which trainers noticed during the previous meeting. A lot of distraction caused by teenage scuffles, offensive comments and hostility among some of the boys led us to an idea of the workshop based on stereotypes, prejudices and social roles. A different method of working was applied – we organized a movie screening, discussion, game with different cards. An important part of the workshop was a game with emotions, describing the feelings of each one of the participants.

The third workshop (*see workshop scenario no.3*) was the most attractive part for the beneficiaries. The “field” workshops outside the Center offered them a special chance to have a contact with nature, animals and countryside around in Wyszogród.

The place is dedicated to school students, usually there are classes and activities run there. It was a very fruitful time, full of new experiences such as tasting new flavors, preparing own food, having movement workshops as well as a short recap of the previous workshops about stereotypes and social roles, in order to create a link among all the workshops. We have met our beneficiaries again after holidays and both groups claimed it was their best time.



“It was especially great to have a contact with animals there”, “I would like to cook more, I enjoyed this part the most” – this was the feedback of the participants a few months after the workshop.

The last, fourth workshop (see workshop scenario no.4) was a closure. Boys had a chance to bring out some of experience from Wyszogród to their center. Planting herbs and other greens in their garden was a perfect opportunity to have some physical activity, to practice some knowledge already gained and to have a memory of the project. Playing cards of emotions enabled them to express their attitudes towards the series of workshops and other impressions.

RESULTS ACHIEVED; FEEDBACK FROM THE BENEFICIARIES

We heard a lot of gratitude, satisfaction and nice words.

Both groups were a bit different. For us it was very satisfying and interesting to observe the differences between each of them while executing exercises, performing them in their

own way. The groups differed in terms of age – one was one year older and stayed longer in the Center. For this reason, some of the exercises seemed easier for them, especially the ones with emotions. The reason might be the psychological and sociotherapeutic lessons that prepared them to be more familiar and aware of emotions. Second group though was more open to new experiments and new creations.

The biggest issue and challenge were the lack of focus on many occasions. Boys were easily distracted by one another. They were very much focused on snacks and food that was brought by the coordinator each time during the workshops. It was sometimes hard for us to mobilize the group to fully engage in the exercise, especially when they didn't see the point.

In the future we would recommend to extend the workshops. Due to the settlements of the Center and other classes that the participants needed to attend, sometimes there was not enough time to fully implement the workshop scenario. The snacks should be also provided in a different way to avoid distraction in the future.

HUNGARY



Closer Look at the Facilities

Currently, reformatories in Hungary are ruled by the no. 1/2015. (I. 14.) decree of the EMMI (Hungary's Ministry of Human Capacities) and the CCXL/2013 Act on Enforcement of Sentences.

According to the law, during the implementation of correctional education, juveniles must be treated with respect for their human dignity, taking into account their age needs, and, with the exception of the limitations specified by law, care must be taken to ensure and protect their rights without discrimination.

During the implementation of correctional education, the legal representative's right to care is suspended, this right belongs to the director of the correctional institution. In Hungary, a reformatory can accept young people from the age of 12 to 21 – according to the law, a juvenile must also be understood as an inmate of a correctional institution who has reached the age of eighteen, but has not passed the age of twenty-one.

There are five designated reformatory institutions operating in Hungary now, they are located in the following cities:

FOR GIRLS:

- Budapest

FOR BOYS:

- Aszód (only for educational purposes)
- Budapest (only for juvenile detentions)
- Debrecen
- Nagykanizsa

There is a distinction between the roles of each reformatory. The girl's institute also serves as an educational facility, and also as a place to serve sentences. There is also a part called the "special institute", for young people with mental disabilities, or who are there because of child protection. The special institute may host only youth under 18 years of age. Since 2016, there has been a part of the institution dedicated for mothers: they are allowed to live with their children there until they turn three.

Two of the institutions for boys, in Debrecen and Nagykanizsa, serve both as educational and detention reformatories, the one in Aszód only serves educational purposes, and the one in Budapest is dedicated exclusively for detentions. The capacity of these institutions varies from 54 to 160.²

"The purpose of the education in the correctional institution is to help the social integration of the juveniles, to maintain their psychological well-being, to develop their education and professional training, to get them to accept basic moral standards, and to prepare them for a healthy lifestyle. During education, in particular the dangers of alcohol and drugs, and the problems of sexual life must be addressed."³ However, representatives of the press or members of outsider civic organizations or NGOs are rarely accepted to the institution – a contract with the reformatory is required in order to maintain relationships with certain inmates or residents of the facility.

2

Magyar Helsinki Bizottság: A gyermekek fogvatartása Magyarországon, 2014
https://helsinki.hu/wp-content/uploads/A_gyermekek_fogvatartasa_Magyarorszagon_HUN.pdf

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Attiláné, Ranga: Javítóintézeti nevelés, 2016. <http://old.bv.gov.hu/download/c/e2/71000/Jav%C3%ADt%C3%B3int%C3%A9zeti%20nevel%C3%A9s%20jegyzet%202016.pdf>

Workshops

TARGET GROUP

Hence, we decided to alter our main target group – we conducted our workshops in the area near Somogyszentpál, Hungary. This region is mainly occupied by the members of the Roma community, and such challenges as poverty or lack of education constitute an integral part of the reality there. There is an NGO in Hungary called Társadalomklinika (Society Clinic), which a few years ago decided to open a community center in this area. They received funding and started to run workshops for the children in the community. This year, between the 1st and the 5th of August 2022, we were part of the summer camp held in this community center in Somogyszentpál. During the four days of the camp, we facilitated our workshops conducted by Gergely Zsóri, Péter Bódi, Péter Szlovik. As far as the participants are concerned, they varied considerably in age: both young children and teenagers (5-18) expressed their willingness to participate in the workshops.

DESCRIPTION OF THE WORKSHOPS

During the workshops, art therapy methods were applied. The aim of the whole 4-day camp with all its sessions was to develop self-awareness, promote mental health and personal development and foster community cohesion through creative self-expression, using the complex art therapy methodology of the four elements (wind, earth, water, fire) as well as the art therapy topic and methodology of the months, July and August. The camp was crowned with the art exhibition consisting of the works created during the sessions. As far as the age is concerned, attendees belonged

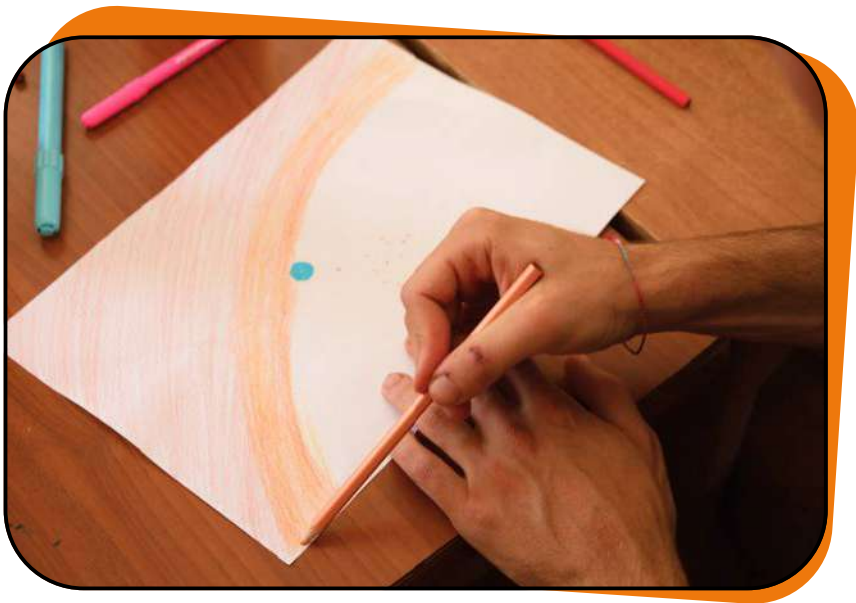
to various groups: both younger children and teenagers (5-18) expressed their willingness to participate in the workshops. Maintaining a steady group throughout all workshops turned out to be a serious challenge: there were people who participated each time in the activities, but some randomly stood up and left in the middle of the workshops, some decided not to come anymore, some participated but did not always want to create art. We were unable to stop this fluctuation in terms of participants and numbers. The best we could do was to keep the interest and attention of the young people and children as long as we could by engaging them in a wide range of art activities.

RESULTS ACHIEVED; FEEDBACK FROM THE BENEFICIARIES

The participants of the workshops reacted really well, most of the time they were engaged in the activities and seemed to enjoy the fact that there are some people from the outside showing their interest in working with them, giving them care and attention. Other members of the community, e.g. parents, also gave us a warm welcome. When we organized the exhibition of the art works, there was a small opening ceremony attended even by the mayor. The youth expressed their happiness to have participated in the activities offered.



ITALY



Closer Look at the Facilities

The judicial reformatory in Italy is a type of detention facility in which a young person, under the age of 21, who had committed a crime was assigned by the judge. This system was in place until 1988. With the subsequent reforms, minors under the age of 14 are not criminally punishable, while young people aged 14-18 (till the age of 21 when related to crimes committed when they were under 18), if they are deemed capable of understanding and willing, can be detained in juvenile prisons, with their sentence reduced from one third to two thirds.

Workshops

TARGET GROUP

The local workshops organized by YOUth Connect were organized in cooperation with the stakeholder “Casa Famiglia San Francesco” in Castagnetoli (IT). Casa Famiglia is a home that hosts people coming from prison and/or from other social reintegration programs. The hosts of Casa Famiglia are involved in community activities on a daily basis. These include housekeeping, farming, beekeeping and agriculture. The hosts of “Casa Famiglia San Francesco” reached out for support, sharing the need of the residents to connect with the as well as with the international community. There were 16 participants involved in the activities. The activities gathered also the guests of “Casa Famiglia San Francesco” together with Italian and international volunteers aged 18-30.

DESCRIPTION OF THE WORKSHOPS

The aim of the workshops was to achieve mental health and well-being through the meeting and integration with local and international youth; in addition, we concentrated on social inclusion, equal opportunities and sustainable development. The total of 8 workshops were organized, each of them covered a new topic and was aimed at achieving particular results. The first workshop, “Close your eyes and let it go” was aimed at showing the methods of relaxation and focus. The second workshop was entitled “Introduce your art”. After completing it, the participants were able to introduce themselves, while overcoming their linguistic barriers through art. Next session, “Circle of stories” consisted in sharing personal experiences in the group. The fourth meeting, “The secret garden” taught the project beneficiaries how to cooperate and communicate while performing a task in a group. Workshop number 5, “Level Up! The excluded become included”, was a particularly important meeting that covered very sensitive issue. During the workshop, the participants focused on identifying the opportunities for social inclusion of marginalized communities through the theatre of the oppressed. Next session was also very powerful – “You make the difference! Winning ideas against discrimination!”. During this workshop, the participants reflected on the freedom of movement and European citizenship. “Yoga as a tool for mental health” was the topic of the seventh workshop. The participants practiced active listening and relaxation. The last meeting was entitled “Hand on, Nature first” and was aimed at raising environmental awareness. It was a special workshop, as it took place outdoors in the nature – all participants together with the trainers took a nice excursion.

RESULTS ACHIEVED; FEEDBACK FROM THE BENEFICIARIES

Feedback from the target group was collected at the end of each session that we carried out as well as at the end of the entire project. Our participants highlighted the importance of sharing their stories with other people because they could listen to others and be heard. By opening up in front of the group, they created a connection, therefore they all positively evaluated the workshops that included interpersonal exercises. They also particularly enjoyed activities that helped them relax, such as the art therapy and yoga. They admitted that these workshops equipped them with new tools that they could use when feeling stressed or anxious.

On the other hand, our target group shared that they could use more time per each activity to feel more comfortable performing it.

Self-reflection was assured at the end of each activity, in the form of a general debriefing but also in a small group setting. Facilitators supported the self-reflection of participants by asking relevant questions that triggered new awareness, new insights and new lessons learnt.



LITHUANIA



Closer Look at the Facilities

The main goal of the Ministry of Justice of the Republic of Lithuania is to implement an effective sentencing policy based on the constitutional principles of human rights and international standards for the execution of prison sentences, designed to encourage and motivate the person who committed the crime to change, to pursue his life goals in legal ways and means, and to reduce the harmful effects of imprisonment.

In 2021 new reform was released addressing the issue of integration of people coming from prisons or reformatories, applying social learning processes. During the implementation of this reform, a lot of attention and resources are expected to be devoted to the training and upgrading of the qualifications of the employees of penal institutions. Each municipality in Lithuania has their social workers who are responsible for proper integration, making sure they get health care services, addiction treatment, psychological help, social care, and documents for financial support.

Due to the struggle of frequent return to imprisonment institutions, we decide to choose this sensitive target group and address their need of self-discovery, emotional resilience and providing the space of self-actualization. We chose young individuals also due to the fact that their identity is still going through development and any decision they make might not reflect their true intentions.

During the local workshops in Kauno tardymo izoliatorius, 2 psychologists and a youthworker conducted 8 workshops applying art therapy principles. During the workshops participants had the opportunity to consciously experience

present emotion, be in the present moment, notice secured moments during the day, triggers for negative emotions, build resilience and confidence. These workshops were held with the same group of participants younger than 24 years old in 8 consecutive sessions. During the workshops trainers used materials such as canvases, rollers, brushes, acrylic paints, containers for mixing paints, sheets of paper for initial ideas etc.

These sessions proved to be extremely useful and effective on participants fostering positive impact on their mental and emotional well-being, social and interpersonal skills. Participants learnt to reflect on their present moments sensations and emotions, to express them vocally and through art.

They also learnt to be less judgmental of themselves and those around them (as it may be common in such environments), notice how art has therapeutic effects on them and, most importantly, gained knowledge about emotional intelligence and connections.

After these workshops participants gave positive feedback regarding self-discovery and motivation to engage more in such and similar activities which would provide space for exploration, learning and experimentation.

Workshops

TARGET GROUP

The workshops were conducted in the groups of 5 or 10, depending on the specific session. The participants were persons under the age of 24, who are currently serving an imprisonment sentence in the Kaunas detention center for juvenile delinquents.

DESCRIPTION OF THE WORKSHOPS

Within the scope of the project, 8 workshops were conducted. During each of the sessions, participants were encouraged to share their experiences with which they came to the group and to reflect on the main theme of each individual workshop. During the sessions, the principles of art therapy are applied. The emphasis was put on conveying the experience in the form of art, promoting introspection and awareness. For this reason, the participants were instructed to visualize the themes of the workshops and depict them on the canvas. After that, a general discussion and discussion of group participants followed, sharing insights about one another's experience. Workshops were conducted by professional trainers: Monika Marcinauskaitė, Aistė Lakačauskaitė, Asta Kondrakevičiūtė and were carried out according to the 6-step plan: 1. Getting acquainted; 2. Discussion question "With what thoughts, emotions did you come?"; 3. Relaxation; 4. Artistic expression of experience; 5. Discussion; 6. Debriefing.

The title of the first workshop was "Mindful Emotion" and its goal was to live through a consciously experienced emotion. Participants were invited to mentally review the impressions of the past week, remembering the emotions experienced. This part took place while listening to neutral, calm music that promotes relaxation. After the introductory part, the participants were encouraged to convey them on a piece of paper. The second workshop, "Safe space", was aimed at helping the participants identify moments of experiencing a sense of security in everyday life – they were supposed to create an image in their mind that gave them the sense of security and use this in the future, whenever they experience strong emotions. The title of the third workshop was "Me and my anger". It focused on developing the ability to identify the stimuli that cause anger.

Participants were to recall the situation when they last felt anger, relive the situation in their mind (what caused these feelings, what the participants did about that and what was the result of the situation). After the relaxation-experience, the beneficiaries had to depict their anger on canvas.

The next session was entitled: "Feeling low and feeling high". Its goal was to develop the ability to understand the changes in one's feelings depending on the circumstances. The participants were encouraged to remember the situation when they last felt strong positive emotions, relive the situation in their mind (what caused those feelings, what they did about it and what was the result of the situation). Then, they were encouraged to recall the situation when they last felt strong negative emotions, also relive it the same way like before. Finally, during the relaxation-experience, the convicts had to depict the stimuli that cause feelings on the canvas.

The next workshop focused on "Transcendence", so the ability to live "here and now". The participants were given educational materials about various relaxation methods (progressive muscle relaxation, autogenic muscle relaxation, various breathing exercises). They were invited to try the autogenic muscle relaxation during the session, as it is focused on the experience of the body, and therefore allows you to live in the moment, "here and now", without focusing on the past or the future. "Stillness" was the title of the next workshop, during which project beneficiaries were to cultivate their mindful awareness while focusing on the "here and now". There was also a discussion among the participants regarding the application of the technique tested during the previous session in everyday life - what worked and what did not.

Later, the group participants were invited to use it again in the group, and after the relaxation exercise to depict on the canvas what came to their minds while listening to calm, neutral music during that session. Workshop number 6,

“My good traits” was designed to boost self-confidence of individuals participating in the sessions by identifying their key strengths. Group participants were invited to listen to the sounds of nature and remember the last time they felt strong, capable, brave and self-confident. They were asked to remember what happened in their bodies, minds, how they behaved and to identify which of their personal characteristics contributed the most to the experience of this situation. The last workshop was entitled “My strength”. Its goal was to integrate the knowledge acquired during the whole course of trainings. The participants were invited to name at least 3 things that they remember from all the group sessions that took place (it could be methodologies, discovered insights, feedback received, etc.) Then, the insights named by the convicts were summ

RESULTS ACHIEVED; FEEDBACK FROM THE BENEFICIARIES

The project beneficiaries achieved the goals set out by the group leaders during the projects. The outcomes of each session were clearly visible: one could easily observe the changes in the group dynamics. With each meeting, the participants more and more boldly expressed their opinions, participated more and more actively in the discussions and even presented views, which were controversial at times, or different from the ones presented by others. They were able to identify their own strengths, stay focused for a longer period of time, concentrate on “here and now”. The participants had the opportunity to think more consciously about their emotions and feelings and identify the stimuli causing them. They successfully developed own coping mechanisms and strategies for frustrating situations in the future. One could observe that with each session, the participants display interest in artistic forms of expressing their emotions, were willing to try all methods which promote less stress and foster self-reflection and awareness.

4 WORKSHOP SCENARIOS

POLAND

Name of the workshop

Workshop on stereotypes, prejudices and social roles

The goal of the workshop

To gain an understanding of stereotypes, prejudice and social roles; learn about group process; identify differences between facts and interpretation (NVC); explore an experiment presenting in "Blue eyes" movie. To become aware of influence of our judgements on how we treat others.

The target audience (age, description):

Groups of boys between 12 and 18 years old. There were two groups of boys who are stay at the Youth Sociotherapeutic Centre in Wroclaw where they live and go to school. They present behavioural problems, mostly behavioural disorder, oppositional-defined disorder and school failure.

The names of the trainers:

Aneta Bronś, Edyta Dziurman, Darya Hlukhava

Where

Młodzieżowy Ośrodek Socjoterapii we Wrocławiu, ul. Kielecka 51, 54-029 Wrocław

The introduction: (description)

We started a day with asking boys What colour are you today? In order to understand the emotions that are in the group and that the boys are dealing with.

The description of the activities :

Activity no. 1

"Fact or interpretation"? Each person had a card. The main aim was to describe – what is the card about using only facts, distinguishing them from the interpretation.

Activity no. 2

A discussion about stereotypes, prejudices and how does this impact on each person.

Activity no. 3

"Blue eyes" film screening

Activity no. 4

Discussion after a film, referring it to their group situation.

Activity no. 5

Social role play (with cards)

How many people:

Group 1 – 8 participants, group 2 – 10 participants. In total 18 participants

Materials needed:

TV to screen the film, role play cards, metaphoric cards, pencils, papers, crayons.

The goal of the activity:

The inspiration for the workshop came from a film showing an experiment conducted on children, as depicted in the film 'Blue Eyes'. It is possible to observe among the boys the labelling of each other and the adoption of specific group roles. The workshop aimed to discuss stereotypes and the group roles that boys fall into, become aware of how they judge others and how this affects

their relationships. The main goal was to learn the difference between fact and interpretation and learn how to use this knowledge on daily basis, especially in their relationships.

**Step by step
description
of facilitation
of the activity:**

At the beginning, the metaphoric cards were presented to the group. Each person chooses a picture card, then creates two descriptions of the picture: one description is a fact about the picture and the other is an interpretation of the picture.

The participants were then given time to look at each card carefully. The facilitator explained the difference between factual description and interpretation using one of the cards as an example. Then each participant drew one card. The task was to create a description of the fact as it is in the picture and to interpret it.

Each person presented a card and a description of the fact and interpretation. The group's task was to indicate which description was a fact and which was an interpretation. Later on, there was a short discussion and introduction to the next activity, no. 2 and 3.

The film "Blue eyes" was screened in order to present the role of stereotypes, prejudices and causes of using them in a daily life. In activity no. 5 the game of social role was played. This activity is designed to introduce the issue of stereotypes, prejudice and group roles.

The outcome of the workshop (what was achieved, and what should be taken into consideration):

Each participant was given an understanding of the difference between fact and interpretation. They had the opportunity to apply this knowledge in a practical task and to verify their ability to distinguish between fact and interpretation. Also the game with the emotions abled them to understand how do they feel themselves while being offended or treated in a way they don't like to feel.

Please write down a short summary on the local training

The workshop was conducted for two groups. The first group has been in the centre for two years, they get used to working in a group so it was easier for them to engage in the work, reflect on the questions and tasks. They enjoyed watching the movie mostly and they did understand the point of it. It was easier for them to distinguish facts and interpretations.



In the second group, the tension between some of the members was visible, and the group roles that the boys enter. In both groups, the activities took place in the afternoon, after lunch, which caused fatigue, a lack of energy in the groups. They enjoyed the film screening the most, but they said in the end they didn't understand the point of making an experiment presented in a film.

HUNGARY

Name of the workshop

Dwelling deeper into the water element, activities for water element

The goal of the workshop

The aim of the camp with its sessions were to develop self-awareness, promote healthy mental and personal development and foster community cohesion through creative self-expression using the complex art therapy methodology for the four elements (wind, earth, water, fire) and the art therapy thematics and methodology of the current months July and August. The creation of a collaborative community art exhibition out of the art that were created at the camp.

The target audience (age, description)

The young people living in the Roma segregate.

Age 11- 18.

The age of the attending young people and children varied in age. Beside the teens, many young children (5-18) arrived with a lot of interest from the segregate to join us, which made a versatile group each time.

The names of the trainers

Gergely Zsori, Peter Szlovik, Peter Bodi

Where (exact address and name of the facility):

*Roma Segregate- Somogyszentpál
Árpád st. 13, Somogyszentpál, Hungary
(Csillagpont, Somogyszentpál-
Kisperjés közösségi tér)*

**The
introduction:
(description)**

*The element of water living in me, the
emotion living in me*

**The
description of
the activities :**

1. *Opening round: How are we doing?*

2. *Introducing the topic:*

- *What we will do in short. (we delve further into the topic of the water element)*
- *We reach into the water containers on the table.*
- *Discussing the sensation and dynamics of water together.*

3. *Experimenting with water and watercolour. Playing with colours. Introduction to watercolour paint. Painting with a brush, splashed, dripped, Observing the behaviour of the watercolour in a playful way. Reflection: Viewing the works, discussing the participant's experiences*

4. *Relaxation and imagination to poetry and music (Poetry: Károlyi Amy: Wavebeats, Music: Debussy: The Sea) Creation: The water rippling in me (with watercolour paint) Reflection: How was the experience A brief joint discussion of the works.*

5. *Closing round: Viewing the entire day's work together. How did you feel?*

Extra activity: Water battle

We provided water guns, cups, buckets and balloons filled with water, we then all had great fun after a long hot day splashing water on each other.

How many people:

5-15 in average. The size of the group changed each time. In this community it was really difficult to keep the same group. Some were there all the time, some randomly stood up and went away in the middle of the workshops, some decided not to come anymore, some participated but did not want to make art always. We were unable to stop this fluctuation in participants and numbers. The best we could do is to keep the interest and attention of the participating young people and kids as long as we could by engaging them in a wide range of art activities.

Materials needed:

Paper, watercolour paper, watercolour, water, paint, brushes, cups, buckets, water-guns

The goal of the activity:

Dwelling deeper into the water element, providing space and tools for opening up and expressing inner thoughts, getting to know each other better, familiarising with tools, especially watercolour and painting, going deeper in self-expression and reflection. Releasing tension and bringing excitement and engagement through the water battle.

Step by step description of facilitation of the activity:

We prepared the required materials and the workshop space prior to the activity. The 3 trainers have led all the sessions in collaboration to be able to handle the group, and be able to react and fulfil the needs of the group.



The outcome of the workshop (what was achieved, and what should be taken into consideration):

We got to know each other better. The participants dug deeper in the water element. They got familiar with using watercolour for self-expression, They opened and expressed themselves, they created art. The watercolour made the smaller kids want to paint each other and themselves instead of the provided paper. They enjoyed the process of experimenting and painting. Listening to poetry and relaxation was hard to organise because of the attention span, and the required high intensity continuous stimuli that the kids in the segregate needed to stay engaged in the activity. The water battle was brilliant, the participants had great fun. It made a proper ending for the day and helped to keep the participants motivated.

ITALY

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| Name of the workshop | <i>Workshop 1 – Close your eyes and let it go - 08.07.2022</i> |
| The goal of the workshop | <i>Breaking of the ice, focus and relax through art.</i> |
| The target audience (age, description) | <i>Guests of “Casa Famiglia San Francesco” in Castagnetoli from prison to an alternative extent and / or from other social reintegration programs aged 18-45 + Italian and international volunteers aged 18-30.</i> |
| The names of the trainers: | <i>Francesco Cavicchioli, Arianna Impinna, Matteo Bolle</i> |
| Where (exact address and name of the facility): | <i>Oratorio Don Bosco - Rovinaglia, 43043, PR, Italy.</i> |
| The introduction: (description) | <i>This workshop brought the guests of “Casa Famiglia San Francesco” to achieve relaxation and focus through art.</i> |
| The description of the activities : | <i>1. Drawing and colouring with closed eyes. Wearing a blindfold, each participant was asked to draw on a paper, with a marker, following the music. 2. Group admiration of the masterpieces. This activity was held in silence.</i> |

How many people

16

Materials needed:

Pencils, crayons, markers, paper, paper tape.

The goal of the activity:

Breaking of the ice, focus and relax through art.

Step by step description of facilitation of the activity:

1. All the participants were asked to choose a marker, put a paper in front of them, and close their eyes. The trainer asked if it was comfortable for everyone to be blindfolded.

2. The trainers put relaxing music in the background.

3. The participants were asked to draw on the paper with the chosen pen, with closed eyes, following the music.

4. When the music softened, the trainer told the group to open their eyes.

5. The participants are asked to bring their papers in the centre of the room, and to admire all their masterpieces in silence.



The outcome of the workshop (what was achieved, and what should be taken into consideration)

Relaxation and focus were achieved. In fact, not being used to this kind of activity, some participants were tense before the workshop. Some of them shared that they thought not to be good enough in art, to participate in the workshop. Being blindfolded, led each one to free themselves and their art freely, without fears of judgement. The activity was successful to set a soft and comfortable environment for the following activity.



LITHUANIA

Name of the workshop

“Me and my anger”, 2022-06-08

The goal of the workshop

To develop the ability of convicts to identify stimuli that cause anger.

The target audience (age, description):

Persons under the age of 24 who are serving a real prison sentence in the Kaunas detention center.

The names of the trainers:

Monika Marcinauskaitė, Aistė Lakačauskaitė, Asta Kondrakevičiūtė

Where (exact address and name of the facility):

Kaunas tardymo izoliatorius-pataisos namai, veiklos adresu Technikos g. 34, Kaunas

The introduction: (description)

During the session, convicts are encouraged to share their experiences with which they came to the group. After that, remember the situation when you last felt anger, reliving the situation in your mind (what caused these feelings, what the convict did and what was the result of the situation). After the relaxation-experience, the convicts had to depict their anger on canvas. After that, there is a general discussion and discussion of group participants, sharing insights about each other's experience.

The description of the activities:

During the session, the principles of art therapy are used, focused on conveying the experience in the form of art, promoting introspection and awareness.

How many people:

10

Materials needed:

Canvases, rollers, brushes, acrylic paints, containers for mixing paints, sheets of paper for initial ideas, pencils, erasers, markers (optional).

The goal of the activity:

To develop the ability to identify stimuli that cause anger.

Step by step description of facilitation of the activity:

1. Acquaintance;
2. Discussion question "With what thoughts, emotions did you come?";
3. Relaxation;
4. Artistic expression of experience;
5. Discussion;
6. Debriefing.

The outcome of the workshop (what was achieved, and what should be taken into consideration):

Improved ability to adaptively express anger.



