

# TABER

Tackling Alexithymia  
to Build Emotional  
Resilience

# BEST PRACTICE GUIDE



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PROJECT NO. 2022-1-IT03-KA220-YOU-000085580  
[HTTPS://WWW.TABER-PROJECT.EU/](https://www.taber-project.eu/)





Project Number: 2022-1-IT03-KA220-YOU-000085580  
Project Name: Tackling Alexithymia to Build Emotional Resilience -  
TABER

**Lead Partner:** Duemilauno Agenzia Sociale (Italy)

**Partners:**

- EYHDA (Turkey)
- IRIS (Poland)
- SENTPRIMA (Slovenia)
- ZISPB (Lithuania)
- BUCOVINA (Romania)

Start Date: 1<sup>st</sup> October 2022

Finish Date: 30 September 2024

Italy, Lithuania, Turkey, Slovenia, Romania, and Poland partners exchanged 12 workshops to develop a Best Practice Guide to promote a common understanding of Alexithymia, Deliberate Self Harm and Suicide in Young People and up-skill those working with young people in different fields of education, training, and youth, to address the Europe 2020 agenda regarding poverty and social exclusion, in terms of the reduction of early school leaving and improvement of academic attainment in young people.

- Partners hosted 6 transnational partnership meetings to include 2 one-day workshops
- We delivered 12 workshops regarding alexithymia, promotion of emotional awareness, confidence building, self-exploration for young people and self-harm awareness
- Partners took the workshops back to their own country to translate materials and cascade out to 10+ teachers, trainers, youth workers, and deliver at least 1 relevant workshop to 10+ young people locally

TABER upskilled 72 teachers, trainers and youth workers in creating awareness of tackling Alexithymia to Build Emotional Resilience in vulnerable young people to address the WHO 2018 report on adolescent mental health, the Europe 2020 agenda issues of early school leaving and low educational achievement of young people.



The following pages in this guide contain all the lesson plans shared between partners plus comments made by those attending the workshops in the form of learner diary extracts.

WEBSITE: <https://www.taber-project.eu/>

FACEBOOK: <https://www.facebook.com/taberproject/>

WORKSHOPS delivered by host partner:

- Trieste, Italy November 2022
- Siauliai, Lithuania March 2023
- Suceava, Romania June 2023
- Ljubljana, Slovenia October 2023
- Fetuyhe, Turkiye Jan/Feb 2024
- Lodz, Poland April 202

RESOURCES – to be found at the end of the sequence of lesson plans:

- DMLAS, Trieste November 2022
- BUCOVINA, Suceava June 2023
- SENTPRMIMA, Ljubljana October 2023

**The views expressed in the working papers, deliverables and reports are those of the project consortium partners. These views have not been adopted or approved by the Commission and should not be relied upon as a statement of the Commission's or its services' views. The European Commission does not guarantee the accuracy of the data included in the working papers and reports, nor does it accept responsibility for any use made thereof.**

TABER Lesson plan



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TACKLING ALEXITHYMIA TO  
BUILD EMOTIONAL RESILIENCE



**DUEMILAUNO**  
AGENZIA SOCIALE

## Duemilauno Agenzia Sociale – Workshop 23/24 November 2022 Udine/Italy

<b>Tutors Name:</b> Igor Peres	<b>Module:</b> Sport and Social Inclusion <b>Session:</b>	<b>Subject:</b> Travel to NAPLES and “I don’t Care about football”
<b>Number of learners:</b> 15 participants	<b>Venue:</b> Udine, Direction of the ex-Mental Health Hospital, Sant Osvaldo Park	<b>Date:</b> 23.11.2022 <b>Time:</b> 09.30-13.00
<b>At the end of the workshop learners will:</b> <p>Have acquired the fundamental elements (both technical and practical) of the project “I don’t care about football”, a sporting and playing activity that can give rise to a transformation of educational practices within a rehabilitative community!</p>		
<b>Special circumstances/personalisation/safeguarding:</b>		
<b>Resources:</b> <ul style="list-style-type: none"><li>• Lesson plan</li><li>• PowerPoint</li><li>• Laptop</li><li>• Projector</li><li>• USB stick</li><li>• Post it notes</li><li>• Evaluation sheets</li><li>• Handouts</li></ul>	<b>Equality and Diversity:</b> <ul style="list-style-type: none"><li>• Natural opportunities to celebrate diversity in case studies</li><li>• Learners diverse backgrounds incorporated in session during natural opportunities</li><li>• Consider EU examples across the partnership</li></ul>	<b>Health and Safety:</b> <p>The room has been assessed as suitable for the learning.</p> <p>Room risk assessment template completed <input type="checkbox"/></p>
<b>Trainer reflection/improvements for future delivery:</b>		



TEACHING AND LEARNING STRATEGY				
Time	Project Content	Tutor Activities	Learner Activities	Assessment Method and evidence
9:30	Welcome	Welcome House keeping	Everyone is asked to introduce themselves.	Circular arrangement; everyone introduces themselves speaking in English (name, surname, place of origin and professional role)
9:45	Introduction: The professional and institutional context in which the activity was conducted is specified.	The tutor takes the stage and explains in English the frame into which the activity was conducted and answers questions from the participants.	The participants listen and ask questions.	Il tutor stands in front of the participants with a screen at his back on which PowerPoint slides are presented.
10:15	Journey of the football team from UDINE to SCAMPIA	Il tutor presents the photos that document the journey and gives information and comments on each slide.	The participants listen, ask questions and write under every image a title that captures what the image provokes in each of them.	Printings of the journey to Scampia are distributed to each participant and everyone writes in English or in their own tongue a word or a phrase that describes the image.
10.45	Conclusion of the first part of the activity.	The tutor asks the participants to share what they wrote.	Every participant reads and shares what he or she wrote.	Sharing creates a discussion regarding the different and sometimes opposing interpretations that the same image has caused in every participant.
11:30	Tea break			
Time	Project Content	Tutor Activities	Learner Activities	Assessment Method and evidence
11:15	<b>I Don't care about football</b> "Inside or outside" workshop Conducted by the football team's players.	Explanation of the workshop and distribution of the materials.	Cutting, tearing, carving using scissors, cutters and glue Giving a title to one's work.	Creating collages using Printings of photos of the players taken during matches and



				training sessions; the collages will be an elaboration using images on the themes of inclusion and exclusion.
<b>12.15</b>	Sharing the works created by the participants.	The tutor coordinates the sharing of the participants' works.	Every participant explains to the group the meaning of his work and the title he or she chose for his or her work.	The collages will be exposed on a billboard on the floor, the tutor and the participants stand up around the billboard like tiles in a mosaic.
<b>12.45</b>	Conclusion	The tutor coordinates the final discussion	Everyone chooses a work they prefer and explains why.	Everyone arranges themselves in a circle and discusses the topic of the workshop using the collages as a starting point.
<b>13.30</b>	Lunch			

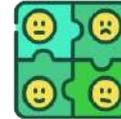


**Duemilauno Agenzia Sociale – Workshop 23/24 November 2022 Udine/Italy**

<p><b>Tutors Name:</b> Igor Peres  Alessandro Franco</p>	<p><b>Module:</b> Work and training  <b>Session:</b></p>	<p><b>Subject:</b> From Bar Sport To “Pourquoi Pas”</p>
<p><b>Number of learners:</b> 17 participants</p>	<p><b>Venue:</b> Udine, Direction of the ex-Mental Health Hospital, Sant Osvaldo Park</p>	<p><b>Date:</b> 24 November 2023 <b>Time:</b> 09.30-13.00</p>
<p><b>At the end of the workshop learners will:</b></p> <p>Understand the importance of an holistic approach to the persons and therefor the implementation of activities as training and work, used in a metaphorical way. Persons, through concrete and real activities, learn to express there emotions and to discover their personal value, competences, possibility to create relationships and be an active part of common projects/professional activities, of the society.</p> <p>Role of nature and the environment during the healing process. Explaining the process of self-harm using interpretations gleaned from work in the vineyard and from plants’ life cycle.</p>		
<p><b>Special circumstances/personalisation/safeguarding:</b></p>		
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Powerpoint</li> <li>• Laptop</li> <li>• Projector</li> <li>• USB stick</li> <li>• Post it notes</li> <li>• Evaluation sheets</li> <li>• Handouts</li> </ul>	<p><b>Equality and Diversity:</b></p> <ul style="list-style-type: none"> <li>• Natural opportunities to celebrate diversity in case studies</li> <li>• Learners diverse backgrounds incorporated in session during natural opportunities</li> <li>• Consider EU examples across the partnership</li> </ul>	<p><b>Health and Safety:</b></p> <p>The room has been assessed as suitable for the learning.</p> <p>Room risk assessment template completed <input type="checkbox"/></p>
<p><b>Trainer reflection/improvements for future delivery:</b></p>		



TEACHING AND LEARNING STRATEGY				
Time	Project Content	Tutor Activities	Learner Activities	Assessment Method and evidence
9:30	Welcome	Welcome Alessandro introduces himself Igor shares with Alessandro the work done the previous day	Everyone introduces themselves to the new tutor.	
9:45	<b>Project “Bar Sport”</b> , an itinerant bar: what it is and how it works.	Igor presents Bar Sport to the participants and Francesco, a young user of the resident, presents his experience as a bartender at Bar Sport.	Listening and observation of the slides; asking questions to Francesco to better explore the topic.	PowerPoint presentation of Bar Sport’s history (frontal arrangement); Francesco’s testimony (circular arrangement).
11:00	Tea break			
Time	Project Content	Tutor Activities	Learner Activities	Assessment Method and evidence
11:15	<b>Project “Pourquoi Pas”</b>	PowerPoint presentation of the project and of the principles on which social agriculture is based.	Viewing of the PowerPoint.	Frontal PowerPoint presentation with projection of images.
11:40	“GREENCARE” workshop; that is the circular interaction that is created, through agricultural Labour, between human beings and the environment.	Explanation of the workshop and distribution of the relevant material.	Every participant will have a series of postcards and will have to insert words or phrases in a bubble on every postcard.	Re-elaborate with words and phrases



<p><b>12:40</b></p>	<p>Message in a bottle, Debate, reflection on nature as a metaphor for healing.</p>	<p>Explains the workshop's conclusion and coordinates the final discussion.</p>	<p>Choosing someone to send the postcard to; writing a message on the back of the postcard and sharing said message with the group: "to whom, what and why "</p>	<p>Discussion and reflection on the role of nature and the environment during the healing process. Explaining the process of self harm using interpretations gleaned from work in the vineyard and from plants' life cycle.</p>
<p><b>13.30</b></p>	<p>Lunch offered by Bar Sport.</p>	<p>Service of wine and pizza.</p>	<p>Tasting of wine and pizza.</p>	



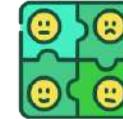
<p><b>Tutors Name:</b> Laura Matačinskienė, Agnė Raubaitė - Eigirdienė</p>	<p><b>Module:</b> Self-esteem building, social skills, expression of emotions, resilience</p> <p><b>Session:</b></p>	<p><b>Subject:</b> Serious LEGO play</p>
<p><b>Number of learners:</b> 8-15</p>	<p><b>Venue:</b> ŽISPB Open youth space, Lithuania</p>	<p><b>Date:</b> 2023-03-16 <b>Time:</b> 09:00-12:00</p>
<p><b>At the end of the workshop learners will:</b></p> <ul style="list-style-type: none"> <li>• Increase self-awareness and better understand their own strengths and motivations.</li> <li>• Improve communication skills</li> <li>• Enhance empathy and understanding</li> <li>• Improve team cohesion</li> <li>• Increase creativity</li> <li>• Build resilience</li> </ul>		
<p><b>Special circumstances/personalisation/safeguarding:</b></p> <p>Pay attention to the small pieces of LEGO and take care that people you are working with do not swallow it.</p>		
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Laptop</li> <li>• Projector</li> <li>• Flipchart</li> <li>• Evaluation sheets</li> <li>• Chairs and tables</li> <li>• A pile of LEGO pieces (it can be changed with clay, play dough, modelling clay, etc.)</li> </ul>	<p><b>Equality and Diversity:</b></p> <ul style="list-style-type: none"> <li>• Natural opportunities to celebrate diversity in case studies</li> <li>• Learners diverse backgrounds incorporated in session during natural opportunities</li> <li>• Consider EU examples across the partnership</li> </ul>	<p><b>Health and Safety:</b></p> <p>The room has been assessed as suitable for the learning.</p> <p>Room risk assessment template completed <input type="checkbox"/></p>



**Trainer reflection/improvements for future delivery:**

More topics/task can be used taking into consideration the aims of the workshop. Some ideas: "Build your future", "Build your career", "Build what you cannot do and transfer it to what you can", "Build the problem you cannot solve right now", "Build what you are feeling right now", etc. You can use LEGO for teambuilding as well. E.g. "Build yourself" in 7 minutes and in 2 minutes find 3 similarities between your group members, etc.

TEACHING AND LEARNING STRATEGY				
Time	Content	Tutor Activities	Learner Activities	Assessment Method and evidence
9:00	Welcome	Welcome	Present themselves (Say the name and one thing about themselves)	Presentation of themselves to others and to tutor, present previous experiences with construction/clay.
9:15	Part 1: A duck	Tutor initiates the building process	Build a duck and present it to other group members	Participants are given 7 minutes to build a duck in groups 4 to 6 participants. After 7 minutes, one of the group is selected to be the time-responsible, he/she opens the clock and all small group members present their duck in exact 1,5 minutes – create the story of a duck, present what it looks like, what it enjoy, etc. For more talkative participants, the time can be extended, for silent ones – shortened, but it is necessary to follow the instruction of the tutor.
9:45	Part 2: Your strongest quality	Tutor initiates the building process	Build a quality of their own and present it	Participants are given 7 minutes to build a quality in same smaller groups. After 7 minutes, one of the group is selected to be the time-responsible, he/she opens the clock and all small group members present their quality in exact 1,5 minutes. For more talkative participants, the time can be extended, for silent ones – shortened, but it is necessary to follow the instruction of the tutor.



<b>10:15</b>	Part 3: Emotion that motivates you/empowers you	Tutor initiates the building process	Build an emotion in silence	Participants are given 7 minutes to build an emotion in silence in groups 4 to 6 participants. After 7 minutes, one of the group is selected to be the time-responsible, he/she opens the clock and all small group members have to guess what the emotion is. Have 3-4 minutes for guessing, after that time a builder will explain what he had in mind and why. For more talkative participants, the time can be extended, for silent ones – shortened, but it is necessary to follow the instruction of the tutor.
<b>10:45</b>	Part 4: What you wish for others	Tutor initiates the building process	Learners play what they decided.	Participants are given 7 minutes to build a wish or feeling or emotion he/she would like to bring or wish for others in groups 4 to 6 participants. After 7 minutes, one of the group is selected to be the time-responsible, he/she opens the clock and all small group members present their wishes in exact 1,5 minutes. For more talkative participants, the time can be extended, for silent ones – shortened, but it is necessary to follow the instruction of the tutor.
<b>11:30</b>	Discussion	Moderates the discussion, asks questions	Learners discuss which of the tasks were the most difficult, what they perceived of themselves and others	



<p><b>Tutors Name: Gediminas Šemeta</b> <b>Agnė Raubaitė - Eigirdienė</b></p>	<p><b>Module: Team-work, self-esteem building, social skills</b></p> <p><b>Session:</b></p>	<p><b>Subject: Newspaper theatre and narrative method "Team of the life"</b></p>
<p><b>Number of learners: 8-15</b></p>	<p><b>Venue: ŽISPB Open youth space, Lithuania</b></p>	<p><b>Date: 2023-03-15 Time: 09:00-14:30</b></p>
<p><b>At the end of the workshop learners will:</b></p> <p><b>Identify and express their emotions and feelings:</b> The use of newspaper theatre and the "Team of life" narrative method can help participants to better understand their own emotions and feelings and express them more effectively.</p> <p><b>Increase self-awareness:</b> By identifying their strengths and skills, participants can become more self-aware and better understand their own abilities and potential.</p> <p><b>Build teamwork and social skills:</b> The workshop is designed to encourage participants to work together as a team and build social skills such as communication, collaboration, and empathy.</p> <p><b>Reduce stigma around mental health:</b> By increasing awareness and understanding of mental health issues, the workshop can help to reduce stigma and create a more supportive and inclusive environment.</p> <p><b>Develop resilience:</b> By building emotional resilience and learning effective coping strategies, participants can better navigate challenges and setbacks in their personal and professional lives.</p>		
<p><b>Special circumstances/personalisation/safeguarding:</b></p>		
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Laptop</li> <li>• Projector</li> <li>• Flipchart</li> <li>• Drawing on sports field</li> </ul>	<p><b>Equality and Diversity:</b></p> <ul style="list-style-type: none"> <li>• Natural opportunities to celebrate diversity in case studies</li> <li>• Learners diverse backgrounds incorporated in session during natural opportunities</li> <li>• Consider EU examples across the partnership</li> </ul>	<p><b>Health and Safety:</b></p> <p><b>The room has been assessed as suitable for the learning.</b></p> <p><b>Room risk assessment template completed</b> <input type="checkbox"/></p>



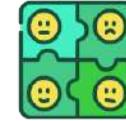
- Post it notes
- Evaluation sheets
- Chairs (number of participants +1)

Trainer reflection/improvements for future delivery:

TEACHING AND LEARNING STRATEGY				
Time	Content	Tutor Activities	Learner Activities	Assessment Method and evidence
9:00	Welcome	Welcome House keeping	Present themselves (Say the name and one thing about themselves)	Presentation of themselves to others and to tutor
9:15	Icebreaker games	Introduction to some icebreaker games, e.g. "Names"	Go around saying names.	Participants say his/her name and shake the hand or "high five" other participant, then "take" the name he/she just heard and present themselves with this "new" name to the other participant and go on with new names until "meet" yourself.
9:30	Team-play games	Present the game with chairs	Participants try not to let the tutor sit on an empty chair by changing the seats, moving around, etc.	Fill the room with chairs (number of participants +1), let participants sit on them and introduce to the task: "You cannot let me(tutor) sit on an empty chair, if you get up, you should find another chair to sit on, you cannot speak during the task", let participants to generate the strategy in 10 minutes. If a tutor finds it necessary, more teamplay games can be organized.



10:30	Role-plays of the Newspaper theatre (preparation)	Introduction to a method of Newspaper theatre, present participants with an articles.	Participants create role-playing situations in small groups following the principle of newspaper theater - they search for relevant and problematic articles in cultural communities close to them and prepare the role-play related to it.	Tutor separates the participants in groups (3 to 5 persons per group) and provides every group with a newspaper or a tablet with the online newspaper and ask to search for an article somehow related to what is important for their group.
11:00	Role-plays of the Newspaper theatre (performances)	Tutor asks groups to perform their role-play scenarios. Plays not to be longer than a few minutes.	Learners play what they decided.	Performance of the theatre are acted out, they can be filmed and then watched together.
11:30	Discussion	Moderates the discussion, asks questions, identifies where are the strongest points of the performances.	Learners discuss how they relate to the plays and what experiences they have had. They talk about what they could do differently and how to look at the situation from a different perspective.	There should be enough time to discuss every play between the groups. The tutor can organize the discussion after each play or after all groups had performed. Tutor is to ask questions for the spectators (not to actors) how they did see the performance, what seemed powerful and important for them, what emotions it raised.
11:45	Presentation of the “Team of life” activity	Tutor present participants with the table of sports field on a flipchart or a big photo (e.g. basketball arena) and introduce the roles	Learners write their names on the sticky notes and listen to the description, they also can be provided with the paper with printed qualities for every role.	Participants are presented with roles: <b>forwards</b> are active, goal-oriented, moto “ <i>the ends justify the means</i> ”, always in front, like to be seen and attract attention, do not evaluate a past, future-oriented; <b>centres</b> are the ones who pay attention to goals, but don’t forget to keep promises, they take a lot of responsibility, always around people, juggling a lot of things; <b>guards</b> are the



				<p>ones who are taking care of the “home base”, more oriented to taking care of others, guarding other’s emotions and feelings, helping hands, supportive, encouraging; <b>coaches</b> are people who are in charge or feel in charge, take responsibility to make hard decisions, solve-problems, give commands and instructions; <b>spares</b> – keeping themselves away from the fuss, try to stay unnoticed, avoid attention, do not disclose how they feel, provide support when they are asked for; <b>medical personnel</b> – always there for you, provide help and support either you need it or not, try to solve everything, put others first, avoiding their own expectations and feeling. (The list is not ending, tutors can provide more information, more roles)</p>
<b>12:00</b>	Team of life “on paper”	Tutor asks for participant to stick their post-it on the arena, where he/she thinks the role suits him/her the best. Tutor provides questions about the decision.	People decide what role does they play in life, which of the presented roles suits them the best and share why.	Participants share how do they perceive themselves, tutor asks questions, discuss, ask others if they agree to the decision a person made.
<b>12:30</b>	Team of life “physically”	Tutor initiates the creation of “physical” team, encourages people to express how they feel in one place or another, moderates	Participants stand in the arena according to the drawing and their post-it, moves around, use narration	Tutor ask participants to form an arena in the room and stand in the places where they consider themselves on the paper. IF it is an option, you can use the



		discussion and narration.	to express themselves.	real sports field. Tutor proposes to check how do they feel in the places they have chosen, would they want to try other place. If a tutor find it efficient, he can ask participant to stand in every place of the field and try every role. Tutor asks to share what are the feelings standing in different positions, playing different roles.
<b>13:00</b>	Real game in teams (optional)	If a tutor has space and time, participants are invited to play the real team game.	Participants play up to 10 points.	The game is football with the legs of team mates tight together. E.g. if you have 10 players – 5 in one team (say yellow) and 5 in other (say blue), in yellow team participants are tight together by legs (one's left to other's right) in groups of 2 and 3 participants, same is done with blue team. The goal is to kick a ball to a gate.
<b>14:00</b>	Discussion	<p>Tutor asks:</p> <ul style="list-style-type: none"> <li>- What was difficult? Easy?</li> <li>- Who took leadership?</li> <li>- How did the cooperation go?</li> <li>- What qualities helps in this game?</li> </ul> <p>*Tutor can go back to the Team of life flipchart and ask how do the participants see themselves after this game, do they want to change their role/position?</p>	Participants discuss the results of the game, what was difficult, who tool leadership, etc.	



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## Tackling Alexithymia to Build Emotional Resilience – TABER

### Lesson Plan

*Bucovina Institute, Suceava, Romania, 28-29 June 2023*

Tutors Name: Monica Lepcaliuc, Gabriela Gagniuc	Module: 3  Session: 1	Subject: The power of emotions: a journey to self-awareness
Number of learners: 12	Venue: Bucovina Institute (Zamca street, no. 17, 720214, Suceava, Romania)	Date: 28 <sup>th</sup> of June 2023  Time: 09:30 – 12:30
<p><b>At the end of the workshop learners will:</b></p> <ul style="list-style-type: none"> <li>• Recognise and identify emotions, gaining an understanding that will enable them to accurately label what they feel or what others are feeling.</li> <li>• Be able to express their emotions more effectively and constructively.</li> <li>• Develop greater self-awareness, understanding their emotional triggers and patterns.</li> <li>• Be more adept at making decisions with consideration for their emotions, and the emotions of others.</li> <li>• Explain the process of depression, anxiety, stress, self-harm using real life examples presented into case studies.</li> <li>• Be encouraged to apply their emotional understanding to foster positive emotional climates in their personal and professional environments.</li> </ul>		
<p><b>Special circumstances/personalisation/safeguarding: -</b></p>		

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<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• White masks</li> <li>• Colourful markers/pencils</li> <li>• Scissors</li> <li>• Glue</li> <li>• Sticky notes</li> <li>• Tape</li> <li>• Rope</li> <li>• Finger puppets</li> <li>• Informational sheets (Vuca &amp; Bari)</li> <li>• Emotions cards</li> <li>• Case studies worksheets</li> </ul>	<p><b>Equality and Diversity:</b></p> <ul style="list-style-type: none"> <li>• The activities involve representatives from diverse background (ethnicities, genders, abilities, cultural perspectives).</li> <li>• The activities address language barriers.</li> <li>• The activities raise awareness about cultural differences, helping the participants to understand and appreciate each other's backgrounds.</li> <li>• The activities ensure workshop materials and presentations that are inclusive and reflect diverse cultures, genders, and abilities.</li> <li>• The activities encourage and promote collaboration and networking between participants from different countries and backgrounds.</li> </ul>	<p><b>Health and Safety:</b></p> <ul style="list-style-type: none"> <li>• The room has been assessed as suitable for the learning.</li> <li>• The activities promote a safe and respectful environment.</li> </ul>
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**Trainer reflection/improvements for future delivery: -**

TEACHING AND LEARNING STRATEGY				
Time	Content	Tutor Activities	Learner Activities	Assessment Method and evidence
9:30	Energiser – Raindrops	The tutors asked the participants to follow the moves to mime the raindrops	The participants mimed the raindrops using parts of their body (fingers, legs, palms, etc.)	Guess the sound
9:35	Get to know each other activity – “Name, hobbies, qualities,	Gabriela and Monica introduced themselves, and asked the participants to present themselves, too, using the card.	Each participant received a card, completed it and presented himself/ herself using the card with “Name, hobby, quality, emotion”, using the first letter of his/ her	Memory game (to remember the name, hobby, quality, emotion of the other participants in the room, after randomly choosing one card)



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	emotions" cards		name.	
<b>09:50</b>	"Behind the mask" activity	<p>The tutors shared the white masks to the participants, explaining them that they to personalise them with an emotion that they were feeling at that moment or to represent a role of themselves that they want to show to the others.</p> <p>At the end, the tutors asked the participants to put the mask on their face and to explain to the others what they wanted to express.</p>	<p>The participants received the white masks, markers, sticky notes, tape, scissors, rope, and started to design their own masks choosing the preferred colours and materials to express their authentic image.</p> <p>At the end, the participants put the masks on their face and explained to the others what they wanted to express.</p>	<p>Why are we wearing these masks? Why do we find difficult to say what we really mean? Why cannot we be ourselves? Are the masks imposed by something or someone?</p>
<b>10:20</b>	"Vuca & Bani" activity	<p>The tutors introduced the concept of Vuca &amp; Bani, explaining what the Vuca's concept stand for and what the Bani word stands for.</p> <p>The participants were distributed in 3 groups of 4 and received finger puppets to create 3 different stories.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• VUCA before the pandemic / BANI after the pandemic</li> <li>• VUCA before the Brexit / BANI after the BREXIT</li> <li>• VUCA before the war/ BANI after the war.</li> </ul> <p>The tutors asked the participants to choose a character and to imagine a story about the world either of VUCA or BANI. How each puppet was? Anxious, trusting, unsure, volatile, complex, ambiguous, brittle, non-linear, incomprehensible? Etc.</p>	<p>The participants were invited to study the informational materials about Vuca &amp; Bani, to choose a character and to imagine a story about the world either of VUCA or BANI.</p> <p>At the end, each group played the story (role play) that they have created while using a private space.</p>	<p>What did you discover about the VUCA concept? What did you discover about the BANI concept? Is the BANI world more productive than VUCA world?</p>



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10:50	Coffee/ tea break			
11:10	Thor – The Heart of Reflection/ Emotions cards activity	The tutors arranged a series of emotions cards on the table. The participants were asked to choose three of the emotions displayed and to think how to explain the chosen emotions to the others without naming it, only through describing it in words or miming it.	The participants had to choose three of the emotions displayed, but not to take the card from the table. They could write the emotions on a sticky note, for example. They had to think how to explain the chosen emotions to the others without naming it through describing it in words or miming it.	How did you feel? Was it difficult to mime/describe the chosen emotions? Were there colleagues that chose the same emotions as you?
11:25	Case studies activity	The tutors made 6 groups of 2. Each group received a case study (real life examples referring to depression, anxiety, stress, self-harm, representative to problematic situations and events).  The tutors collected the conclusions and realised a hierarchy of the best solutions regarding each case given.	To the participants were given 15 minutes to study the case and to find solutions and write them on the worksheet.  At the end, they had to present the best solutions they found and to debate with the other team that had the same case.	Was it difficult to work on the same case with another participant? How was the team communication and the general communication? How can we valorise this information in the day-by-day life? Did you meet similar cases in your day-by-day life? Did you offer any support?
12:25	Feedback and conclusions	The tutors shared sticky notes with the participants on which they had to write how did they feel during the workshop and what they can further use/ apply in their work.	The participants reflected on the questions and wrote on the sticky notes.	What I felt/ experimented/ learnt during the workshop? Which activity did you like the most? Which activity do you consider useful in your work?



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## Tackling Alexithymia to Build Emotional Resilience – TABER

### Lesson Plan

*Bucovina Institute, Suceava, Romania, 28-29 June 2023*

Tutors Name: Andreea Alexandra Stela Juduc	Module: 3  Session: 2	Subject: Cultivating Emotional Awareness through Creative Practices
Number of learners: 12	Venue: Bucovina Institute (Zamca street, no. 17, 720214, Suceava, Romania)	Date: 28 <sup>th</sup> of June 2023  Time: 14:00 – 16:00
<p><b>At the end of the workshop learners will:</b></p> <ul style="list-style-type: none"> <li>• Develop a better understanding of their emotions and feelings, recognizing and acknowledging them more effectively;</li> <li>• Acquire various creative practices and techniques to manage and cope with their emotions in healthier ways;</li> <li>• Enhance their ability to express and communicate their emotions through creative outlets like art;</li> <li>• Engage in introspection and self-reflection, leading to greater self-awareness and personal growth;</li> <li>• Discover how to utilize the techniques used to reduce stress and emotional tension;</li> <li>• Develop greater empathy and understanding towards their own emotions and those of others;</li> <li>• Acquire skills to regulate their emotions, leading to more balanced emotional responses in various situations;</li> <li>• Connect with their emotions on a deeper level.</li> </ul>		
<p><b>Special circumstances/personalisation/safeguarding: -</b></p>		

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<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Colourful markers/pencils</li> <li>• Informational sheets (Chakra)</li> <li>• Mandala sheets</li> <li>• Human body sheets</li> <li>• Laptop with wi-fi connection</li> </ul>	<p><b>Equality and Diversity:</b></p> <ul style="list-style-type: none"> <li>• The activities involve representatives from diverse background (ethnicities, genders, abilities, cultural perspectives).</li> <li>• The activities address language barriers.</li> <li>• The activities raise awareness about cultural differences, helping the participants to understand and appreciate each other's backgrounds.</li> <li>• The activities ensure workshop materials and presentations that are inclusive and reflect diverse cultures, genders, and abilities.</li> <li>• The activities encourage and promote collaboration and networking between participants from different countries and backgrounds.</li> </ul>	<p><b>Health and Safety:</b></p> <ul style="list-style-type: none"> <li>• The room has been assessed as suitable for the learning.</li> <li>• The activities promote a safe and respectful environment.</li> </ul>
<p><b>Trainer reflection/improvements for future delivery: -</b></p>		

2

TEACHING AND LEARNING STRATEGY				
Time	Content	Tutor Activities	Learner Activities	Assessment Method and evidence
14:00	Get to know each other	Andreea introduced herself and asked everyone to present themselves too.	Every participant had to say their names, and then to say something that they like.	Memory game (to remember the name and the thing that the other participants like)
14:05	"Colour your feelings on the body" activity	The tutor gave everyone sheets with the human body (male, female). After this the tutor played a classical song (violin, piano) on the laptop, and	Everyone received a sheet with the human body and after some time of listening to some classical music and thinking about a moment in life that marked them, they had	How did you feel at that moment that you remembered? How did it feel now that you are remembering it again?



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		<p>asked the participants to close their eyes and think of a moment that marked them, either good or bad, and concentrate on that.</p> <p>After the 5 minutes passed, the tutor asked everyone to open their eyes, and having the moment in mind, to colour with a pencil of their choice, the part of the body where they felt something at that moment.</p> <p>A discussion followed with every participant about where they coloured, what colours they used, and how they felt. The tutor told everyone that if they want, they can share the moment that they thought of.</p>	<p>to colour the part of the body where they felt something at that moment.</p> <p>After finishing, every participant talked about their sheet and at the end asked the tutor some questions.</p>	<p>Was it difficult to share the moment with us? Why?</p> <p>Why did you choose those colours?</p> <p>Why did you choose that part of the body?</p>
14:35	"Chakra" activity	<p>The tutor let everyone know that this activity is a continuation of the one before, and then shared the informational sheets about Chakras to everyone and asked them to read it.</p> <p>After everyone finished reading, the tutor explained what a Chakra is, what it represents, and talked about the different types of Chakras.</p> <p>Then the tutor explained that every chakra has its own colour, and that the colour/s that they randomly chose is representing one of the chakras.</p> <p>A discussion more in dept about the chakras of every participant followed.</p>	<p>The participants received the informational sheets about Chakras and after reading them, they listened to what the tutor had to say about it.</p> <p>At the end, the participants asked questions.</p>	<p>Do you think this Chakra represents you? If not, which one do you think better suits you? Why?</p>
14:55	Coffee/ tea break			



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15:10	"Mandala" activity	<p>The tutor gave everyone a sheet with a Mandala, and then explained what it is.</p> <p>Then she asked them to make teams of 2 persons and then to colour the Mandala how they feel and to choose any colour that they want.</p> <p>After the participants finished colouring, the tutor asked each team to show their mandala and to explain how they felt working together, and why did they choose those colours.</p> <p>After some discussions about the activity the tutor ended by having a small speech in which she said <i>"We used colours to better understand our emotions and how to release and transform those energies through art. Targeting the emotions we felt by colours, we worked with them and transformed them by colouring mandalas. By doing that, the process of observing, acknowledging and energy releasing was realised"</i>.</p>	<p>Every participant received a sheet with a Mandala and was asked to make a team of 2 persons.</p> <p>Then they had to choose a colour and were asked to colour the Mandala how they want.</p> <p>After they finished a discussion followed about how they felt working as a team, how it went, and what made them choose those colours.</p>	<p>How did you felt working with someone else?</p> <p>Do you think you could've done it better if you worked on your own?</p> <p>Why did you choose those colours?</p>
15:45	Feedback and conclusions	<p>The tutors shared sticky notes with the participants on which they had to write how did they feel during the workshop and what they can further use/ apply in their work.</p>	<p>The participants reflected on the questions and wrote on the sticky notes.</p>	<p>What I felt/ experimented/ learnt during the workshop?</p> <p>Which activity did you like the most?</p> <p>Which activity do you consider useful in your work?</p>



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## Tackling Alexithymia to Build Emotional Resilience – TABER

### Lesson Plan

*Bucovina Institute, Suceava, Romania, 28-29 June 2023*

<b>Tutors Name:</b> Gabriela Gagniuc, Maria Pavelescu	<b>Module:</b> 3  <b>Session:</b> 3	<b>Subject:</b> Beyond Words: Understanding the Language of Emotions
<b>Number of learners:</b> 12	<b>Venue:</b> Bucovina Institute (Zamca street, no. 17, 720214, Suceava, Romania)	<b>Date:</b> 29 <sup>th</sup> of June 2023  <b>Time:</b> 09:00 – 12:00
<p><b>At the end of the workshop learners will:</b></p> <ul style="list-style-type: none"> <li>• Increase self-awareness and mutual understanding.</li> <li>• Develop empathy and understand the challenges and emotions experienced by individuals with different background and life situations.</li> <li>• Enhance their storytelling abilities, being encouraged to express themselves more confidently.</li> <li>• Manage their emotions more effectively.</li> <li>• Identify strategies for emotional resilience.</li> </ul>		
<p><b>Special circumstances/personalisation/safeguarding:</b> -</p>		
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Name badges</li> <li>• Flipchart</li> </ul>	<p><b>Equality and Diversity:</b></p> <ul style="list-style-type: none"> <li>• The activities involve representatives from diverse background (ethnicities, genders, abilities, cultural perspectives).</li> </ul>	<p><b>Health and Safety:</b></p> <ul style="list-style-type: none"> <li>• The room has been assessed as suitable for the learning.</li> <li>• The activities promote a safe and</li> </ul>

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<ul style="list-style-type: none"> <li>• Sticky notes (post its)</li> <li>• M&amp;M Candies</li> <li>• The Candy Game worksheets</li> <li>• Colouring worksheets</li> <li>• Blue (medical) shoes</li> <li>• Power Point Presentation on Emotional Resilience</li> <li>• Laptop</li> <li>• Video projector</li> <li>• Vision cards</li> <li>• The Flower worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• The activities address language barriers.</li> <li>• The activities raise awareness about cultural differences, helping the participants to understand and appreciate each other's backgrounds.</li> <li>• The activities ensure workshop materials and presentations that are inclusive and reflect diverse cultures, genders, and abilities.</li> <li>• The activities encourage and promote collaboration and networking between participants from different countries and backgrounds.</li> </ul>	<p>respectful environment.</p>
<p><b>Trainer reflection/improvements for future delivery: -</b></p>		

2

TEACHING AND LEARNING STRATEGY				
Time	Content	Tutor Activities	Learner Activities	Assessment Method and evidence
9:00	Getting to know each other session	<p>The tutors presented themselves and asked the participants to present themselves, too, talking about the organisation they come from.</p> <p>The participants received name badges.</p> <p>The tutors also asked about their expectations regarding the workshop, which needed to be written on colourful sticky notes and put on the</p>	<p>The participants presented themselves, talking about the organisation they come from.</p> <p>The attendees wrote their expectations on the sticky notes and put them on the flipchart.</p>	Expectations written on the sticky notes.



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		flipchart.		
<b>9:20</b>	The "Candy Game" activity	<p>Gabriela told the participants she has a sweet surprise for them some M&amp;M's candies, and they have to choose which colours they prefer.</p> <p>The tutors also shared with the attendees 12 worksheets for the Candy Game, containing the following:</p> <ul style="list-style-type: none"> <li>• RED - What's your favourite activity to relax?</li> <li>• ORANGE - What's the best holiday's spot where you have ever been to?</li> <li>• BLUE – What's your favourite kind of food?</li> <li>• GREEN - What's your favourite season? Why?</li> <li>• YELLOW - What's the best gift you have ever received/offered?</li> <li>• BROWN - If you could have any superhero quality what would it be?</li> </ul> <p>Depending on the colours they chose, the participants had to answer to the questions above.</p>	<p>The participants received and chose colourful candies.</p> <p>They also received The Candy Game worksheet with 6 questions to which they had to answer depending on the colourful candies they chose.</p>	/
<b>09:40</b>	The "Colouring your emotions" activity	<p>The tutors divided the participants in 6 groups (groups of 2), sharing at the same time a black and white drawing to be coloured by both members of the group,</p>	<p>The participants received a black and white drawing to be commonly used by each group, associating their emotions felt during the week with colours.</p>	<p>How did you feel working with other individual, from another country, culture besides yours?</p>



<p><b>10:00</b></p>	<p>The “Silent walking” activity</p>	<p>The tutors explained to the participants that this activity will take place in total silence. Each of them received a pair of blue shoes and a new “identity”. They were asked to walk in silence, trying to put themselves in the shoes of the person they chose to be.</p> <p>The participants were asked to try to visualise the person (what does he/she look like?, what are his/ her thoughts?, how does he/ she feel?, what does he/she likes to do? What does he/she miss? What are her/ his dominant emotions. With this questions and answers in mind, they were asked to go for a walk in the blue shoes.</p> <p>Examples of roles:</p> <ul style="list-style-type: none"> <li>- A blind singer</li> <li>- A person with special needs - with Down syndrome</li> <li>- A 17-year-old person of Roma ethnicity</li> <li>- A person with SEN – Special Educational Needs</li> <li>- A depressed person</li> <li>- A mother of a child with ADHD</li> <li>- A deaf/ mute boy</li> <li>- An 18-year-old girl with a high degree of obesity</li> <li>- A single refugee from Ukraine, who lost his family in the war</li> <li>- A teenager with behavioural disorders</li> </ul>	<p>The participants took the blue shoes and tried to build the “new identity”, thinking about the questions and roles suggested by the tutors, while walking in silence.</p> <p>At the end, the attendees presented their roles, and discussed as a group following a set of questions to conclude the activity.</p>	<p>How was the walk? How did you feel?</p> <p>What was it like to be in that person's shoes? What emotions did you experience? Have you had negative, unpleasant experiences where you were marginalized/treated differently/negatively? What were the emotions experienced?</p>
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		<ul style="list-style-type: none"> <li>- A mother of a child with developmental delays regarding the IQ</li> <li>- A single father, a widower raising his 5 children alone</li> </ul> <p>At the end, the participants returned to their "reality", and presented their role, answering to some questions asked by the tutors.</p>		
<b>10:40</b>	Coffee/ tea break			
<b>11:00</b>	The "Emotional Resilience" activity	The tutors conducted a presentation on Emotional Resilience. They shared a set of vision cards to each participant. The participants had to choose a card from the set and to argue why they chose it.	The participants got informed about emotional resilience and took part in a short activity with vision cards, arguing their choice regarding the image from the set received from the tutors.	Argument of the chosen vision card
<b>11:45</b>	Feedback and conclusions	The tutors shared with the participants the Flower worksheet	The participants reflected on the statements, filled in the worksheet, and shared their thoughts with the group.	<p>The Flower worksheet</p> <ul style="list-style-type: none"> <li>- I felt...</li> <li>- I learnt...</li> <li>- I was impressed by...</li> <li>- I know I can...</li> <li>- I leave with...</li> </ul>



## ŠENTPRIMA – Workshop 4.10.2023 at 9.00, Ljubljana, Slovenia

<b>Tutors Name:</b> <a href="#">Barbara Zupančič</a> , <a href="#">Ksenija Bratuš Albreht</a>	<b>Module:</b> Tackling Alexithymia to Build Emotional Resilience  <b>Session:</b> 1	<b>Subject:</b> Using creative techniques (Cope Cards, OH Cards, Resilio Cards) to identify problems and formulate coping strategy”
<b>Number of learners:</b> <a href="#">participants</a>	<b>Venue:</b> <a href="#">šentprima, Železna cesta 14, 1000 Ljubljana</a>	<b>Date:</b> <a href="#">4.10.2023</a> <b>Time:</b> <a href="#">9.00 to 10.30</a>
<b>At the end of the workshop learners will:</b> <ul style="list-style-type: none"> <li>- Know the project TABER</li> <li>- Get to know each other</li> <li>- Know how to present themselves in a group</li> <li>- Discuss in a pair</li> <li>- Express expectations about group rules</li> <li>- Express expectations about group future topics</li> </ul>		
<b>Special circumstances/personalisation/safeguarding:</b> /		
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Lesson plan</b></li> <li>• <b>Pptx presentation</b></li> <li>• <b>Cards “Cope Cards”</b></li> <li>• <b>Cards “OH Cards”</b></li> <li>• <b>Resilio Cards</b></li> </ul>	<b>Equality and Diversity:</b> <ul style="list-style-type: none"> <li>• Participants are partner organizations of EU PROJECT TABER, different age (18 to approx.: 60 years old);</li> <li>• They are diverse by culture, religion, gender</li> <li>• They are diverse by level of education; by type of organization from where they are coming;</li> </ul>	<b>Health and Safety:</b> The room has been assessed as suitable for the learning.  Room risk assessment template completed <input data-bbox="2018 1179 2166 1252" type="checkbox"/> <b>yes</b>

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- They are all working with youth;
- Learners are from diverse backgrounds.

**Trainer reflection/improvements for future delivery:**

TEACHING AND LEARNING STRATEGY				
Time	Project Content	Tutor Activities	Learner Activities	Assessment Method and evidence
9.00	Welcome	Welcome words, presentation of schedule, presentation of 2 trainers, presentation of the “Using creative techniques (Cope Cards, OH Cards, Resilio Cards) to identify problems and formulate coping strategy”	/	PPTX presentation Discussion, Q&A. photos
9.20	WARM UP ACTIVITY	Activity: Select an animal card from RESILIO CARDS that best characterises you. And then you are all kindly invited, if you want, to share with us why you selected this animal and in what are similar to the animal.	Selection of the card, presentation of the card.	photos

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<p>9.30</p>	<p>WORKSHOP - »BRIDGE«</p>	<p>We will use 3 different sets of cards, OH CARDS &amp; COPE CARDS &amp; RESILIO CARDS;</p> <p>I MINUTE: »Think about a concrete situation that is currently presenting you with hardship, a problem, a situation from which you do not know how to get out. What is your experience, what are your feelings, thoughts around it?»</p> <p>Are you in this state, including with all the feelings behind?</p> <p>PUT <b>COPE CARDS</b> IN THE MIDDLE OF THE TABLE – FACE UP</p> <p>“Now, among the cards or images that face up, choose the one that best describes a given situation along with the feelings you are experiencing. We will call it SHADOW.”</p>	<p>Selection of the card, presentation of the card.</p>	<p>photos</p>
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<p>09.40</p>		<p>“Think about what or how would be your desired condition, think about the solution of the problem – a situation where the problem will be solved or you hope it will be solved in this direction – what are your feelings, what are your thoughts around it?”</p> <p><b>PUT OH CARDS IN THE MIDDLE OF THE TABLE – FACE UP</b></p> <p>“Now choose a card that is related to your desired condition, solution to the problem – a situation where the problem will be solved or you hope it will be solved in this direction – we will call it "DESIRED STATE".</p> <p>Place the card “SHADOW” on the left side and the "DESIRED STATE" map on the right side. Leave some space in between.</p>	<p>Selection of the card, presentation of the card.</p>	
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9.50		<p>PUT <b>RESILIO CARDS</b> IN THE MIDDLE OF THE TABLE – FACE DOWN</p> <p>“Now select 3 cards from a group of cards facing down. Do not look at them. Spread them between Shadow and Desired state cards, and turn them around.</p> <p>Now “listen” to this cards. You can change the order. Try to tell a story of how you will cross the bridge from the Shadow to Desired state! Did the pictures offered you a solution? Write down your strategies and concrete actions to solve the problem on the bridge image (choose the type of bridge that suits you best).</p>	<p>Selection of the card, arranging the order of the cards, searching for possible coping strategy, presentation of the path between shadow and desired state.</p>	<p>Sharing creates a discussion regarding the topics. Photos.</p>
10.15	Evaluation of the methods used	Group discussion, trainer creates free discussion regarding future methods to be used, possible topics...	Participants are invited to share their opinions, questions....	photos
10.30	<p>COFFE-TEA-FRUIT Break</p>			

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## ŠENTPRIMA – Workshop 4.10.2023 at 10.45, Ljubljana, Slovenia

<b>Tutors Name:</b> <a href="#">Ksenija Bratuš Albreht</a> , <a href="#">Barbara Zupančič</a> ,	<b>Module:</b> Tackling Alexithymia to Build Emotional Resilience <b>Session:</b> 2	<b>Subject:</b> Using creative media to express your inner world and connect with others
<b>Number of learners:</b> 11 participants	<b>Venue:</b> šentprima, Železna cesta 14, 1000 Ljubljana	<b>Date:</b> 4.10.2023 <b>Time:</b> 10.45 to 12.30
<b>At the end of the workshop learners will:</b> <ul style="list-style-type: none"> <li>- Know the project TABER</li> <li>- Get to know each other</li> <li>- Know how to present themselves in a group</li> <li>- Work in a small group</li> <li>- Express expectations about group rules</li> <li>- Express expectations about group future topics</li> </ul>		
<b>Special circumstances/personalisation/safeguarding:</b> /		
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Lesson plan</b></li> <li>• <b>Art supplies (paints, brushes, canvases, paper, rope, scotch tape, large sheet of paper, for each group one large paper and for every participant 1 A4 format paper )</b></li> <li>• <b>Writing materials (journals, pens, pencils)</b></li> </ul>	<b>Equality and Diversity:</b> <ul style="list-style-type: none"> <li>• Participants are partner organizations of EU PROJECT TABER, different age (18 to approx.: 60 years old);</li> <li>• They are diverse by culture, religion, gender</li> <li>• They are diverse by level of education; by type of organization from where they are coming;</li> </ul>	<b>Health and Safety:</b> <p>The room has been assessed as suitable for the learning.</p> <p>Room risk assessment template completed <input data-bbox="2013 1177 2163 1251" type="checkbox"/> <b>yes</b></p>

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- They are all working with youth;
- Learners are from diverse backgrounds.

**Trainer reflection/improvements for future delivery:**

TEACHING AND LEARNING STRATEGY				
Time	Project Content	Tutor Activities	Learner Activities	Assessment Method and evidence
10.45	Welcome	Welcome words, presentation of schedule, presentation of 2 trainers, presentation of the workshop “Using creative media to express your inner world and connect with others) Begin with a discussion on the importance of self-expression and how creative media can serve as a powerful tool for communication.	Questions	Discussion, explanation
11.00	WORKSHOP FIRST PART (20 min)	Each workshop participant begins by drawing on a sheet of paper their 'dream' house or a space where they feel good and secure. This space can be any place where the workshop participant feels that all their needs are met. Before drawing, the participant reflects on what they need to feel comfortable and safe in this space. Once they complete the drawing of	Drawing	Individual work

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		their dream house, they put away their drawing.		
<b>11.15</b>	<b>WORKSHOP SECOND PART (30 min)</b>	In the second part of the workshop, participants divide into groups of 4 to 6 individuals. Each group selects an observer who observes the dynamics within the group, noting who took the lead, who followed, who clearly expressed their desires, and who stayed in the background. Participants have a marker prepared, tied with as many strings as there are participants. Each group receives a large sheet of paper. Each participant holds one of the strings attached to the marker and begins drawing a collaborative house. Now, all participants must agree on how their »dream house« will meet their individual needs while considering the needs of others in the group.	Group work	Group work
<b>11.30</b>	<b>Reflection and Discussion (15 minutes):</b>	Once the collaborative drawing is complete, gather the participants and the artwork. Facilitate a discussion on the experience. Ask questions such as: How did you feel expressing your needs during the activity?	Group discussion	Group discussion

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		<p>What challenges did you encounter, and how did you overcome them? How did effective communication contribute to the success of the collaborative drawing?</p>		
<b>11.45</b>	Closing and Reflection (15 minutes):	<p>Conclude the lesson with a group discussion on the overall experience. Encourage students to reflect on how expressing themselves through creative media has impacted their understanding of their own emotions and their ability to connect with others. At the end of the workshop, invite participants to review their initially drawn pictures and add ( draw ) all the elements to the collective image.</p>	Participants are invited to share their opinions, questions....	Sharing creates a discussion regarding the topics.
<b>12.00</b>	Evaluation of the methods used	Group discussion, trainer creates free discussion regarding future methods to be used, possible topics...	Participants are invited to share their opinions, questions....	
<b>12.30</b>	Lunch Break			

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**ŠENTPRIMA – Workshop 4.10.2023 at 13.30 – 15.00, Ljubljana, Slovenia**

<b>Tutors Name:</b> <b>Monishankar Singha</b>	<b>Module:</b> Tackling Alexithymia to Build Emotional Resilience  <b>Session:</b> 1	<b>Subject:</b> Training Mindfulness techniques in everyday life...
<b>Number of learners:</b> participants	<b>Venue:</b> Šentprima, Železna cesta 14, 1000 Ljubljana	<b>Date:</b> 4.10.2023  <b>Time:</b> 13.30 to 15.00
<b>At the end of the workshop learners will:</b> <ul style="list-style-type: none"> <li>- Get knowledge what mindfulness is</li> <li>- Get knowledge on the are the benefits of mindfulness</li> <li>- Discover how we can use mindfulness technique in everyday life</li> <li>- Get experience on mindfulness technique</li> </ul>		
<b>Special circumstances/personalisation/safeguarding:</b> /		
<b>Resources:</b> <ul style="list-style-type: none"> <li>• lesson plan</li> <li>• pptx presentation</li> <li>• Bell, background music (optional)</li> </ul>	<b>Equality and Diversity:</b> <ul style="list-style-type: none"> <li>• Participants are partner organizations of EU PROJECT TABER, different age (18 to approx.: 60 years old);</li> <li>• They are diverse by culture, religion, gender</li> <li>• They are diverse by level of education; by type of organization from where they are coming;</li> <li>• They are all working with youth;</li> <li>• Learners are from diverse backgrounds.</li> </ul>	<b>Health and Safety:</b> <p>The room has been assessed as suitable for the learning.</p> <p>Room risk assessment template completed <input data-bbox="2018 1078 2163 1150" type="checkbox"/> yes</p>

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Trainer reflection/improvements for future delivery:

TEACHING AND LEARNING STRATEGY				
Time	Project Content	Tutor Activities	Learner Activities	Assessment Method and evidence
13.30	Welcome	Welcome words, presentation of the trainer (it is nice to find a trainer/presenter from different background, culture where mindfulness is way of living – budist).	/	PPTX presentation Discussion, Q&A, photos
13.40	WARM UP ACTIVITY	Activity: <a href="http://www.mindfulness.tools/audio/">http://www.mindfulness.tools/audio/</a>	Learners sit on the chair and follow the instructions of the trainer	photos
13.50	PRESENTATION with practical usage of mindfulness technique	Presentation of mindfulness in everyday life	Participants exchange their opinions, questions....	photos
14.00	MINDFULNESS ACTIVITY	<a href="http://www.mindfulness.tools/audio/">http://www.mindfulness.tools/audio/</a>	Learners sit on the chair and follow the instructions of the trainer	
14.15	Evaluation of the methods used	Group discussion, trainer creates free discussion regarding future methods to be used, possible topics...	Participants are invited to share their opinions, questions....	photos

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## Tackling Alexithymia to Build Emotional Resilience – TABER

## Lesson Plan

Avrupa Gençlik Sağlık ve Kalkınma Derneği, Fethiye, Turkey, 31 January-01 February 2024

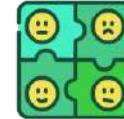
Tutors Name: Murat Demirekin	Module: Group Work, Differences among the learners, Social skills, Expression of emotions.  Session: 2	Subject: Mapping Emotions
Number of learners: 14	Venue: FETAV (Fethiye Turizm Tanıtım Eğitim Kültür ve Çevre Vakfı), Cumhuriyet, Çarşı Cd. No: 75/C, 48300 Fethiye, Turkey	Date: 1 <sup>st</sup> February 2024 15 Time: 09:30-12:30
<p>At the end of the workshop learners will:</p> <ul style="list-style-type: none"> <li>Develop the ability of expressing their feelings and emotions through cards and candies</li> <li>Identify and express their emotions and feelings: Knowing Emotions can help participants to better understand their own emotions and feelings and express them more effectively.</li> <li>Increase self-awareness: By identifying their strengths and skills, participants can become more self-aware and better understand their own abilities and potential capacities.</li> <li>Build teamwork and social skills: The workshop is designed to encourage participants to work together as a team and build social skills such as communication, collaboration, and empathy.</li> <li>Develop resilience: By building emotional resilience and learning effective coping strategies, participants can better navigate challenges and setbacks in their personal and professional lives.</li> </ul>		
Special circumstances/personalisation/safeguarding:		



<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Laptop</li> <li>• Projector</li> <li>• 14 Balloons</li> <li>• 14 Candies</li> <li>• 14 Cards with the pictures on them</li> </ul>	<p><b>Equality and Diversity:</b></p> <ul style="list-style-type: none"> <li>• The activities involve representatives from diverse background (ethnicities, genders, abilities, cultural perspectives).</li> <li>• The activities address language barriers.</li> <li>• The activities raise awareness about cultural differences, helping the participants to understand and appreciate each other's backgrounds.</li> <li>• The activities ensure workshop materials and presentations that are inclusive and reflect diverse cultures, genders, and abilities.</li> </ul> <p>The activities encourage and promote collaboration and networking between participants from different countries and backgrounds.</p>	<p><b>Health and Safety:</b></p> <ul style="list-style-type: none"> <li>• The room has been organised and prepared as suitable for acting and learning.</li> <li>• The activities promote a safe and respectful environment.</li> </ul>
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**Trainer reflection/improvements for future delivery:**

TEACHING AND LEARNING STRATEGY				
Time	Content	Tutor Activities	Learner Activities	Assessment Method and evidence
9:30	Welcome	Welcome	Present themselves (Say the name and one thing about themselves)	Presentation of themselves to others and to tutor



<p><b>9:45</b></p>	<p>Icebreaker game</p>	<p>Tutor introduces the icebreaker game “Ballon” to the participants by experiencing it in front of the participants.</p>	<p>Each participant is delivered to a balloon. The tutor asks them to blow up balloons and close the mouth of their balloons. The coloured crayons are also presented to the participants to draw the tutor’s instructions.</p> <p>Each partner writes his or her name on their own balloon. With the music the participants start to dance with the balloon. As soon as the music off, each partner picks any balloon from the ground then find the person whose name on it. The tutor asks them to draw the eyes of the owner of the balloon. The participants implement the tutor’s instruction by one by eyes, noses, hairs, mouths, ears so on so forth. When the drawing activity is completed, the participants are asked to find its own ballon and see how similar to real face.</p>	<p>Within this completed drawn ballons activity, each participant is asked how the drawn ballon reflects the emotions of the owner? This is the concrete result how a person is seen by others.</p>
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<p><b>10:10</b></p>	<p>First Session: Expressing the Emotions through Cards Including different characters</p>	<p>Introduction to the participants about the card activity.</p>	<p>Cards which have the pictures on it are distributed to the participants. 1 card for each participant. 4 minutes are given to think and create the story about the main character of the card. Considering the facial expressions, the context of the picture, the participants are asked to create the story which should include what emotion is selected and why for that character. Each participant finds a partner and explains his or her story by showing the picture and the character on. Each partner has to do the same explanation. After the groups completed their sharing the tutor asks the volunteers to come to the front and explain which character is selected and what emotion/emotions express the best the feelings of the character. Any other participant who wants to ask questions are free to ask and discuss.</p>	<p>The cards and the story produced by the participants are the main and concrete evidence. Moreover, the brainstorm activities including the question-answer part is another evidence.</p>
<p><b>11:00</b> Coffee Break</p>				
<p><b>11:20</b></p>	<p>Second Session: Mapping Emotions</p>	<p>Tutor gives general information about the emotions through the presentation. The presentation includes some visual pictures and short videos.</p>	<p>The participants listen the tutor. Get the idea of What is Alexithymia and symptoms of Alexithymia. Moreover, some descriptions and some general information are given including the founder of Alexithymia.</p>	<p>The short video and the PowerPoint presentations.</p>



<p><b>11:45</b></p>	<p>Third Session: Experiencing the emotions.</p>	<p>The tutor delivers candies to each participant. He tells them to hold and touch the candy. The activity starts by opening the music and reminding the participants to close their eyes. Step by step the voice of nature such as wind, waves, rain etc. are listened by the learners.</p>	<p>Learners listen the instructions of the tutor. The activity goes on approximately 15 minutes. With the instruction of the tutor every learner try to feel the candy's surface. They try to relate the feelings with the candy. The series of instruction by the tutor continue. Finally, the tutor says please open your eyes. After that He asks the participants randomly to ask their emotions while touching the candy and their feelings. The learners share their emotions at the time of activity.</p>	<p>There should be enough time to discuss the feelings of each learner. The tutor is to ask questions for the learners how they did feel, what seemed powerful and important for them, what emotions it raised.</p>
<p><b>12:15</b></p>	<p>Feedback and Conclusions</p>	<p>The tutor asks each participant to share their feelings while activity goes on. -What did you feel at the beginning of the activity? -What did you feel at the middle of the activity? -What did you feel at the end of the activity? -What was the meaning of the candy for you at the beginning at the middle and at the end of the activity?</p>	<p>The participants reflected and shared their emotions by words in front of the group.</p>	<p>Following questions were discussed. What I felt/ experimented/ learnt during the workshop? Which activity did you like the most? Which activity do you consider useful in your work?</p>



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## Tackling Alexithymia to Build Emotional Resilience – TABER

### Lesson Plan

*Avrupa Genclik Saglik ve Kalkinma Dernegi, Fethiye, Turkey, 31 January-01 February 2024*

<b>Tutors Name: Kardem Bozacı Gezer</b>	<b>Module: Expression of emotions, Group Dynamic</b> <b>Session: 1</b>	<b>Subject: Emotional Drama</b>
<b>Number of learners: 14</b>	<b>Venue: FETAV (Fethiye Turizm Tanıtım Eğitim Kültür ve Çevre Vakfı), Cumhuriyet, Çarşı Cd. No: 75/C, 48300 Fethiye, Turkey</b>	<b>Date: 31<sup>st</sup> of January 2024</b> <b>Time: 09:30 – 12:30</b>
<b>At the end of the workshop learners will:</b> <ul style="list-style-type: none"><li>• Boost unity among the team members</li><li>• Recognise Emotions</li><li>• Express Emotions</li><li>• Understand Others' Emotions</li><li>• Understand What others Feel About Events and Situations</li><li>• Understanding Children's Emotions</li><li>• Develop creativity</li><li>• Understand Trauma Stemming from Natural Disasters such as Earthquake etc.</li><li>• Understand the others without words</li><li>• Understanding How Adults are Different From Children</li></ul>		



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**Special circumstances/personalisation/safeguarding: -**

**Resources:**

- 14 envelopes
- 28 sheets of A4 papers
- 14 pencils
- A big white sheet
- Paintbrushes as many as the number of participants
- 14 glass of acrylic paint

**Equality and Diversity:**

- The activities involve representatives from diverse background (ethnicities, genders, abilities, cultural perspectives).
- The activities address language barriers.
- The activities raise awareness about cultural differences, helping the participants to understand and appreciate each other's backgrounds.
- The activities ensure workshop materials and presentations that are inclusive and reflect diverse cultures, genders, and abilities.
- The activities encourage and promote collaboration and networking between participants from different countries and backgrounds.

**Health and Safety:**

- The room has been organised and prepared as suitable for acting and learning.
- The activities promote a safe and respectful environment.

**Trainer reflection/improvements for future delivery: -**

TEACHING AND LEARNING STRATEGY				
Time	Content	Tutor Activities	Learner Activities	Assessment Method and evidence
"Get to know each other" activity				
9:30	Energiser Knowing to each other	First of all Kardem (The tutor) introduced herself and asked the participants to say some simple sentences regarding	The participants introduced themselves by their own words.	The sentences produced by the participants to express themselves.



		their personal background.		
“Emotional Drama” activity				
<b>9:50</b>	Expressing our thoughts and emotions through drama	After the introduction part, Kardem delivered an envelope to each participant including the paper with the emotion names on it. After finishing the activity the tutor asked the feelings of the participants.	<ol style="list-style-type: none"> <li>1. Each participant is asked to choose a sealed envelope</li> <li>2. Participants select the envelope, open it, and read the emotion that corresponds to them.</li> <li>3. Everyone stands up and walks around the practice room, and breathing exercises begin.</li> <li>4. With the practitioner's pairing command, everyone forms groups of two with the person next to them</li> <li>5. Before the pair groups, a participant starts to tell his/her groupmate the emotion written on the envelope with gestures, facial expressions and verbal expressions, as if he/she is experiencing that emotion, without using the name of the emotion.</li> <li>6. After the first spokesperson of the group conveys the emotion and the second group member knows the emotion, the opposite is done.</li> <li>7. This practice continues until each participant is matched with each other.</li> </ol>	<p>Described Emotional Expressions without words with the gestures, facial expressions.</p> <p>The following questions were asked:</p> <ol style="list-style-type: none"> <li>1. What was difficult to express the emotions on the paper</li> <li>2. How did you cover the difficulties you came across</li> <li>3. The following emotions were inside the envelopes</li> </ol> <p>Angry Bored Calm Energetic Happy Excited Hurt Lazy Jealous Lonely Safe Sleepy Sad</p>



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“The Art of Understanding Emotions” activity

10:20	Revealing the fact that same situation or same character can be commended differently from other individuals	<p>The tutors shared the white papers to the participants, explaining them how they can convey emotions through gestures and verbal expressions.</p> <p>Participants will be shown a picture which is already chosen by trainer containing the topics of interpersonal communication and empathy. Then, the participants choose a person in the picture and ask what they are doing, is their background and how they are feeling. They are wanted to look at the picture for 5 min. to understand .</p>	<p>The pictures are delivered to the participants randomly. Then,</p> <ol style="list-style-type: none"> <li>1. The participants are asked to look at the picture for 5 min. to understand.</li> <li>2. 5 minutes once completed, each participant chooses a a person in the picture and they are asked to write a story about the person they chose.</li> <li>3. After the stories are written, each participant says out loud which person they chose and one volunteer tells his story out loud to the whole group.</li> <li>4. Participants who chose the same person from the picture make a group and tell their stories to the group member and discuss how they look at the same person from picture but can tell different stories about them.</li> </ol>	<p>What do you see at the picture? Why did you choose that character? What can you say about the character that you selected? How can you explain that same character can be commended differently?</p>
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11:00 Coffee/ tea break

“Can We Really Empathize?” activity

11:20	Understanding How Adults are Different From Children through revealing the	<p>The tutor shows the finished work by the children who were exposed to the earthquake and gives info about the activity it will take place.</p> <ol style="list-style-type: none"> <li>1. The sheet is spread on the table for each participant to</li> </ol>	<p>Participants choose their paints and paint however they want. Adult participants are expected to choose dark colors and draw negative pictures. After all participants finish the painting process, the participants are shown the</p>	<p>Was it difficult to work on the same case ?  How did you feel before and during the painting?  As human how do we reflect our emotions against the unwanted sad cases?</p>
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	differences	<p>paint.</p> <p>2. Participants are given the following instructions: "In 2023, two very large earthquakes occurred in Kahramanmaraş, Turkey. After this earthquake, children who were affected by the earthquake were drawn to paint on sheets and their imaginations after experiencing trauma were examined. I want you to imagine that you are someone who experienced the earthquake and paint this sheet accordingly."</p>	<p>sheets made by children who have experienced the earthquake before. This painted sheet is surrounded by colorful paints and positive images. Adults are told how adults' ability to cope with trauma differs from children's.</p>	<p>Which shapes and which colors were chosen ? Why?</p> <p>What was common what was different from the previous work done by the children exposed to earthquake?</p>
<b>12:10</b>	Feedback and conclusions	<p>The tutors asked that</p> <ul style="list-style-type: none"> <li>-How did they feel during the workshops ?</li> <li>-What is the differences between the children and the adult perception for the same event?</li> </ul>	<p>The participants shared their reflections and comments through words.</p>	<p>Following questions were discussed.</p> <ul style="list-style-type: none"> <li>What I felt/ experimented/ learnt during the workshop?</li> <li>Which activity did you like the most?</li> <li>Which activity do you consider useful in your work?</li> </ul>



<p><b>Tutors Name:</b> Magdalena Bednarek</p>	<p><b>Module:</b> Session 1: 90 minutes Session 2: 90 minutes</p>	<p><b>Subject:</b> Session 1: Universal Human Needs – Empatify with me! Session 2: Emotional games</p>
<p><b>Number of learners:</b> 10</p>	<p><b>Venue:</b> University of Humanities &amp; Economics, Sterlinga St. 26</p>	<p><b>Date:</b> 24.04.2024 <b>Time:</b> 13.30 – 15.00/ 15:15 – 16:45</p>
<p><b>At the end of the workshop learners will:</b></p> <ul style="list-style-type: none"> <li>• Recognise and identify one's own emotions, better understanding of one's own and others' feelings and emotional reactions.</li> <li>• Be able to express their emotions more effectively and constructively.</li> <li>• Understand universal human needs (social needs, physical needs, autonomy needs, self-actualization needs, spiritual needs, happiness needs).</li> <li>• Distinguish primary and secondary emotions.</li> <li>• Stimulate their imagination and better understand the correlation between emotions and colours.</li> <li>• Be encouraged to apply their emotional understanding to foster positive emotional climates in their personal and professional environments.</li> </ul>		
<p><b>Special circumstances/personalisation/safeguarding:</b> X</p>		
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Long popsicle sticks use for 'directional signs' such as 'smiley faces'</li> <li>• Flipchart paper</li> <li>• Markers</li> <li>• A4 white or colourful paper</li> <li>• Two-sided vests (for jigsaw puzzle)</li> </ul>	<p><b>Equality and Diversity:</b></p> <ul style="list-style-type: none"> <li>• The activities involve representatives from diverse background or obstacles (ethnicities, genders, disabilities, cultural obstacles).</li> <li>• The activities raise awareness about cultural differences, helping the participants to</li> </ul>	<p><b>Health and Safety:</b></p> <ul style="list-style-type: none"> <li>• The room is designed for workshop activities.</li> <li>• The activities promote a safe and respectful environment.</li> </ul>



<ul style="list-style-type: none"> <li>• Role-play cards</li> <li>• A poster of feelings and needs</li> <li>• Compass of emotions (2 items)</li> <li>• Laptop</li> <li>• Overhead projector</li> <li>• Loudspeaker</li> </ul>	<p>understand and appreciate each other's backgrounds, especially during integration activities.</p> <ul style="list-style-type: none"> <li>• The activities ensure workshop materials and presentations that are inclusive and reflect diverse cultures.</li> <li>• The activities encourage and promote collaboration and networking between participants from different countries and backgrounds.</li> </ul>	
<ul style="list-style-type: none"> <li>• 2 sets of transparent foil</li> <li>• paints, brushes, water cups, plastic paint palettes</li> <li>• Handout 1 (Instructions: Combinations of emotions)</li> <li>• Handout 2 (Retrieving childhood memories)</li> </ul>		
<p><b>Trainer reflection/improvements for future delivery: X</b></p>		

TEACHING AND LEARNING STRATEGY				
Time	Content	Tutor Activities	Learner Activities	Assessment Method and evidence
13:30	Energiser – <i>Smiley faces</i>	The tutor prepares colourful faces on long popsicle sticks	The participants take the markers and draw the faces reflecting their	The tutor asks the participants to comment on their drawings/ moods one by



		 <p>and puts them on the chairs which are arranged in a circle. Next, the tutor asks the participants to draw a face that reflects their current moods.</p>	<p>moods.</p>	<p>one, still sitting in a circle. The participants better understand their drawings and explain their moods.</p>
<p><b>13:40</b></p>	<p>Let's get to know each other – <i>Crumpled names</i></p>	<p>The tutor asks the participants to write their names in capital letters on the A4 piece of paper (using markers). Apart from the names, the participants have to write two values/ personality traits that correspond to them, but which start from the first and second letter of their names. If the letter is 'difficult' (e.g. "v"), the participant can start with the second letter and continue with the third one. The tutor explains the rules. To facilitate the task (naming the values/ traits) the tutor demonstrates a poster of feelings and needs (<a href="https://empatify.pl/produkt/empatify-plakat-kompas-uczuc-i-universalnych-potrzeb-english/">https://empatify.pl/produkt/empatify-plakat-kompas-uczuc-i-universalnych-potrzeb-english/</a>).</p>	<p>The participants write two values/ personality traits that correspond to them, which start from the first and second letter of their names. If the letter is 'difficult' (e.g. "v"), the participant can start with the second letter and continue with the third one. Next, the participants introduce themselves and present their values. They sit in a circle. Afterwards, they crumple the papers with their names and put them into the basket. The</p>	<p>The participants point out the 'owners' of particular names properly – they guess the names, thus they get to know each other.</p>



			<p>tutor randomly chooses a folded/ crumpled piece of paper and throws it at the selected participant. He/she unfolds it, reads the name aloud and points out the 'owner' of this name.</p>	
<p><b>13:55</b></p>	<p>Integration – Vest Jigsaw Puzzle</p>	<p>The tutor prepares special two-sided vests with the selected letters, out of which the participants can build up the words – thus solving the riddles.</p>  <p>The tutor divides the team into two 5-person teams. Each participant puts on one two-sided vest. The riddles refer to the subject of the workshop/project, etc. [e.g. the title of the project: TABER]. The tutor can change the letters in the vests, if needed. (the link to purchase the vests: <a href="https://strefa-animatora.com.pl/sklep/kamizelki-literki-z-kieszonkami-zestaw-5-szt/">https://strefa-animatora.com.pl/sklep/kamizelki-literki-z-kieszonkami-zestaw-5-szt/</a>).</p>	<p>The participants act collectively and try to solve the riddles through re-arranging themselves in such a way to show the proper word, showing their chests/ breasts or backs.</p>	<p>The properly solved riddles/ formed words.</p>



<p><b>14:10</b></p>	<p>Role division</p>	<p>The tutor prepares role-play cards. The participants choose one piece of paper. On each piece of paper there is an illusionary character with some emotional burden, e.g.</p> <ul style="list-style-type: none"> <li>➤ a young widower bringing up two children,</li> <li>➤ a young female refugee from Ukraine,</li> <li>➤ a secondary school student with borderline personality,</li> <li>➤ a 15-year-old boy with depression,</li> <li>➤ a young boy/girl diagnosed with ADHD,</li> <li>➤ a young person with Asperger syndrome,</li> <li>➤ a young mother of a child with autism spectrum,</li> <li>➤ a young person having bipolar disorder.</li> </ul> <p>The tutor explains all symptoms and disorders for the better understanding of the roles.</p>	<p>The participants sit in a circle, choose the pieces of paper and read aloud their roles. They have to imagine the feelings and emotions of people they play the roles of.</p>	<p>The participants know their roles as they read them aloud.</p>
<p><b>14:20</b></p>	<p>What do we all have in common? – <i>Compass of Emotions</i></p>	<p>The tutor divides the participants into two teams. The tutor prepares two <i>Compasses of Emotions</i>.</p> <div style="display: flex; align-items: center; justify-content: center;">  <p>participants to mark their moods and emotions on the compass, but imagining or playing the role selected in the previous exercise.</p> </div>	<p>The participants use markers and draw their moods on the <i>Compass of Emotions</i>. Next, they explain their emotions to the rest. The participants work in two teams.</p>	<p>The participants compare their emotions while presenting them. They try to assess how distant their emotions are, being in the same group. The participants indicate what they all have in common.</p>
<p><b>14:50</b></p>	<p>Discussion – <i>What are emotions?</i></p>	<p>The tutor plays a video (<a href="https://emotioncompass.org/information/emotion">https://emotioncompass.org/information/emotion</a>)</p>	<p>The participants watch the video and get actively</p>	<p>The participants share their experiences,</p>



		<p><a href="#">s/</a>) to initiate the discussion about the importance of emotions. The tutor asks the participants:</p> <ul style="list-style-type: none"> <li>• <i>Do you understand yourself/ your emotions well?</i></li> <li>• <i>Do you think they are basic emotions?</i></li> </ul> <p>That way the tutor introduces the notion of primary and secondary emotions. The tutor mentions basic emotions and comes up with some notions that affect our health, e.g. anxiety, depression, rumination and worry, self-criticism or sleep. To inspire and find out more, look at: <a href="http://www.emotioncompass.org">www.emotioncompass.org</a>.</p>	involved in the discussion, giving some autopsy examples.	recognise and try to understand their emotions or reactions in different emotional situations.
<b>15:00</b>	<b>TEA BREAK</b>			
<b>15:15</b>	<i>Palette of emotions</i>	<p>The tutor divides the participants into two teams. The tutor distributes two sets of transparent foil between the groups. Each group receives a piece of flipchart paper, paints, brushes, water cups, and plastic paint palettes. The participants are given <b>Handout 1</b>. Their task is to imagine the colours for particular emotions and combine colours in such a way to create an extraordinary colour for the desired emotional state. <u>Examples:</u></p> <ul style="list-style-type: none"> <li>➤ JEALOUSY = fear of losing + shame for not feeling good enough + anger/ aggression</li> </ul>	The participants use paints and on the flipchart paper they combine different colours which correspond to the emotions indicated in <b>Handout 1</b> . They have to negotiate to reach a compromise in attributing colours to different emotions. At the end, the groups present their palettes of emotions.	The participants show different perspectives and views on emotions and the palette of colours they can represent. The participants compare their combinations of emotions.



		<ul style="list-style-type: none"> <li>➤ HATE = anger + fear + contempt/ disgust</li> <li>➤ HOPELESSNESS = deep despair + lack of faith on one's own ability to recover</li> <li>➤ ATTACHMENT = joy of being with someone + sadness or pain of being separated + pride of being recognized by someone + fear of losing</li> <li>➤ LOVE = a strong and enduring emotional bond + commitment to another person</li> </ul> <p>The aim of the activity is to realise that emotions are complex and often comprise other 'unrecognised' emotions. For better visualisation of mixing colours the participants are allowed to use transparent foil.</p>		
<b>15:50</b>	Retrieving childhood memories	The tutor distributes <b>Handout 2</b> between the participants. The participants work individually.	The participants sit in a circle. They read the instructions in <b>Handout 2</b> . They work in silence. They start to tell their personal stories and share their memories. Everybody listens actively.	The participants share their own experiences.
<b>16:40</b>	Conclusions	The tutor asks the participants about their perception of the activity.	The participants exchange their viewpoints on the exercise.	The participants compare their viewpoints on the exercise.

## HANDOUT 2

Link to copy the Handout 2 on Canva: [https://www.canva.com/design/DAGFwuW60u4/FTMsEQPAqYgqkr5ekox-Rg/edit?utm\\_content=DAGFwuW60u4&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGFwuW60u4/FTMsEQPAqYgqkr5ekox-Rg/edit?utm_content=DAGFwuW60u4&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)



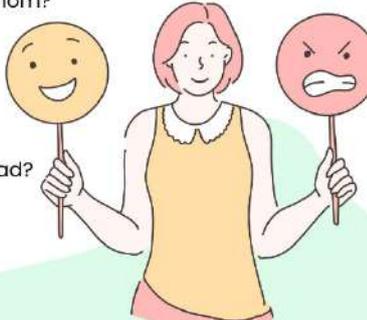
## Retrieving childhood memories

Set aside time for this exercise and make a decision to finish it. In bullet points, write down various memories from your childhood that have made an impression on you, both good ones and painful ones. Don't be critical in considering if they are important enough.



Write down the memories that come to you. Write down the names of the people who are important in those memories. It doesn't have to be specific memories, it can also be generalized experiences or recurrent events. If you can't think of important memories, use the list below to help you get started.

- Who were you closest to in your upbringing?
- What was it like to grow up in your family?
- How were your most important needs attended to as a child, and by whom?
- What was it like for you in school?
- Have you been bullied, outcasted or attacked by peers?
- Have you experienced physical or sexual abuse?
- Do you remember having been feeling a lot of fear, anger, shame or sadness? In what situations did that occur?
- How did your parents react when you felt scared, angry, ashamed, or sad?
- Describe your mother and your father as caregivers?
- Do you have painful memories related to your parents?
- Where did you go to get support in your childhood?
- Do you have good memories of being cared for by someone, inside or outside of your family?



Out of the memories you have written down, select one that seems important to you to look into right now.

**ATTENTION: If you have painful traumatic memories that you have not yet talked to anyone about, it is best to look into these memories when you know that you have available someone you trust and feel safe with. Sometimes unprocessed traumatic memories can be best worked with a professional mental health person**



We will now explore various aspects of the memory you have selected. Try answering the following questions:

- What people are included in the memory?
- What happened?
- Imagine that you are now yourself at that time. Contact your body: How did it feel to be you right then and there?
- What do you imagine the emotion was at the time?
- What would the younger you have needed in that situation?

Put it all together into a story, for example: *"I was six years old, it was the first day of school, and I refused to get dressed to go to school. Dad was angry and scolded me. I felt a turmoil in my body and wanted to run to my room and crawl under the covers. I think I was afraid to meet so many new children and adults at once. I had a need for comfort and security from my mum"*.



Now that you have explored the memory, ask yourself the following questions:

- What typical situations today can activate a similar feeling like the one you had then? What does it take to activate this memory today?
- When this emotional memory is activated, how does it tend to affect you?
- What do you need when this memory is activated? What can you do to get this need met?



<p><b>Tutors Name:</b> Magdalena Bednarek</p>	<p><b>Module:</b> Session 1: 90 minutes</p>	<p><b>Subject:</b> Session 1: What soothes the savage breast?</p>
<p><b>Number of learners:</b> 10</p>	<p><b>Venue:</b> University of Humanities &amp; Economics, Sterlinga St. 26</p>	<p><b>Date:</b> 25.04.2024 <b>Time:</b> 14.00 – 15.30</p>
<p><b>At the end of the workshop learners will:</b></p> <ul style="list-style-type: none"> <li>• Create a mindmap of emotions.</li> <li>• Know the diamond painting technique as a form of art therapy.</li> <li>• Know very creative methods of evaluation.</li> <li>• Learn about Emotion Awareness Day.</li> </ul>		
<p><b>Special circumstances/personalisation/safeguarding:</b> X</p>		

## TABER Lesson plan



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<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• DIXIT cards</li> <li>• Flipchart paper</li> <li>• Markers</li> <li>• Laptop</li> <li>• Overhead projector</li> <li>• Loudspeaker</li> <li>• A photo illustrating a ship and sea (for evaluation exercise)</li> <li>• Colourful bottle stencils (for evaluation exercise)</li> <li>• Pens</li> <li>• Magnets</li> <li>• Diamond painting sets</li> </ul>	<p><b>Equality and Diversity:</b></p> <ul style="list-style-type: none"> <li>• The activities involve representatives from diverse background or obstacles (ethnicities, genders, disabilities, cultural obstacles).</li> <li>• The activities raise awareness about cultural differences, helping the participants to understand and appreciate each other's backgrounds, especially during integration activities.</li> <li>• The activities ensure workshop materials and presentations that are inclusive and reflect diverse cultures.</li> <li>• The activities encourage and promote collaboration and networking between participants from different countries and backgrounds.</li> </ul>	<p><b>Health and Safety:</b></p> <ul style="list-style-type: none"> <li>• The room is designed for workshop activities.</li> <li>• The activities promote a safe and respectful environment.</li> </ul>
<p><b>Trainer reflection/improvements for future delivery: X</b></p>		

TEACHING AND LEARNING STRATEGY				
Time	Content	Tutor Activities	Learner Activities	Assessment Method and evidence
14:00	Dixit Harmony Mishmash	The tutor prepares the two tables with the Harmony DIXIT cards scattered. The tutor asks	The participants present their cards, thus answering the two questions asked by	The participants compare their moods and share their associations with the given DIXIT cards.



		the participants to choose two cards – one that reflects someone's current mood and the second one which best describes the circumstances changing someone's mood for the better. Having chosen the cards, the participants sit in a circle.	the tutor. A variety of cards shows the power of associations.	
<b>14:20</b>	Mindmap of Emotions	The tutor draws a mindmap of emotions with the help of the participants. The tutor asks the participants to give some associations with methods/ approaches mitigating the outburst of negative emotions. Thus, the class creates branches and sub-branches of the mindmap. The examples include: nature, art, music, talk, socializing, animals etc. At the end, the tutor chooses <b>ART</b> they would like to focus on in a latter stage of the lesson.	The participants come up with various approaches of mitigating negative emotions, thus answering the questions: <i>What soothes the savage breast?</i>	The participants observe the same direction/ their way of thinking.



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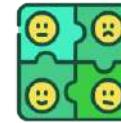


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<b>14:30</b>	Diamond painting technique – art therapy technique	The tutor plays a video – how to do diamond painting ( <a href="https://www.youtube.com/watch?v=CjXOwHBllMQ">https://www.youtube.com/watch?v=CjXOwHBllMQ</a> ). The tutor asks the participants to prepare/ open the Diamond painting sets.	The participants open their Diamond painting sets and try to create a small part of the picture.	The participants do diamond painting on a small part of their pictures.
<b>14:50</b>	Chinese whispers of Joy	The tutor asks the participants to sit in a circle to play Chinese whispers of Joy. The tutor gives the last clue: “On 2 <sup>nd</sup> June we celebrate Emotion Awareness Day.”	The participants sit in a circle and take turns to give some clues.	The participants pass on the clues and try to do it precisely.
<b>15:05</b>	<i>Emotion Awareness Day</i>	The tutor plays the video ( <a href="https://www.emotionawarenessday.com/">https://www.emotionawarenessday.com/</a> ), thus publicising Emotion Awareness Day.	The participants watch the video.	The participants are aware of the world's celebration of Emotion Awareness Day.
<b>15:10</b>	Evaluation – <i>A message in the bottle</i>	The tutor distributes colourful bottle stencils and pens between the participants. The tutor displays the photo of the ship and sea on the projector.	The participants “leave the message” in the bottle. They work individually. At the end, they read the messages aloud and affix the bottles to the picture (visible on the screen) with the use of magnets.	The participants share their opinions and read them aloud. They exchange their observations.



Example:



www.freepik.com

The participants are asked to “leave the message in the bottle”, thus evaluating and summarising the workshop in a few words.

15:30

TEA BREAK



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Project Number: 2022-1-IT03-KA220-YOU-000085580

Project Name: Tackling Alexithymia to Build Emotional Resilience –  
TABER

RESOURCES Section Follows for workshops carried out:

- DMLAS, Trieste November 2022
- BUCOVINA, Suceava June 2023
- SENTPRMIMA, Ljubljana October 2023

*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.*

From “BarSport” to  
“Pourquoi pas”







BAR SPORT  
BIRRA 3,5€  
VINO  
SUCCO MELA  
ACQUA  
PIZZETTE 2€

Handwritten menu on a chalkboard, partially obscured and difficult to read.







2017/18 - Corsi di  
formazione GRATUITI  
- Computer grafica  
- Produzione grafica  
digitale - Internet  
- Sondaggio video

lab

COPIE  
in



14 GIUGNO 2018

**Bar Sport**

DIZZA MARGHERITA € 1.50  
MELANZANE € 2.0  
BRIE-ZUCCHINE € 2.0  
... € 1.50



The background is a vibrant, multi-colored marbled paper pattern. The colors include deep blues, purples, browns, and oranges, swirling together in a complex, organic design. Two speech bubbles are overlaid on the top half of the image. The first is white with a black outline and contains the text 'GREEN CARE'. The second is light blue with a black outline and contains the text 'Pourquoi pas!'.

GREEN CARE

Pourquoi pas!



GRAPES

# PHOTOSYNTHESIS





SPLATTERING



WINE POETRY OF THE  
LAND

STONEAGE





COOKING



NEW LIFE FLOW

MASS





FODAY PRUNING STYLE



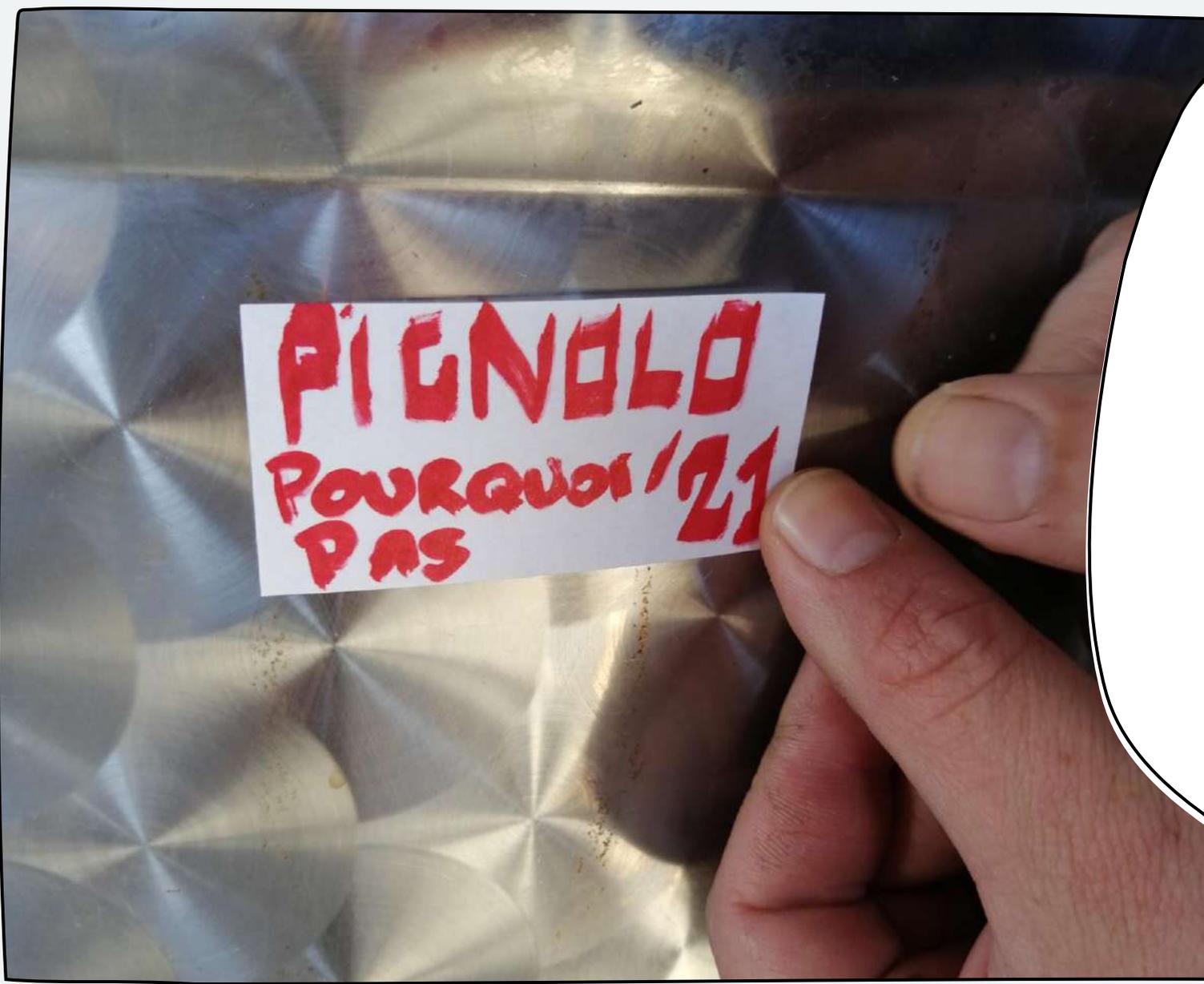
SPRING TIME



NESTED MARKET



270 LITERS "PICOLIT" '21



PIGNOLO  
POURQUOI '21  
PAS



500LT. "PIGNOLO" '21



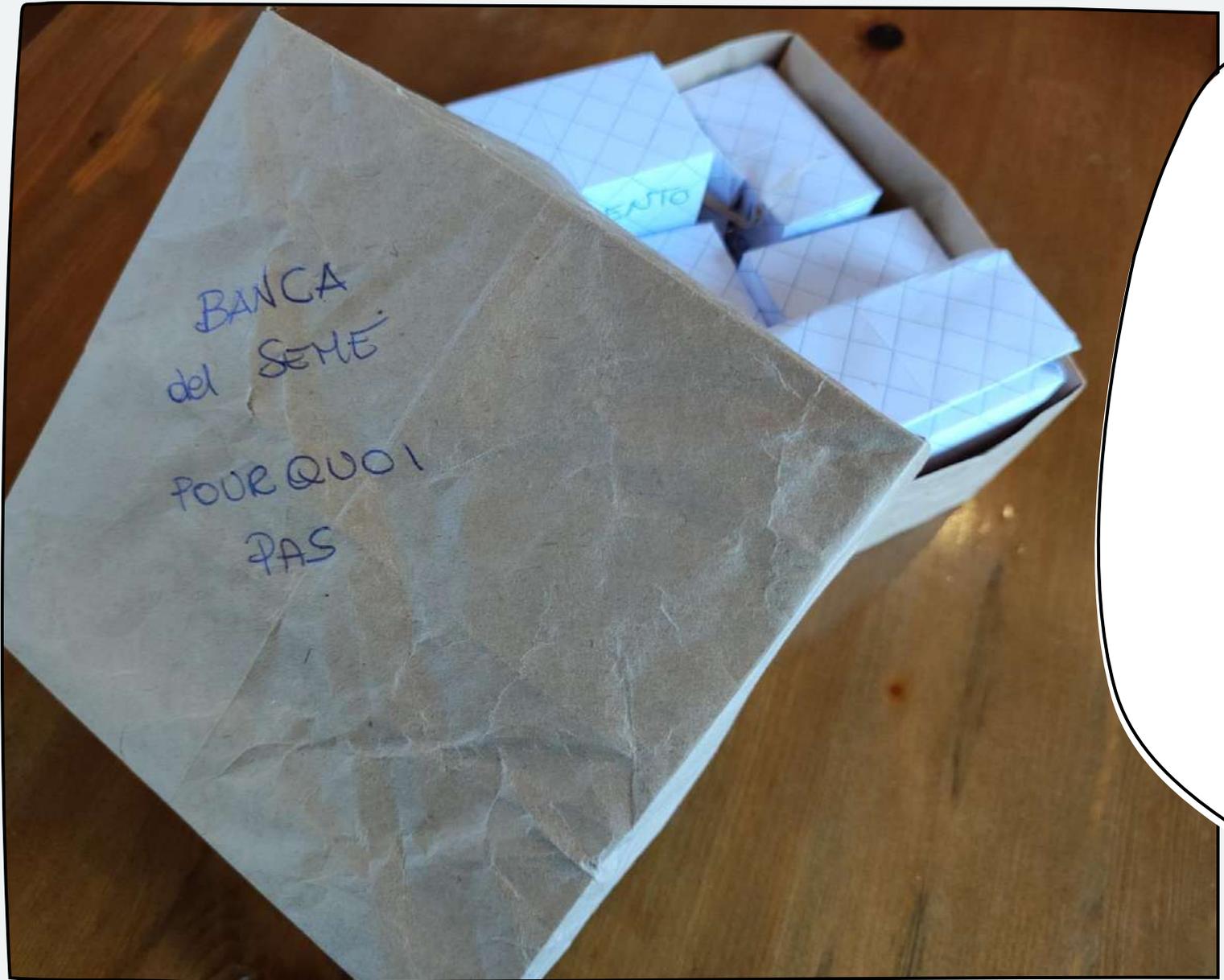
"CHATEAU BANDON" THE  
CELLAR



FOOD SPROUTS



THE CREATOR HAS A MASTER  
PLAN PEACE AND HAPPYNESS  
IN EVERY LAND



EXCHANGE SPREAD  
THROW SEEDS BANK



GO!



Natural environment is recognized as an important factor for the prevention and promotion of health, including mental one.

By using agricultural resources, such as animals and plants, social farming is able to meet specific social needs, including rehabilitation, sheltered employment, lifelong education and activities that contribute to social inclusion, at the same time strengthening the economic and social viability of rural communities.

since 2004 i work in mental health as social operator and from 2014 i'm the coordinator of a small educational community in Udine.

This small community hosts not more than 8 young, girls and boys, from 18 to 30 years providing therapeutic rehabilitation walkpaths.

“Cooperative 2001 agenzia sociale” provides these services to mental health department.

Community has developed projects and activities to promote wellbeing and social inclusion.

Activities are conducted by operators, patients and volunteers, in the effort to connect many social actors and factors; this approach focuses on relationship between person and community.

we wonder if this relation is the subject of our intervention for the promotion of social health and social wellbeing.

Practices are the point

in these two days we'll try to share four projects.  
the purpose to discover what are the points of  
connections between practices we propose and  
yours. We will tell you these practices by showing  
pictures that fixes them.

These “tales” could give you some suggestion  
around our professionals and cultural perspectives;  
young patients seems to bring us similar  
expressions of mental distress such as self harm  
and injuring.

today we propose the story of a football team called  
“Marangoni 105”.

Marangoni 105 was born in 2011 between social operators and patients of rehability residence, and involving also other citizens and volunteers.

This experience represented a fundamental event, many things have changed thanks to it.

in 2018 Marangoni went to Scampia (Naples)



















Alberto Vallesinoci  
24 anni

Bernardo Salvato  
44 anni

Giuseppe Pizzoni  
14 anni

Giuseppe Falanga  
41 anni

Francesco Miele  
51 anni

Vittorio Dianno  
40 anni

Antonio Di Pietro  
40 anni

Paolo Castaldi  
21 anni

Antonio Di Pietro  
40 anni















# WORKSHOP

TOPIC INSIDE/OUTSIDE  
INCLUSION/EXCLUSION

create a photo collage  
by

engraving cutting ripping off piercing reassembling  
retracing scratching dissect



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**iB** Institutul  
Bucovina

## DEPRESSION

*Your mother doesn't have the interest and pleasure to do things she likes. She gets angry very easily, everything annoys her, and she gets frustrated. She barely eats, struggles to cope with insomnia and has no energy at all. She feels guilty and blames herself because of her condition and doesn't see a way out of it...*

**What do I say?**

## ANXIETY

*There was a night of abuse of substances, bad sleep, and dehydration. The next day the person started to feel shortness of breath, high heart rate and trembling. That person doesn't know what to do due to being worried about the current health state, feeling nervous and quite tense. You are a close friend, and you're asked to come by for support...*

**What do I say?**

## SELF-HARM

*A friend has been abandoned by a person quite close to them recently and is facing a very depressive moment. He keeps saying it's his own fault, punishing himself with negative thoughts and believing that he is a very bad person. He starts to feel worthless, lonely and he enters a self-harm phase, having suicidal thoughts. You are a close friend with whom they share the entire situation...*

**What do I say?**

## STRESS

*Your brother has a job he doesn't like. He goes to work daily, feeling overwhelmed, not resting well and being unable to focus. He gets constant headaches, feels fatigued and his stomach is constantly hurting. He is not motivated to keep working, feels a lot of pressure and gets angry with himself. He started to avoid people, smokes a lot, and has quit exercising. You're watching all that and you want to help...*

**What do I say?**



AMUSED



DETERMINED



FUNNY



HAPPY



ANGRY



SAD



SUSPICIOUS



DOUBTFUL

ENTERTAINED  
DIVERTED  
ENTHROLED

SINGLE-MINDED  
STRONG-WILLED  
DECISIVE

FUNNY  
PLAYFUL  
JOLLY

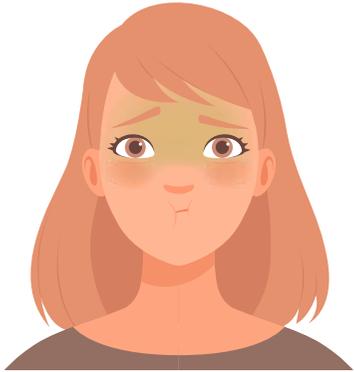
DELIGHTED  
THRILLED  
CHEERFUL

INFURIATED  
ENRAGED  
LIVID

DEPRESSED  
MISERABLE  
DOWNCAST

DISTRUSTFUL  
APPREHENSIVE  
DUBIOUS

HESITANT  
UNDECISIVE  
UNCERTAIN



**DISGUSTED**



**GUILTY**



**FRIENDLY**



**EMBARRASSED**



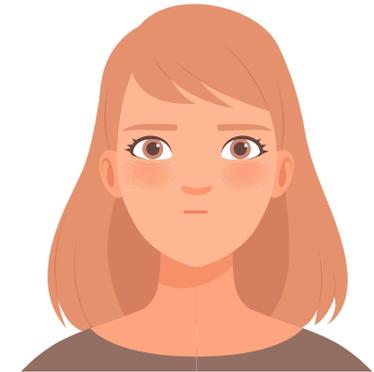
**SCARED**



**PERPLEXED**



**SURPRISED**



**SERIOUS**

SICKENED  
DISPLEASED  
APPALLED

REMORSEFUL  
REGRETFUL  
SORRY

WARM  
WELCOMING  
AFFECTIONATE

AWKWARD  
SELF-CONSCIOUS  
ASHAMED

FRIGHTENED  
FEARFUL  
TERRIFIED

PUZZLED  
BAFFLED  
CONFUSED

AMAZED  
ASTONISHED  
SHOCKED

SOBER  
PROFESSIONAL  
EARNEST

## BANI versus VUCA: a new acronym to describe the world

*We live in a VUCA world: this summary used to hit the nail on the head during the last few decades. Through this lens, however, we no longer can derive useful information from this model. Instead, we seem to face chaos larger than VUCA – in politics, global warming and the current pandemic, any many other spheres of life. For future purposes, I therefore would like to propose that we apply the BANI acronym instead of VUCA. The meaning of each component of this new word – B:rittle, A:nxious, N:on-linear and I:ncomprehensible – makes much more sense in the face of today’s challenges. In this article, I will explain the details for this more accurate method to describe these circumstances.<sup>1</sup>*

### What is VUCA – or rather: what did VUCA stand for?

Everyone knows the acronym VUCA – no wonder since it has been around for almost four decades. As we all know, the blended term consists of “volatile,” “uncertain,” “complex,” and “ambiguous,” and it was significantly shaped by the results of the Cold War. Afterwards it served as a great point of orientation in terms of agile and self-oriented approaches to working, thinking, and making sense of the world in general. However, **the situation has substantially changed** since the term was coined in the 1980s, and complexity for instance seems to have evolved into chaos.

### The VUCA environment has substantially changed

Not only that the term has been **excessively used** and thus **lost its meaningfulness**, it also has ceased to provide useful insights concerning the basic question: How can we reasonably deal with current circumstances? In this world at its current state, VUCA does not suffice anymore to make sense of it or to figure out potential future scenarios. In other words: this is no longer a VUCA environment. It has evolved, which **calls for a new terminology**, a new language to explain the changed world.

So why BANI? In a nutshell: It paints a clear picture of how the world looks to us nowadays, and it makes each aspect more tangible.

- What used to be volatile has **ceased to be reliable**.
- People do not feel uncertain anymore, they are **anxious**.
- Things are not complex anymore, instead they obey **non-linear logical systems**.
- What used to be ambiguous **appears incomprehensible** to us today.

Let us have a closer look at that.

What does BANI stand for?

As in the VUCA acronym, each letter has a specific meaning that contributes to the concept.

“B” as in Brittle

You cannot rely on something brittle or frail. It may break down out of the blue – **despite looking reliable, flexible, even unbreakable**. It may even be – up to a breaking point that cannot be predetermined. In a BANI world, a brittle system **may work well on the surface** while being **on the verge of breaking down for good**.

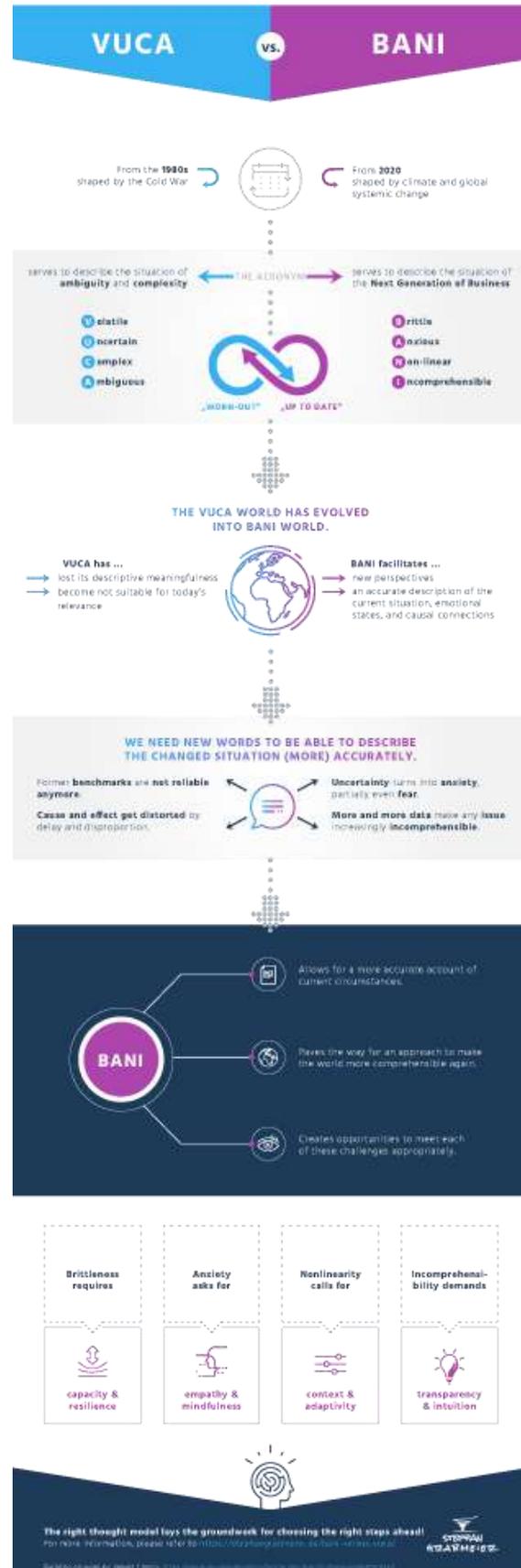
A system turning brittle often is the **result of maximizing profits** – and that applies to basically any area of life. Just take

- **Monocultural farming**, effectively draining the soil plus making it more vulnerable: one minor error may cause only this crop’s harvest fail.
- The **resource curse**, when large regions focus on their natural resources exclusively – just before technological progress supersedes them entirely.

History offers numerous examples for both patterns, and you can find such a **critical point of failure in virtually any system**. What is even more: in a world in which **everything is interconnected** – as it is today – a disastrous failure occurring in one country may cause a **ripple effect all over the planet**. Just look at

- Food supply
- Energy supply
- Global trade in general.

Our critical systems are essentially interwoven, and they **do not have fail-safe systems**. If one component fails, the result may very well be quite a number of systems failing and falling like dominos one after the other.



“A” as in Anxious

Against this backdrop, the obvious consequence is that the next letter in BANI should stand for “**anxious**”. If you are anxious, you will also **feel helpless and unable to make decisions**: any available option may potentially turn out terribly wrong. In an anxious world, people

- Watch for the **next disaster** to happen
- Tend to **become passive** to avoid potentially wrong decisions altogether
- Feel **desperate** about missed opportunities
- Face the **terrible gut feeling** of depending on someone who may very well make decisions with negative consequences for them.

However, when generally moving within an environment shaped by anxiety, the point is to **learn how to deal with these circumstances in a productive way**. In a nutshell: It is up to us to **canvass a positive view on things** – and we can do this by being clear in our own minds. From this basis we can deduce positive aspects, opportunities, and potentials for improvement.

Unfortunately, we get sidetracked as we permanently receive **news** that increases this sense of anxiety – and it obviously has increased during the last few decades.<sup>2</sup> With the current pandemic, we even see a notable spike in anxiety and depression.<sup>3</sup>

Meanwhile, media focus on what is happening right now, and **often fail to mention what is or would be right** or what action will lead to which consequence. In addition to that, we deal with what we call **fake news** on a daily basis. Incorrect depictions enhance the pent-up emotions listed above, and they add to **the ubiquitous anxiety in all spheres of life**.

“N” is for Non-linear

The next letter as **cause and consequence no longer are assessable** in advance. The basic logic of what we know as a linear cause-effect chain has become **non-linear**: they do not quite fit together.

- Small decisions have **disproportionate impacts** that can turn out beneficial as well as devastating.
- Changes lead to consequences with **huge delays** or only later become tangible.
- A lot will not necessarily help a lot and **great effort may just fizzle out**.

For instance, the current pandemic has introduced an **unprecedented crisis** in terms of scale, scope, infection, and mortality rates – and this fight will go on for another couple of months, probably years. The same **patterns of non-linearity** apply to the climate crisis. Global warming as it is manifesting today in fact is the result of decisions made by industries around 1980.

The same also holds true for economics, biological systems, medical health... **The fully-fledged consequences of any given cause may take a fairly long time to emerge**.

“I” is for Incomprehensible

Such non-linear results of any given cause, events, and decisions often seem to **lack any kind of logic or purpose** – they are **incomprehensible**. We cannot grasp the cause because it may have been long gone or it may appear too appalling or flat-out wacky. This renders investigations simply ludicrous and we **cannot make sense of it**.

For instance, software may only work with a certain line of code that *apparently* does not serve any purpose or work in any coding logic. However, deleting the line will make the software useless. It may be a programmers’ cliché, but it **illustrates the term incomprehensibility** well. Programming generally follows stream-lined logical patterns, yet the case is well-known, and cause and effect do not make sense at all.

Interestingly, having more **information** and **data** available does **not** equal finding an answer either.

1. Along with potentially valuable **signals**, the **noise** increases as well.
2. At the same time, **our ability** to make sense of the world remains the same.
3. Therefore, more information may **only overwhelm** our thinking capacities.

Speaking of software, we also need to look at **Artificial Intelligence**.

- AI has been introduced to **many spheres of daily life** and becomes increasingly important.
- Their algorithms **continuously learn** from what we do – our behavior, available content, and so on.
- Meanwhile, we observe **disproportionate results** as well as deeply racist, sexist, and other discriminatory effects, even despite our best intentions.

Nonetheless, it is important to note that we may not understand numerous aspects now. However, **future technologies** and **synergy effects** (human brain + technology) will most likely render many things comprehensible after all.

Statistics prove the need for a new framework

At first glance, these observations may shed a devastating light on the formerly VUCA world. One could regard BANI as a rather dystopian, even apocalyptic point of view. Working in the field of future scenarios always carries the **risk of “end of the world” images**, while the average citizen may have those too. We have statistics and numbers such as suicide rates<sup>4</sup>, studies on alcoholism<sup>5</sup> and other surveys<sup>6</sup> indicating that **the BANI world confounds people all over the world on all levels**. This may result in solid despair and a general tendency to succumb to pessimism.<sup>7</sup> **Yet I ask you not to.**

Being more accurate and concise than VUCA, the **BANI acronym offers a productive framework**

- To make sense of the world **anew**
- To better grasp the **links** between causes and effects
- To find a stable **structure** to determine what is going on in the world.

As such, each letter of the acronym also hints at **viable options to respond** to our current challenges:

- If something is **brittle**, it requires **capacity** and **resilience**.
- If we feel **anxious**, we need **empathy** and **mindfulness**.
- If something is **non-linear**, it calls for **context** and **adaptivity**.
- If something is **incomprehensible**, it demands **transparency** and **intuition**.

The BANI framework = an underrated gate to the future

Obviously, these are reactions rather than solutions to any problem. But this indicates that **the problems can be solved** at some point despite the anxiety we feel so deeply. Clearly we have left the VUCA world and entered a new (BANI) level or phase:

- The proceedings in the world are massive, and we **do not know their full effects** yet.
- **Systems we rely on are subject to changes** – including trading, information, social, societal and collaborate systems.
- And change always comes at a **price**.

With BANI, we now have a **new language** at our disposal to describe and grasp what is going on. **It provides us with a basis to build on and to develop new approaches with.** This is a chance to seize, so let us explore the options we have.

## Presentation of programs of the Youth Climate Center Rakitna



# Health programs in Youth Climate Center Rakitna



**SCHOOL OF  
HEALTHY  
DEVELOPMENT**

„Voiding  
School,“  
“MEHURČKI”

Subprogram adapted for  
children with autism  
spectrum disorder



**Reintegration and  
Rehabilitation**

**Center for the  
Mental Health for  
Children and  
Adolescents  
(Brezovica)**



**DIGITALNI  
DETOX**

**Outpatient Services  
(Psychiatric, Pediatric  
Psychiatry and Clinical  
Psychological)**

## Contraindications for admission

Acute psychosis,

Acute suicidal risk and self-harming behavior

Developed behavioral disorder

Acute symptoms of addiction (alcohol, substance abuse,  
internet use)

Pronounced lack of motivation, resistance

All acute somatic conditions, allergies

# School of Healthy Development



Early Intervention Program for Children and Adolescents at Risk  
of Developing Emotional and Eating Disorders

## PROGRAM SCHOOL OF HEALTHY DEVELOPMENT

**Who:** Children or adolescents with developmental, emotional, and behavioral disorders, as well as those in risky psychosocial circumstances (illness, family violence, etc.).

**How many:** 6-8 per group

**Duration:** Up to 2 weeks

### **Objectives:**

- Enhancing social skills and practicing communication skills.
- Recognizing needs and emotions and expressing them appropriately.
- Self-regulation of behavior.
- Boosting self-esteem.
- Promoting age-appropriate independence.
- Observing the child's functioning in various contexts.
- If necessary, motivating for further outpatient or inpatient treatment

## Activities during the program - sample schedule

ODDELEK B - PRVI TEDEN								
	PONEDELJEK	TOREK	SREDA	ČETRTEK	PETEK	SOBOTA	NEDELJA	
7.00 - 7.30	SPREJEMI	VSTAJANJE, JUTRANJA OSEBNA NEGA				VSTAJANJE,	JUTRANJA	
7.30 - 8.00		ZAJTRK						
8.15 - 8.45		VIZITA NA ODDELKU				ZAJTRK		
8.45 - 9.15		ZDRAVILA (DELJENJE NA ODDELKU)						
9.30 - 10.00		AKTIVNOSTI S KONJI 9:00-10:30	ŠPORT ali KREATIVNA DELAVNICA	AKTIVNOSTI S KONJI 9:00-10:30	ŠPORT ali KREATIVNA DELAVNICA	AKTIVNI PROSTI ČAS	AKTIVNI PROSTI ČAS	
10.00 - 10.30								
10.30 - 11.00	MALICA							
11.00 - 11.30	SPREJEMI	PODPORNA TERAPEVSKA SKUPINA	AKTIVNOSTI	POUK	POUK	ŠPORT ali KREATIVNA DELAVNICA	ŠPORT ali KREATIVNA DELAVNICA	
11.30 - 12.00		S KONJI		11.15. - 12.45	11.15. - 12.45			
12.00 - 12.30	PROSTO							
12.30 - 13.00	KOSILO							
13.00 - 13.30	PROSTO	PROSTO	PROSTO	PROSTO	PROSTO	PROSTO		
13.30 - 14.00	POUK	POUK	POUK	PODPORNA TERAPEVSKA SKUPINA	MALE ŽIVALI		PROSTO	
14.00 - 14.30						AKTIVNI PROSTI ČAS		
14.30 - 15.00								
15.00 - 15.30	PROSTO	PROSTO	PROSTO	PROSTO	PROSTO	PROSTO		
15.30 - 16.00	MALICA							
16.00 - 16.30	PROSTO	PROSTO	PROSTO	ŠPORT ali KREATIVNA DELAVNICA	PROSTO	PROSTO	PROSTO	
16.30 - 17.00	AKTIVNI PROSTI ČAS	ŠPORT ali KREATIVNA DELAVNICA	AKTIVNI PROSTI ČAS	ŠPORT ali KREATIVNA DELAVNICA	ŠPORT ali KREATIVNA DELAVNICA	ŠPORT ali KREATIVNA DELAVNICA	AKTIVNI PROSTI ČAS	
17.00 - 17.30				DRUŽENJE				
17.30 - 18.00				ŠPORT				
18.00 - 18.30	VEČERJA							
18.30 - 19.00	PROSTI ČAS-TELEFONSKI POGOVORI							
19.00 - 19.30	ZDRAVILA (DELJENJE NA ODDELKU)							
19.30 - 20.00	VEČERNA URICA							
20.00 - 20.30	VEČERNA OSEBNA NEGA, VEČERNO DRUŽENJE							
20.30 - 21.00	ODHOD V POSTELO, PRIPRAVA NA NOČNI POČITEK							
21.00 .....	NOČNI POČITEK							

ODDELEK B - DRUGI TEDEN							
	PONEDELJEK	TOREK	SREDA	ČETRTEK	PETEK		
7.00 - 7.30	VSTAJANJE, JUTRANJA OSEBNA NEGA						
7.30 - 8.00	ZAJTRK						
8.15 - 8.45	VIZITA NA ODDELKU						
8.45 - 9.15	ZDRAVILA (DELJENJE NA ODDELKU)						
9.30 - 10.00	ŠPORT ali KREATIVNA DELAVNICA	AKTIVNOSTI S KONJI 9:00-10:30	ŠPORT ali KREATIVNA DELAVNICA	AKTIVNOSTI S KONJI 9:00-10:30	ŠPORT ali KREATIVNA DELAVNICA		
10.00 - 10.30							
10.30 - 11.00	MALICA						
11.00 - 11.30	MALE ŽIVALI	PODPORNA TERAPEVSKA SKUPINA	AKTIVNOSTI	POUK	POUK		
11.30 - 12.00	S KONJI		11.15. - 12.45	11.15. - 12.45			
12.00 - 12.30	PROSTO	PROSTO					
12.30 - 13.00	KOSILO						
13.00 - 13.30	PROSTO	PROSTO	PROSTO	PROSTO	PROSTO	PROSTO	
13.30 - 14.00	POUK	POUK	POUK	PODPORNA TERAPEVSKA SKUPINA			ODPUST
14.00 - 14.30							
14.30 - 15.00							
15.00 - 15.30	PROSTO	PROSTO	PROSTO	PROSTO	PROSTO	PROSTO	
15.30 - 16.00	MALICA						
16.00 - 16.30	PROSTO	PROSTO	PROSTO	ŠPORT ali KREATIVNA DELAVNICA	PROSTO	PROSTO	ŠPORT ali KREATIVNA DELAVNICA
16.30 - 17.00	AKTIVNI PROSTI ČAS	ŠPORT ali KREATIVNA DELAVNICA	AKTIVNI PROSTI ČAS	ŠPORT ali KREATIVNA DELAVNICA	ŠPORT ali KREATIVNA DELAVNICA	ŠPORT ali KREATIVNA DELAVNICA	AKTIVNI PROSTI ČAS
17.00 - 17.30				DRUŽENJE			
17.30 - 18.00				ŠPORT			
18.00 - 18.30	VEČERJA						
18.30 - 19.00	PROSTI ČAS-TELEFONSKI POGOVORI						
19.00 - 19.30	ZDRAVILA (DELJENJE NA ODDELKU)						
19.30 - 20.00	VEČERNA URICA						
20.00 - 20.30	VEČERNA OSEBNA NEGA, VEČERNO DRUŽENJE						
20.30 - 21.00	ODHOD V POSTELO, PRIPRAVA NA NOČNI POČITEK						
21.00.....	NOČNI POČITEK						

## Activities during the program



## Activities during the program



## Activities during the program



# School of Healthy Development

<https://mkz-rakitna.si/programi/sola-zdravega-odrascanja/>

# Program Digital detox (DX)



## Program Digital detox (DX)



- A 3-week program designed for adolescents up to the age of 18 showing signs of digital addiction,
- We accept 6 patients,
- Family program - includes adolescents and parents,
- Collaboration with the non-governmental organization Logout: initial assessment, preparation for the DX program, follow-up after completion, Friday workshops for adolescents and parents,
- Collaboration with parents: live and phone counseling sessions, support in planning activities at home, referrals to further specialized treatments, ...

## Indications

The signs are similar to those seen in other addictions, such as:

- Preoccupation with internet use
- Increased tolerance
- Denial of problems
- Attention disorders, mood disturbances
- Loss of interest in other activities
- Decline in academic performance
- Negative consequences for relationships at school, at home, with friends
- Withdrawal symptoms



# The content of the "Digitalni detox" program

- Program without digital devices during the stay,
- The importance of structure and organization of the day,
- Therapeutic treatments (supportive therapy groups, individual sessions, psychoeducation),
- Activities with horses, small animals, the Tačke pomagačke society, sports activities, creative workshops, music therapy, ...
- Hospital school,
- Morning and evening routines (morning activation, journaling, relaxation),
- Every Friday, lectures and workshops with adolescents and parents (provided by Logout).

## Purpose and objectives of the program DX

- Space for reflection and planning changes related to screen use,
- Reestablishment of daily routines,
- Training in social skills, relaxation, assertive communication, self-observation,
- Strengthening emotional and behavioral self-regulation, understanding one's needs,
- Exploring alternative ways to spend leisure time.



# Reintegration and rehabilitation of adolescents with emotional disorders and/or eating disorders.





## REINTEGRATION AND REHABILITATION PROGRAM

**Who:** Adolescents and young adults aged 15-26 years old

**How many:** 6-9 per group, semi-open group

**Duration:** 6-12 weeks (home visits every weekend)

**Working with the whole family:** consultations

**For who:**

- Patients who completed psychiatric/therapeutic treatment.
- Supplementary form of ongoing therapeutic treatment.

***Adolescent's motivation is very important factor to participate in the program.***

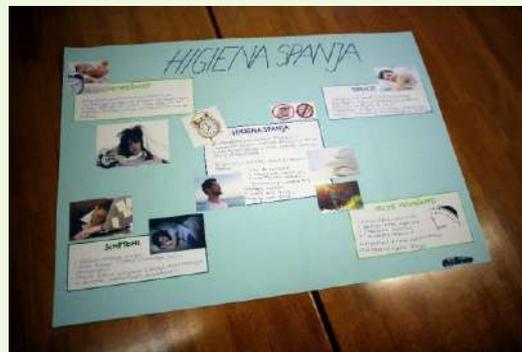
## Objectives – our goals:

- Completing developmental processes and successfully integrating into everyday life,
- Becoming more independent from the family,
- Support in building stable relationships,
- Acceptance of one's own body,
- Exploring one's value system,
- Encouraging socially responsible behavior,
- Preventing the recurrence of the illness,
- Enhancing emotional self-regulation,
- Learning effective communication,
- Building self-esteem through experiences,
- Taking responsibility for change or accepting the situation as it is.



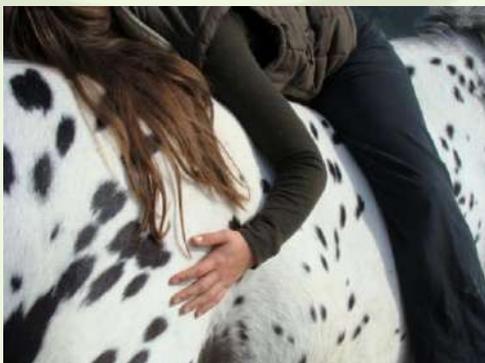
## Activities during the program

- Therapeutic groups
- Individual counseling
- Assertiveness training
- Psychoeducation
- Creative workshops
- Relaxation
- Health education
- Hospital school



## Activities during the program

- Sports activities: walks, hikes, team sports, climbing, archery
- Cooking
- Activities with horses
- Caring for small animals



# Reintegration and Rehabilitation Program

- <https://mkz-rakitna.si/programi/program-reintegracije-in-rehabilitacije/>

**THANK YOU FOR YOUR ATTENTION!**



## TABER: Tackling Alexithymia to Build Emotional Resilience

*Reference number: 2022-1-IT03-KA220-YOU-000085580*

“Using creative techniques (Cope Cards, OH Cards, Resilio Cards) to identify problems and formulate coping strategy”

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Barbara Zupančič, Ksenija Bratuš Albreht

Ljubljana, 4.10.2023

# USE OF CREATIVE TECHNIQUES FOR BUILDING EMOTIONAL RESILIENCE

-To enter into a hidden or new world of sensations and emotions;

- To express ourselves in a safe way;

-To find „words“ for our inner state and situations – art, playing can be less dangerous than words – we can explore emotional themes such as abandonment, shame, rage... ;

-Help to build mentalisation;

*.\*In psychology **mentalization** = the ability to understand the mental state – of oneself or others – that underlies overt behaviour. Mentalization can be seen as a form of imaginative mental activity that lets us perceive and interpret human behaviour in terms of intentional mental states;*

-To open the door for trauma therapy: in the absence of secure attachment, trauma impairs the adult's capacity to form a coherent self-narrative (Stutridge, 2006)

*.\* **coherent self-narrative expressing** is adult expressing, means being rational, includes autobiography-self awareness, intuition, feelings, you know how your past influenced your presence, you are balanced, and you show also self-*

*compassion*

-A place to increase awareness - working of middle prefrontal cortex it is connected to regulation of body systems, balancing emotions, attuning to others, modulating fear, responding flexibly and exhibiting insight and empathy (Siegel (2007), Stutridge (2006))

-To connect implicit and explicit memories into one narrative (to give a meaning also to body sensations and behaviour)

-To stimulate right hemisphere: autobiographical memory is mediated primarily through it;

*\***Autobiographical memory**=memory system consisting of episodes recollected from an individual's life, based on a combination of episodic and semantic memory.*

*\***Episodic memories**= memories from our life events and experiences. **Semantic memories**=factual and conceptual knowledge we have about the world.*



# COPE CARDS/OH CARDS/RESILIO CARDS



Lithuania: [www.konsteliacijos.lt](http://www.konsteliacijos.lt)

Poland: [kartymetaforyczne.pl](http://kartymetaforyczne.pl), [poznanklanza.pl](http://poznanklanza.pl)

Italy: [www.iltrenodibogota.net](http://www.iltrenodibogota.net)

Romania: [www.facebook.com/distribuitoROHcards](http://www.facebook.com/distribuitoROHcards)

Turkey: [www.bakis-bakis.com](http://www.bakis-bakis.com)



# COPE CARDS/OH CARDS/RESILIO CARDS – BASIC RULES



- We honour each other's privacy (I may choose to pass, to NOT play the cards drawn).
- We honour each other's time. (I will not interrupt you)
- We honour each other's intelligence and imagination (I do not interpret or re-interpret your cards, even in the secrecy of my mind.
- We honour each other's individuality (I don't contradict you or argue about your interpretations. But I will express my curiosity about something you said, or ask you to clarify something so I can know you better.
- We honour each other's individuality. When I play, my cards I do not assume that you see what I see, read what I read.



# COPE CARDS



Link for distribution: <https://oh-cards.com/cope/>

\*communal project of a Russian painter, an Israeli psychologist and a German publisher; Authors: dr. Ofra Ayalon (psychologist), Moritz Egetmeyer; Artwork: Marina Lukyanova

88 picture cards for Trauma and Healing

Booklet: numerous ideas and suggestions for use, as well as background information about working with crisis and trauma

They can be used in therapeutic or non-therapeutic setting; the important is to protect participants' vulnerability, usually they are used by teachers, counsellors, psychotherapists, personnel trainers, etc.

It is always participant's personal and subjective truth which interest us when using the COPE cards. The concepts of "correct" and "incorrect" do not apply to a card-response.

The story behind, from the booklet.



# RESILIO CARDS



Link for distribution: <https://oh-cards.com/cope/>

Latin verb “resilire”: to to come back into shape or position after being pressed or stretched

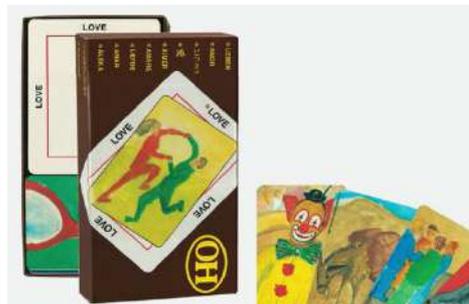
\*Artwork Emilie Marti, concept Moritz Egetmeyer

99 picture cards about stress plus 44 animal cards

Booklet: 22 proposed activities



# OH CARDS



Link for distribution: <https://oh-cards.com/cope/>

\*Artwork: Ely Raman

Two Decks of 88 Cards each one of Paintings, one of Words – show different aspects of our daily life;

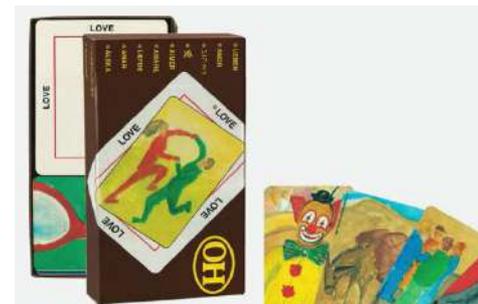
The OH Cards are found in homes, schools, clinics and centres for corporate training.

These beautiful cards are designed to increase intuition, imagination, insight and communication.





šentprima



## WORKSHOP 1: „BUILDING A BRIDGE“



## SUPER BINGO

You are looking for people who fit the following statements. Your goal is to collect as many signatures as possible from other participants within 10 minutes. Each person can only sign you once.

I HAVE A PET	I'VE ALREADY VISITED ANOTHER CONTINENT	I CAN PLAY A MUSICAL INSTRUMENT
I REGULARLY DO SPORTS	I AM A PARENT	THE BEST CHOCOLATE IS DARK CHOCOLAT

## SUPER BINGO

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## Workshops Feedback - Learner Diaries - Duemilauno Agenzia Sociale

### 1. What ideas/approaches did you learn from the workshops?

Regarding the workshops in general, one of the most interesting aspect has been consisting in the possibility to exchange best practices and their theoretical basis with persons/organizations from different countries, characterized by different cultures, history, political and ideological background. This gives us the chance to understand the importance of our specific cultural, legal, historical contexts, the motivations and reasons for developing specific practices and approaches. At the same time this gives us the chance to discover differences and similarities and contribute to the creation of a more inclusive community, able to dialog in a peaceful and constructive way.

In regard to the specific workshops, realized by all project partners with a high standard of professionalism, each workshop could provide new methodological, practical and/or theoretical inputs, expanding the toolbox of the participants in different areas as: storytelling and narration tools, innovative approaches aimed to increase teambuilding, improve communication and leadership skills.

But also, a deeper understanding and feeling of the proper positions, roles, interaction in groups and the upcoming feelings, possible to express in a not judging context!

One interesting aspect in the proposed workshops, was the holistic approach and the attention also on the materials used and collected as the wool for the socks, the legos. Each aspect was an expression of active involvement and participation of the community, clients, team members with an attention on reuse and recycling aspects.

A further aspect, precious to experience on ourselves through the workshops, consists in the possibility to cultivate emotional awareness through creative practices, to understand the emotions of others, for example through their drawings and understand the language of emotions beyond the words, extremely important while relating with the difficulty of persons to express their emotions with words.

We could learn approaches which help us to understand, how the emotions reflect in our bodies and the importance to support the awareness process especially while working with persons with vulnerabilities, the connection between colors and emotions.

The use of creative media, of cards (cope cards, resilio....) as well as the work on mindfulness and archery are all approaches, useful to express thoughts and emotions even when it is not so easy to express what you have inside. In particularly the workshop on Mindfulness gave us one more the chance to understand how important it is to be focused on what we are doing in the present moment, especially while working with persons with vulnerabilities.

### 2. Identify one aspect of the workshops and what impact it has had on your beneficiaries

The interaction in a small group in a serene and playful atmosphere which allows all participants to show parts of themselves without shame, without boastfulness and without being judged, is the most precious aspect we got from all the workshops. The expression of emotions, in our daily life and in the therapeutically setting, mostly is focused on the single person. The workshops give our beneficiaries the chance to experiment a positive and supportive group interaction, creating a valid alternative to their former, often negative group experiences.

The impact consists in an increased solidarity between the beneficiaries involved, as well as the possibility to recognize a space in which they can express their emotions and their specificity with less worry.

They also learn to find new channels of expression, to receive feedback from others and therefore increase self-awareness and the ability to manage their emotions in relationships with others.

In the best way, this allows them to acquire greater confidence in themselves and in the relationship and to increase their ability to self-protect.



### **3. What changes did you make to any of the workshop delivery and why; what was the result of any changes you made**

Each workshop has undergone variations to meet the needs of the participants, to encourage connection with their interests and experiences, to respond to the developmental needs characteristic of their age.

One result consists of greater confidence and ability to get involved in the group.

As for trainers, the result is the greater ability to use the tools with flexibility and suited to the specific context and persons/beneficiaries.

### **4. How will you use the training workshops in the future?**

The participants at the transnational trainings share the workshops with their colleagues and other stakeholders, part of the local networks and collaborating in other projects. DMLAS will therefore foster the dissemination of the workshops in order to train the own educators and increase the toolkit at their disposal. The team will go on proposing workshops in the different contexts and in particular in Colloredo (UD), in the countryside, with the group of young beneficiaries which have been involved during the piloting activities (work inclusion activity). One aim is to insert the workshops inside their daily activities, creating a continuous reflection and awareness on the emotional aspects, interfering in life and the work contexts.

### **5. What was the impact on your organisation having carried out the workshops locally.**

DUEMILAUNO AGENZIA SOCIALE is facing, especially in its Mental Health services, but also those in favor of Minors, unaccompanied foreign Minors, young lonely mothers etc., day by day the challenge to find new and person tailored ways to support persons with symptoms of Alexithymia or, at the risk to develop those symptoms, as in the difficulty to express their emotions.

The workshops have contributed to the creation of a new educational and training pole dedicated to the narrative approach, from theatre to writing, plastic arts and painting, using of cards, mindfulness egg.

Thanks to the possibility to confront with colleagues from different countries and cultures in Europe, the capacity to read and valorize the proper context has been increased, as well as the possibility to introduce new perspectives and tools. This is additionally important, while working with young person arriving from different cultural backgrounds.

In an overall summary, on our local level this experience is able to strengthen our team's motivation in promoting mental health and increase further its professional tools and perception. The project gives us the chance to experience new ways, open our minds, break with the daily routine, enlarge possibilities of intervention and be therefore more efficient in more diversified situations.

At the same time, it allows us to create new and/or strengthen the professional connections with our local realities and stakeholders and build up new opportunities of collaboration (schools, community health services, training institutions...). By spreading the experience in our network, at least we are able to reach a high number of young people facing the problems of Alexithymia.

## Tackling Alexithymia to Build Emotional Resilience - **TABER**

2022-1-IT03-KA220-YOU-000085580

### Workshops Feedback - Learner Diaries – ZISPB

**1. What ideas/approaches did you learn from the workshops?**

Using expressive writing, common drawing techniques, different type of using the cards of board game DIXIT.

How to work with kids with emotional difficulties, how to start the conversations, how to engage

**2. Identify one aspect of the workshops and what impact it has had on your beneficiaries**

Experience of the working with kids who experienced the psychological trauma, caused due to an earthquake.

Drawing on a bedsheet, writing a story from a painting.

All the methods were interesting.

**3. How will you use the training workshops in the future?**

We will use these activities in the classrooms with teenagers, teachers, during regular workshops we organize for specialists.

I will use these methods in my training for social workers, during events, conferences, meetings

I will use these methods in my training for social workers, during events, conferences, meetings

**4. What was the impact on your organisation having carried out the workshops locally.**

We will use new techniques and tools, improved competencies, with minor changes we will use these techniques for individual counselling.

We will inform our team on these methods to use it during the daily activities.

## Tackling Alexithymia to Build Emotional Resilience - **TABER**

2022-1-IT03-KA220-YOU-000085580

### Workshops Feedback - Learner Diaries – Bucovina Institute

#### 1. What ideas/approaches did you learn from the workshops?

The workshops presented a rich opportunity to explore and exchange best practices and methodologies with professionals from different countries, each bringing a unique cultural, historical, and educational background. This diversity enriched our understanding of emotional resilience, especially when considering the role of context in shaping therapeutic approaches. We learned how these differing perspectives can be adapted and blended to foster more inclusive communities that value dialogue and understanding.

One of the most fascinating aspects was the creative and holistic methods used to help participants express emotions that are difficult to verbalize, such as through art, storytelling, and mindfulness. Workshops that emphasized storytelling, narration, and art-based methods (e.g., using colors, photocollages, and drawings) helped participants externalize their emotions in creative ways. For example, it was impressive to see how the simple act of drawing or making a photocollage could reflect deep emotional states, providing a non-verbal outlet for feelings that are hard to articulate.

We also explored how emotions manifest physically, gaining insights into the connection between body awareness and emotional expression, a crucial aspect when working with vulnerable individuals. Methods such as mindfulness and archery further highlighted the importance of being present and focused, particularly in environments where participants may struggle to express emotions due to alexithymia. The use of creative tools like cards (cope cards, resilio) was also valuable, as they enabled participants to share their emotions in a non-threatening and accessible way, even when words failed.

#### 2. Identify one aspect of the workshops and what impact it has had on your beneficiaries

A standout aspect of the workshops was the creation of a safe, supportive group dynamic, which fostered open emotional expression in a non-judgmental setting. Beneficiaries, many of whom had previously experienced negative group interactions, were given the chance to participate in an atmosphere of playfulness and serenity. This environment allowed them to share emotions without fear of being judged, criticized, or misunderstood, which is particularly important when working with individuals dealing with alexithymia.

The impact on our beneficiaries was profound. They experienced increased solidarity and trust within the group, learning to express themselves more openly and authentically. This positive group interaction

provided an important alternative to their prior experiences, and they began to understand that emotional expression could be met with support rather than rejection. The group feedback and shared experiences also helped participants to increase self-awareness and improve their ability to manage emotions in relationships, boosting their self-confidence and ability to navigate social situations

### **3. What changes did you make to any of the workshop delivery and why; what was the result of any changes you made**

Each workshop was adapted based on the needs and interests of the participants, with a particular focus on making the activities more interactive and aligned with their developmental stage. These modifications included incorporating more group-based activities that promoted interaction and connection, rather than relying solely on individual exercises. For example, more time was given to hands-on activities like group storytelling and collaborative art projects, which not only increased engagement but also allowed participants to express their emotions in ways that felt more comfortable and accessible to them.

These changes led to a noticeable increase in participant confidence and involvement. The workshops became more engaging, and participants were more willing to step outside their comfort zones to share their thoughts and feelings. The flexibility introduced by the trainers also allowed for a more personalized approach, tailoring activities to better suit the individual needs and emotional states of participants, resulting in deeper connections within the group.

### **4. How will you use the training workshops in the future?**

The knowledge and skills gained from these workshops will be widely disseminated within the organization and integrated into our ongoing training programs. The participants who attended the transnational trainings will share these new approaches with colleagues and local networks, fostering knowledge exchange and collaboration across different community projects. In particular, these workshops will be incorporated into programs focused on young beneficiaries, especially those dealing with emotional difficulties or alexithymia.

A specific focus will be placed on embedding these workshops into daily activities, particularly in environments where emotional resilience is critical. For instance, in settings like the work inclusion program in Colloredo, these workshops will become part of the routine, helping participants regularly reflect on their emotions and develop greater emotional intelligence. By making this reflection a consistent part of their lives, we aim to foster long-term emotional growth and resilience.

### **5. What was the impact on your organisation having carried out the workshops locally.**

The workshops have significantly enriched our organization's approach, particularly in the areas of mental health and social support services. Working with vulnerable groups, such as unaccompanied minors or young mothers, often presents the challenge of addressing emotional suppression or difficulties in



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expressing emotions. These workshops have provided our team with new tools and methods, such as narrative techniques and creative outlets like art and mindfulness, which are essential for supporting individuals with symptoms of alexithymia.

On a broader scale, the workshops have contributed to the creation of a new educational and training hub within our organization, dedicated to using creative, narrative, and mindfulness-based approaches in emotional health. Additionally, engaging with partners from different European countries has expanded our perspective and toolkit, allowing us to integrate new ideas and methods into our local practices. This has been particularly important when working with individuals from diverse cultural backgrounds, as it has enhanced our ability to address emotional challenges in a more culturally sensitive and person-tailored manner.

Overall, the workshops have reinvigorated our team, providing them with fresh perspectives and breaking the routine of traditional intervention methods. This renewed energy and expanded toolkit have made us more effective in addressing the emotional needs of the individuals we serve, allowing us to tackle a broader range of issues with greater flexibility and creativity. The workshops have also strengthened our relationships with local stakeholders, such as schools and health services, opening new opportunities for collaboration and further dissemination of the approaches we've learned.



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## ŠENTPRIMA

### 1. What ideas/approaches did you learn from the workshops?

KSENIJA

From the workshops, I learned the importance of role-playing and peer counseling as effective tools for fostering empathy and emotional intelligence among participants. The workshops highlighted how these approaches can help individuals better understand their workplace dynamics by experiencing different roles and perspectives. Additionally, the significance of creating a safe and inclusive environment where participants feel comfortable expressing their emotions was underscored, along with the need for personalized support to meet individual needs, such as providing translation services.

BARBARA

In the TABER project, I gained many new methods of work, which are an excellent support in working with people who have problems in the field of recognizing and expressing emotions. I have further strengthened the awareness that creative materials are a great support for working with people who have difficulty expressing or recognizing their own emotions.

### 2. Identify one aspect of the workshops and what impact it has had on your beneficiaries.

KSENIJA

One impactful aspect of the workshops was the peer counseling segment. This allowed participants to openly share their challenges in a supportive and understanding environment, which in turn helped to normalize their feelings and reduce isolation. This exercise not only built a sense of community but also increased participants' self-awareness and emotional intelligence, which are crucial for their personal and professional development.

BARBARA

Participants reported that teamwork is very welcome, that they like to socialize and gain new information from other peers. One participant even expressed that until our meetings, he had the feeling that he was the only one who had such problems. Participants also began to meet outside of our premises, and chat after the official meeting.



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### **3. What changes did you make to any of the workshop delivery and why; what was the result of any changes you made?**

KSENIJA

We made several adjustments to the workshop delivery to better address the inclusion of individuals with mental health issues and challenges in expressing emotions, including autism. Specifically, we adapted the workshop content to focus on the integration of people with mental health issues and difficulties in expressing emotions into the workplace. Additionally, we ensured that individual needs were met by providing personalized support, such as translation services, and allowing more time for participants to feel comfortable and accepted. These changes resulted in a more inclusive environment where participants could engage more fully and openly, thereby enhancing the overall effectiveness of the workshop.

BARBARA

Since I was working with a group of job seekers, I adapted the topic to the field of employment, well-being in the work environment, expressing and recognizing emotions under stress at work, and so on. Some of the proposed workshops that I obtained at international meetings were not carried out because they were emotionally too demanding for the participants. Given that the people were not in intensive treatment, I made sure that at the end of each group, we came to close the bad experiences, with the intention that the participants would not leave the groups emotionally burdened.

### **4. How will you use the training workshops in the future?**

KSENIJA

In the future, we plan to continue offering these workshops with an emphasis on personalizing the experience for diverse groups. We will incorporate more time at the beginning of each session to establish comfort and trust among participants, and we will schedule regular follow-up sessions to reinforce the skills learned. The workshops will continue to focus on building emotional intelligence and fostering a supportive community, ensuring that they remain relevant and beneficial for participants facing various workplace challenges.

BARBARA

I will continue to use the methods in the future, as they are very well transferable to other topics and to other target groups.



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## **5. What was the impact on your organization having carried out the workshops locally?**

KSENIJA

Conducting these workshops locally had a significant positive impact on our organization. It enhanced our capacity to address the needs of diverse groups, including individuals with mental health challenges and those on the autism spectrum. The workshops reinforced our commitment to inclusivity and personalized support, thereby strengthening our reputation as an organization that values and effectively responds to the unique needs of its beneficiaries. This has also increased the overall engagement and success of our programs.

BARBARA

We have also transferred the methods of work to other professionals, which has brought us greater visibility and interest of the general professional public in sharing the methods of work for people with alexithymia.



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## IMPACT at EYHDA

1. What ideas/approaches did you learn from the workshops?

Vahit: As a staff of EYHDA , I gained alot of experiences from the workshops implemented during last 2 years. Furthermore I exchanged the ideas and good practices used at different organization and different countries. Besides the staff, the partiicpants learnt alot from the workshops.

2. Identify one aspect of the workshops and what impact it has had on your beneficiaries

For most of them the activities were new and interesting. They experienced non-formal education techniques.

3. What changes did you make to any of the workshop delivery and why; what was the result of any changes you made?

Vahit: Sometimes I made the activities more simple to be understood well by the participants. Moreover, I used native language when it is necessaary that made more understandable. But in general I tried to use English for workshops. The result was more positive after doing these cahanges.

4. How will you use the training workshops in the future?

Vahit: For the target groups, we plan to use at different times for different groups. In addition to that we plan to use them in another possible Erasmus+ projects.

5. What was the impact on your organisation having carried out the workshops locally.

Vahit: It was a great chance for our organization to be a part of partnership because our NGO is a new comer for Partnership projectsWe learnt alot from other partners. The workshops we implemented locally increased the popularity of our organization.

## Tackling Alexithymia to Build Emotional Resilience - **TABER**

2022-1-IT03-KA220-YOU-000085580

### Workshops Feedback - Learner Diaries – IRIS

#### **1. What ideas/approaches did you learn from the workshops?**

The workshops taught the importance of cultural context in therapeutic approaches, using creative methods like art, storytelling, and mindfulness to express difficult emotions. These methods, including body awareness and emotional expression tools, helped participants externalize feelings non-verbally. The workshops also emphasized group dynamics and reuse of materials, fostering emotional awareness and understanding.

#### **2. Identify one aspect of the workshops and what impact it has had on your beneficiaries**

The safe, supportive group atmosphere encouraged open emotional expression, fostering solidarity and trust among participants. Beneficiaries, many with previous negative group experiences, learned to express emotions without fear of judgment, improving self-awareness, emotional management, and confidence in social interactions.

#### **3. What changes did you make to any of the workshop delivery and why; what was the result of any changes you made**

Workshops were adapted to be more interactive and developmentally appropriate, focusing on group-based activities like collaborative art. These changes led to increased participant engagement and confidence, with more willingness to share emotions, and trainers gained flexibility in tailoring activities to participants' needs.

#### **4. How will you use the training workshops in the future?**



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The workshops will be integrated into ongoing training programs, especially for young beneficiaries dealing with emotional challenges. They will also become part of routine activities, fostering continuous emotional reflection and resilience, particularly in work inclusion programs.

##### **5. What was the impact on your organisation having carried out the workshops locally.**

The workshops enriched the organization's mental health approach, providing new tools for working with vulnerable groups. They fostered the creation of a trainings focused on narrative and creative methods, improving cultural sensitivity and strengthening local stakeholder relationships. The workshops reenergized the team and expanded intervention methods.



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## FOCUS GROUP

### Summary – workshops after Italy

#### I. Planning:

**What are the main challenges and obstacles faced by marginalised young people? What are the main needs?**

##### ŠENTPRIMA

Young people are faced with difficulties to get opportunities for social networking, for information about job market and expectations from the employers. When they finish their schools, they stay and home, because they didn't develop social networks, they are shy to socialize and don't know where young people meet. Some of the issues: lack of Job opportunities information, Job search skills, social skills in the workplace, how to accept/ask for feedback from mentor in the workplace, social networking.

##### BUCOVINA

The society often paints mental health discussions with a brush of misunderstanding, and this fear becomes a barrier to opening about our experiences.

Youth worry that their peers, teachers, and even family members may see them differently, reinforcing the idea that our struggles should be kept hidden. When they sense judgment, we retreat into ourselves, avoiding conversations that could provide solace and understanding. The fear of being labelled as "different" amplifies the weight of our emotional challenges, pushing us into isolation where our pain remains unheard.

Creating a safe space for youth involves fostering a culture of empathy and understanding. Schools, youth centres, communities, and support groups play an important role in ensuring that these spaces exist where youth can express their emotions openly, knowing that their vulnerabilities will be met with compassion rather than condemnation.

##### EYHDA

The main needs are; Adaptation to the society, Participating active role at social and financial fields, Using united voices instead of isolation language More opportunities to handle the life.



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IRIS

During this workshops, the key challenge was to introduce the youth to the creative process of using metaphors and collage. It was important for the participants to understand how they can use these techniques to express their emotions, thoughts and reflections on their role in society. The main needs of the participants included developing the skills of self-expression, as well as strengthening the confidence in presenting their work in front of the group.

ZISPB

Poor social skills, autonomy, unemployment, lack of career guidance skills, purification and search for values, addictions, pleasures, are the main challenges and barriers faced by young people experiencing exclusion. Their main needs: guidance and career counselling, development of social and independent living skills are individual needs.

**Can you isolate them in terms of importance, urgency and need?**

ŠENTPRIMA

We will discuss in the following sessions with participants and address the most urgent topics.

BUCOVINA

1. The fear of being labelled as "different".
2. Avoiding conversations, isolation.
3. Creating a safe space to express their emotions openly.
4. Schools, youth centres, community involvement.

EYHDA

Using united language instead of isolation language and Participating active role at social and financial fields are the urgent steps, while the others are need.

ZISPB

- 1 Normal work or education;
2. Place of residence;
3. Individual counselling: psychologist, tutor, specialists in a narrow field;
4. Communication and support.



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## What are the outcomes you would expect from a successful workshops?

### ŠENTPRIMA

Networking and new friendships among participants; • Improvement of social skills; • Empowerment regarding job seeking skills and knowledge; • Better self esteem; • More knowledge about self-help techniques...

### BUCOVINA

- Learning how to communicate their concerns and address for support.
- Promoting dialogue for understanding, not judgement
- Maintaining healthy coping strategies beyond the workshop duration
- Being aware of the resources available in their community

### EYHDA

It should fulfil the needs of participants It should create new horizons for the participants It should create the feelings of sustainability It should create new chances to share the problems and also the results.

### IRIS

After a successful workshops, it can be expected that the participants will have a better understanding of how to use creative tools to express themselves. Additionally, the workshops aimed to develop critical thinking skills and teamwork while creating and discussing the work.

### ZISPB

1, To be able to make quick decisions in my life, because | am very afraid to change things and get out of my comfort zone; 2 To make new friends and not be afraid to communicate and open up; 3 That | will overcome my fears: to talk, to communicate, to cooperate; 4. That | will gain confidence in myself and others and become interested in new things; 5 That | can spend my free time elsewhere, i.e. in workshops or other activities; 6 I will go from being a pessimist who has no luck to an optimist who will start to succeed; 7. I will no longer be afraid of strangers and will be able to say what | think; 8. To help me "get over myself" and express my emotions more freely; 9. It will be a good time and | will get useful information to help me make decisions; 10. To be able to understand myself, to evaluate myself, to discover my competences and to get to know others better, and to not be afraid to communicate and reflect. 11. To enjoy everything, to feel useful, needed, energetic and able to cope with challenges, problems, innovations.



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## II. Implementation:

**How would you evaluate the workshop, in terms of content, methods, duration, lecturer?**

ŠENTPRIMA

transcript of participants' responses: • The workshop was interesting. • I liked that we had cards, with pictures, and feelings • I liked that we meet each other. • The timing (50 minutes) was just enough. • Lecturer was great

BUCOVINA

1. Content:
  - a. Content aligned with the participants needs, interests and expectations, being adapted and effectively addressed to youth.
  - b. Content facilitated the engagement and interaction between the participants.
  - c. Content characterised by clarity in terms of language and terminology, being easily understandable by the younger.
  - d. Content including visual aids, handouts and other materials.
2. Methods: interactive, engaging
3. Duration:
  - a. 1 hour
  - b. 2 hours
  - c. Maximum 3-4 hours
4. Lecturer: effective communication, expertise in the field, able to empathise and connect with youth

EYHDA

Content: The majority of the participants found the content interesting. Methods: Non formal education technique was used and this was pretty new and unique for the participants. Duration: Participants thought it is enough. Lecturer: The performance of the lecture was found good enough.

IRIS

The workshops using metaphor and collage proved to be very attractive to the participants. The youth enthusiastically took up the creative process, showing great creativity and commitment. Although the exhibition and discussion of the works were a challenge, the participants made an effort and ultimately coped very well.



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ZISPB

The sessions were done in a responsible way, really engaging, made me even "get over myself", not to be afraid of other people, to hear them and even to make some decisions. B It was interesting during the sessions, | didn't even notice how the few hours went by because it was engaging and interesting. Not that there was anything to dislike, there really wasn't. @1 came sceptical, | didn't think it would be interesting, but | really enjoyed it. | like sports a lot. It was nice to imagine us as a team on paper. @It was fun and interesting, | met new people, | had to think about the tasks, | had to have a quick orientation, certain competences, skills and most importantly not to be afraid of myself, others, my emotions. @1am a closed person, but during this class | opened up and | didn't even know how much | was getting into it.

### **Which topics should be included in the workshops?**

ŠENTPRIMA

More about job seeking • Communication, writing CV, Communication with others, Would like to have it 1x 2 months • Skills, what skills and education we have • How to concur the fear when we talk in public • Hobbies and interests • How to make my memory better • Psychical state, understanding • Emotional regulation, qualitative assertive communication, living+ work+ get hired, neurodiversity/PP in partnership-challenges, may once a month • Experiences of individual in different feelings, how to keep the routines (morning working out, meditation), I would like to know, the topic of the workshop before each workshop, workshop 1 or 2 times a month

BUCOVINA

- Strategies for building and maintaining healthy self-esteem.
- Encouraging open dialogue and destigmatising seeking help
- Developing personalized self-care routines.

EYHDA

The employability of young people; tackling learning disadvantage, early school leaving and low proficiency in basic skills; improve physical and mental health, well-being and inclusion of marginalized young people.

IRIS

The main topics of the workshops focused on expressing oneself through art and interpreting one's own and colleagues' works. The topic of the relationship with nature and the values that can be drawn from the surrounding natural world was also addressed.



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ZISPB

If it was a similar type of training - workshops, all topics would be interesting

### **Which methods should be used?**

BUCOVINA

- Interactive discussions
- Storytelling
- Creative expression workshops
- Individual reflection and journaling

EYHDA

Non-formal educational techniques should be used.

IRIS

During the workshops, a variety of techniques were used, including metaphor and collage, which allowed the participants to creatively express their emotions. Additionally, the workshops using the gifts of nature and writing letters, conducted outside the building in a natural setting, were an ideal complement, creating a harmonious and inspiring atmosphere for reflection and creativity.

### **III. Evaluation and assessment:**

#### **What will be the main effects and benefits that workshops are supposed to have for marginalised young people?**

ŠENTPRIMA

- I like meeting new people, that are my age
- I am happy I was spending my time differently, like at home
- Opportunity to meet new people.
- I only know people, who live with me, this way I meet new people

BUCOVINA

- Youth feeling more comfortable discussing their concerns, seeking help when needed, and expressing their emotions openly.
- Youth having an increased access to resources ensures that they can seek help when needed, promoting early intervention and support.



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EYHDA

It would have created the awareness among the young participants on employability of young people; tackling learning disadvantage, early school leaving and low proficiency in basic skills; improve physical and mental health, well-being and inclusion of marginalized young people.

IRIS

The workshops contributed to deepening the participants' bond with nature and also enabled them to discover new ways of expressing themselves. Through the process of creating collages and working with the gifts of nature, the youth were able to develop their creativity and understanding of different forms of expression. Additionally, these workshops strengthened interpersonal skills through joint work and exchange of ideas while discussing the works. The participants left their works creating an exhibition after the workshop.

ZISPB

All of them identified that such workshops help in communication, because you have to do something you don't expect and then tell, act, draw or do something like that. At the beginning, it's like an unexpected, extraordinary situation, a task that knocks you off balance, makes you a bit unbalanced, forces you to and even demands a quick decision (here and now), you have to talk, keep silent, act, reorient Yourself, work in a team, don't be scared, express your emotions, and when you get started, it's simpler, more emotional, more relaxed.

#### IV. Review and response:

**What other aspects could be included to increase the effectiveness and impact of the workshops?**

ŠENTPRIMA

- Work- ideas
- new insights and personality growth
- to become more self-initiative
- to become more active, the realization of some things I want to use, and work on
- Empathic
- Feeling I can escape the net (like spider) to have control
- To be active- want to have active workshops- to share your experiences with others.
- To be resourceful in the word

BUCOVINA

- Culturally relevant content
- Community resources



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EYHDA

More active participation can be included. The age of the participants should be more or less same. The participants who have different backgrounds and different experiences related to Alexithymia should be selected.

IRIS

To further increase the effectiveness of the workshops, it is worth considering further developing the topic of self-expression using the proposed techniques, as well as further organizing outdoor sessions, which can facilitate deeper immersion in the workshop topics.

**Side issues discussed, not included in the list above:**

BUCOVINA

- The impact of social media use: pros and cons
- Addictions

EYHDA

The overall aim of the Erasmus+ projects. Types of Erasmus+ opportunities for youngsters can participate in. New project ideas related to Alexithymia.

**Overall conclusions and recommendations from the session:**

ŠENTPRIMA

Participants want to meet more times, the afternoon hour suits them better than morning hour. We will meet every month.

The participants pointed out that what they like most about the workshop is that they can meet in a group, learn together and exchange experiences. This way they don't feel alone. Together with others, they solve problems more easily and say that it is easier to learn in a group. They also find cards to be a very good tool. They want more workshops in the future. Above all, that they will help them with self-confidence, expressing emotions, facing fears, communication, and social skills. To make it easier for them to find and keep a job.

BUCOVINA

The observed active engagement and participation underscore the receptiveness of participants to open discussions on mental health, creating a positive atmosphere for shared experiences. The workshop's



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success in fostering a sense of community and mutual support emphasises the creation of a safe and nurturing space. Participants showcased improved skills in emotion recognition and coping, reflecting the workshop's tangible impact on their well-being. The evident reduction in stigma indicates a cultural shift toward open dialogue about mental health issues.

#### EYHDA

In general the workshops were pretty appealing for the participants. For most of the participants. They were so interested in the topic. According to most participants the main theme of the project is pretty related to today's youngsters. There should be some more opportunities for the young people. Erasmus+ opportunities also should be increased. Solidarity among the young people who have similar experiences on learning disadvantage, early school leaving and low proficiency in basic skills; improve physical and mental health, well-being and inclusion of marginalized young people.

#### IRIS

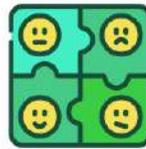
The workshops were extremely successful and met with enthusiasm from the participants. It is recommended to continue working with metaphor, collage and other forms of creative expression, especially in natural settings that support creativity and reflection. It is also worth continuing the debriefing sessions, which, despite the difficulties, proved crucial for understanding and appreciating the work of oneself and peers.



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## FOCUS GROUP

### Summary – workshops after Lithuania

#### I. Planning:

**What are the main challenges and obstacles faced by marginalised young people? What are the main needs?**

##### ŠENTPRIMA

Young people are faced with difficulties to get opportunities for social networking, for information about job market and expectations from the employers. When they finish their schools, they stay and home, because they didn't develop social networks, they are shy to socialize and don't know where young people meet. Some of the issues: lack of Job opportunities information, Job search skills, social skills in the workplace, how to accept/ask for feedback from mentor in the workplace, social networking,

##### BUCOVINA

Emotional challenges and obstacles can significantly impact vulnerable young people.

The fear of being judged or criticized when expressing one's feelings was one of the difficulties that youth is encountering and was identified during the Focus Group. It can be challenging to open yourself and share personal emotions, thoughts, or opinions, especially when there's a fear of negative reactions from others.

Lack of communication with the members of their families/ friends/ community and the lack of support from them represent one of the major issues identified among the youth. We observed that in some families does not exist open and honest communication, conversations about emotions being limited or discouraged. More than this, the model received from the parents can lead to acting in an inappropriate way when expressing themselves (e.g.: through screaming, yelling, addressing bad words, breaking objects, etc.). Having a best friend or a circle of friends with whom they can talk was identified as a factor that can help in easily express the emotions in a positive way and at a proper time.

Lack emotional literacy and vocabulary is another obstacle that was observed when conducting the workshop. The youngsters have difficulties in identifying own emotions, suppress their emotions or exaggerate them.



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Trauma caused by past experiences leads also in struggles with expressing their emotions, affirmed the participants.

#### DMLAS

- Many difficulties to work in a group and to express themselves,
- Many difficulties to express ideas, projects about the future and about their life.

#### EYHDA

It might be challenging for young individuals to create social net possibilities, and employer requirements. After their education period, they remain at home since they haven't established social networks and are hesitant to socialize and are unaware of gathering places for youth. The lack of possibility for coming together, meeting and socialising.

#### IRIS

Marginalized youth often struggle with lack of self-confidence and difficulties in finding their place in society. The needs of this group include primarily support in building self-esteem, setting life goals and understanding their role in the group. It is important to properly distinguish these needs, prioritizing those that are most urgent and necessary for the further personal development of participants.

#### ZISPB

Their main needs: guidance and career counselling, development of social and independent living skills are individual needs, supportive parents and family members.

#### **Can you isolate them in terms of importance, urgency and need?**

#### ŠENTPRIMA

We will discuss in the following sessions with participants and address the most urgent topics.

#### BUCOVINA

1. Trauma
2. Lack of emotional literacy and vocabulary
3. Lack of communication and support
4. The fear of being judged or criticized



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**TABER**  
TACKLING ALEXITHYMIA TO  
BUILD EMOTIONAL RESILIENCE

DMLAS

The importance to be more self-confidence and the confidence in everyone own possibilities could be one of the most important things.

EYHDA

To be honest, in the workshop the urgency and needs will be revealed by the participants.

ZISPB

1 Normal work or education; 2 Place of residence; B. Safe places to stay during free time 4, Communication and support.

**What are the outcomes you would expect from a successful workshops?**

ŠENTPRIMA

Networking and new friendships among participants; • Improvement of social skills; • Empowerment regarding job seeking skills and knowledge; • Better self esteem; • More knowledge about self-help techniques...

BUCOVINA

- Participants to develop a greater understanding of their own emotions.
- Participants to be able to identify and label their feelings more accurately, leading to improved self-awareness.
- Participants to learn strategies and techniques for managing and regulating their emotions.
- The workshop to facilitate a supportive and inclusive environment where youth can connect with their peers.

EYHDA

Knowing himself or herself, improving the weak and strong side of himself or herself, creating the networks among the new friends, more active individuals



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IRIS

Successful workshops should lead to increased engagement of young people, deepening their awareness of their own capabilities and understanding how they can actively influence their role in the group and society.

ZISPB

1. That | will overcome my fears: to talk, to communicate, to cooperate; 2. To make new friends and not be afraid to communicate and open up; 3. Easier communication, i.e. more relaxed, not to be confrontational, to be able to express oneself 4. That | will gain confidence in myself and others and become interested in new things; 5 That I can spend my free time elsewhere, i.e. in workshops or other activities; 6. 1 will go from being a pessimist who has no luck to an optimist who will start to succeed; 7. I will no longer be afraid of strangers and will be able to say what | think; 8. To help me "get over myself" and express my emotions more freely; 9. It will be a good time and | will get useful information to help me make decisions; 10. To be able to understand myself, to evaluate myself, to discover my competences and to get to know others better, and to not be afraid to communicate and reflect. 11. To enjoy everything, to feel useful, needed, energetic and able to cope with challenges, problems, innovations

## II. Implementation:

**How would you evaluate the workshop, in terms of content, methods, duration, lecturer?**

ŠENTPRIMA

transcript of participants' responses: • Very good. • Relaxing. • Lego blocks make it easier to express yourself. The brain works differently. • It is different, more creative. • It went by quickly. • Just the right length. • It could be longer. • If the workshop is interesting and when there are more people, it is easier to concentrate and it is more fun. • It is easier to work in a group. • It can be longer, with a break in between. • The Legos were fine - it's better if it's a bit limited that you have to find your way around.

BUCOVINA

### 1. Content:

- a. Content aligned with the participants needs, interests and expectations, being adapted and effectively addressed to youth.
- b. Content facilitated the engagement and interaction between the participants.
- c. Content characterised by clarity in terms of language and terminology, being easily understandable by the youngsters.



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- d. Content including visual aids, handouts and other materials.
2. Methods: interactive, engaging
3. Duration:
  - a. 1 hour
  - b. 2 hours
  - c. Maximum 3-4 hours
4. Lecturer: empathic, open to the target group

#### DMLAS

- The workshop was a new experience and new way to use the LEGO; everybody knew the LEGO and they used it in the past but no one knew the serious LEGO play.
- we found a good location for the workshop;
- they were able to work together and to listen each other; the workshop was a way to express ideas and needs in a clear and simple way.

There was a good and relaxed atmosphere that helped the work.

#### EYHDA

Actually face to face assessment were done. The participants evaluated the workshop, in terms of content, methods, duration, lecturer. Some of the feedbacks were like; • I enjoyed that we fulfilled every purchase. • I found the workshop to be intriguing. The lecturer was excellent; the time was perfect.

#### IRIS

The workshops were very well organized both in terms of content and methodology. Both meetings were received very positively by the participants. The duration was appropriately adapted to the needs of the participants, and the trainer was able to actively engage the youth in in-depth individual work as well as discussions or exercises on the forum.

#### ZISPB

@ was afraid to talk at first, especially the task of making a duck and talking about it seemed silly. Only later did | realise what it was for and for what purpose. | would like to be invited to another session. B didn't think that grown-up people could learn anything by playing Lego or other games for acting, but | did. | overcame my fears, opened up, it was even funny and really got me going, involved, interested. @



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Not that there was anything to dislike, there really wasn't. | enjoyed everything, especially the newspaper theatre. You had to act and play and you had to have certain competences, you had to overcome your fears, you had to not be afraid to express what you were feeling at the time, what your emotions were, @ It was unexpected that in acting you can talk people through, to make them overcome themselves and even to have to stop them talking. I'm very eloquent, but it was difficult at the beginning because it was an unexpected task, then | just "caught the angle" of what | was saying about the duck and it was incredible to think that a person could go from one thought to another like that. | seem to think logically, | don't rush when | talk, and here | wanted to be quick, but then | realised that everything is "on time", so it was "uncomfortable" again, but | managed it. Guessing who is dreaming what was also interesting, what | wish others would make out of legos was not easy, but everything worked out. | would like to do it again. The newspaper theatre was also very engaging, it was interesting, it required quick reactions, teamwork and not being afraid to express emotions. @ 1 have never done anything like this before, the time passed quickly, | didn't want to leave, | wanted to construct, act, glue, draw, play again and again. | liked everything about the format, the style of the class and the speakers. Working both independently and in teams was an invaluable experience, it helped me to open up and overcome my fears. @ It was fun and interesting, | met new people, | had to think about the tasks, | had to have a quick orientation, certain competences, skills and most importantly not to be afraid of myself, others, my emotions. Bl am a closed person, but during this class | opened up and | didn't even know how much | was getting into it. It will help me in the future, | think even in the near future when lgo fora job interview or in the future when dealing with other people. It turns out that it is not difficult to overcome your fears and beliefs, it only takes a few sessions, some amazing speakers and You are a different person. At first it was unusual because | thought that only children play games like this, acting, it was strange, | didn't really understand what the point of it Was, but then | realised that even in this way it is possible to help people to open up, to show themselves, to overcome fears, to learn how to work as a team, to be able to show yourself and even to make people laugh and feel useful. @ 1would like to do it again, because | got hooked and that was it. | hope to get an invitation to similar sessions. If before this class it was difficult to make friends, to talk to strangers, to tell people about myself, to do things, now | feel like never before: | can talk until I'm interrupted, I'm not scared to start a conversation with people | don't know and I'm seeing for the first time, I'm not shy to act and look out of place because everybody is making a mistake or doing it for the first time. Liked. It was great.

### **Which topics should be included in the workshops?**

ŠENTPRIMA

More about job seeking • Communication, writing CV, Communication with others, Would like to have it 1x 2 months • Skills, what skills and education we have • How to concur the fear when we talk in public • Hobbies and interests • How to make my memory better • Psychical state, understanding • Emotional regulation, qualitive assertive communication, living+ work+ get hired, neurodiversity/PP in partnership-challenges, may once a month • Experiences of individual in different feelings, how to keep the routines



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(morning working out, meditation), I would like to know, the topic of the workshop before each workshop, workshop 1 or 2 times a month

BUCOVINA

- Identifying and understanding emotions
- Expressing own emotions
- The role of emotions in relationships (family, friends, community)

DMLAS

the idea about the future is to make this workshop to boys and girls that we will come to visit the place of Colloredo and that will want to know more about it.

EYHDA

Good practices that were experienced by different participants Overcoming social anxiety Psychological condition and comprehension Technology usage for more communication How to be more active at international programmes

IRIS

During the workshops, important topics were discussed, such as the role of an individual in a group, setting goals and ways of changing one's own role if it is unfavourable for the participant.

### **Which methods should be used?**

ŠENTPRIMA

as interesting and innovative games as possible

BUCOVINA

- Oral and written presentations
- Interactive activities (group discussions, case studies, role play, etc.)
- Examples (videos, case studies, etc.)



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EYHDA

Non-formal educational techniques should be used.

IRIS

The interactive approach and the use of tools such as Lego blocks turned out to be a bull's eye. Thanks to them, the participants were eager to take part in the tasks, which allowed for a deeper understanding of the topics discussed.

### III. Evaluation and assessment:

**What will be the main effects and benefits that workshops are supposed to have for marginalised young people?**

ŠENTPRIMA

- I like meeting new people, that are my age
- I am happy I was spending my time differently, like at home
- Opportunity to meet new people.
- I only know people, who live with me, this way I meet new people

BUCOVINA

- Emotions workshops provide a safe and supportive space for them to develop emotional awareness, identify their feelings, and express themselves.
- Young people learn that their emotions are valid and deserving of attention and respect. This validation fosters a sense of self-confidence, self-worth, and agency, empowering them to assert their emotions and needs in various contexts.
- The workshops encourage a supportive community where participants can share their emotions, stories, and challenges, reducing feelings of isolation and promoting social connectedness.

DMLAS

The workshop was placed in Colloredo di Monte Albano, where there is a job-project in a vineyard and, nowadays also with an hive. A beekeeper explained the world of the bees. Bees and their life are really interesting.

We thought a connection between the bees and the LEGO.

In the morning there was a lesson with a beekeeper, then the lunch and after the coffee there was the workshop where in many moments we talked about something that we listened during the morning.

The workshop was a time of reflection.



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EYHDA

Chances to build friendship and network among the similar people - Widening their perspective against the life - Meeting new people who are at the similar age - Improving the ability of sharing her/his feelings

IRIS

The main effect of the workshops was opening up to the youth's own possibilities and resources, as well as to dialogue and understanding their own role in the group. The greatest effect is raising awareness and insight into oneself. In-depth analysis and creating safe conditions for expressing oneself on the group forum opened the participants to conversations about their emotional states, their resources, roles in the group (those currently and those they are striving for). The participants learned how to discover, name and communicate their strengths. An increase in self-confidence and readiness to accept constructive comments from peers was also noticeable.

ZISPB

At one moment it seems that you don't know if You have anything to say, but it turns out that you do, and feelings like despair, helplessness, fear, anxiety, tension, confusion disappear, because at first you are encouraged by the lecturer, then You get support from the participants, teammates, and then it all happens on its own, and the most important thing is that everybody is ready to help you, and that there is support. It's easy to learn when there is outside help, when there are no problems, when they help you to solve them, when you trust yourself, the team and the speakers.

#### IV. Review and response:

**What other aspects could be included to increase the effectiveness and impact of the workshops?**

ŠENTPRIMA

- Work- ideas
- new insights and personality growth
- to become more self-initiative
- to become more active, the realization of some things I want to use, and work on
- Empathic
- Feeling I can escape the net (like spider) to have control
- To be active- want to have active workshops- to share your experiences with others.
- To be resourceful in the word

BUCOVINA

- Culturally relevant content
- Peer support and mentoring



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DMLAS

the idea about the future is to make this workshop to boys and girls that we will come to visit the place of Colloredo and that will want to know more about it.

EYHDA

- Fresh perspectives and personal developments
- Implemented Erasmus+ projects related to feelings and emotions
- Active workshops where you can share your experiences with others.
- To use creativity when speaking
- The attractive workshop subjects

IRIS

To increase the effectiveness of the workshops, it is worth considering introducing a series of workshops with even more in-depth topics related to managing emotions and interpersonal communication.

**Side issues discussed, not included in the list above:**

BUCOVINA

- Social media influence/ impact on emotions

EYHDA

The overall aim of the Erasmus+ projects. Types of Erasmus+ opportunities for youngsters can participate in. New project ideas related to Alexithymia.

**Overall conclusions and recommendations from the session:**

ŠENTPRIMA

Participants want to meet more times, the afternoon hour suits them better than morning hour. We will meet every month.

The participants were enthusiastic about the workshop with Lego blocks. They say that through legos they can express themselves much more easily, they are creative and innovative. Some expressed that they would like an even longer workshop. Some would like more restrictions, rules and instructions when composing, while others would like as little as possible. Since we are in a group, we have even more ideas and can learn even more.



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## BUCOVINA

The workshop and the focus group helped the youngsters in developing a deeper understanding of their emotions, enabling them to identify and express their feelings more effectively. Moreover, they gained the vocabulary and tools to navigate their emotional experiences with greater confidence and self-awareness. Also, through the activities and discussions, the participants improved their communication skills, including assertiveness, active listening, and empathy.

We consider that a continuous support is needed for the youngsters, include follow-up sessions, access to youth clubs, and other activities related to the field, etc.

## DMLAS

It is important to underline that this kind of work with Lego is serious and not a game for kids;

## EYHDA

Participants want to get together more often to be able to improve themselves and to build self-confidence Taking some pictures While and after the events if participants feel comfortable in the group, Having similar workshops at different subjects in the near future

## IRIS

The workshops were very successful, and the participants expressed their satisfaction with the course of the classes. It is recommended to further deepen the topics discussed and continue using interactive tools that effectively engage young people in the process of learning and personal development. Thanks to the use of very attractive tools, e.g. the possibility of working with LEGO for younger participants, it worked great, but as a universal tool it also worked in the older age group. A great trigger of creativity and an ideal tool for in-depth work on your own. The participants appreciated both the methods themselves and the topics, in safe conditions with interest in the effects of the work of other participants, attentively listened to the stories of others and boldly presented their own.



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## FOCUS GROUP

### Summary – workshops after Romania

#### I. Planning:

**What are the main challenges and obstacles faced by marginalised young people? What are the main needs?**

##### ȘENTPRIMA

Young people are faced with difficulties to get opportunities for social networking, for information about job market and expectations from the employers. When they finish their schools, they stay and home, because they didn't develop social networks, they are shy to socialize and don't know where young people meet. Some of the issues: lack of Job opportunities information, Job search skills, social skills in the workplace, how to accept/ask for feedback from mentor in the workplace, social networking,

##### BUCOVINA

Marginalized young people face a myriad of challenges and obstacles, often stemming from systemic inequalities and social injustices. Here are some of the main challenges they encounter: limited access to education due to factors such as poverty, discrimination, inadequate school facilities, and cultural barriers; unemployment and underemployment because of discrimination in the job market, lack of skills training, and economic disparities; discrimination and stigmatization which can negatively impact their self-esteem, mental health, and social integration; violence and exploitation including domestic violence, trafficking, and involvement in gangs or criminal activities; lack of social support, including family support, mentorship, and community resources.

To address these challenges, marginalized young people require various forms of support and intervention. Some of the main needs include:

1. **Access to Quality Education:** Providing equitable access to education, including vocational training and skill-building programs, can empower marginalized youth and improve their long-term prospects.
2. **Employment Opportunities:** Creating job opportunities, internships, and entrepreneurship programs targeted at marginalized youth can enhance their economic independence and social inclusion.



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3. Anti-Discrimination Policies: Implementing and enforcing anti-discrimination policies in education, employment, healthcare, and other sectors can help mitigate the effects of prejudice and promote inclusivity.
4. Social Support Networks: Establishing mentorship programs, community centres, peer support groups, and safe spaces tailored to the needs of marginalized youth can provide vital social support and promote resilience.
5. Protection from Violence and Exploitation: Strengthening legal protections, law enforcement efforts, and social services aimed at preventing and addressing violence, exploitation, and abuse is essential for safeguarding the rights and well-being of marginalized youth.

#### DMLAS

- Many difficulties to work in a group,
- Many difficult to listen to others and to leave space for everyone
- Many difficulties to express problems with the other members of the team
- Some difficult to arrive at the Day-Centre
- Many difficult to listen other stories
- Many difficulties to express themselves and try “the right words”

#### EYHDA

It is tough for young individuals to find social networking possibilities, job market knowledge, and employer requirements. They stay at home after school because they haven't established social networks, they find it difficult to interact with others, and they don't know where other young people hang out. Among the main challenges we can include a lack of knowledge about job openings, job search techniques, how to accept and request criticism from mentors. Actually the main needs getting in contact with the others and professional bodies to solve possible obstacles.

#### IRIS

The workshops aimed to bring participants closer to the topic of counteracting alexithymia, or difficulty recognizing and expressing one's own emotions. The key challenge was to create a space in which young people could freely explore their feelings and express them using unusual but creative methods, such as working with masks and colouring books.

#### ZISPB

According to participants, young people face significant barriers to learning and personal development. These barriers include a lack of access to quality education, often due to underfunded schools, insufficient learning materials, and a shortage of qualified teachers who can provide individualized



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attention. In many cases, marginalized youth also suffer from poverty and lack of support at home, where families face economic challenges, low education, parents work abroad, young people live with grandparents, they lack boundaries and rules. Teenagers often experience anxiety, depression, other mental health issues caused by bullying, exclusion, lack of friends. Many young people are not able to face bullies and become victims and do not have where to express their inner emotions. Many young people who have trouble at home start using psychotropic substances, drugs, electronic cigarettes and other. Young people require empathetic guidance from educators who understand their unique challenges, as well as the opportunity to connect with peers in a supportive and inclusive environment. Professional support, including access to counsellors, social workers, and mental health services, is also crucial in addressing the complex emotional and psychological needs that often accompany the barriers to learning faced by marginalized youth.

### **Can you isolate them in terms of importance, urgency and need?**

ŠENTPRIMA

We will discuss in the following sessions with participants and address the most urgent topics.

BUCOVINA

Importance:

1. **Access to Quality Education:** This is of utmost importance as education lays the foundation for future opportunities and social mobility. Without access to quality education, marginalized youth may face limited prospects for personal and economic advancement.
2. **Employment Opportunities:** Economic empowerment through meaningful employment is crucial for breaking the cycle of poverty and exclusion among marginalized youth. Access to job opportunities enables them to achieve financial independence and contribute positively to society.
3. **Anti-Discrimination Policies:** Implementing and enforcing policies to combat discrimination is essential for creating inclusive environments where marginalized youth can thrive without fear of prejudice or exclusion. Upholding their rights and dignity is fundamental for social justice.
4. **Social Support Networks:** Building strong support networks and community resources tailored to the needs of marginalized youth provides crucial emotional and practical assistance, fostering resilience and social integration.
5. **Protection from Violence and Exploitation:** Ensuring safety and protection from violence, exploitation, and abuse is paramount for the well-being and safety of marginalized youth. Effective interventions are needed to prevent and respond to these threats.



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#### Urgency:

1. Access to Quality Education: Urgent action is needed to address barriers to education and provide marginalized youth with equitable learning opportunities to prevent further widening of educational disparities.
2. Employment Opportunities: Immediate efforts are required to create pathways to employment, skills training, and entrepreneurship for marginalized youth to prevent long-term unemployment and economic exclusion.
3. Protection from Violence and Exploitation: Urgent action is needed to strengthen protection mechanisms and support services to prevent violence and exploitation and ensure the safety and well-being of marginalized youth.
4. Anti-Discrimination Policies: Swift implementation and enforcement of anti-discrimination policies are necessary to address systemic inequalities and promote inclusivity in various spheres of life.
5. Social Support Networks: Timely establishment and expansion of social support networks and community resources are essential to provide marginalized youth with the necessary assistance and opportunities for social connection and support.

#### Need:

1. Access to Quality Education: Marginalized youth need equitable access to quality education, including resources, facilities, and supportive learning environments, to acquire knowledge and skills for their personal and professional development.
2. Employment Opportunities: There is a need for diverse employment opportunities, skills training programs, and supportive policies to facilitate the economic integration and advancement of marginalized youth in the workforce.
3. Anti-Discrimination Policies: There is a need for the implementation and enforcement of anti-discrimination laws and policies to protect the rights and dignity of marginalized youth and ensure equal treatment and opportunities in all aspects of life.
4. Social Support Networks: Marginalized youth need access to supportive social networks, mentorship programs, and community resources to receive guidance, encouragement, and practical assistance in navigating challenges and building resilience.
5. Protection from Violence and Exploitation: There is a need for effective measures to prevent and respond to violence, exploitation, and abuse against marginalized youth, including legal protections, victim support services, and awareness-raising initiatives.

#### DMLAS

The importance to be more self-confidence and the confidence in everyone own possibilities could be one of the most important things. It was important to arrive in the centre and to stay in the room from the beginning to the end. The importance to be more self-confidence and the confidence in everyone own possibilities could be one of the most important things.



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EYHDA

The trainers and the participants didn't address any topic as an urgent.

ZISPB

- 1) Mental health issues, 2) Poverty, 3) Lack of support at home, 4) Addictions

### **What are the outcomes you would expect from a successful workshops?**

ŠENTPRIMA

Networking and new friendships among participants; • Improvement of social skills; • Empowerment regarding job seeking skills and knowledge; • Better self esteem; • More knowledge about self-help techniques...

BUCOVINA

A successful workshop targeting marginalized young people can lead to several positive outcomes, including:

**Increased knowledge and awareness:** participants gain a deeper understanding of the challenges they face, as well as the resources and strategies available to address them. They become more informed about their rights, opportunities, and available support networks.

**Enhanced skills and capacities:** workshops provide participants with practical skills, such as communication, problem-solving, leadership, and advocacy, empowering them to navigate challenges more effectively and assert their agency.

**Improved self-esteem and empowerment:** through engaging activities, discussions, and interactions, participants develop a sense of confidence, self-worth, and empowerment, recognizing their potential to effect positive change in their lives and communities.

**Strengthened social connections:** workshops offer opportunities for marginalized youth to connect with peers, mentors, and supportive adults, fostering a sense of belonging, solidarity, and mutual support. These social connections can serve as valuable resources in times of need.

**Increased civic engagement:** by fostering a sense of agency and empowerment, workshops encourage participants to become active citizens and advocates for social justice. They may engage in community initiatives, advocacy campaigns, or volunteer activities to address systemic issues and promote positive change.



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Enhanced resilience and coping skills: participants develop resilience and coping mechanisms to navigate adversity and setbacks, drawing on their newfound knowledge, skills, and support networks to overcome challenges and persevere in pursuit of their goals.

Positive behavioural changes: workshops can inspire participants to adopt healthier lifestyles, make informed decisions, and engage in prosocial behaviours that contribute to their well-being and the well-being of others.

Long-term impact: a successful workshop can have ripple effects beyond its immediate outcomes, influencing participants' attitudes, behaviours, and life trajectories over the long term. It can contribute to systemic changes, such as improved access to resources, reduced stigma, and greater inclusivity in society.

Overall, a successful workshop empowers marginalized young people to realize their potential, advocate for their rights, and become agents of positive change in their communities. It equips them with the knowledge, skills, and support they need to overcome obstacles and build a brighter future for themselves and future generations.

#### DMLAS

To show that everyone has hard moments during the job, but everyone can have different reactions and different sensations. And sometimes we don't see the different point of view.

I think that the place helped us: because it is not a room inside of the hospital but it is in a building in the centre of the city, far from the hospital.

It is a "new place", new for them but also for us. Where the "new things" can start or raise.

And then they felt that they were the "first": in the centre, in those rooms and also in these workshops.

And then the choice of the stories (for the activity with blue shoes) were very important.

#### EYHDA

Participant networking and the development of new friendships, enhanced social skills, empowerment with reference to job search information and abilities, increased self-esteem, and increased understanding of self-help methods and happy individuals.

#### IRIS

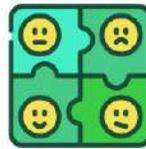
Successful workshops should contribute to greater emotional awareness among participants, enabling them to better recognize and name their own emotions. As a result, young people should gain tools to better cope with their own feelings, which can translate into improved relationships with peers and adults.



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ZISPB

To try new methods, to learn about ourselves, gain something useful in real life situations. To be interesting.

## II. Implementation:

**How would you evaluate the workshop, in terms of content, methods, duration, lecturer?**

ŠENTPRIMA

Some participants found it very difficult to get into the different roles, some found it easier. They found the different roles very interesting as they could identify with them. They liked that the descriptions of the stories related to concrete challenges in the workplace. They especially liked the different strategies for solving challenges that the participants shared with each other. What they liked most were the role presentations and how they felt in these different roles. Note from the trainer: in the group there are 3 young with spectroavtistic disorder, for them it was more difficult to get into different roles. Perhaps this method is not so good for people with spectroavtistic disorders.

Some participants were enthusiastic about role-playing and story-telling, as they enjoyed creativity, innovation and imagination. For some, this posed a greater challenge. They felt better when they solved real and concrete challenges from everyday life in the work environment. They once again pointed out the enthusiasm for working in a group, because in this way they can also get to know the thoughts and experiences of fellow participants.

BUCOVINA

In terms of content, it was aligned with the objectives of the workshop and addressed the needs and interests of the participants, and the depth and comprehensiveness of the content was covered. Also, the content was clearly delivered, and the examples used were relevant to the participant' needs, being up-to-date and reflecting current research, and best practices in the field.

The methods used were effective and engaged the participants, including interactive activities, group discussions, case studies, or multimedia presentations. They were also appropriate to the topic and thus the participants were engaged and interacted throughout the workshop, being ready to share insights and contribute to discussions. The chosen methods facilitated learning, skill-building, and knowledge retention among participants.

On the other hand, the duration of the workshop could have been a little longer to cover the planned content and achieve the desired learning outcomes without feeling rushed. Nonetheless, the length of the breaks was perfect just as they were planned.



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The lecturers' experience and knowledge of the subject matter was appropriate, providing the right communication skills, conveying the information clearly, engaging the participants effectively, and responding to questions or feedback. It was possible to read the lecturers' enthusiasm and passion for the topic, which significantly impacted the participants' motivation, interest, and overall satisfaction with the workshop. Also, the lecturers fostered a supportive and inclusive learning environment, encouraged participant participation, and facilitated meaningful discussions and interactions.

In addition to these specific aspects, it's essential to gather feedback from participants through surveys, interviews, or focus groups to capture their perspectives on the workshop experience comprehensively, aspects that were fully covered in all workshops.

#### DMLAS

The workshop was a new experience for our team and it was a good experience;

- the time was enough even if someone wanted more time to talk;
- they were able to work together and to listen each other; the workshop was a way to express ideas and needs in a clear and simple way.

There was a good and relaxed atmosphere that helped during the work.

- The workshop was a new experience for the group and they didn't know each other; it was a good experience
- at the beginning there was a sort of stress but then the stress was reduced and they appeared more relaxed (no problems in the moments where silence it was necessary.)
- everyone was able to do all the exercises, to listen the others and to say something about the experience. And, at the end they express the idea that it would be different if someone didn't do the exercises or didn't say something after.

We decided to divided the workshop in two afternoons but it was possible to do in the same moment.

#### EYHDA

Face to face assessment were done through their words. The participants evaluated the workshop, in terms of content, methods, duration, lecturer. Some of the feedbacks were like; • The workshop was excellent. • It may go on for longer, interspersed with breaks. • The brain functions differently. • It's unique and more imaginative. • It passed by swiftly. • It was unwinding. • The length was ideal. • It may have been lengthier. • It is simpler to focus and more enjoyable if the session is engaging and has more participants. • Working in a group makes things simpler

#### IRIS

The mask workshops were quite unusual, which initially posed a challenge for the participants. Although the group encountered difficulties, they eventually engaged in the process, which shows their openness



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to new experiences and willingness to understand their own emotions. The colouring book workshops brought excellent results. Each participant worked individually, which allowed for a calm, focused and introspective approach to the task, which is always a big challenge for the younger participants.

ZISPB

In summary, participants were happy with the activities, the most interesting method was Resilio cards, but also mindfulness was interesting for some of the participants. The duration was decent, the activities took place in slow pace with a lot of discussions after.

### **Which topics should be included in the workshops?**

ŠENTPRIMA

More about job seeking • Communication, writing CV, Communication with others, Would like to have it 1x 2 months • Skills, what skills and education we have • How to concur the fear when we talk in public • Hobbies and interests • How to make my memory better • Psychical state, understanding • Emotional regulation, qualitative assertive communication, living+ work+ get hired, neurodiversity/PP in partnership-challenges, may once a month • Experiences of individual in different feelings, how to keep the routines (morning working out, meditation), I would like to know, the topic of the workshop before each workshop, workshop 1 or 2 times a month

BUCOVINA

Life Skills and Personal Development: Equipping participants with practical life skills can empower them to navigate various life transitions and challenges more effectively. Topics may include communication skills, decision-making skills, time management, goal setting, financial literacy, and conflict resolution.

DMLAS

The choice of the music to listen during the work is very important. Some of them said then it was an inattention (or because they didn't like it or because they liked it and so they followed it.

it is important to have a lot of different colours. In this way, the painting, at the end, is more precise.

And maybe it is better to have different types of colours: pencils, pens, watercolours, highlighters..to express the different shades of colours. And to underline some parts.

One of the topic was to find similar things. Girls noticed a lot of points of contact with the other girls. At the beginning about what they liked or what they don't like but then also about the stories.

The stories that we chose and wrote were important.

The sensation was that could help them not to fell alone. And then, that everything could feel less hard.



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EYHDA

- The issues what will be studied and implemented want to be known before the workshop start
- Education and abilities we possess
- Additional information regarding job searching
- Interaction, drafting a resume, speaking with people
- Education and abilities we possess
- Overcoming public speaking anxiety
- Networking improvement techniques

IRIS

The topics of the workshops focused on discovering and expressing emotions. Working with masks aimed to visualise hidden emotions, while the colouring books allowed the participants to approach their own feelings calmly and thoughtfully.

ZISPB

Problem-solving, team work, more time to express themselves.

### **Which methods should be used?**

ŠENTPRIMA

as interesting and innovative games as possible

BUCOVINA

Case Studies: Present real-life case studies or scenarios related to the topic to illustrate key concepts and stimulate discussion. Encourage participants to analyse the case studies, identify challenges, and propose solutions or strategies for addressing them.

EYHDA

Non-formal educational technique with lots of game an interactive activity.

IRIS

During the mask workshops, the technique of creating and decorating masks was used as a symbolic expression of emotions that are difficult to verbalise. In turn, the colouring book workshops allowed the participants to work individually in concentration, which encouraged introspection and facilitated the calm recognition of their own feelings.



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### III. Evaluation and assessment:

**What will be the main effects and benefits that workshops are supposed to have for marginalised young people?**

ŠENTPRIMA

- I like meeting new people, that are my age
- I am happy I was spending my time differently, like at home
- Opportunity to meet new people.
- I only know people, who live with me, this way I meet new people

BUCOVINA

Workshops for marginalized young people are designed to have a range of positive effects and benefits that can empower participants, promote social inclusion, and foster personal and community development. Some of the main effects and benefits include empowerment, increased awareness, improved self-esteem, enhanced social skills, access to resources, community building, healthier behaviours, leadership development, reduced stigma and discrimination and positive long-term outcomes.

DMLAS

Everyone of the group has the opportunity to talk and to express his feelings. It was necessary to stop someone that had the need to talk a lot. Someone, who usually has some problems to express himself, was helped by the colours and the paintings. And, in many cases, also without words, the painting told a lot of things. And it was a speed way to transmit a message. Everyone of the group has the opportunity to talk and to express himself. It was a different way to introduce himself and to know new persons.

They didn't feel that the other girls were there because they are "problematic" but they felt that it was only a group of girls that there were doing a workshop together.

EYHDA

Improving the ability of sharing her/his feelings - What are the anticipated primary outcomes and advantages of the seminars for youth who are marginalized? - I enjoy socializing with new individuals my own age, and I'm glad I was able to spend my time at home instead of in other places. - I know the individuals that share my residence, thus I meet new people in this method. - Widening their perspective against the life - Meeting new people who are at the similar age

IRIS

The mask workshops, although difficult, helped the participants to face an unusual way of expressing emotions, which could broaden their emotional awareness. The colouring book workshops brought



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exceptionally positive effects, allowing the children to approach working on themselves calmly and focused. The group was exceptionally relaxed, which may indicate effective processing of emotions through this technique.

ZISPB

They will learn that they are not the only ones who face some troubles, there are others facing the same issues, they can empower one another and provide solutions for others, strengthen the connection and bonds with peers, learn about ourselves.

#### IV. Review and response:

##### **What other aspects could be included to increase the effectiveness and impact of the workshops?**

ŠENTPRIMA

- Work- ideas • new insights and personality growth • to become more self-initiative • to become more active, the realization of some things I want to use, and work on • Empathic • Feeling I can escape the net (like spider) to have control • To be active- want to have active workshops- to share your experiences with others. • To be resourceful in the word

BUCOVINA

To increase the effectiveness and impact of workshops for marginalized young people, several additional aspects can be considered:

1. Peer Mentoring and Support Networks: Facilitate peer mentoring and support networks among participants to provide ongoing encouragement, accountability, and social support. Encourage participants to stay connected, share resources, and collaborate on shared goals and initiatives beyond the workshop setting.
2. Technology Integration: Utilize technology to enhance workshop delivery, engagement, and accessibility. Explore options such as online platforms, virtual workshops, mobile apps, or multimedia resources to reach participants in remote or underserved areas and accommodate diverse learning preferences.

DMLAS

The first idea of the group was to repeat this workshop in the future and to observe the differences between the first one and to see for somebody would be easier to do the exercises and to show the result of the paintings.

Perhaps we could repeat the exercise with “the blue shoes” with other stories. Or, with the same group to try with the same stories but gave to other persons. So you could see different points of view.



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## EYHDA

- Using the words effectively
- Exchanging the implementations and experiences with the others
- Being the part of more Erasmus+ projects related to feelings and emotions
- Active workshops where you can share your experiences with others.
- Improvement of ability of sharing our insights
- The attractive workshop subjects

## IRIS

In order to continue working on developing emotional awareness, it is worth considering further experimentation with different forms of art therapy that can help discover and express difficult emotions. Introducing other methods that combine individual work with group reflection can also bring beneficial effects.

### **Side issues discussed, not included in the list above:**

#### BUCOVINA

The importance of preserving cultural heritage, traditions, and languages within marginalized communities and strategies for cultural revitalization and preservation.

#### EYHDA

The overall aim of the Erasmus+ projects. Types of Erasmus+ opportunities for youngsters can participate in. New project ideas related to Alexithymia.

### **Overall conclusions and recommendations from the session:**

#### BUCOVINA

Interactive, participatory methods that encouraged active engagement, collaboration, and dialogue among participants were employed. A good number of opportunities for peer learning, sharing experiences, and building connections to enhance the learning experience were facilitated during the sessions and the time spent together outside the working environment.

#### DMLAS

For this group every workshop was not easy to accept. Perhaps every kind of workshop.

But everybody did all the exercises and realized paintings very interesting. Nobody had problems to use the colours and to show the paintings at the end.



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But it would be an interesting workshop also for a good working-group that usually has no problems to work.

At the end they said that, now they can try to use this workshop during their job

At the end one of the girls realized a drawing for describing the “atmosphere” of the afternoon and she drew some large windows opened (the drawing is in the picture here)

like the title “Beyond the words” sometimes it is necessary to go over the words and to see outside

EYHDA

In general, the workshop was found successful and appealing to be active and participate. The participants expressed their sentiments and felt better, which helped them relax and realize that other individuals experience similar emotions. This increased their mental confidence. Overall, positive feedbacks were received from the attendees.

IRIS

The workshops were successful and provided valuable conclusions about working with emotions among young people. It is recommended to continue the art therapy workshops, especially those that allow for an individual approach to participants, which facilitates calm and thoughtful work with emotions. Exploring more unusual methods, such as working with masks, can be valuable, although it requires appropriate introduction and support from the facilitator.



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## FOCUS GROUP

### Summary – workshops after Slovenia

#### I. Planning:

**What are the main challenges and obstacles faced by marginalised young people? What are the main needs?**

#### ŠENTPRIMA

Young people are faced with difficulties to get opportunities for social networking, for information about job market and expectations from the employers. When they finish their schools, they stay and home, because they didn't develop social networks, they are shy to socialize and don't know where young people meet. Some of the issues: lack of Job opportunities information, Job search skills, social skills in the workplace, how to accept/ask for feedback from mentor in the workplace, social networking,

#### BUCOVINA

Marginalized young individuals encounter a range of difficulties and hindrances, often originating from systemic inequities and societal injustices. Some key challenges they face include limited educational access due to factors such as poverty, discrimination, insufficient school facilities, and cultural barriers; unemployment and underemployment resulting from job market discrimination, lack of skills training, and economic disparities; discrimination and stigmatization impacting self-esteem, mental health, and social integration; violence and exploitation, encompassing domestic violence, trafficking, and involvement in gangs or criminal activities; and a lack of social support, including family backing, mentorship, and community resources.

To tackle these challenges, marginalized youth need diverse forms of support and intervention.

- **Access to Quality Education:** Ensuring fair access to education, incorporating vocational training and skill-building programs, can empower marginalized youth and enhance their long-term prospects.
- **Employment Opportunities:** Creating job openings, internships, and entrepreneurship initiatives specifically for marginalized youth can boost their economic independence and social inclusion.



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- **Anti-Discrimination Policies:** Implementing and enforcing anti-discrimination policies across education, employment, healthcare, and other sectors can mitigate the impact of prejudice and foster inclusivity.
- **Social Support Networks:** Establishing mentorship programs, community centres, peer support groups, and safe spaces tailored to the needs of marginalized youth can offer crucial social support and foster resilience.
- **Protection from Violence and Exploitation:** Strengthening legal protections, law enforcement efforts, and social services aimed at preventing and addressing violence, exploitation, and abuse is crucial for safeguarding the rights and well-being of marginalized youth.

#### DMLAS

- It is not easy to work together
- the exercise at the end: to draw all together is something new and not easy to do
- Many difficulties to say if there are problems with the other members of the team

#### EYHDA

A major planning problem for the workshops was figuring out how to use cards to help the group work on relationships and emotions at a deeper level. Despite the metaphor cards' great adaptability, they must be customized for each participant's age and developmental stage. Different needs were met by the age-diverse group we led; older participants required more abstract thinking, while younger participants needed more concretization.

#### IRIS

When planning the workshops, a key challenge was to effectively use metaphor cards to work more deeply on emotions and relationships in the group. Although the metaphor cards are very versatile, they need to be adapted to the age and developmental level of the participants. The age-diverse group we led had different needs – from more abstract thinking in older participants to the need for concretization in younger ones.

#### ZISPB

According to participants, young people face barriers to learning, including lack of access to quality education, inadequate resources, and support at home, social exclusion due to factors like poverty, ethnicity, disability, or family background, alienation from peers and educators. Need for support from adults, classmates, professionals.



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## Can you isolate them in terms of importance, urgency and need?

ŠENTPRIMA

We will discuss in the following sessions with participants and address the most urgent topics.

BUCOVINA

Importance:

- **Access to Quality Education:** The significance lies in education being the cornerstone for future opportunities and social mobility. Without quality education, marginalized youth may encounter restricted prospects for personal and economic progress.
- **Employment Opportunities:** Economic empowerment through meaningful employment is vital for breaking the cycle of poverty and exclusion among marginalized youth. Job access enables financial independence and positive societal contributions.
- **Anti-Discrimination Policies:** Implementing and enforcing policies against discrimination is essential for creating inclusive environments where marginalized youth can thrive without fear of prejudice or exclusion. Upholding their rights and dignity is fundamental for social justice.
- **Social Support Networks:** Building robust support networks and community resources tailored to the needs of marginalized youth provides crucial emotional and practical assistance, fostering resilience and social integration.
- **Protection from Violence and Exploitation:** Ensuring safety from violence, exploitation, and abuse is paramount for the well-being of marginalized youth. Effective interventions are needed to prevent and respond to these threats.

Urgency:

- **Access to Quality Education:** Urgent action is needed to address barriers to education, providing equitable learning opportunities for marginalized youth to prevent further educational disparities.
- **Employment Opportunities:** Immediate efforts are required to create pathways to employment, skills training, and entrepreneurship for marginalized youth to prevent long-term unemployment and economic exclusion.
- **Protection from Violence and Exploitation:** Swift action is needed to strengthen protection mechanisms and support services, ensuring the safety and well-being of marginalized youth.
- **Anti-Discrimination Policies:** Swift implementation and enforcement of anti-discrimination policies are necessary to address systemic inequalities and promote inclusivity in various spheres of life.



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- Social Support Networks: Timely establishment and expansion of social support networks and community resources are essential, providing marginalized youth with necessary assistance and opportunities for social connection and support.

Need:

- Access to Quality Education: Marginalized youth require equitable access to quality education, including resources, facilities, and supportive learning environments for personal and professional development.
- Employment Opportunities: There is a need for diverse employment opportunities, skills training programs, and supportive policies to facilitate the economic integration and advancement of marginalized youth in the workforce.
- Anti-Discrimination Policies: There is a need for the implementation and enforcement of anti-discrimination laws and policies to protect the rights and dignity of marginalized youth, ensuring equal treatment and opportunities in all aspects of life.
- Social Support Networks: Marginalized youth need access to supportive social networks, mentorship programs, and community resources for guidance, encouragement, and practical assistance in navigating challenges and building resilience.
- Protection from Violence and Exploitation: Effective measures are needed to prevent and respond to violence, exploitation, and abuse against marginalized youth, including legal protections, victim support services, and awareness-raising initiatives.

DMLAS

The importance to be more self-confidence and the confidence in everyone own possibilities could be one of the most important things. It was important to arrive in the centre and to stay in the room from the beginning to the end. The importance to be more self-confidence and the confidence in everyone own possibilities could be one of the most important things.

EYHDA

The trainers and the participants didn't address any topic as an urgent.

ZISPB

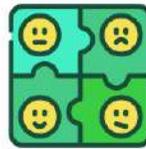
Social exclusion is the most challenging, because youngsters need peers, take into consideration their opinion far more than their parents'.



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## What are the outcomes you would expect from a successful workshops?

### ŠENTPRIMA

Networking and new friendships among participants; • Improvement of social skills; • Empowerment regarding job seeking skills and knowledge; • Better self esteem; • More knowledge about self-help techniques...

### BUCOVINA

A well-designed workshop for marginalized youth has the potential to significantly improve their lives in a few ways. By providing participants with new knowledge and skills, as well as opportunities for social connection and civic engagement, these workshops can help marginalized youth develop resilience, self-esteem, and a sense of agency. In turn, these changes can lead to positive behavioural changes and long-term improvements in participants' lives. Ultimately, effective workshops empower marginalized youth to become active citizens and advocates for social justice, working to create a more equitable society.

### DMLAS

First of all that all the member tried to exercises also the last one. And that everyone can express himself during the group discussion.

### EYHDA

To create great atmosphere among the participants giving them suitable atmosphere is so important. That is why a successful workshop should enable participants to gain a deeper understanding of their emotions and enhance their capacity for introspection and self-expression. a. to identify the main challenges and obstacles faced by project's beneficiaries b. to define the main needs of project's beneficiaries c. to evaluate workshop (topics, methods, trainers, duration) d. to identify the main effects and benefits that workshops are supposed to have for project's beneficiaries Increasing young people's participation in the sociotherapeutic process by using well-known resources like metaphor cards in an engaging and creative way was another key objective.

### IRIS

Successful workshops should lead to deepening the emotional insight of participants, strengthening their ability for self-reflection and self-expression. An important goal was also to increase youth's involvement in the sociotherapeutic process through the attractive and innovative use of already known tools, such as metaphor cards.



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ZISPB

To know more about oneself, learn about emotions, stress management.

## II. Implementation:

**How would you evaluate the workshop, in terms of content, methods, duration, lecturer?**

ŠENTPRIMA

Participants expressed that workshop was easy to follow, that they found some new strategies to deal with their problems. They explained that they are aware about the coping strategies, but it is difficult to implement them in practice. Speaking to their peers, empowers them and gives them strength to persist in their every day struggle. Cards are not intrusive, rather they give you open space and creativity in finding the solutions to your problems. The best about the workshop is that you can share your feelings and thinking with other peers. And it is nice to hear from others that they have similar problems. Note from the trainer: in the group there are 3 young with spectroavtistic disorder, and the method with the cards helped them to share their thinking and feelings with the group very easily. Highly recommended!

The cards have once again proven to be a very suitable, useful and effective tool for easier expression of emotions and opinions for all participants, especially for those participants for whom this otherwise presents a great challenge. The method does not demand too much from the participants, it does not put them in distress, but, with the right intensity, it helps them to express their emotions more easily, face challenges, solve problems and also facilitate communication with others in the group. The participants were again enthusiastic about the workshop.

BUCOVINA

The workshop's content was well-aligned with the intended learning objectives and effectively addressed the participants' needs and interests. The depth and comprehensiveness of the material were satisfactory, and the delivery was clear and concise. The examples provided were relevant and up to date, reflecting current research and best practices in the field.

The workshop methods were engaging and effective, incorporating interactive activities, group discussions, case studies, and multimedia presentations. These methods were well-suited to the topic, keeping participants actively engaged throughout the workshop and fostering a sense of participation and knowledge exchange.

While the workshop's duration could have been extended to allow for more thorough coverage of the planned material, the length of the breaks was well-balanced.



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The lecturers demonstrated exceptional expertise and enthusiasm for the subject matter. Their communication skills were effective, conveying information clearly and engaging participants actively. They were readily available to answer questions and address feedback, demonstrating a genuine commitment to the workshop's success.

The lecturers created a supportive and inclusive learning environment, encouraging participation and facilitating meaningful interactions among participants. Their passion for the topic was infectious, boosting the overall motivation and satisfaction of the workshop attendees.

Feedback collection through surveys, interviews, or focus groups is crucial to gather comprehensive perspectives on the workshop experience. This aspect was fully addressed in all workshops.

#### DMLAS

This workshop can be divided in two parts:

1. when every one made a drawing of his house
2. when it was necessary to decide and then to draw all together;
  1. Easy to do. Time was enough but someone could stay longer and he could add new details of his house. The atmosphere was relaxed. No problems to show to the others the drawings and to explain.
  2. Not easy to do. Many problems. First of all to decide something together because there were ideas very far: someone wants to live in a mountain someone wants to live in the centre of a city and then it was not easy to draw all together. Someone would not like to try. And then two persons refused to go on and to end the drawing.

#### EYHDA

Usage of cards was pretty successful. The participants were familiar with and enjoyed was a major factor in the workshops' success. The lesson plan was a novelty that was well accepted; it was built on multiple assignments that referenced the same cards. The exercises' consistency and continuity were valued by the group since it allowed them to concentrate and think more thoroughly. The use of the cards for more difficult sociotherapeutic tasks in addition to warm-ups attracted and encouraged participation from the participants.

#### IRIS

The workshops proved to be very successful, mainly due to the effective use of metaphorical cards that the participants knew and liked. The lesson plan, based on several tasks referring to the same cards, was a novelty that was enthusiastically received. The group appreciated the continuity and coherence of the activities, which made it easier for them to focus and reflect more deeply. The cards were used not only



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for warm-ups, but also for more complex sociotherapeutic tasks, which was attractive to the participants and promoted their involvement.

ZISPB

Whole group expressed positive attitudes toward this workshop, duration was sufficient, methods used were impressive, everybody liked the cards very much, common drawing was new and interesting.

### **Which topics should be included in the workshops?**

ŠENTPRIMA

More about job seeking • Communication, writing CV, Communication with others, Would like to have it 1x 2 months • Skills, what skills and education we have • How to concur the fear when we talk in public • Hobbies and interests • How to make my memory better • Psychical state, understanding • Emotional regulation, qualitative assertive communication, living+ work+ get hired, neurodiversity/PP in partnership-challenges, may once a month • Experiences of individual in different feelings, how to keep the routines (morning working out, meditation), I would like to know, the topic of the workshop before each workshop, workshop 1 or 2 times a month

BUCOVINA

Financial Empowerment: Building financial literacy and promoting economic independence can help participants achieve financial stability and security. Topics may include budgeting, saving, banking, credit management, debt management, and understanding financial systems and resources.

Relationships and Social Support: Exploring healthy relationships, boundaries, and social support networks can enhance participants' interpersonal skills and well-being. Topics may include communication in relationships, conflict resolution, peer support, building healthy friendships, and seeking help in times of need.

DMLAS

Perhaps, in the second part it would be possible to divide in two sections; first discussion and then to draw, Maybe it could be possible to write something about the “common home” before began to draw.

EYHDA

Using metaphorical cards, the classes explored relationships, emotions, and self-awareness. The lesson design made it possible to systematically go deeper into these subjects, which helped the participants gain a greater understanding of their own ideas and experiences.



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IRIS

The workshops focused on the exploration of emotions, relationships and self-insight using metaphorical cards. The lesson plan allowed for systematic deepening of these topics, which allowed the participants to better understand their own experiences and thoughts.

ZISPB

More activities with the cards, with topics such as stress management, anxiety, body image (for girls).

### **Which methods should be used?**

ŠENTPRIMA

as interesting and innovative games as possible

BUCOVINA

Group Activities: Plan group activities, icebreakers, and team-building exercises to promote collaboration, communication, and problem-solving skills among participants. Activities could include role-playing scenarios, brainstorming sessions, or small group discussions on specific topics.

Experiential Learning: Incorporate experiential learning activities, such as simulations, games, or role-plays, to provide hands-on experiences and deepen participants' understanding of workshop concepts. These activities can make learning more engaging, memorable, and applicable to real-world situations.

EYHDA

Metaphorical cards were employed in the workshops for a range of purposes, including deeper introspection and self- and other-reflection, sociotherapeutic tasks, and introductory rounds. Although younger individuals struggled with more abstract levels of metaphor and required more specific instructions and explanations, this strategy worked well for the majority of participants.

IRIS

During the workshops, metaphorical cards were used in a variety of ways – from introductory rounds, through sociotherapeutic tasks, to deeper reflections on oneself and others. This method proved effective for most participants, although younger participants had difficulty with more abstract levels of metaphor and needed more concrete explanations and direction.



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ZISPB

Projective techniques.

### III. Evaluation and assessment:

**What will be the main effects and benefits that workshops are supposed to have for marginalised young people?**

ŠENTPRIMA

- I like meeting new people, that are my age
- I am happy I was spending my time differently, like at home
- Opportunity to meet new people.
- I only know people, who live with me, this way I meet new people

BUCOVINA

Designed to empower, include, and uplift, workshops for marginalized young people offer a wealth of positive outcomes. These workshops foster self-belief, enhance social connections, and promote healthy behaviours. They also provide access to resources, build community, and cultivate leadership skills. Additionally, they reduce stigma, discrimination, and have a positive impact on participants' long-term prospects.

DMLAS

1. in the first part everyone of the group has the opportunity to talk and to express his ideas. They were happy to show his work to the others. Someone, who usually has some problems to express himself, was helped by the drawing.
2. The second part was not successful The idea was that it was too hard so someone didn't want to try for long but they stopped and said that they were not able to do.

EYHDA

The metaphor card workshops improved participant involvement and enhanced their capacity for introspection, among other things. The elder participants found the use of metaphors to evoke greater self-insight very intriguing, while the children were ready to get involved in the activities. The games were beneficial to younger children as well, albeit the facilitators had to provide extra assistance due to their limited comprehension of metaphors.



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## IRIS

The workshops using metaphor cards brought many benefits, including increased participant engagement and deepening their ability for self-reflection. The children were eager to participate in the activities, and the elicitation of deeper self-insight through metaphors proved particularly appealing to older participants. Younger ones also benefited from the activities, although their level of understanding of metaphors required more support from the facilitators.

## ZISPB

Participants will develop a better understanding of their own emotions and the emotions of others, which is especially important for those who struggle with alexithymia. This will help them manage their emotions more effectively and communicate their feelings in a healthy way. Workshops will provide a safe space to practice social interactions, build trust, and develop stronger relationships with peers and adults. Workshops will provide tools and strategies to help young people cope with stress, anxiety, and other mental health challenges. Workshops will teach valuable life skills, such as problemsolving, decision-making, and effective communication.

### IV. Review and response:

#### **What other aspects could be included to increase the effectiveness and impact of the workshops?**

## ŠENTPRIMA

- Work- ideas • new insights and personality growth • to become more self-initiative • to become more active, the realization of some things I want to use, and work on • Empathic • Feeling I can escape the net (like spider) to have control • To be active- want to have active workshops- to share your experiences with others. • To be resourceful in the word

## BUCOVINA

To amplify the effectiveness and reach of workshops for marginalized young people, consider implementing additional strategies:

- Peer Mentoring and Support Networks: Foster peer-to-peer mentoring and support networks among participants to provide ongoing encouragement, accountability, and a sense of belonging. Encourage participants to maintain connections, share resources, and collaborate on shared goals beyond the workshop setting.
- Technology Integration: Leverage technology to enhance workshop delivery, engagement, and accessibility. Explore options like online platforms, virtual workshops, mobile apps, or multimedia resources to expand the reach of workshops to underserved areas and cater to various learning styles.



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## DMLAS

Maybe, it would be possible to repeat only the second part of the workshop. With other people and try together. Or to try to use the pen together only for fun.

## EYHDA

To better accommodate younger participants, it is worthwhile to think about expanding the variety of metaphor card activities. To help them understand, this might be accomplished by giving more specific instances or providing more visual components to complement metaphors. Working at a higher level of abstraction is an option for older participants, which will support their intellectual and emotional growth.

## IRIS

It is worth considering further diversification of the methods of working with metaphor cards, so as to better adapt them to younger participants. This can be achieved by introducing more concrete examples or supporting metaphors with more visual elements, which will facilitate understanding for them. For older participants, it is possible to continue working at a higher level of abstraction, which will help their emotional and intellectual development.

## ZISPB

Incorporate sessions on practical life skills, such as financial literacy, time management, and conflict resolution. These skills are essential for independent living and long-term success. Create peer support groups within the workshops, encouraging participants to support one another and share their experiences.

## **Side issues discussed, not included in the list above:**

### BUCOVINA

Providing resources and support for transitions such as aging out of foster care, reintegration after incarceration, or resettlement after migration, to help participants navigate these critical life transitions successfully.

### EYHDA

The metaphor cards proved to be a very useful tool, and the seminars were highly successful. It is advised to keep applying this strategy while considering the various techniques based on the participants' ages and developmental stages. Working with a single deck of cards for an extended amount of time is also beneficial since it promotes deeper thought and a clearer comprehension of the subjects covered.



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## Overall conclusions and recommendations from the session:

### BUCOVINA

Hands-on, collaborative methods were employed to stimulate active participation, teamwork, and meaningful discussions among participants. Ample opportunities for peer-to-peer learning, knowledge exchange, and relationship-building were provided to enrich the overall learning experience. These opportunities were facilitated throughout the workshops and continued during informal interactions outside the formal learning environment

### DMLAS

The Workshop resilio was among the Slovenian ones the most appreciated by educators. After purchasing the cards, we proposed it to the work team, which experimented with the tool. At the end of the workshop, the team evaluated how to administer the workshop to the community guests. It was decided to use the cards on a one-to-one basis. The cards therefore are permanently present in the office. They have been used on several occasions by multiple operators and with multiple guests. The workshop turns into an exercise, a game, which at certain times can serve to support the relationship with the users. According to operator reports, the cards have facilitated processes of verbalization and mentalization in moments of paralysis of speech and processing of a state of mind. There are crisis situations in which some of the users seek the operator to share and most of the time they cannot find words, are blocked, or verbalize in an agitated and confused manner. After passing the critical phase, it was possible to propose the use of cards to visualize an 'emotion or state of mind, to try to insert a figure into a potentially paralyzing situation where the person seems to have no way out: - "I'm hurting, I feel like crying, I'm loaded with anxiety, distressed, confused..." -Pick a card that represents what you're feeling or comes close -operator and guest both see the picture and can talk about it.... Now the user is able to identify a card that represents its inner world.... After overcoming the critical stage is talking.... Now he is able to face first step of the workshop: • identify a card that represents how you would like to be, the desired condition; • now try to understand if there is a friend card that can help you and if there is an obstacle card that instead complicates your path; • finally, let's reflect on the situation that has emerged, as a whole, and the dynamics between goals, limitations, and resources from a perspective of accepting the picture, to gain awareness about it, to be able to talk about it. • This' allows us to have a mental representation of the situation and to have experimented with a strategy to go further.

For the first part: it was easy. the second part was not easy. Perhaps it could be possible to try only for couple and not with the whole group. At the end they say that the second part should be modified. Or we can think about a second way to draw all together if that way the first one was too hard for the group. And also, it was possible to try to work not with the whole group but only in couples.



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EYHDA

In general, the workshop was found successful and appealing to be active and participate. The participants expressed their sentiments and felt better, which helped them relax and realize that other individuals experience similar emotions. This increased their mental confidence. Overall, positive feedbacks were received from the attendees.

IRIS

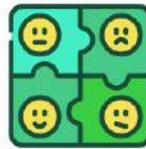
The workshops were very effective, and the metaphor cards proved to be an extremely versatile tool. It is recommended to continue using this method, taking into account the different approaches depending on the age and level of development of the participants. It is also worth continuing to work with one set of cards for a longer period, which allows for deeper reflection and a better understanding of the topics discussed.



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## FOCUS GROUP

### Summary – workshops after Turkey

#### I. Planning:

**What are the main challenges and obstacles faced by marginalised young people? What are the main needs?**

#### ŠENTPRIMA

Young people are faced with difficulties to get opportunities for social networking, for information about job market and expectations from the employers. When they finish their schools, they stay and home, because they didn't develop social networks, they are shy to socialize and don't know where young people meet. Some of the issues: lack of Job opportunities information, Job search skills, social skills in the workplace, how to accept/ask for feedback from mentor in the workplace, social networking,

#### BUCOVINA

Marginalized young people, particularly those with special educational needs (SEN), face several challenges, including emotional isolation, difficulty expressing and managing emotions, and limited social inclusion. A critical issue is alexithymia, the inability to identify or describe emotions, which can lead to emotional repression or exaggerated emotional responses. The most urgent needs include emotional literacy and social integration to help these youths express emotions constructively and engage in social interactions. For example, students with emotional difficulties often struggle with team activities, making emotional education crucial for their inclusion and well-being.

#### EYHDA

The organization of the workshop was centred on two primary goals: helping younger people become more adept at expressing their feelings, and helping older participants expand their horizons and deal through issues. Adapting the work approaches to various age groups while maintaining the activities' engaging quality and ability to achieve sociotherapeutic aims was a major difficulty. The participants' needs included improving their communication and collaboration abilities as well as learning coping mechanisms for challenging emotions.



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## IRIS

The workshop planning focused on two main areas: developing the ability to express emotions in younger participants and working on broadening perspectives and resolving conflicts in older ones. A key challenge was to adapt the work methods to different age groups so that the activities were both engaging and effective in achieving sociotherapeutic goals. The needs of the participants included learning how to cope with difficult emotions, as well as developing communication and teamwork skills.

## ZISPB

According to participants, young people face barriers to learning, including lack of access to quality education, inadequate resources, and support at home, social exclusion due to factors like poverty, ethnicity, disability, or family background, alienation from peers and educators. Need for support from adults, classmates, professionals.

### **Can you isolate them in terms of importance, urgency and need?**

## ŠENTPRIMA

We will discuss in the following sessions with participants and address the most urgent topics.

## BUCOVINA

The most urgent need is to address emotional literacy, as many marginalized youth, like those with alexithymia, cannot identify or express their feelings. This emotional gap makes it hard for them to form connections and function within a group. For instance, children who can't express their emotions may withdraw from group activities or overreact to minor conflicts, highlighting the urgency of emotional support and social inclusion.

## DMLAS

The importance to be more self-confidence and the confidence in everyone own possibilities could be one of the most important things. It was important to arrive in the centre and to stay in the room from the beginning to the end. The importance to be more self-confidence and the confidence in everyone own possibilities could be one of the most important things.

## EYHDA

The trainers and the participants didn't address any topic as an urgent.



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ZISPB

Social exclusion is the most challenging, because youngsters need peers, take into consideration their opinion far more than their parents'.

**What are the outcomes you would expect from a successful workshops?**

ŠENTPRIMA

Networking and new friendships among participants; • Improvement of social skills; • Empowerment regarding job seeking skills and knowledge; • Better self esteem; • More knowledge about self-help techniques...

BUCOVINA

A successful workshop would result in enhanced emotional awareness, improved interpersonal communication, and increased social inclusion. Participants would develop the ability to identify, express, and regulate emotions more effectively, work collaboratively in teams, and gain confidence in navigating social interactions. The outcome would be measured through their active participation, improved emotional expression (e.g., through artistic representations like painting), and feedback indicating their desire to participate in future activities.

DMLAS

First of all that all the member tried to exercises also the last one. And that everyone can express himself during the group discussion.

EYHDA

A well-run workshop ought help improve participants' emotional intelligence and communication, as well as their ability to resolve conflicts and negotiate effectively with more experienced participants. Additionally, by working together to create contracts and perform theatre scenes, the goal was to build the bond between instructors and young people.

IRIS

A successful workshop should lead to a better understanding and expression of emotions in younger participants and to increased conflict resolution and negotiation skills in older ones. The aim was also to strengthen cooperation between educators and youth through jointly creating contracts and playing drama scenes.



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ZISPB

To know more about oneself, learn about emotions, stress management.

## II. Implementation:

**How would you evaluate the workshop, in terms of content, methods, duration, lecturer?**

ŠENTPRIMA

Participants provided evaluation of the training on emotions, focusing on how people come into contact with their emotions and how individuals can differ in how they recognize and experience emotions. Additionally, they discussed commonalities in emotional experiences and situations where similar emotions are felt. In addition to the above, participants expressed great satisfaction with the workshop and found the topic of emotions both challenging and fascinating. They expressed a desire for additional workshops on the subject of emotions. Interestingly, all participants described a feeling of fear of the unknown when it came to engaging in the activities. Together, they discovered that they were not alone in experiencing a certain level of fear of change. As a group, they particularly concluded that they feared not being able to meet the expectations of their employers, leading to experiencing difficult emotions.

From workshop to workshop, participants make more progress and participate more easily and with greater enthusiasm. Progress can be seen in the expression of emotions and communication, relaxation and active participation. It was interesting for them to work in pairs, play different roles and recognize emotions. They were especially enthusiastic about writing a story based on the character from the picture, as they could completely let their imaginations run wild. But for some, it was a challenge. It was certainly very interesting for them to compare their stories. They found the method useful, as they believe that in this way they can help themselves in solving challenges in their everyday life.

BUCOVINA

The workshop content was well-structured, focusing on emotional literacy and inclusion, which are essential for marginalized youth. Methods such as creative activities (e.g., painting emotions) and group collaboration were highly engaging, encouraging emotional expression and teamwork. The duration seemed appropriate for maintaining student engagement without overwhelming them, and the lecturers were effective, creating a supportive and inclusive environment where students felt comfortable exploring their emotions.

DMLAS

- The workshop was a good experience;
- the time was enough



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- they were able to work together and to listen each other; the workshop was a way to express ideas and needs in a clear and simple way.

The meaning of the workshop is explained to the participants; it was used with children in the areas affected by the earthquake in Turkey. So it is about representing an unforeseen, unexpected, shocking event. Both colours provided and materials can be used. All participants except Filippo get actively involved and start creating. Colours and shapes become visible on the sheet, painting and action precede the mediation of thought, what finally manifests itself on the fabric is surprising.

Each person is also somewhat surprised by what he or she has created, as if it had escaped from a voluntary and controlled act, and begins to think and reflect and elaborate interpretations. Each interpretation enters into a dynamic of comparisons and exchanges with other interpretations. This is the most fruitful phase of the workshop, everyone proposes their own readings and from the differences seem to generate ideas for further variations in a process tending towards infinity.

The work of the workshop leader consisted above all in holding the strings of this harvest of interpretations and intervening when someone brought personal traumatic events into play.

#### EYHDA

The balloon workshops have been adjusted to better suit participants who are younger. Though there were some early challenges with labeling and picturing feelings, the lessons ended up being really appealing. Disagreements with the course materials served as a useful cover for a more in-depth conversation about handling challenging emotions including fear, anxiety, and rage. All age groups found the perspective and cards workshops to be beneficial, albeit the methods varied depending on the group. The educator-to-educator contract preparation exercise proved to be a highly successful tool for managing conflict and honing negotiation techniques. The youth were captivated by the props and ready to participate in the lessons, making the drama scenes incredibly successful.

#### IRIS

The balloon workshops were modified to better adapt them to younger participants. Despite initial difficulties with naming and drawing emotions, the classes turned out to be very attractive. Arguments about the materials that appeared during the course became a valuable pretext for a deeper discussion on dealing with difficult emotions, such as anger, fear and anxiety. The perspective and cards workshops were successful in every age group, although they proceeded differently depending on the group. The example of preparing contracts between educators turned out to be very effective, both as a tool for working with conflict and for developing negotiation skills. Drama scenes were exceptionally successful - the youth were enchanted by the props and were eager to engage in the classes.

#### ZISPB

Whole group expressed positive attitudes toward this workshop, duration was sufficient, methods used were impressive, everybody liked the cards very much, common drawing was new and interesting.



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## Which topics should be included in the workshops?

### ŠENTPRIMA

More about job seeking • Communication, writing CV, Communication with others, Would like to have it 1x 2 months • Skills, what skills and education we have • How to concur the fear when we talk in public • Hobbies and interests • How to make my memory better • Psychical state, understanding • Emotional regulation, qualitative assertive communication, living+ work+ get hired, neurodiversity/PP in partnership-challenges, may once a month • Experiences of individual in different feelings, how to keep the routines (morning working out, meditation), I would like to know, the topic of the workshop before each workshop, workshop 1 or 2 times a month

### BUCOVINA

The workshops should include topics such as emotional literacy (understanding and expressing emotions), alexithymia (difficulty identifying emotions), emotional regulation techniques, and social inclusion strategies. Other valuable topics could cover teamwork, communication skills, and building empathy, helping students understand and relate to each other better.

### EYHDA

The two primary subjects of the courses were developing one's ability to communicate and identify emotions and gaining perspective on interpersonal relationships. While the perspective, card, and balloon workshops and drama scenes concentrated on dispute resolution and relationship building, the balloon workshops concentrated on emotions.

### IRIS

The workshops covered two main topics: working on expressing and recognizing emotions and learning perspective in interpersonal relations. The balloon workshops focused on emotions, while the perspective and card workshops and drama scenes focused on resolving conflicts and building relationships.

### ZISPB

More activities with the cards, with topics such as stress management, anxiety, body image (for girls).

## Which methods should be used?

### ŠENTPRIMA

as interesting and innovative games as possible



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## BUCOVINA

Effective methods include interactive and creative approaches such as painting or drawing emotions, role-playing, group discussions, and team-based problem-solving activities. Visual aids like Plutchik's wheel of emotions and multimedia resources (e.g., videos) should also be used to reinforce emotional concepts and engage students in a variety of learning styles.

## EYHDA

Various techniques tailored to the age groups were employed in the workshops. Younger youth performed theatrical plays with props and sketched and labeled emotions in balloon workshops. The older participants learned viewpoints, practiced negotiating and conflict resolution, and worked with cards and contracts.

## IRIS

A variety of methods adapted to the age groups were used during the workshops. Younger youth participated in balloon workshops, where they drew and named emotions, and in drama scenes using props. Older participants worked with cards and contracts, learning perspectives and developing negotiation and conflict resolution skills.

## ZISPB

Projective techniques.

### III. Evaluation and assessment:

**What will be the main effects and benefits that workshops are supposed to have for marginalised young people?**

## ŠENTPRIMA

- I like meeting new people, that are my age
- I am happy I was spending my time differently, like at home
- Opportunity to meet new people.
- I only know people, who live with me, this way I meet new people

## BUCOVINA

The main effects would include improved emotional awareness and expression, enhanced social skills, and increased confidence in participating in group activities. These workshops aim to foster emotional resilience and social inclusion, allowing marginalized young people to feel more connected to their peers and better equipped to manage their emotions in social situations.



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EYHDA

The younger youth found the balloon workshops to be highly beneficial in helping them identify and manage their emotions, even in spite of some difficulties. Arguments over books were a useful tool for starting meaningful discussions on tough emotions. The workshops on perspective and cards proven to be an adaptable tool that was effective for all age groups, helping participants resolve conflicts and comprehend relationships. The theatre sequences were especially effective in getting the attendees excited and involved.

IRIS

The balloon workshops, despite some challenges, were very effective for the younger youth, who had the opportunity to learn to name and deal with emotions. Arguments over materials were effectively used to initiate important conversations about difficult emotions. The perspective and cards workshops proved to be a versatile tool that worked well across age groups, enabling participants to work through conflicts and understand relationships. The drama scenes were particularly successful, generating enthusiasm and engagement in the participants.

ZISPB

Participants will develop a better understanding of their own emotions and the emotions of others, which is especially important for those who struggle with alexithymia. This will help them manage their emotions more effectively and communicate their feelings in a healthy way. Workshops will provide a safe space to practice social interactions, build trust, and develop stronger relationships with peers and adults. Workshops will provide tools and strategies to help young people cope with stress, anxiety, and other mental health challenges. Workshops will teach valuable life skills, such as problemsolving, decision-making, and effective communication.

#### **IV. Review and response:**

**What other aspects could be included to increase the effectiveness and impact of the workshops?**

ŠENTPRIMA

- Work- ideas • new insights and personality growth • to become more self-initiative • to become more active, the realization of some things I want to use, and work on • Empathic • Feeling I can escape the net (like spider) to have control • To be active- want to have active workshops- to share your experiences with others. • To be resourceful in the word



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## BUCOVINA

To increase effectiveness, workshops could incorporate personalized emotional assessments, follow-up sessions, and continuous mentoring. Family or community involvement could also reinforce the skills learned in the workshop. Additionally, including a broader range of multimedia and interactive content, such as virtual reality or games, could further engage participants.

## DMLAS

This workshop is possible to repeat maybe with different paintings.

## EYHDA

It is important to keep using instruments that support the identification and expression of emotions in the future while keeping participant needs in mind. To reduce the likelihood of disagreements, it is worthwhile to think about implementing more thorough instructions. Propbased drama sequences worked incredibly well and can be utilized as a technique to foster creativity and communication in future seminars.

## IRIS

In the future, it is worth continuing to work with tools that allow for recognizing and expressing emotions, while paying attention to the needs of participants. It is worth considering introducing more detailed instructions to minimize the risk of conflicts. Drama scenes using props proved to be extremely effective and can be used in future workshops as a tool for developing creativity and communication skills.

## ZISPB

Incorporate sessions on practical life skills, such as financial literacy, time management, and conflict resolution. These skills are essential for independent living and long-term success. Create peer support groups within the workshops, encouraging participants to support one another and share their experiences.

### **Side issues discussed, not included in the list above:**

## BUCOVINA

The workshop emphasized the importance of providing participants with feedback and the value of artistic expression in helping students articulate complex emotions. There was also a discussion about the need for more frequent activities to build emotional resilience and inclusion gradually.



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## Overall conclusions and recommendations from the session:

### BUCOVINA

The workshop was successful in addressing emotional literacy and inclusion through creative and interactive methods. To further enhance its impact, future workshops should include personalized support, regular follow-up, and engagement with the broader community. Continued use of creative methods and multimedia tools will help maintain student engagement and support their emotional and social development.

### DMLAS

The workshop encouraged the participants to identify, project and confront themselves with the figures represented in the play.

Sofia, Alessandra, Eleonora, Iago and Massimo were immediately involved in the activity and the writing.

With very distinct styles and by proposing stories in the genres of horror, romance, comedy, tragedy, fantasy.

Antonio found it difficult to write, so it was suggested that he think of a character's story and then tell it, which he did.

Filippo and Samuele just listened to the stories and made comments without producing their own stories.

Very positive was the moment of reading their own piece, performed by the authors themselves, while the listeners had the task of identifying the character of the piece based on the story.

Interestingly, for one of the participants, the dimension of the school assignment prevailed, with the fear of having made a mistake, the need for evaluation, continuous self-corrections and erasures, and anxiety at the moment of reading. On this level, the group and the workshop leader reduced this attitude by bringing the girl back to a level of play and reducing the fear of making mistakes and the need to be the best.

### EYHDA

The participants benefited much from the excellent workshops. It is advised to keep using resources like balloons, cards, and theatre settings while modifying the techniques to fit the requirements and skill levels of various age groups. The development of themes pertaining to managing emotions and resolving conflicts is also worthwhile, as these proved to be essential for the sessions' efficacy.

### IRIS

The workshops were successful and brought many benefits to the participants. It is recommended to continue working with tools such as balloons, cards and drama scenes, while adapting the methods to



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the needs and capabilities of different age groups. It is also worth developing topics related to dealing with emotions and resolving conflicts, because they turned out to be crucial for the effectiveness of the classes.



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## FOCUS GROUP

### Summary – workshops after Poland

#### I. Planning:

**What are the main challenges and obstacles faced by marginalised young people? What are the main needs?**

#### ŠENTPRIMA

Young people are faced with difficulties to get opportunities for social networking, for information about job market and expectations from the employers. When they finish their schools, they stay and home, because they didn't develop social networks, they are shy to socialize and don't know where young people meet. Some of the issues: lack of Job opportunities information, Job search skills, social skills in the workplace, how to accept/ask for feedback from mentor in the workplace, social networking,

#### BUCOVINA

Marginalized young people, especially those with special educational needs (SEN) or who have experienced personal trauma, often face significant emotional challenges. They may struggle with understanding or managing their emotions, either repressing them or expressing them in exaggerated ways. These emotional difficulties, combined with a lack of social inclusion, can make it hard for them to feel accepted and participate in group activities.

#### DMLAS

- No problems to do the exercises but some problems to respect the different times of the others;
- Many difficulties to listen to others and to leave space for everyone
- Many difficulties to express problems with the other members of the team. It is not easy to work together;
- it is important to define the durations of the steps;
- Many difficulties to find results together



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EYHDA

Fostering an understanding- and empathy-centred culture is essential to creating a secure space for young people. Communities, youth centres, schools, and support groups all have a crucial part to play in creating these environments where young people feel free to express their feelings and know that their weaknesses will be addressed with empathy rather than judgment. Our emotional struggles are made worse by our fear of being classified as "different," which drives us to withdraw inside ourselves and let our suffering go unnoticed.

ZISPB

Drugs, drop-out of school or poor school performance, lack of friends, inability to communicate with others, loneliness, become a victims of bullying. The most important needs – survival skills and techniques on how to cope with stress, anxiety, pressure and bullying. Nobody wants to go to the school psychologist, so they have nobody to talk to.

**Can you isolate them in terms of importance, urgency and need?**

ŠENTPRIMA

We will discuss in the following sessions with participants and address the most urgent topics.

BUCOVINA

The most urgent need is to address emotional literacy for these young people, as many of them, such as those with alexithymia, find it difficult to identify or express their feelings. This issue requires immediate attention to prevent further emotional isolation. For example, children who cannot express their feelings effectively may withdraw from group activities or develop maladaptive emotional responses, making the ability to process emotions critical.

DMLAS

The importance to be more self-confidence and the confidence in everyone own possibilities could be one of the most important things. It was important to arrive in the centre and to stay in the room from the beginning to the end. The importance to be more self-confidence and the confidence in everyone own possibilities could be one of the most important things.

EYHDA

\* The anxiety associated with being called "not normal or patient" \* Isolation and avoiding discussions.

\* Establishing a secure environment for honest emotional expression.



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**TABER**  
TACKLING ALEXITHYMIA TO  
BUILD EMOTIONAL RESILIENCE

ZISPB

Bullying, drugs, drop-out of school.

**What are the outcomes you would expect from a successful workshops?**

ŠENTPRIMA

Networking and new friendships among participants; • Improvement of social skills; • Empowerment regarding job seeking skills and knowledge; • Better self esteem; • More knowledge about self-help techniques...

BUCOVINA

A successful workshop should improve emotional awareness and help participants develop the ability to express their emotions constructively. Additionally, the workshop should enhance social inclusion by fostering teamwork and collaboration. As participants share their experiences and engage in activities, they will gain valuable insights into their emotions and learn how to handle difficult situations in a supportive environment.

DMLAS

To be able to express better the emotions and the shades of the emotions. And to see and to listen to the different connections made from the others (sometimes far from ours).

EYHDA

- Acquiring the ability to express their worries and ask for assistance.
- Encouraging discussion for comprehension rather than judgment
- Continuing to use constructive coping mechanisms after the session
- Being conscious of the resources in their neighbourhood

ZISPB

Provide practical skills and knowledge to be useful in real life situations; interesting methods, tests (personality, for example); one-by-one counselling.

**II. Implementation:**

**How would you evaluate the workshop, in terms of content, methods, duration, lecturer?**



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TACKLING ALEXITHYMIA TO  
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## ŠENTPRIMA

The first group: Most of the participants preferred the first exercise regarding universal human needs as it allowed them to better explore themselves and connect with important parts of life. They were satisfied with the length of the exercises. The second exercise brought some deeper insights into each psyche and one participant expressed the importance of knowing oneself. Especially, as in modern, everyday life, they lack the interest of another person or true willingness to get to know them. Some expressed their expectation about the workshop on the theme of alexithymia was different and was more about learning method and techniques how to recognize and express feelings. The rules were differently understood by some participants. Overall, most of the participants included themselves in debate and were relaxed to talk and exchange different views. The second group: Participants preferred the second exercise regarding DIXIT cards due to their creative asset. They found it easier to express themselves through symbolic and metaphoric display of cards and found it very amusing. One participant empathized it is important to dive into the depths of oneself and confront the issues as for one participant it was harder to talk about oneself in front of the group and prefers to explore in solitude. Through different interpretations of the card participants learnt about different views and stand points in life of each other and compared their experiences. Some of them already encountered such methods of working with creative media in psychiatric hospitals etc.

## BUCOVINA

The workshop's content, focusing on emotional resilience and personal empowerment, was well-designed to address the needs of marginalized young people. The methods used, such as guided reflection on childhood memories and the sharing of personal experiences, were effective in promoting emotional awareness. The duration of the workshop seemed appropriate, allowing participants enough time to reflect and engage without feeling overwhelmed. The lecturers facilitated the session effectively, encouraging open discussions in a supportive and inclusive environment.

## DMLAS

- The workshop was a new experience. It was a positive experience.
- the time was enough. Someone would have preferred less time. But only because it was not easy to listen to the others-
- they said that the instructions were not difficult to understand;

There was a good and relaxed atmosphere that helped during the work.

We worked with water colours because they are able to create a lot of shades and because they are very easy to mix, but we didn't think that someone didn't remember how to use the watercolours or maybe he has never used them, so, maybe it was necessary a part where everyone could try to use them with



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some suggestions (a sort of a short lesson) or it would be better to use different types of colours so everyone could use what it was better.

\_ the duration of the workshop was good. More time would be negative.

\_ the steps were clear to understand.

EYHDA

Content: a. Content aligned with the participants needs, interests and expectations, being adapted and effectively addressed to youth. b. Content facilitated the engagement and interaction between the participants. Methods: participatory, captivating Duration: 2 hours Lecturer: Competent in the subject, empathetic, and able to relate to young people

ZISPB

Some activities were not very clear (for example that with the compass), it was unclear what is the reason for this. Participants liked the task with the colours of emotions, according to them it was interesting to mix colours, but sometimes difficult to connect colour and emotion, it took time to decide. The task with Dixit Harmony was interesting and the puzzle game. Role-play was difficult, because some of the personas were at extreme life situations, it was hard to imagine how do they feel.

### **Which topics should be included in the workshops?**

ŠENTPRIMA

More about job seeking • Communication, writing CV, Communication with others, Would like to have it 1x 2 months • Skills, what skills and education we have • How to concur the fear when we talk in public • Hobbies and interests • How to make my memory better • Psychical state, understanding • Emotional regulation, qualitative assertive communication, living+ work+ get hired, neurodiversity/PP in partnership-challenges, may once a month • Experiences of individual in different feelings, how to keep the routines (morning working out, meditation), I would like to know, the topic of the workshop before each workshop, workshop 1 or 2 times a month

BUCOVINA

Workshops should cover emotional literacy, techniques for managing emotions, and how to deal with trauma or challenging experiences. Other important topics include social inclusion, self-esteem, and building emotional resilience. These areas will help marginalized youth understand their emotions better and empower them to face challenges with confidence.



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DMLAS

Maybe it could be possible to use the music during the workshop. We didn't do two different groups but we did all the workshop with a single compass so it could be possible to try with a large group divided in two parts. They didn't have a precise idea where to fix the imagines in the compass and they change the position during the workshop. So maybe they could be helped with some examples. When it is necessary to work in group it is important to discuss together to decide which colours. It is possible to tell how it was that discussion.

EYHDA

1.Promoting candid communication and de-stigmatizing asking for assistance 2.Creating customized self-care regimens.

ZISPB

More positive mood

**Which methods should be used?**

ŠENTPRIMA

as interesting and innovative games as possible

BUCOVINA

The most effective methods include interactive activities such as personal storytelling, meditation, and group sharing. Creative methods, like journaling or using digital platforms for group reflections (e.g., the shared Google slide presentation), help participants process their emotions and learn from each other's experiences. Multimedia tools, like the video "A Short Story about Emotions," also enhance engagement and understanding.

EYHDA

• Interactive discussions • Non-formal education methods

ZISPB

Projective techniques.



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### III. Evaluation and assessment:

**What will be the main effects and benefits that workshops are supposed to have for marginalised young people?**

ŠENTPRIMA

- I like meeting new people, that are my age
- I am happy I was spending my time differently, like at home
- Opportunity to meet new people.
- I only know people, who live with me, this way I meet new people

BUCOVINA

The workshops aim to improve emotional awareness, foster emotional resilience, and encourage social inclusion. Marginalized young people will learn to recognize and express their emotions in healthy ways, feel more confident in handling personal challenges, and experience a greater sense of belonging within their peer group. These outcomes will ultimately help them navigate difficult emotional landscapes with more clarity and support.

DMLAS

Everyone of the group has the opportunity to talk and to express his feelings. Someone didn't talk a lot: a few of words were enough. One of them said that he didn't want to say everything because, in his idea, some feelings are private so he talked about a "part of his feelings". The others answered that it was not a problem. Someone, who usually has some problems to express himself, was helped by the colours and drawings. And, in many cases, also without words, the painting told a lot of things. And it was a speed way to transmit a message. Everyone of the group has the opportunity to talk and to express his ideas. Someone, who usually has some problems to express himself, was helped by the colours.

EYHDA

- A greater comfort level among young people in talking about their issues, asking for assistance when necessary, and expressing their feelings honestly.
- Having more resources available to them guarantees that young people can ask for assistance when they do, which encourages early intervention and support.

ZISPB

Better understanding of the emotions and feelings and how to express them; - Emotional intelligence; - Empathy; - Mental disorders.



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#### IV. Review and response:

##### What other aspects could be included to increase the effectiveness and impact of the workshops?

###### ŠENTPRIMA

- Work- ideas • new insights and personality growth • to become more self-initiative • to become more active, the realization of some things I want to use, and work on • Empathic • Feeling I can escape the net (like spider) to have control • To be active- want to have active workshops- to share your experiences with others. • To be resourceful in the word

###### BUCOVINA

One of the side issues discussed was the transformative power of acknowledging and discussing past traumatic experiences. The act of sharing these stories in a group setting allowed participants to feel supported, reducing the emotional burden of isolation. Participants expressed that recognizing common emotional struggles helped them connect with their peers and view their personal challenges as opportunities for growth.

###### DMLAS

The first idea of the group was to repeat the workshop with the same group and to compare and to observe the differences between the first ones. Someone said that the second workshop would be easier for all the group and also for the single members. Sometimes it is not easy to named a specific colour. So it would be better to see a poster with different shades of colours.

###### EYHDA

- Content that is culturally appropriate • Community resources

##### Side issues discussed, not included in the list above:

###### BUCOVINA

The workshop emphasized the importance of providing participants with feedback and the value of artistic expression in helping students articulate complex emotions. There was also a discussion about the need for more frequent activities to build emotional resilience and inclusion gradually.

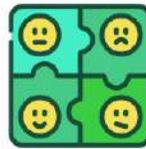
##### Overall conclusions and recommendations from the session:



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## BUCOVINA

The workshop was highly successful in promoting emotional awareness and resilience among marginalized young people. It facilitated open communication and emotional expression in a safe environment. To increase its effectiveness, future workshops should include more opportunities for personalized support and long-term engagement with participants. Encouraging more interaction between students, families, and the community could help extend the impact of these emotional resilience-building activities.

## DMLAS

For this group every workshop was not easy to accept. Perhaps every kind of workshop. At the end one of the participants decided to do a drawing from an inspiration of the workshop. He made a drawing with different colours connected with the participants. And he said that “we are different colours, with different stories and different emotions” but we can stay close and we can be a nice work all together.

Everybody did all the exercises and chose colours. Nobody had problems to use the colours and to show the paintings at the end. The two groups were able to show the results. During the discussion someone had the tendency to say immediately yes, ok, without defend their positions.

## EYHDA

The participants' openness to candid conversations about mental health is highlighted by their observed active engagement and participation, which fosters a supportive environment for sharing experiences. The workshop's ability to promote a sense of belonging and support among participants highlights the importance of creating a secure and caring environment. The program had a noticeable positive influence on the participants' well-being, as evidenced by their enhanced ability to identify and cope with emotions. A movement in culture toward open communication about mental health issues is indicated by the noticeable decline in stigma.

## STAKEHOLDERS MEETING REPORT – 1

### Summary

#### I. Planning:

#### **What are the main challenges and obstacles faced by marginalised young people?**

##### BUCOVINA

Family dynamics serve as a foundational element in shaping the emotional development of young individuals, and dysfunctions within the families can have lasting effects on their ability to comprehend and express emotions.

The lack of knowledge regarding the mental health support presents major obstacle for the marginalised youth. It was stated that the access to mental health services is often constrained in terms of the available resources of the family, both financial and geographical, restricting their ability to seek professional help.

The absence of positive role models in a community poses a significant impediment to the development of healthy emotional expression and coping mechanisms for individuals, particularly the youth. Positive role models play a crucial role in shaping behaviour, attitudes, and emotional resilience, providing a source of inspiration and guidance.

##### DMLAS

- Access to services also due to fear of stigmatization;
- sustain activities with a longer and long-term duration;
- understand one's emotions and find channels of expression that are in the relationship;
- Covid has amplified the difficulties of coping with frustrations, accepting a “no” and the fear of not being taken into consideration. The aggressive reaction towards oneself and towards others has increased and the capacity for self-regulation has decreased.
- Phenomena of withdrawal and isolation, young people tend to abandon a path even before trying, an aspect that is described as a form of self-boycott, motivated by fear of judgement. There is a disproportion between external expectations of young people and their need to feel that someone believes in them.

##### EYHDA

Recently, there has been a dearth of adult connections, support, prayer, assistance in overcoming addictions, and other things, especially for young people. Addictions rank among the main issues. Electronic cigarettes and the use of other chemicals of unknown origins have become commonplace, particularly in recent times. Law enforcement is targeting a lot of young people in Polatlı in particular because there aren't enough resources for school dropouts, which puts them at danger of committing crimes, and a lot of kids are living on the streets.

## IRIS

The main challenges and obstacles faced by marginalized young people can vary, but some common ones include:

- Limited access to quality education and learning opportunities,
- Socioeconomic disadvantage and lack of resources,
- Discrimination and prejudice based on factors such as race, ethnicity, gender, or disability,
- Mental health issues and limited access to healthcare services,
- Social exclusion and isolation,
- Lack of support networks and mentorship,
- High rates of unemployment and limited job prospects,
- Limited opportunities for personal and professional development.

## ŠENTPRIMA

- lack of systematic and targeted support and assistance

- lack of services, programs, workshops that would be "tailor-made" for vulnerable young people and according to their needs and interests

- Discrimination, high dropout rate from schools, multilingual diversity, lack of vocational training

## ZISPB

Young people in particular have recently experienced a lack of connection with adults, a lack of support, intercession, help in overcoming addictions, etc. One of the biggest problems is addictions. Especially recently, electronic cigarettes and the infusion of various substances of unknown origin have become widespread. In Šiauliai in particular, many young people are being targeted by law enforcement because they are at risk of offending due to the lack of services for school drop-outs, and a large number of children are spending time on the streets. Emotional problems, self-harm, anxiety, stress.

## Can you isolate them in terms of importance, urgency and need?

### BUCOVINA

1. Family disfunctions, emotional development – addressing the impact
2. The absence of positive role models, community engagement
3. Lack of knowledge and resources in terms of mental health support - education, awareness, access to services

### DMLAS

The difficulty of expressing one's emotions, especially in a relationship and group context, is seen as the most important.

## EYHDA

The problems stemming from their family, Poverty, Lack of communication with others

## IRIS

It is challenging to isolate the importance, urgency, and need of these obstacles as they are interconnected and often worsen one another. However, some key areas that require urgent attention include:

- Access to quality education and learning opportunities to ensure equal chances for success,
- Addressing discrimination and promoting inclusivity to create a supportive environment,
- Improving mental health support and access to healthcare services,
- Enhancing employability skills and creating pathways to meaningful employment,
- Fostering social integration and creating support networks.

## ŠENTPRIMA

Availability of professionals and programs that provide help and support. The ingenuity of services and persons who, in environments where young people stay, would more easily identify the problems of young people and offer them various options, and above all hand-in-hand team support (linking professional services).

## ZISPB

- Lack of contact with adults
- Emotional problems
- Addictions, substance use

## **What are the outcomes you would expect from a successful workshops?**

### BUCOVINA

- Participants to increase awareness and knowledge about mental health
- Participants to develop strategies to cope with family disfunctionalities
- Participants to recognise and address concerns and challenges

### DMLAS

For the young persons

- greater participation and involvement of young people which tend to be isolated
- ability to stay in a path of continuity, paying attention to both the duration and the number of participants (preferably small groups)
- empowerment and self-consciousness
- more awareness about and capacity of expression of emotions

- improved relationships and communication, especially in group contexts

For the stakeholders:

- More successful networking with different experts and the creation of a local map of resources
- Develop and use of new techniques for working with young people, capable of reconciling the individual dimension with the collective/group one

EYHDA

Finding a relationship with those persons who are the toughest to approach, those who have had poor experiences with support service providers or other adults.

IRIS

The outcomes expected from successful workshops targeting marginalized young people may include:

- Increased awareness and understanding of the challenges they face,
- Enhanced basic skills proficiency, such as media literacy,
- Improved emotional intelligence and communication skills,
- Increased self-confidence and self-esteem,
- Enhanced employability skills, including problem-solving, teamwork, and adaptability,
- Better knowledge of available support services and resources,
- Strengthened social connections and a sense of belonging,
- Improved overall mental health and well-being,
- Reduced school dropout rates and improved educational outcomes,
- Increased opportunities for personal and professional growth.

ŠENTPRIMA

For young people:

- greater involvement of vulnerable young people - improving their quality of life - greater empowerment - easier expression of emotions - improved relationships and communication - know how to ask for help - better self-reflection

For professionals:

- More successful networking with different experts - More effective identification of "vulnerable youth" - New techniques for working with young people - New ideas for workshops - greater empowerment - supervisory support - knowledge for working with parents

ZISPB

Finding a connection with those people who are the hardest to approach, those who have had negative experiences with support service providers or other adults.

## II. Implementation:

**Which knowledge and skills experts needs for working with marginalised young people (must acquire in the workshops)?**

### BUCOVINA

- Mental health literacy
- Understanding family dynamics
- Communication and interpersonal skills
- Cultural understanding
- Understanding of the intersecting factors that can impact youth experiences (gender, race, socio-economic status)

### DMLAS

- networking abilities and knowledge about the map of local resources
- Communication skills and interpersonal skills
- teamwork, especially working with fragmented young people;
- community work approach

### EYHDA

Staff who are working in this are ill-equipped to deal with groups of kids from diverse backgrounds. What strategies would work with kids who are hard to relate to? Working with young people who have mental health issues or intellectual disabilities is challenging. What subjects should be covered in the workshops? Addictions, useful tools, trauma-sensitive counselling, group counselling techniques.

### IRIS

To effectively work with marginalized young people, experts should acquire the following knowledge and skills through workshops:

- Understanding of the specific challenges faced by marginalized youth,
- Knowledge of inclusive teaching and learning practices,
- Familiarity with strategies to address Alexithymia and its impact on young people's educational achievements,
- Knowledge of effective mental health support and techniques for promoting well-being,
- Skills in facilitating workshops and creating engaging learning environments,
- Cultural competence and awareness of diversity issues,
- Ability to develop tailored interventions and support plans for marginalized youth,
- Knowledge of available resources, support services, and opportunities for further assistance.

## ŠENTPRIMA

- Understanding development and developmental phases (adolescence..)
- Knowledge of various pathologies (perhaps more common in young people growing up)
- Psychological, psychotherapeutic knowledge
- Awareness of the needs and diversity of vulnerabilities among young people (connections with various services that work with young people (schools, student dormitories, educational institutions, psychiatric institutions...))
- knowledge of the different needs of different behaviours/problems
- ability to listen, openness, connectivity, empathy, heartiness, stability, reliability.
- psychoeducation interventions, social skills training, and emotional regulation skills.

## ZISPB

Experts don't know how to work with classes of children with different experiences. What methods would be effective with children who are difficult to connect with. It is difficult to work with young people with mental disorders, with intellectual disabilities.

### **Which topics should be included in the workshops?**

#### BUCOVINA

- Effective communication, emotional intelligence.
- Problem solving and decision making.
- Self-care and well-being.
- Mental health support: knowledge and access

#### DMLAS

- Recognition of emotions
- Communication
- Identity
- Identify "neutral" topics and activities, anchored in everyday life, such as football. Base the topics on the real needs expressed and collected directly by young people

#### EYHDA

Addictions, useful tools, trauma-sensitive counselling, and group counselling techniques.

## IRIS

Topics that should be included in the workshops may include:

- Understanding marginalized youth: Their experiences, challenges, and strengths,
- Equity in education: Addressing disparities and promoting inclusive learning environments,
- Alexithymia and its impact on educational outcomes,
- Mental health and well-being: Strategies for support and fostering resilience,
- Building self-confidence and self-esteem,
- Developing essential skills for employability,
- Cultivating social connections and creating support networks,
- Accessing available resources and support services.

## ŠENTPRIMA

- Possibilities/process of seeking help and familiarization with various services
- Recognizing and accepting emotions
- Dealing with stressful situations
- Finding life goals
- Finding/keeping a job
- Relationships
- Communication

## ZISPB

Addictions, practical tools, trauma-sensitive counselling, group counselling methods

### **Which methods should be used?**

## BUCOVINA

- Group discussions
- Interactive sessions
- Mindfulness exercises
- Role-playing
- Multimedia Presentations (videos, images, graphs etc.)

## DMLAS

- Facilitators within the group, e.g. older people
- Workshops able to work on diversity
- Groups small and adequate in time management
- Involvement of experts and professionals

EYHDA

Trauma-informed treatment, strengths-based approach, and mental health awareness.

IRIS

Methods that can be used in the workshops:

- Interactive discussions and group activities to encourage participation and exchange of experiences,
- Role-playing exercises to practice empathy and understanding,
- Case studies and real-life scenarios to apply knowledge and problem-solving skills,
- Practical skill-building exercises and demonstrations,
- Guest speakers and experts sharing their experiences and insights,
- Collaborative projects and teamwork,
- Reflective exercises and journaling to promote self-awareness.

ŠENTPRIMA

work in a group - role playing games - consulting work - informing and raising awareness

ZISPB

Trauma-informed care, strengths-based approach, mental health awareness

### III. Evaluation and assessment:

**What type of knowledge and skills experts acquired from the workshops?**

BUCOVINA

The experts learned about intersectionality, providing experts with the knowledge and skills to appreciate how intersecting identities contribute to unique challenges faced by marginalised youth. Cultural competence knowledge was gained, fostering familiarity with diverse cultural backgrounds and skills to adapt communication practices to be culturally sensitive and inclusive. Additionally, experts learned about trauma practices, developing the ability to recognize signs of trauma and implement approaches prioritising safety, trustworthiness, choice, collaboration, and empowerment when working with marginalised youth. Furthermore, they acquired expertise in family dynamics, understanding their role in emotional development, and gaining skills to address dysfunction within families.

DMLAS

- working with vulnerable groups
- psychoeducation interventions
- emotional regulation skills

- Activation and integration in the community
- networking

#### EYHDA

Knowledge, fresh, useful instruments, creative methods, and counselling abilities.

#### IRIS

Experts who have attended the workshops acquired:

- Enhanced understanding of the challenges faced by marginalized young people,
- Knowledge of effective strategies and interventions to address these challenges,
- Improved skills in creating inclusive and supportive learning environments,
- Ability to identify and support individuals with Alexithymia, and enhance their emotional regulation skills,
- Enhanced skills in promoting mental health and well-being among marginalized youth.

#### ŠENTPRIMA

working with vulnerable groups - psychoeducation interventions - social skills training - emotional regulation skills.

#### ZISPB

Awareness, new practical tools, innovative approaches, counselling skills.

#### **What will be the main effects and benefits that workshops are supposed to have for marginalised young people?**

#### BUCOVINA

The main effects/ benefits consist in encouraging the help-seeking behaviour, and enhancing overall mental well-being of youth. Positive community engagement strengthened communication skills, and the facilitation of support networks contribute to a sense of belonging and social support. Increased cultural competence promotes inclusivity and diminishes cultural barriers, while the development of effective problem-solving skills and a continuous learning mindset empowers youth to navigate challenges and actively contribute to personal and community development. Additionally, the workshops strive to reduce stigma and discrimination by promoting understanding and empathy, fostering a more inclusive and supportive community environment for marginalized youth.

#### DMLAS

- Empowerment and capacity to be in relation, recognize desires and ways to realize.
- Better awareness of their emotions

- Better knowledge about the resources in the community

EYHDA

Experts will gain greater knowledge about feelings and how to help underprivileged children.

IRIS

The main effects and benefits that workshops are supposed to have for marginalized young people include:

- Increased awareness and understanding of their own challenges and strengths,
- Enhanced emotional intelligence and communication skills,
- Strengthened self-confidence and self-esteem,
- Improved mental health and overall well-being,
- Enhanced social connections and a sense of belonging.

ŠENTPRIMA

Empowerment and familiarity with assistance options. More satisfied/less stressful/more successful involvement in important life activities for them. - Better awareness of their emotions

ZISPB

Specialists will learn more about emotions, support for disadvantaged youth.

#### **IV. Review and response:**

**What other aspects could be included to increase the effectiveness and impact of the workshops and other project outputs?**

BUCOVINA

- Integrate holistic well-being components, including physical health, nutrition, and mindfulness
- Integrate arts-based activities, such as music, drama, and visual arts, to provide alternative forms of expression and foster creativity
- Create a supportive network among marginalized youth, fostering mutual understanding and encouragement.

EYHDA

Organized more widely, for bigger groups of youth workers and specialists.

## IRIS

To increase the effectiveness and impact of the workshops and other project outputs, the following aspects could be considered:

- Long-term support: Provide ongoing support and follow-up mechanisms to sustain the impact of the workshops, such as mentoring programs, counselling services, or networking opportunities,
- Multidisciplinary approach: Include experts from various fields such as education, psychology, social work, and vocational training to provide comprehensive support and expertise,
- Incorporate technology: Utilize technology platforms and digital tools to enhance accessibility, engagement, and learning outcomes, particularly for marginalized youth who may face geographical or resource obstacles.

## ZISPB

Organized more widely, for bigger groups of youth workers and specialists

### **Side issues discussed, not included in the list above:**

#### BUCOVINA

- Conflict resolution skills

## IRIS

Parental involvement and family support: Engage parents to foster a supportive environment at home and ensure a holistic approach to addressing the needs of marginalized young people.

Digital literacy and access to technology: Provide training on digital literacy skills and work towards increasing access to technology, bridging the digital divide for marginalized youth.

### **Overall conclusions and recommendations from the session:**

#### BUCOVINA

Anticipated benefits for youth include encouraging help-seeking behaviour, enhancing mental well-being, fostering community engagement, and reducing stigma. Recommendations include integrating holistic well-being components, arts-based activities, and conflict resolution skills for a comprehensive and impactful approach, endorsing a multifaceted strategy within a supportive, inclusive environment.

## DMLAS

The stakeholders work with young people with very different and often co-present problems: addictions, mental health, prison exit routes, unaccompanied foreign minors.

The meeting was considered important, also for the possibility of getting to know each other/deepening one's knowledge and networking.

Generally there is a strong interest in sharing the experiences of the workshops and meeting again to implement some proposals.

## EYHDA

The participants who are representing different organizations are driven and also closely related to the marginalized young people and their challenges. exchanging issues. Each representative of an organization is motivated to identify easy ways to make a difference for their target groups because, in reality, every organization has marginalized youth.

## IRIS

The workshop enabled the experts to acquire the knowledge and skills necessary to effectively support marginalized individuals experiencing various problems. They gained knowledge in facilitating workshops and providing guidance. Additionally, the workshop provided valuable insights into the strategies to enhance emotional awareness, expression, and overall quality of life. The session concluded with an emphasis on the importance of addressing the unique needs and challenges of marginalized young people through targeted interventions, fostering inclusive and supportive environments, and utilizing community networks and resources.

To ensure ongoing collaboration and involvement, we will maintain continuous communication with stakeholders throughout the project and provide regular updates on its progress.

## ŠENTPRIMA

The members of the stakeholder group were enthusiastic about the idea of the project and are very supportive of it. They believe that the activities of the project are absolutely necessary and that they must be carried out even after the end of the project. We agreed to meet next time towards the end of the year and present them the progress of the workshops in Slovenia and at other partners, as well as the feedback and evaluation of the participants.

## STAKEHOLDERS MEETING REPORT – 2

### Summary

#### I. Planning:

#### What are the main challenges and obstacles faced by marginalised young people?

##### BUCOVINA

Marginalized young people often face a range of challenges and obstacles that can impact their well-being and future opportunities. Some of these include:

**Lack of access to quality education:** Many marginalized young people may not have access to quality education due to financial constraints or being unable to attend school due to discrimination or oppressive social norms.

**Discrimination and social exclusion:** Marginalized young people may face discrimination and social exclusion due to their race, gender, religion, sexual orientation, or disability, which can impact their ability to access opportunities and resources.

**Economic insecurity:** Young people from marginalized communities may face economic insecurity, including poverty, unemployment, and lack of access to financial resources.

**Poor mental health:** Marginalized young people may experience high levels of stress and trauma due to discrimination and social exclusion, which can impact their mental health and well-being.

##### EYHDA

Lack of institution which runs to overcome similar problems • Going on the works in a sustainable way. • Lack of interest and attention from the local and national institutions. • Fear of not being taken into consideration and fear of judgement.

##### IRIS

Marginalized youth encounter a variety of challenges, including:

- Socioeconomic barriers,
- Mental health issues with insufficient healthcare access,
- Social exclusion and isolation,
- Limited access to quality education,
- Discrimination based on ethnicity, gender, or disability,
- Absence of support networks and mentorship,
- Few opportunities for personal and professional development,
- Higher unemployment and poor job prospects.

### **Can you isolate them in terms of importance, urgency and need?**

BUCOVINA

1. Poor mental health
2. Lack of access to quality education
3. Discrimination and social exclusion
4. Economic insecurity

EYHDA

Maybe it is possible to classify because the deepness of emotions are changing person to person.

IRIS

The intertwined nature of these challenges makes it difficult to rank them by importance or urgency. Nonetheless, priorities include ensuring access to quality education, combating discrimination, enhancing mental health support, improving employability, and fostering social integration.

### **What are the outcomes you would expect from a successful workshops?**

BUCOVINA

- Participants to learn about the symptoms and causes of alexithymia, as well as strategies for enhancing emotional awareness and expression
- Participants to develop stronger communication and interpersonal skills, leading to improved relationships with friends, family etc.
- Participants to increase their emotional intelligence.
- The workshop to provide a safe and supportive environment for marginalized young people to explore and understand their emotions.
- Participants to learn how to identify and express their feelings in healthy ways.

EYHDA

Created a big amount of awareness about the topic • Developed group dynamic among the participants • Improved capability about expressing the emotions • Creating a network among the institutions which work for the similar purposes

IRIS

Successful workshops should lead to:

- Improved emotional intelligence,
- Increased self-confidence,
- Improved basic and employability skills,
- Greater awareness of the challenges faced by marginalized youth,
- Better understanding of available support services,
- Stronger social connections and overall mental and emotional well-being,
- Reduced dropout rates and better educational outcomes.

## II. Implementation:

**Which knowledge and skills experts needs for working with marginalised young people (must acquire in the workshops)?**

BUCOVINA

- **Communication and Active Listening:** Effective communication is crucial for building rapport and trust with marginalized young people. Experts should learn active listening skills, empathy, and non-judgmental communication techniques to ensure that young people feel heard, respected, and understood.
- **Relationship Building and Mentoring:** Establishing positive and supportive relationships is key to engaging marginalized young people. Experts should learn techniques for building rapport, mentorship skills, and strategies for fostering a sense of belonging and trust.
- **Empowerment and Strengths-Based Approaches:** Experts should learn how to adopt strengths-based approaches that focus on empowering the young people. This involves recognizing and building upon their strengths, talents, and aspirations, fostering self-esteem, and promoting self-advocacy.
- **Collaborative and Participatory Methods:** Encouraging participation and collaboration with marginalized young people is vital. Experts should learn facilitation techniques that promote active involvement, democratic decision-making, and co-creation of solutions to address their needs and aspirations.

EYHDA

Having enough patience • Having an energy to cope with the difficulties came up • Having skills to communicate • Having an appropriate approaches

IRIS

Experts working with marginalized youth need to:

- Understand the specific challenges these youth face,
- Address Alexithymia and its educational impacts,
- Know inclusive educational practices,
- Facilitate engaging workshops,
- Provide effective mental health support,
- Exhibit cultural competence,
- Tailor interventions to individual needs.

### **Which topics should be included in the workshops?**

#### BUCOVINA

- Identifying and understanding emotions
- Causes and contributing factors
- Emotional regulation strategies
- Communication and interpersonal skills
- Self-care and well-being

#### EYHDA

Identifying the feelings and emotions • Approaches of communication • Identifying the needs of participants

#### IRIS

Workshops should cover:

- Building self-confidence,
- Addressing mental health and resilience,
- Promoting equity in education,
- Understanding the experiences and challenges of marginalized youth,
- Creating social networks,
- Developing key employability skills,
- Accessing resources and support services.

### **Which methods should be used?**

#### BUCOVINA

- Visual aids and Handouts (infographics, charts)

- Real-Life Examples
- Small group activities
- Hands-on Activities (group exercises, problem solving tasks, role-plays, etc.)
- Multimedia Presentations (videos, images, graphs etc.)

EYHDA

Giving the chances to come together with the professionals and non-professionals • Involvement the representatives of local associations • Creating the feelings of diversity and set up the feelings of respect

IRIS

Methods to be employed include:

- Skill-building exercises,
- Collaborative projects,
- Interactive discussions and group activities,
- Reflective exercises,
- Case studies,
- Role-playing,
- Guest speakers.

### III. Evaluation and assessment:

**What type of knowledge and skills experts acquired from the workshops?**

BUCOVINA

The experts learned about the symptoms and causes of alexithymia, as well as strategies for enhancing emotional awareness and expression. Through various exercises and activities, experts gained practical skills for identifying and labelling emotions, regulating emotional responses, and communicating effectively with those who have alexithymia.

By acquiring these knowledge and skills, experts can effectively support individuals with alexithymia, facilitate workshops, and provide guidance in various settings, such as therapy, counselling, or educational environments. They play a vital role in helping individuals with alexithymia improve their emotional awareness, expression, and overall quality of life.

EYHDA

Friendship • Diversity • Creating • Intervention approaches for the emotionally decayed ones

IRIS

Post-workshop, experts should have:

- A deeper understanding of marginalized youth's challenges,
- Strategies for inclusive learning environments,
- Skills to support youth with Alexithymia,
- Enhanced mental health promotion capabilities.

**What will be the main effects and benefits that workshops are supposed to have for marginalised young people?**

BUCOVINA

These workshops provide a safe and supportive environment for marginalised young people to explore and understand their emotions. Through these workshops, participants can learn how to identify and express their feelings in healthy ways, which can lead to increased self-awareness and improved mental health.

Additionally, these workshops can help young people develop stronger communication and interpersonal skills, which can lead to improved relationships with friends, family, and peers.

Overall, these workshops can provide many benefits for marginalised young people, including increased emotional intelligence, improved mental health, and stronger relationships with the others.

EYHDA

Creating awareness against the marginalised young people • Improving the good communication among the participants • Creating a bridge between the marginalised young people and facilitator

IRIS

Expected benefits for marginalized youth include:

- Enhanced self-awareness and emotional intelligence,
- Improved mental health and well-being,
- Greater self-confidence,
- Strengthened social connections.

#### **IV. Review and response:**

**What other aspects could be included to increase the effectiveness and impact of the workshops and other project outputs?**

## BUCOVINA

- Experiential Learning
- Peer Support and Group Dynamics
- Individualized Interventions

## EYHDA

The following factors might be taken into consideration to improve the workshops' efficacy and impact, as well as the outcomes of the project:

- **Providing Continuing Help:** To maintain the impact of the workshops, offer continuing assistance and follow-up methods like networking opportunities, counselling services, or mentorship programs.
- **Involving different actors:** To give complete assistance and knowledge, include specialists from a variety of sectors, including education, social work, and occupational training.

## IRIS

To increase effectiveness educators should:

- Provide long-term support and follow-up,
- Adopt a multidisciplinary approach,
- Incorporate technology to overcome accessibility barriers.

### **Side issues discussed, not included in the list above:**

## BUCOVINA

- Mental health promotion in schools

## EYHDA

**Participation of Family Members and Their contribution :** Involve parents in creating a nurturing atmosphere at home and make sure that the needs of young people who are disadvantaged are met holistically. **Lack of technology access:** Train young in digital literacy and strive to make technology more accessible, helping to close the digital divide for underprivileged youth.

## IRIS

- Engage parents for a supportive home environment,
- Improve digital literacy and access to technology.

## Overall conclusions and recommendations from the session:

### BUCOVINA

The workshop helped the experts to acquire knowledge and skills to effectively support individuals with alexithymia, facilitate workshops, and provide guidance in various settings, such as therapy, counselling, or educational environments. Also, the workshop has provided valuable insights into the nature of alexithymia, its causes, and its effects on individuals' lives. They understood that they play a vital role in helping individuals with alexithymia and how to improve their emotional awareness, expression, and overall quality of life.

We will maintain contact with the stakeholder throughout the project and will regularly update them on the progress of the project. Also, we created a separate communication channel with the stakeholder group.

### DMLAS

#### Summary of the second/intermediary meeting

During the follow up meeting on the 11 of January 2024 the following aspects have been discussed: A short presentation of the project for the new entries into the stakeholder group, especially two teachers of two different schools. In this period, schools, with the funding from the PNRR's (National Recovery and Resilience Plan), are activating projects of mentoring for students and laboratorial activities in favour of trainers and teachers. The projects are aimed to prevent and contrast the risk of school dropout.

Each participant presented her/himself and the organization and the activities linked with the TABER project. Chiara informed about the recent opening of the neuropsychiatric day centre, a resource for the actors of the territory. Some of the TABER workshop activities have been used during the group work in the center.

The Duemilauno Agenzia Sociale Team, in order to give the chance to the stakeholder group to better understand the activity of the workshop and its impact on the capacity to express the proper emotions, proposed a short activity using the Resilio cards, used during the recent workshop in Slovenia.

An interesting discussion about the impact and the possible use in the several youth work realities present during this second stakeholder meeting, has been the outcome.

The Duemilauno Agenzia Sociale Team proposed the organization of 2 training sessions for educators and teachers aimed to transfer and experience some of the workshop materials learned during this first part of the project. The final aim is to share and disseminate good practices and to create and experience common methods.

A first session could be organized in favour of the team working in the youth space run by Caritas/Betania around the month of May 2024.

A second session could be agreed in the context of the PNNR project with the schools.



The meeting was considered important, also for the possibility of getting to know each other/deepening one's knowledge and networking and not to create some concrete moments of exchange.

#### EYHDA

The stakeholders who are representing different organizations are motivated and also highly related to the marginalised young people and their problems. Sharing the problems. Actually every organization has marginalised young people in it, so each representative have motivation to find simple but affective ways to contribute their target groups.

#### IRIS

The workshop equipped experts with essential skills for aiding marginalized youth effectively, enhancing emotional awareness and quality of life. Ongoing engagement with stakeholders and regular updates will be crucial for sustained collaboration and project success.

#### ŠENTPRIMA

At the end of November, we organized a second stakeholder meeting. We presented them with the activities and results of the project so far, as well as the feedback of the workshop participants, both professionals and users. Professional workers are enthusiastic about the project, its usability and efficiency. Everyone who took part in the workshops at the project partners acquired knowledge, methods and tools, transferred them and used them at the workshops for users at Šentprima. With the project, we revived and upgraded workshops for users, which turned out to be very successful and useful. Users are happy to attend workshops, actively participate in them, suggest content for further workshops and show great progress in the field of expressing emotions. Given that all workshop participants are involved in job rehabilitation, the methods and techniques of helping to express emotions are connected with employment topics. In October, Šentprima hosted a partnership meeting. The first day we had a very effective partnership meeting, followed by lunch where we strengthened our partnership. After lunch, we went to visit the Premiki employment center and had a delicious dinner in the old part of Ljubljana. The second day was "workshops day": in the first workshop, we learned how to identify problems and formulate coping strategies using psychotherapeutic cards; in the second workshop, we explored how we can use creative media to express our inner world and connect with others; and in the third workshop, we learned about mindfulness and how we can use it in our everyday lives. After the workshops, we visit Mladi zmaji, where they presented us their interesting programs. We rounded off the day with excellent Slovenian cuisine. On the last day we went to Youth Climate Spa Rakitna - Youth Climate Spa, where they presented us their very interesting programs for young people: School for Healthy Growing, Digital Detox, Program for integration and rehabilitation of young people. At the end of the visit, we also tried our hand at archery and realized that there are many talents among us. The participants were very satisfied with the meeting. Until the end of the project, we still have meetings and workshops in Turkey and Poland, holding workshops after partnership meetings, a final event and a collection of all implemented methods and techniques in the good practices manual. Regarding the execution of the

final event, the stakeholders agreed to hold it in May - the month of diversity - and to connect the theme of alexithymia with the theme of youth work inclusion, so we will connect with the Diversity Charter to attract as many employers as possible and other stakeholders who important in this field: the Ministry of Labour, the Employment Service, NGOs, educational institutions. Key stakeholders will be users with experience of alexithymia, autism, mental illness to share their experiences and help empower peers. The workshops showed how important peer advocacy is, so we want to introduce it as much as possible into the work integration process. The stakeholders were enthusiastic about the activities and the results of the project so far. They will actively participate in the closing event. The next meeting will be at the end of the project.

### ZISPB

This focus group was organized after the conference related to the building of the leadership skills for young people, including coping with addictions, working with youngsters with trauma, tools for coping with alexithymia and building emotional intelligence (TABER project and methods were presented). Participants of the conference were mostly teachers, special education specialists, representatives from Education centre and others. Three different focus groups took place at a same time and three methods were presented. According to the participants, addictions, low emotional intelligence, high levels of stress and anxiety are among the biggest challenges faced by young people. High stress being the most relevant. Young people in Lithuania face a lot of challenges because of high pressure for high grades at school, low emotional connections with their parents and other adults. Spending long hours online seems to reduce positive feelings, increasing the sense of emptiness, distorting the image of the body for girls, lowering self-esteem and have other serious consequences. The teachers see the need for this type of workshops, because they feel disconnected to the youth, they cannot find the efficient way to get them to speak of what is worrying them. The experts still does not know many methods and techniques, which include more hands-on practices, projective techniques, especially in those schools where are not enough specialists providing psychosocial support. Participants tried a few methods proposed by TABER, all the participants declared that the methods presented were of a high value, easy to use in their work environment, for the Newspaper theatre the workshop was a little too short to learn about the method more deeply, they asked for more training. Participants agreed that these methods can help to build emotional resilience for teenagers. About the skills and competencies the participants gained, they highlighted the better understanding of the projective techniques, how to form questions leading to the empowerment and deeper understanding of the inner word. They understood that undesired and deviant behaviour can be the consequence of the deeper feelings and unable to feel emotions and empathise to others is not necessary the manipulations or aggression but also can be caused by disorder – alexithymia. Some participants expressed that to use these methods more efficiently they might need longer training, additional knowledge, they are looking forward for prepared workbook to use in their work.

## STAKEHOLDERS MEETING REPORT – 3

### Summary

#### I. Planning:

#### What are the main challenges and obstacles faced by marginalised young people?

##### BUCOVINA

Family dynamics serve as a foundational element in shaping the emotional development of young individuals, and dysfunctions within the families can have lasting effects on their ability to comprehend and express emotions.

The lack of knowledge regarding the mental health support presents major obstacle for the marginalised youth. It was stated that the access to mental health services is often constrained in terms of the available resources of the family, both financial and geographical, restricting their ability to seek professional help.

The absence of positive role models in a community poses a significant impediment to the development of healthy emotional expression and coping mechanisms for individuals, particularly the youth. Positive role models play a crucial role in shaping behaviour, attitudes, and emotional resilience, providing a source of inspiration and guidance.

##### EYHDA

- Isolation, high dropout rate from schools, language variety, lack of vocational raining. -Absence of organized, focused support and aid. -Inadequate of workshops, programs, and services that are "tailored" to the needs and interests of young people who are vulnerable.

##### IRIS

The main challenges faced by marginalized young people can be summarized into five key categories:

- Socioeconomic disadvantage – including lack of resources, poverty, and unemployment.
- Limited access to education and development – restricted quality education, job prospects, and professional growth.
- Discrimination and prejudice – based on race, gender, ethnicity, or disability.
- Mental health and healthcare access – facing mental health challenges with insufficient healthcare services.
- Social exclusion and lack of support networks – social isolation, absence of mentorship, and support systems.

**Can you isolate them in terms of importance, urgency and need?**

## BUCOVINA

The most urgent need is to enhance emotional literacy for these youth. Without the ability to understand or express emotions, students may become socially isolated or unable to cope with everyday challenges. For example, those who cannot manage emotions may develop maladaptive coping mechanisms like withdrawal or aggression, highlighting the critical need for immediate emotional support and inclusion strategies.

## EYHDA

Professionals and programs that offer assistance and support are available. The creativity of services and individuals who, in settings where youth reside, would more readily recognize the issues facing youth and present them with a range of solutions; most importantly, collaborative team assistance.

## IRIS

To isolate the challenges faced by marginalized young people in terms of importance, urgency, and need, we can rank them as follows:

### 1. Socioeconomic disadvantage (high importance, high urgency, high need)

Why: Poverty, lack of resources, and unemployment directly affect all areas of life, from education to mental health. Urgent intervention is needed to provide immediate support, resources, and job opportunities.

### 2. Mental health and healthcare access (high importance, high urgency, high need)

Why: Mental health is crucial for well-being, and without timely access to healthcare, these issues can lead to long-term personal and societal consequences. The need for mental health services is urgent and essential for marginalized youth.

### 3. Limited access to education and development (high importance, moderate urgency, high need)

Why: Education and skill development are key to breaking the cycle of marginalization. Though long-term in nature, it is a critical area of need that requires systemic reform and immediate improvement in access to opportunities.

### 4. Discrimination and prejudice (moderate importance, high urgency, moderate need)

Why: Discrimination exacerbates the challenges of marginalization and creates barriers across all aspects of life. Addressing it is urgent to ensure equality and fairness, but it requires both cultural and structural changes.

5. Social exclusion and lack of support networks (moderate importance, moderate urgency, moderate need)

Why: Social isolation and the absence of support networks hinder emotional and professional growth. While important, this can be addressed through community building and mentorship, making it a longer-term goal.

**What are the outcomes you would expect from a successful workshops?**

BUCOVINA

A successful workshop would foster emotional awareness, improve emotional expression, and promote social inclusion. Participants would gain tools to understand their emotions, collaborate better with peers, and feel more connected to others. The goal is to build emotional resilience and empower these young people to navigate personal and social challenges more effectively.

EYHDA

Maybe we can categorize these outcomes into 2 categories. The first one is for young people and the second one is for the staff who expertise on this issue. The outcomes for the young people are - learning the ways for solving their problems - enhanced introspection - enhancing relationships and communication - raising their standard of living - becoming more empowered - increased participation of young people who are at risk - expressing their emotions more easily The outcomes for the staff are ; -increasing the ability of connection with the young people and their families -Using and experiencing the new methods or techniques -Finding new ideas for workshops -Creating networks with the staff who are in NGO sectors

IRIS

Successful workshops targeting marginalized young people are expected to result in the following outcomes:

- Enhanced mental health and well-being – increased awareness of mental health issues, access to resources, and strategies to cope with stress and emotional challenges.
- Improved access to education and skills – participants gain better educational resources, vocational training, and skills development.
- Strengthened social connections and support networks – creation of peer support groups, mentorship opportunities, and community engagement.
- Reduced discrimination and empowerment – greater self-confidence, resilience, and empowerment to challenge prejudice and discrimination, promoting a sense of belonging and inclusion.
- Increased employment opportunities – enhanced job prospects through skill-building, networking, and career guidance.

- Personal and professional development – growth in personal identity, leadership skills, and future career paths.

## II. Implementation:

**Which knowledge and skills experts need for working with marginalised young people (must acquire in the workshops)?**

BUCOVINA

Experts working with marginalized youth need to acquire skills in emotional literacy, particularly understanding alexithymia and how it affects emotional expression. They must also develop strategies for promoting inclusion and empathy in group settings, as well as techniques for guiding young people through emotional challenges with sensitivity and care.

EYHDA

1 - Listening and respecting others, empathy, warmth, 2- Being aware of the stages of growth, including adolescence. 3- Awareness of different disorders 4- Knowledge of psychology 5- Social skills training 6- Understanding the needs and range of vulnerabilities that young people face 7- Understanding the various requirements for various behaviours or issues 8- Instruction in social skills, emotional control techniques, and psychoeducational treatments.

IRIS

To effectively work with marginalized young people, experts should acquire knowledge and skills in these main areas:

- Understanding challenges of marginalized youth – awareness of the unique obstacles faced by this group, ability to develop individualized support plans.
- Inclusive teaching and learning practices – implementing strategies that support diverse learning needs.
- Mental health support and well-being – providing effective mental health interventions and promoting well-being.
- Addressing alexithymia and educational impact – familiarity with strategies to help youth manage emotional difficulties affecting education.
- Workshop facilitation and engaging learning environments – skills to create dynamic, participatory workshops.

**Which topics should be included in the workshops?**

## BUCOVINA

Workshops should cover emotional literacy, the concept of alexithymia, methods for managing complex emotions, and social inclusion strategies. Additionally, they should explore empathy, teamwork, and self-awareness, providing marginalized youth with a holistic approach to emotional and social development.

## EYHDA

- Acknowledging and embracing feelings - Handling pressure-filled circumstances - The methods/possibilities of getting assistance - Determining one's life objectives

## IRIS

Workshops should cover the following key topics:

- Challenges faced by marginalized youth (socioeconomic, educational, mental health, and social barriers).
- Inclusive teaching and learning strategies (practical techniques).
- Mental health awareness and support.
- Alexithymia and emotional literacy.
- Cultural competence and diversity awareness (cultural sensitivity, discrimination, and inclusion).
- Workshop facilitation skills (interactive teaching methods and group management).
- Personalized interventions and support plans.
- Accessing resources and support services.

## **Which methods should be used?**

### BUCOVINA

Effective methods include interactive activities such as emotional self-reflection, group discussions, and creative exercises like using metaphorical cards to explore personal challenges and solutions. Tools such as Plutchik's wheel of emotions and mindfulness activities like meditation can also be highly beneficial in helping participants understand and manage their emotions.

### EYHDA

> work in teams and taking active roles in a team >play role-playing games which is a kind of theatre  
> providing advice and suggestions >educating and increasing consciousness

### IRIS

To effectively deliver workshops, the following methods should be used:

- Interactive learning.
- Case studies and real-life scenarios.
- Role-playing and simulations.
- Collaborative group work.
- Workshops with experts and guest speakers.
- Hands-on skill-building activities.
- Feedback and reflection sessions.
- Multimedia resources.

### III. Evaluation and assessment:

#### What type of knowledge and skills experts acquired from the workshops?

##### BUCOVINA

Experts acquire practical knowledge of emotional regulation techniques and strategies for working with marginalized groups. They also develop skills in facilitating discussions about emotions, fostering empathy, and guiding individuals toward personal growth through mindfulness and reflective exercises.

##### EYHDA

understanding the disadvantaged groups < psychoeducational therapies < instruction in social skills < development of emotional control < assisting disadvantaged populations

##### IRIS

The key knowledge and skills gained can be summarized into five main categories:

- Understanding challenges of marginalized youth – deeper insight into the unique obstacles they face.
- Strategies for addressing challenges – effective interventions and approaches for overcoming these barriers.
- Inclusive learning environment creation – skills to foster supportive, equitable, and engaging educational spaces.
- Support for alexithymia – ability to identify and assist youth with emotional regulation difficulties.
- Mental health promotion – enhanced skills in promoting well-being and mental health among marginalized youth.

#### What will be the main effects and benefits that workshops are supposed to have for marginalised young people?

## BUCOVINA

Workshops are expected to build emotional resilience, improve emotional expression, and foster a stronger sense of social inclusion among marginalized youth. By developing emotional awareness and social skills, participants will be better equipped to navigate personal challenges and collaborate more effectively in group settings.

## EYHDA

Psychoeducational therapies, assisting disadvantaged populations, development of emotional control and instruction in social skills

## IRIS

The main effects and benefits of the workshops for marginalized young people can be summarized into four key categories:

- Enhanced self-awareness and emotional intelligence – improved understanding of personal challenges, strengths, and emotional skills.
- Increased self-confidence and self-esteem – boosted confidence and self-worth.
- Improved mental health and well-being – better overall mental health and emotional stability.
- Strengthened social connections and sense of belonging – enhanced social networks and a greater sense of community.

### **IV. Review and response:**

#### **What other aspects could be included to increase the effectiveness and impact of the workshops and other project outputs?**

## BUCOVINA

To increase effectiveness, workshops could include follow-up sessions and ongoing emotional support, such as mentoring or counselling. Engaging families and the community would also reinforce the emotional skills learned, creating a more supportive environment. Incorporating more interactive multimedia and personalized emotional assessments could further enhance engagement.

## EYHDA

I think the workshops were enough fresh and effective. Different ideas came from the participants

## IRIS

To increase the effectiveness and impact of the workshops and other project outputs, the following aspects could be included:

- Providing ongoing support and resources after the workshops.

- Collaborative partnerships with local organizations, schools, and community groups to broaden the reach and impact of the workshops.
- Tailoring workshop content to address specific local challenges or needs of different marginalized groups.
- Incorporating elements that empower participants to take on leadership roles or become advocates for change within their communities.
- Engagement of family and community in the process to create a supportive network around the participants.
- Using experiential learning methods, such as simulations, role-playing, and real-world problem-solving, to make the workshops more engaging and applicable to participants' lives.
- Utilizing technology to enhance learning experiences.

**Side issues discussed, not included in the list above:**

**BUCOVINA**

A side issue discussed involved the importance of emotional self-awareness for both students and educators. The workshop emphasized that addressing the emotional needs of educators through activities like guided meditation and self-reflection can positively impact their ability to support marginalized students.

**EYHDA**

Actually the participants were interested in participating more Erasmus+ projects. Especially the possibilities of creating network were discussed.

**IRIS**

Here are some additional side issues that were not included above:

- Accessibility concerns
- Financial barriers
- Language and communication barriers
- Peer and family dynamics
- Long-term engagement and motivation
- Crisis management and support
- Integration with school or work environments.

**Overall conclusions and recommendations from the session:**

**BUCOVINA**

The workshop was successful in fostering emotional awareness and resilience among both participants and educators. To enhance the impact of future workshops, incorporating more personalized support systems, regular follow-ups, and greater family involvement is recommended.

Expanding the use of creative and reflective methods will also ensure continued engagement and growth for all involved.

#### DMLAS

The third stakeholder meeting took place online and has seen the participation of 8 persons, 2 from DMLAS and 6 from the stakeholder organizations.

Igor Peres and Chiara Bertossio went through the Best Practice guide which will be at the disposal of all stakeholders and interested individuals and organizations.

The availability of common training and training delivered by DMLAS experts has been renewed.

Everyone expressed the necessity to continually invest on the capacity to feel, express and recognize the proper emotions, also to enhance the ability to relate in social, work and any other kind of contexts. Young people, also due to the COVID experience, have been experienced the necessity to learn and manage their emotional skills.

The great variety of workshops delivered and experienced during the project time, has been contributing to increase tools and understanding of Alexithymia.

During the second part of the meeting, all participants have been invited to participate during the final event of the project, organized on Saturday 28 of September, in Colloredo di Montalbano, Udine, headquarters of the Case Sparse Research, starting from 16.00 pm.

The event will host a workshop in favour of children and young people, organized by the Cooperative Damatrà, connecting with and emphasizing on the ability to tell stories and to narrate ourselves. Mara Fabro from Damatrà has been presenting their project "La tribù che legge" ("The reading Tribù")

#### EYHDA

The stakeholder group expressed enthusiasm for the project's idea and support, stating that its activities are necessary and should continue even after the project's completion. They agreed to meet soon.

#### IRIS

The workshop equipped experts with the knowledge and skills needed to support marginalized individuals effectively. They learned how to facilitate workshops, offer guidance, and implement strategies to improve emotional awareness and overall quality of life. The session emphasized addressing the unique needs of marginalized youth through targeted interventions, creating inclusive environments, and leveraging community resources. To ensure continued success, ongoing communication and regular updates with stakeholders will be essential for sustained collaboration.

#### ŠENTPRIMA

We held the last stakeholder meeting in September. We presented them with the progress of the project since the last meeting in November last year. By participating in the workshops at the partner meetings, Šentprima's professional workers learned about new content and methods of conducting workshops for young people. They used the newly acquired knowledge on a daily basis in their work within the framework of employment rehabilitation. They were very satisfied with the new methods

and the workshop participants were also enthusiastic. We have also expanded the implementation of workshops to primary schools and employers. With this, we have shown that the good practices of the workshops, which we have developed through the project, are appropriate and useful both for young people in employment rehabilitation, students in primary school, as well as for management and employees in companies. To the final event, which took place in September, we invited professional workers, employers from our employment rehabilitation network and employers, signatories of the Diversity Charter of Slovenia. We presented them with the TABER project and held a workshop with Lego blocks. They were excited. We will continue with the workshops even after the end of the project, both for young people and for employers, as they have shown a lot of interest in further cooperation. It is also very important to teach expert workers from non-governmental organizations and employment centres how to conduct workshops, so that they will be able to conduct them for their users and employees. The participants of the stakeholders' meeting were enthusiastic about the implementation and results of the project. They expressed all their support and help in promotion, transfer of knowledge and implementation of workshops. That all vulnerable groups who need this kind of help and support will be able to attend the workshops.

#### ZISPB

This focus group was organized after the conference related to the building of the leadership skills for young people, including coping with addictions, working with youngsters with trauma, tools for coping with alexithymia and building emotional intelligence (TABER project and methods were presented). Participants of the conference were mostly teachers, special education specialists, representatives from Education centre and others. Three different focus groups took place at a same time and three methods were presented. According to the participants, addictions, low emotional intelligence, high levels of stress and anxiety are among the biggest challenges faced by young people. High stress being the most relevant. Young people in Lithuania face a lot of challenges because of high pressure for high grades at school, low emotional connections with their parents and other adults. Spending long hours online seems to reduce positive feelings, increasing the sense of emptiness, distorting the image of the body for girls, lowering self-esteem and have other serious consequences. The teachers see the need for this type of workshops, because they feel disconnected to the youth, they cannot find the efficient way to get them to speak of what is worrying them. The experts still does not know many methods and techniques, which include more hands-on practices, projective techniques, especially in those schools where are not enough specialists providing psychosocial support. Participants tried a few methods proposed by TABER, all the participants declared that the methods presented were of a high value, easy to use in their work environment, for the Newspaper theatre the workshop was a little too short to learn about the method more deeply, they asked for more training. Participants agreed that these methods can help to build emotional resilience for teenagers. About the skills and competencies the participants gained, they highlighted the better understanding of the projective techniques, how to form questions leading to the empowerment and deeper understanding of the inner word. They understood that undesired and deviant behaviour can be the consequence of the deeper feelings and unable to feel emotions and empathise to others is not necessary the manipulations or aggression but also can be caused by disorder – alexithymia. Some participants



expressed that to use these methods more efficiently they might need longer training, additional knowledge, they are looking forward for prepared workbook to use in their work.