

## Module A - Overview

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| <b>Module Title</b>                           | <b>A creative approach to handling stress and overcoming anxiety</b>  |
| <b>Module Description</b>                     | <p>This module supports the empowerment of youth workers, with innovative and accessible resources, to promote best practice in teaching and learning for positive mental health and well-being.</p> <p>The module uses a variety of creative processes and the arts to promote positive mental health and emotional wellbeing with a specific focus on managing stress and anxiety in young people.</p> <p>Through experiential group activities, the participants explore, share their beliefs and experiences, and reflect on themes relating to improving mental health, such as raising self-awareness, building up strengths, developing emotional intelligence and creative thinking.</p> <p>These activities serve as a means of creating an open and safe place to self-reflect on these difficult topics and providing cause for group discussion and for the participants to explore their individual sources of stress and anxiety and their own characteristics, talents, skills, strengths and values that could be the catalysts of optimizing positive mental health through managing stress and anxiety.</p> <p>In this module a set of practices are being described that combines art processes, counselling, and stress management, utilizing the creative process, artistic techniques, and external artwork to support individuals to develop self-awareness, explore emotions, and address unresolved conflict or anxiety.</p> <p>The activities being described in the module could also be used to help young people, develop social skills, and raise self-confidence and help individuals overcome emotional or psychological challenges to achieve a greater sense of personal wellbeing.</p> |
| <b>Learning aims/objectives of the module</b> | The learning objectives of this module are:   |

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|  | <ul style="list-style-type: none"> <li>● To teach youth workers, educators and teachers exercises and group activities to promote stress and anxiety management</li> <li>● To raise awareness of mental health issues in the lives of young people</li> <li>● To emphasize the use of creative processes in promoting positive mental health and emotional wellbeing with a specific focus on managing stress and anxiety</li> </ul>  |
| <b>Learning Outcomes of the module</b> | <p>On completion of this module the learner should:</p> <ul style="list-style-type: none"> <li>● Understand the concept of promoting positive mental health in young people</li> <li>● Understand and distinguish the concept of stress and anxiety</li> <li>● Use the tools to control stress and anxiety in everyday life</li> <li>● Have the creative tools to promote stress and anxiety management</li> <li>● To apply the activities in a group of young people</li> </ul>  |
| <b>Theoretical Background/Approach</b> | <p>To understand these resources and their purpose, we must begin by differentiating the concepts of stress and anxiety.</p> <ul style="list-style-type: none"> <li>● <b>Anxiety</b> is a medical-psychological term that refers to an involuntary state of mind in which the individual who presents it has great restlessness, exaltation, and a great deal of insecurity. It is usually the product of a deep concern to which the person does not find an immediate solution or fears the consequences it represents, so it is also considered as a warning response to imminent harm that may be of an internal or external nature. When anxiety occurs at inappropriate times or is so intense and long-lasting that it interferes with a person's normal activities, then it is considered a disorder.</li> </ul> <p>Anxiety disorders differ from normal feelings of nervousness and involve excessive fear. They are characterised by intense fear or anxiety and/or excessive worry. These disorders cause significant distress and affect a person's normal functioning, regardless of age. As for the age of onset of this disorder, it is one of the earliest onset problems, starting at five years of age. The age between 12 and 24 is the age at which the greatest number of people suffer from it among children and young people.</p> <p>Some guidelines to control anxiety include the following:</p> <ul style="list-style-type: none"> <li>● Breathe deeply in 4-second intervals</li> <li>● Set realistic priorities and goals</li> <li>● Allow space and free time for leisure activities</li> </ul> |

- Sharing free time with loved ones
- Doing sport and physical activity

- Stress can be defined as an illness resulting from a maladaptation to a competitive, changing society and caused by success or failure, health, or illness, i.e., any personal or social life event to which the body responds inappropriately. According to the World Health Organisation, stress is the "health epidemic of the 21st century" and occurs in all areas of a person's life (academic, personal, work, etc.). Stress varies depending on the individual, his or her vulnerability and patience, and is triggered by the different activities a person engages in. Inseparably linked to anxiety, stress plays a key role in mental disorders, including phobias, depression, bipolar disorder, and schizophrenia.

According to Hans Selye, "stress is the non-specific response of the body to any demand". It is basically a reaction of inability to cope with the challenges of everyday life, the environment exceeds the person's ability to respond, causing a series of physiological, cognitive and psychomotor reactions.

According to a study published by the University of Granada, exams and academic work are the main concerns that cause stress and anxiety among university students aged 18 to 30. In addition, most of those surveyed for the study indicate that there are other reasons that cause them to feel anxious and stressed. Therefore, it is necessary to create a series of resources to help them manage and control these feelings.

There are many techniques or guidelines for managing stress when it does not have a pathological cause. In addition, each person can develop their own personal resources for managing stress-generating situations. For example: being active, eating a healthy diet, meditating, connecting with other people, doing physical exercise, listening to music, painting, writing, etc. As we can see, the development of personal creativity is one of the methods for controlling the emotions produced by certain situations in a person's life.

Therefore, in this module we will focus on the development of these creative resources as a formula to keep under control the unhealthy emotions that our body generates in situations that are beyond our control. It will serve as a guide to be able to follow certain guidelines that help us to control these emotions, but it must be considered that it is not a manual of rules that must necessarily be followed to achieve an objective, taking into account that each person can consider other steps as valid to achieve the final objective of controlling anxiety and stress. In addition, if the person is not

able to cope with the risky situations or the measures taken fail to alleviate the anxiety, it will be necessary to seek reinforcement, such as therapy or counselling.

In ancient Greece and Rome, participation in theater acts was “prescribed” for individuals with depression or anxiety. Likewise, tribal communities around the globe have been using dance, music, and painting in healing for millennia.

A broader definition of art therapy has been established by the American Art Therapy Association (2013):

Art therapy is an integrative mental health and human services profession that enriches the lives of individuals, families, and communities through active artmaking, creative process, applied psychological theory, and human experience within a psychotherapeutic relationship.

To participate in art therapy, you do not need any prior experience with art or a ‘natural’ artistic ability. The process itself is one of exploration with no ‘wrongs’ and no ‘rights.’ The practice allows everyone to use creative activities in ways that support them best without judgment.

Just as the arts have taken hold in therapy, there are many avenues to apply the arts in counselling. Further, there are often many advantages to doing so.

Here are just a few ways you might use creative arts to support the young people dealing with stress and anxiety of your counselling practice (Degges-White, 2011):

- The arts are universal and can help a diversity of people across cultures and demographics.
- Visual arts can aid people with limited verbal ability or in situations with language barriers.
- Music therapy has been shown to benefit individuals with age-related diseases/disorders, such as Alzheimer’s disease.
- Movement through dance can help people with physical disabilities stretch and gain mobility.
- Expressive writing is accessible to people of different abilities through tools such as dictation and specialist keyboards.

Overall, creative arts can help counselors move beyond simply talking to discover innovative pathways to achieving a client’s goals.

The use of the creative resources that we will develop in this module will enable participants to increase their awareness of themselves and others and to cope with the symptoms of anxiety and stress.

"Los brotes negros" is the book by Eloy Fernández Porta in which he tells the story of the author's own anxiety crises. It is a book that came about as a suggestion from his own psychologist. "I began to write by hand, something I had never done before, and it was a very physical process, describing symptoms, sensations, like little theatrical scenes. The initial idea was to explain the physical reactions, the excesses of the body: to show how I was not a master of my thoughts and how the obsessions appeared".

This is just one example of how there are people who use writing to share their feelings, emotions, fears, etc. Through this module, the participant will learn to channel all the stressful elements through a medium called writing, which will allow him/her to manage and control those emotions that cause the imbalance in the well-being of the person.

Similarly, in the case of anxiety, it seems clear that the art of painting allows us to create a congruence between the emotional and the cognitive and allows us to externalise that emotional charge that we try to repress for different reasons (shame, fear, etc.) in one way or another. Painting is a way through which the participant can identify a feeling, which is often the first step that will allow him/her to deal with the anxiety that this feeling generates. The participants will carry out exercises using painting to discover what is generating an uneasiness inside them that does not allow them to continue to lead a normal life. It starts with simple exercises that will make them reflect and listen to their inside to work on the destabilising elements and learn to channel and control them.

For an adolescent, it is vitally important to be able to develop self-control techniques to reach adulthood with a whole series of resources that will make it possible to defend oneself in daily life, resolve conflicts, develop critical capacity, make decisions, and even communicate. Thanks to the methods described below, participants will be able to:

- Improve the knowledge of the individual's own identity: Recognise oneself and be recognised by one's own signs of identity.

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|   | <ul style="list-style-type: none"> <li>• To recognise one's own feelings: The participant will get to know him/herself and will then be able to get to know others, which will lead to a better coexistence.</li> <li>• Improvement of self-esteem: The participant who develops his/her creativity will improve his/her self-esteem and will increase his/her emotional intelligence, the capacity to make decisions and to execute them.</li> <li>• The participant will get to know and respect the environment and his/her space in the world.</li> </ul>  |
| <b>Learning and Teaching Methods</b>    | <ul style="list-style-type: none"> <li>• Create a safe and positive learning environment by agreeing ground rules for the lesson</li> <li>• Make sure young people know what support is available and how to access this support.</li> <li>• All instructions are optional and, in any case, not compulsory.</li> <li>• Facilitators should be understanding, flexible and sensitive to adapt the activities to the individual needs of the participants.</li> <li>• Alternative options will be available to facilitators.</li> </ul>   |
| <b>References and Essential Reading</b> | <ul style="list-style-type: none"> <li>• Integrating the Expressive Arts Into Counseling Practice by Suzanne Degges-White and Nancy Davis</li> <li>• The Creative Arts in Counseling by Samuel Gladding.</li> <li>• Study on academic stress and coping skills in new Social Education students (Adrián González Moreno). University of Granada.</li> <li>• Definition of anxiety from the Society of Internal Medicine (<a href="https://www.fesemi.org/">https://www.fesemi.org/</a>).</li> <li>• Definition of stress from the Once Foundation (<a href="https://www.discalpnet.es/salud/recursos/">https://www.discalpnet.es/salud/recursos/</a>)</li> <li>• Anxiety:<br/><a href="https://www.clinicbarcelona.org/asistencia/enfermedades/trastornos-de-ansiedad">https://www.clinicbarcelona.org/asistencia/enfermedades/trastornos-de-ansiedad</a></li> </ul> |
| <b>Supplemental Reading</b>             | <p>Degges-White, S. (2011). Introduction to the use of expressive arts in counseling. In S. Degges-White &amp; N. Davis (Eds.), <i>Integrating the expressive arts into counseling practice</i> (pp. 1–6). Springer.</p>   |
| <b>Web References, Journals, Other</b>  | <p>Mental Health Promotion and Prevention<br/><a href="https://youth.gov/youth-topics/youth-mental-health/mental-health-promotion-prevention">https://youth.gov/youth-topics/youth-mental-health/mental-health-promotion-prevention</a></p>  |



## Workshop Lesson Plan 1 – Part One

### Overview of Aims, Outcomes and Content of a Workshop or Lesson

| Workshop Title  | Understanding Stress  |
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| <b>Aims of the Workshop</b>   | <ul style="list-style-type: none"> <li>• To increase awareness about the link between thoughts, feelings, and behavior</li> <li>• To understand that we do not always have control over what happens to us</li> <li>• To explore our stress management techniques</li> </ul>                              |
| <b>Learning Outcomes of the workshop</b>  | <ul style="list-style-type: none"> <li>• To improve the understanding of how stress and anxiety works</li> <li>• To understand that problem-solving skills are essential in stress management</li> <li>• To familiarize with the fact that how we react, and cope is individual to each of us.</li> </ul> |
| <b>Duration</b><br><i>In minutes.</i>   | 150   |
| <b>Name of Author</b>   | Konstantinos Flouris, Marta Ortiz Rodríguez   |
| <b>Artform(s)</b>   | <ul style="list-style-type: none"> <li>• Painting</li> <li>• Collage</li> </ul>   |
| <b>Participants</b>   | 8   |
| <b>No. of Facilitators Needed per Group</b>   | 1   |
| <b>Learning and Teaching Methods</b>  | <ul style="list-style-type: none"> <li>• This activity can be carried out in a group or one-to-one (online workshop)</li> </ul>   |
| <b>Resources and Materials</b>  | <ul style="list-style-type: none"> <li>• Kraft paper for large outlines of a person – one per group</li> <li>• Old magazines, newspapers, picture books, and scrap paper</li> <li>• Markers and coloured pencils</li> <li>• Scissors and glue</li> </ul>  |
| <b>STRUCTURE OF WORKSHOP</b>  |   |
| <b>Introduction</b><br><i>Introduction to the workshop/lesson given by the facilitator to the participants.</i> | Switching Names (45 min)  |
| <b>Physical and Vocal Warm Ups and Games</b><br><i>To energise and focus participants, prepare the</i>          | Listening to Our Bodies (15 min)  |



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| <i>bodies and voices for work and break down barriers.</i>   |   |
| <b>Core Lesson with exercises and Key Theme</b><br><i>List the names only of the exercises in the order they are carried out.</i><br><i>List length of time for whole section.</i>                 | Head – Heart – Hand! (30 min)   |
| <b>Cool Down</b><br><i>One or more short games or exercises to create a relaxed atmosphere after the core work and before group reflection and to bring the group together to end the session.</i> | Outlines Presentation (30 min)  |
| <b>Reflection and Feedback</b><br><i>An opportunity for participants to share their thoughts and feelings regarding the lesson and how they experienced it.</i>                                    | Reflection / Feedback Questions (30 min): <ul style="list-style-type: none"> <li>● What have you learned about the connection between thoughts, feelings and behavior today?</li> <li>● Are there any similarities/ differences on how we react and cope with stress to each of us?</li> <li>● Did you get any ideas about stress management techniques?</li> <li>● Are there different stress management techniques according to our degree of control over the situation?</li> <li>● Is something different in comparison to when we started this workshop?</li> <li>● Did you learn something new from each other, working in groups?</li> <li>● Do you think something will be different till next time we meet?</li> </ul> |
| <b>Appendices</b>  | CBT Triangle Graph  |
| <b>References and Essential Reading</b>  | <ul style="list-style-type: none"> <li>● Varvogli, L., &amp; Darviri, C. (2011). Stress management techniques: Evidence-based procedures that reduce stress and promote health. <i>Health Science Journal</i> 5(2), 74–89.</li> </ul>   |

## Workshop Lesson Plan 1 – Part Two

Full Description or Step-By-Step instruction for each game or exercise

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| <b>Exercise Name</b>  | <b>Switching Names</b>   |
| <b>Exercise Number</b>  | 1  |
| <b>Aims of the Exercise</b>   | <ul style="list-style-type: none"> <li>● To create a relaxed, welcoming atmosphere</li> <li>● To have each participant speak, and listen to the others</li> <li>● To have participants learn more about the workshop and each other</li> </ul> |
| <b>Focus of Exercise</b>  | Low  |
| <b>Energy of Exercise</b>   | Medium   |
| <b>Materials Used</b>   | <ul style="list-style-type: none"> <li>● Name Tags (or Pen and Post-it to write our names on)</li> <li>● Music Player</li> </ul>   |
| <b>Instructions</b>   |  |
| <ul style="list-style-type: none"> <li>● Form a circle.</li> <li>● Start with presenting yourself and your background. Share as much professional and personal information as it feels safe for you. Keep in mind that participants will follow your sharing.</li> <li>● Talk about some basic information e.g. <i>“This lesson will include several activities and exercises designed around the theme of stress and anxiety management. Some of the exercises will require movement so I will ask you to leave your seats at certain points. For other activities, you can remain seated. Questions are always welcome, and please let me know if you need clarification on any instructions I give. Participate as long as it feels safe for you. There are not any wrong or right answers, we are sharing experiences and each of us finds his /her own way”</i></li> <li>● Ask the participants to walk freely around the room for as long as they listen to music. When the music stops, they stop walking and meet the first person they see, exchange name tags and share some information about themselves (e.g., name, favorite color, pet, expectation from the workshop, funny/ stressful experience).</li> <li>● When the music starts again, they start walking around the room again until the music stops. Then, they meet again the first person they see, give him/ her the name tag</li> </ul> |  |

from the person they have met before, show them who he/ she is and transfer the information about him / her.

- With the third person we will meet we will transfer the name tag and information we got from the previous one about the person he /she has met... We will continue like this, meeting as many people as we can.
- *“Let us gather again and let someone begin by introducing the one whose name is written on the paper (or nametag) (s)he is holding. (S)he will show us him/her and give us the information (s)he got about him / her”.*
- The person for whom we are talking about will listen and eventually supplement or correct the information heard about himself/ herself.
- *“Let's talk about what happened. Who wants to start?”*

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| <b>Key Terms Used</b> | <i>None</i> |
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| <b>Exercise Name</b>  | <b>Listening to our bodies</b>   |
| <b>Exercise Number</b>  | 2  |
| <b>Aims of the Exercise</b>   | <ul style="list-style-type: none"> <li>● To get participants actively present in the workshop</li> <li>● To recognize their thoughts, feelings, and body sensations when they are stressed and the link between them</li> <li>● To train the mind to be more open and aware of sensory experiences—and ultimately, more accepting</li> </ul> |
| <b>Focus of Exercise</b>  | Low  |
| <b>Energy of Exercise</b>   | Low  |
| <b>Materials Used</b>   | <ul style="list-style-type: none"> <li>● Notepads</li> <li>● Pens</li> </ul>   |
| <b>Instructions</b>   |  |
| <ul style="list-style-type: none"> <li>● Start with a basic guided mindfulness exercise. Ask participants to sit comfortably, close their eyes, and turn their focus to their breathing. Allow a minute or two for participants to clear their minds and become settled.</li> <li>● Ask them to feel their feet on the ground, the contact of their body with the surface they are on, how their back and pelvis feel when they seat on their chairs (or their mattresses). Ask them to keep their notice to any sensations they are feeling without judgement. Tell them: «Whether you feel your breath more strongly in your nostrils or in your belly, just be present... All you need to do is be present and aware. »</li> </ul> |  |

- As participants continue to relax and staying focused on their breathing, explain that it is common for all of us at points in our life to feel lost, isolated, or overwhelmed. It can be a scary time, and we often think there is no way out, but there is usually always a light to help guide us back to safety.
- When they feel safe with the exercise ask them to remember an incident, an experience they had that was stressful for them or a thought that causes them anxiety.
- *«What is different now? Noticing any sensations, you feel there. If there's any tension, let yourself feel whatever you feel. You don't have to change anything. Just accept whatever's there in this present moment. Notice your thoughts, feelings, and sensations when you remember the stressful event».*
- *«And now it's time to slowly come back to the room. You can start by wiggling your fingers and toes. Maybe roll your head from side to side, shake out your arms. And when you're ready, open your eyes».*
- Ask them to write down their thoughts, feelings, sensations they had when they recalled the stressful experience and tell them that they will have the chance to share as much information as it safe for them in the next part of the workshop.

**Key Terms Used**

Mindfulness means paying full attention to something. It means slowing down to really notice what you're doing. Being mindful is the opposite of rushing or multitasking. When you're mindful, you're taking your time. You're focusing in a relaxed, easy way.

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| <b>Exercise Name</b>        | <b>Head – Heart – Hand!</b>  |
| <b>Exercise Number</b>      | 3  |
| <b>Aims of the Exercise</b> | <ul style="list-style-type: none"> <li>● To understand the link between thoughts, feelings, and behavior</li> <li>● To use problem-solving skills</li> <li>● To familiarize with the fact that how we react and cope is individual to each of us.</li> </ul> |
| <b>Focus of Exercise</b>    | Medium - High  |
| <b>Energy of Exercise</b>   | Medium - High  |
| <b>Materials Used</b>       | <ul style="list-style-type: none"> <li>● Kraft paper for large outlines of a person – one per group</li> <li>● Old magazines, newspapers, picture books, and scrap paper</li> </ul>  |

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|  | <ul style="list-style-type: none"><li>• Markers and coloured pencils</li><li>• Scissors and glue</li></ul> |
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### Instructions

- Hand out body outlines on large pieces of paper to small groups of students (or one of them could lie down and the rest make his / her outline) and ask them to write around the outline of the head things can put pressure on us and make us feel stressed. These can be as big or small/trivial as they like. They could be things other people do or say to us or things we hear in the media.
- Note: If this is an online workshop, each group member should make his / her own outline.
- Feed back some of these and share – emphasise that there are many different things and no rules about what can cause us stress. What stresses one person out will not stress another.
- THOUGHTS: Now write inside the head what thoughts those pressures can initiate, such as 'I'm never going to do this in time', 'I can't cope if it goes wrong', 'I'm going to enjoy this', etc. Positive and negative thoughts are both OK.
- FEELINGS & BODY SENSATIONS: Explain that the thoughts we have affect how we feel. Now fill in the body outline with feelings, both emotional and physical, that can be a reaction to these thoughts and pressures, like a headache, stomach ache, tiredness, anxious, over-excited, sweaty, panicky etc. Again, there are no right or wrong answers.
- Ask them to assign a specific colour for each feeling.
- Note: Explain that there is a link between our thoughts, feelings and what our body does. In the age where we had to fight with animals, our fear told us to fight or run away. Today we have different fears and worries, and our thoughts and feelings are still very real and can be difficult to cope with. How we react to a stress can depend on how much control we feel we have over what is happening. When things feel out of our control it can be harder to deal with them and recognise our thoughts and feelings.
- Ask the class to think of examples of how stresses they have written down can seem completely out of their control, such as parents splitting up. Take this as an example and explain that even when we have no control over how other people behave, we do have control over how we tackle what is happening.
- ACTIONS: How can we help ourselves to reduce feelings of stress by learning how to focus on what we are able to control? The most helpful thing is to problem solve and look at what they can do something about and what those options are.
- A key factor in problem solving is often finding support. Demonstrate this by asking a student to clasp their hands together and not let go. Hand them some things to

carry (the demands or challenges in life) and then show how, with other people, this job becomes easier.

- Focus on actions that each of them can suggest for managing stress e.g. meditation, physical exercise, talking to a counsellor, being assertive, strengths acknowledgement... Tell them some basic stress management techniques such as breathing exercises or time management. Tell them that we deal with stress situations according to our degree of control over them.
- Note: Being as creative as possible. The more they use their creative skills to depict their thinking or behavioral patterns the more they understand themselves and create their own solutions.

**Key Terms Used**

Cognitive behavioral therapy (CBT) is a well-established, effective type of short-term therapy which on the connections between your thoughts, emotions, and behaviors, and how they can influence each other.

The American Psychological Association explains that CBT relies on several beliefs, such as that:

- Unhelpful ways of thinking and behaving can lead to psychological distress.
- People can learn more beneficial ways of thinking and behaving.
- New habits can relieve symptoms of mental and physical conditions and allow people to act in more beneficial ways.

The central theory is that problems arise from events and the meanings that people assign to them. Unhelpful thoughts can make it difficult for a person to function confidently in various situations. CBT can help a person make positive changes to how they feel and act. It can also equip people with coping strategies that help them deal with challenges.

| Exercise Name        | Outlines Presentation  |
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| Exercise Number      | 4  |
| Aims of the Exercise | <ul style="list-style-type: none"> <li>● Providing trainees with the opportunity to group discuss and reflect on the learning that has taken place</li> <li>● Providing trainees with theoretical input on how stress works</li> </ul> |

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| <b>Focus of Exercise</b>   | Medium      |
| <b>Energy of Exercise</b>  | Medium      |
| <b>Materials Used</b>  | None        |
| <b>Instructions</b>  |             |
| <p>Each group present their outline. Exchange experiences, ideas...</p> <ul style="list-style-type: none"> <li>● In which way our outlines were different / similar?</li> <li>● Did we use the same colours/ creative processes and why?</li> <li>● Which are the thoughts, the feelings, and the body sensations that stress causes us?</li> <li>● How do we know when things are getting too much and the stress, we are feeling is unmanageable?</li> <li>● Could you tell us about an example on how we deal with stressful events that we can control and those that we cannot control?</li> <li>● How do we cope with stressful things now? What one thing could we do to positively cope with stress?</li> <li>● Are there any stressful strategies that are not useful (e.g., overeating)? Could you replace them with useful ones?</li> </ul> |             |
| <b>Key Terms Used</b>  | <i>None</i> |
| <i>Provide description</i>   |             |

## Workshop Lesson Plan 2 – Part One

### Overview of Aims, Outcomes and Content of a Workshop or Lesson

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| <b>Workshop Title</b>                       | <b>Writing as a Tool to Control Stress</b>   |
| <b>Aims of the Workshop</b>                 | <ul style="list-style-type: none"> <li>• Improves self-awareness by putting feelings down in paper</li> <li>• Increases the creativity of the participants as they practise writing as a tool to combat stress for some time</li> <li>• Decreases stressors by providing a self-defence mechanism against them.</li> </ul>   |
| <b>Learning Outcomes of the workshop</b>    | <ul style="list-style-type: none"> <li>• The learner will be able to balance the mind and state of mind, releasing the emotions that cause him/her harm and will be able to let go of "toxic" thoughts to give space to other thoughts that produce a liberating effect that will get his/her mind out of an emotional paralysis that causes stress and inability to react to unbalancing situations. By releasing these toxic thoughts, the student will achieve a change of behavioural pattern, making him/her more assertive and positive.</li> <li>• When the learner writes about what disturbs him/her, the learner will finally become aware of which these disturbing elements are and what defence mechanisms he/she can use to fight against them.</li> <li>• Although at the beginning these exercises may have a disturbing effect on the pupil by forcing him/her to recognise the disturbing elements, the reality is that the pupil will achieve an inner growth by writing down the inner suffering he/she is going through. The pain will be less painful as the learner gives a meaning to this pain.</li> <li>• When the learner writes, he/she will be able to assimilate his/her emotions because these emotions will be focused on the present time, he/she will be able to avoid the negative perceptions and this will allow the student to assume a more objective and conscious attitude, improving resilience</li> </ul> |
| <b>Duration</b><br><i>In minutes.</i>       | 130  |
| <b>Name of Author</b>                       | Marta Ortiz Rodríguez, Konstantinos Flouris  |
| <b>Artform(s)</b>                           | <ul style="list-style-type: none"> <li>• Creative writing</li> </ul>   |
| <b>Participants</b>                         | 8  |
| <b>No. of Facilitators Needed per Group</b> | 1  |



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| <b>Learning and Teaching Methods</b>   | <ul style="list-style-type: none"> <li>• Online workshop</li> </ul>  |
| <b>Resources and Materials</b>   | <p>Facilitator:</p> <ul style="list-style-type: none"> <li>• Computer</li> <li>• Flipchart</li> <li>• Markers</li> </ul> <p>Participants:</p> <ul style="list-style-type: none"> <li>• Computer</li> <li>• Notepad</li> <li>• Markers</li> <li>•</li> </ul>  |
| <b>STRUCTURE OF WORKSHOP</b>   |  |
| <p><b>Introduction</b><br/> <i>Introduction to the workshop/lesson given by the facilitator to the participants.</i></p>   | <ul style="list-style-type: none"> <li>• This lesson will include several activities and exercises around the theme of writing to find yourself. Questions are always welcome, so please let me know if you need any clarification on any instructions I give.</li> <li>• The topic of this lesson is “writing as a tool for managing stress”. For the realization of this exercise, a space and clothing will be chosen that is comfortable for the student and that serves to create a relaxed environment that allows us to open the mind to the inner sensations of our body.</li> <li>• Each student will then choose three questions they want to write about, for example, how I feel, where I come from, where I'm going</li> <li>• With a paper and a pen, we will answer these questions with three short sentences</li> </ul> <p>Time: 10 minutes</p> |
| <p><b>Physical and Vocal Warm Ups and Games</b><br/> <i>To energise and focus participants, prepare the bodies and voices for work and break down barriers.</i></p>                    | <ul style="list-style-type: none"> <li>• As an introductory exercise, we will perform a series of 10 deep breaths with our eyes closed and concentrating on our interior.</li> </ul> <p>Time: 5 minutes</p>  |
| <p><b>Core Lesson with exercises and Key Theme</b><br/> <i>List the names only of the exercises in the order they are carried out.<br/> List length of time for whole section.</i></p> | <p>Exercises:</p> <ul style="list-style-type: none"> <li>• Modulate the mind</li> <li>• Letter to the child</li> <li>• Underline</li> <li>• My life story</li> </ul> <p>Time: 90 minutes</p>   |
| <p><b>Cool Down</b><br/> <i>One or more short games or exercises to create a</i></p>   | <ul style="list-style-type: none"> <li>• “One word feedback”. This is feedback round in just one word that excels in maintaining attention: each</li> </ul>  |

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| <p><i>relaxed atmosphere after the core work and before group reflection and to bring the group together to end the session.</i></p>                                     | <p>participant is able to tell the first word that comes to mind related with the writing activity. This can be made in a Wordcloud way to take a previous picture of what will come next.</p> <p>Time: 5 minutes</p>   |
| <p><b>Reflection and Feedback</b><br/> <i>An opportunity for participants to share their thoughts and feelings regarding the lesson and how they experienced it.</i></p> | <p>The facilitator and the trainer dedicate 20 minutes at the end of every session to a process of reflection and evaluation, providing the opportunity to discuss in a group if it is considered, providing trainees the chance to share the learning experience. The aim is to encourage learners to share their feeling and be aware of the common feelings we all have.</p> <p>Questions to be proposed to reflex:</p> <ul style="list-style-type: none"> <li>● What three sensations have I had when performing the exercise?</li> <li>● What did I feel like before I started and now I don't?</li> <li>● How do I feel now and didn't feel before doing the exercise?</li> </ul> <p>Time: 20 minutes</p> |
| <p><b>Appendices</b></p>   |   |
| <p><b>References and Essential Reading</b></p>   | <ul style="list-style-type: none"> <li>● “Lee, escribe, camina” by Helena Echeverría</li> <li>● “Más allá de las palabras: La escritura como terapia”, by Helena Echeverría</li> <li>● “El camino del artista”, by Julia Cameron</li> </ul>   |

## Workshop Lesson Plan 2 – Part Two

**Full Description or Step-By-Step instruction for each game or exercise**

|                                    |   |
|------------------------------------|---|
| <p><b>Exercise Name</b></p>        | <p><b>Modulate the mind</b></p>   |
| <p><b>Exercise Number</b></p>      | <p>1</p>  |
| <p><b>Aims of the Exercise</b></p> | <ul style="list-style-type: none"> <li>● See the positive part of what we have</li> <li>● Get used to be grateful for all what the learner has</li> </ul> |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>● Shape mind to accept good things and encourage the achievement of new goals</li> </ul> |
| <b>Focus of Exercise</b>  | Medium  |
| <b>Energy of Exercise</b>   | Medium  |
| <b>Materials Used</b>   | <ul style="list-style-type: none"> <li>● Paper</li> <li>● Pen</li> <li>● Computer</li> </ul>                                    |
| <b>Instructions</b>   |   |
| <ul style="list-style-type: none"> <li>● Chose a space where you are alone and free of distractions, and take some time to answer this question: How do I feel? Take some blank sheets of paper and a pen and start writing for a while whatever comes to your mind, don't care about wording or orthography.</li> <li>● After that, read what you have written and, on another sheet of paper, write a story using the expressions in present tense.</li> <li>● The story should have three parts. In the first paragraph you should answer the question: What would be my ideal life be like? In the second paragraph you should answer: What are the successes I will have achieved? And in the third paragraph, how do I feel about the successes I have achieved as described in the second question?</li> <li>● Although the questions are written in future tense, the answers should be written in the present tense, as if you were already living it, and feel it. And part of the exercise is to repeat the writing of this deal life many times, to anchor it in one's mind.</li> </ul> |   |
| <b>Key Terms Used</b>   | Think, Write, Reflect   |

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|-----------------------------|--|
| <b>Exercise Name</b>        | <b>Letter to the child</b>   |
| <b>Exercise Number</b>      | 2  |
| <b>Aims of the Exercise</b> | <ul style="list-style-type: none"> <li>● Let learner give vent</li> <li>● Let learner forgive himself/herself</li> <li>● Love yourself, understand yourself</li> </ul> |
| <b>Focus of Exercise</b>    | Medium   |
| <b>Energy of Exercise</b>   | High   |
| <b>Materials Used</b>       | <ul style="list-style-type: none"> <li>● Paper</li> <li>● Pen</li> <li>● Computer</li> </ul>   |
| <b>Instructions</b>         |  |

- Write to the child you were. Visualize the child you were, your likes and dislikes when you were a child, what you were ashamed of, what you regret, etc. Write a letter to him/her and narrate your emotions in a fluid way. The more specific you are, the better. If there are specific names, dates, anecdotes, it will be a more vital and therapeutic experience. Show the love you feel, the admiration and forgiveness.
- After this, remember that now that you are an adult, and many of the things you were afraid of when you were a child are not part of your reality now.
- We need to realize that our fears have changed and are not scaring any more, and maybe our present fears will also change or disappear in the immediate future.

**Key Terms Used**

Introspection, reflection, self-improvement

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|---|---|
| <b>Exercise Name</b>  | <b>Underline</b>  |
| <b>Exercise Number</b>  | 3   |
| <b>Aims of the Exercise</b>   | <ul style="list-style-type: none"> <li>● Change habits</li> <li>● Create new habits</li> <li>● Be consistent</li> </ul> |
| <b>Focus of Exercise</b>  | Medium  |
| <b>Energy of Exercise</b>   | Medium  |
| <b>Materials Used</b>   | <ul style="list-style-type: none"> <li>● Paper</li> <li>● Pen</li> <li>● Computer</li> <li>● Highlighter</li> </ul>     |
| <b>Instructions</b>   |   |
| <ul style="list-style-type: none"> <li>● Have near you a sheet of paper and a pen. Every morning when you get up, you will write down without stopping, the first thing that comes to your mind. It does not matter if it does not make logical sense.</li> <li>● Write continuously until the sheet is filled. During the first weeks of the exercise do not read it. After some time, read everything you have written, calmly, without rushing. It is not necessary to read everything in one day. Analyze what you have written, write down the ideas that you have now, the solutions that you have found when you have found and written, take advantage of the benefits that your subconscious lets you see.</li> <li>● After that, take a highlighter and underline the complete sentences that you consider as the most important. Then make a list of all sentences you have chosen, and, in that list, you will underline the verbs of every selected sentence.</li> </ul> |   |

- On another sheet of paper, write the following title: What actions should I change, maintain of exercise according to the verbs you have already chosen. Then, after the title, write a story trying to answer this question, using the same verbs.

- In your writings you will find a map to discover and order your thoughts and feelings, achieving wellbeing.

|                       |   |
|-----------------------|---|
| <b>Key Terms Used</b> | <i>Consistency, willing to realize, willing to change</i> |
|-----------------------|---|

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| <b>Exercise Name</b>   | <b>My life story</b>   |
| <b>Exercise Number</b>   | 4  |
| <b>Aims of the Exercise</b>  | <ul style="list-style-type: none"> <li>● Increase the capacity for empathy</li> <li>● See reality from a different perspective</li> <li>● Detoxify memories</li> </ul> |
| <b>Focus of Exercise</b>   | Medium   |
| <b>Energy of Exercise</b>  | Medium   |
| <b>Materials Used</b>  | <ul style="list-style-type: none"> <li>● Paper</li> <li>● Pen</li> <li>● Computer</li> </ul>   |
| <b>Instructions</b>  |  |
| <ul style="list-style-type: none"> <li>● To prepare yourself, write a short autobiography to help you to remember some anecdotes from your past, preferably childhood or adolescence, as this is when the basis of our personality is formed.</li> <li>● Now write a story where you tell the story in third person. Bear in mind that the main character will be totally different from you, it will be a different person (different age, different sex). You will write three stories in three days.</li> <li>● The fourth day, you will unify the three stories into one. The fifth day, read the story and add some recommendations to the protagonist. The sixth day read the text but as if you were the protagonist, place yourself as the main character and pay attention to the recommendations you had given.</li> <li>● As you have written everything from another point of view, it will give you space enough to see what happened in the past from different angles. This will allow you to be more emphatic with the people involved in these actions of the past and detoxify your memories.</li> </ul> |  |
| <b>Key Terms Used</b>  | Relife, Sanate, Forgive  |
| <i>Provide description</i>   |  |

## Workshop Lesson Plan 3 – Part One

### Overview of Aims, Outcomes and Content of a Workshop or Lesson

|   |   |
|---|---|
| <b>Workshop Title</b>                       | <b>Unmasked</b>   |
| <b>Aims of the Workshop</b>                 | <ul style="list-style-type: none"> <li>• To help young people better understand their thoughts, emotions, and experiences.</li> <li>• To work with a pressure-free, consequence-free medium to express their thoughts and feelings.</li> <li>• To enhance social skills</li> </ul>  |
| <b>Learning Outcomes of the workshop.</b>   | <ul style="list-style-type: none"> <li>• To apply a creative activity in expressing thoughts, beliefs, and feelings in a safe way</li> <li>• To design a workshop where the unconscious masks could reveal</li> <li>• To help young people explore and exchange hidden thoughts, emotions, and experiences.</li> </ul>            |
| <b>Duration</b><br><i>In minutes.</i>       | 225   |
| <b>Name of Author</b>                       | Konstantinos Flouris, Marta Ortiz Rodríguez   |
| <b>Artform(s)</b>                           | Depending on your resources, you could help participants to make masks from scratch or purchase some pre-made blank masks.  |
| <b>Participants</b>                         | 8   |
| <b>No. of Facilitators Needed per Group</b> | 1   |
| <b>Learning and Teaching Methods</b>        | <ul style="list-style-type: none"> <li>• Use of creative processes in helping young people feel competent, develop emotionally focused coping skills, and increase emotional awareness – an essential skill to stress and anxiety management</li> <li>• Creating masks can be done individually or in a group setting.</li> </ul> |
| <b>Resources and Materials</b>              | <ul style="list-style-type: none"> <li>• Cardboards</li> <li>• Colored Markers</li> <li>• Feathers, pipe cleaners, pieces of different fabric and materials</li> <li>• Glitter and sequins</li> <li>• Scissors and glue</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Old magazines</li> </ul>   |
| <b>STRUCTURE OF WORKSHOP</b>   |   |
| <b>Introduction</b><br><i>Introduction to the workshop/lesson given by the facilitator to the participants.</i>  | Remember my name? (15 min)  |
| <b>Physical and Vocal Warm Ups and Games</b><br><i>To energise and focus participants, prepare the bodies and voices for work and break down barriers.</i>   | Getting inspired by our names! (30 min)   |
| <b>Core Lesson with exercises and Key Theme</b><br><i>List the names only of the exercises in the order they are carried out.<br/>List length of time for whole section.</i>                       | Unmasked (120 min)  |
| <b>Cool Down</b><br><i>One or more short games or exercises to create a relaxed atmosphere after the core work and before group reflection and to bring the group together to end the session.</i> | The sage (30 min)   |
| <b>Reflection and Feedback</b><br><i>An opportunity for participants to share their thoughts and feelings regarding the lesson and how they experienced it.</i>                                    | Reflection / Feedback Questions (30 min): <ul style="list-style-type: none"> <li>• What have you learned about your coping strategies?</li> <li>• What was the most surprising thing that you learned about yourself today?</li> <li>• Did some hidden beliefs or feelings become more accessible?</li> <li>• In which ways you could use your creative thinking and problem-solving skills to explore your anxiety?</li> <li>• Are there any personal traits, talents, skills, strengths that could help you dealing with your anxiety?</li> </ul> |
| <b>Appendices</b>  | None  |
| <b>References and Essential Reading</b>  | <ul style="list-style-type: none"> <li>• Rogers, CR. (1961) On Becoming a Person: A Therapist's View of Psychotherapy. Houghton Mifflin, Boston.</li> </ul>   |

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|--|--|
|  | <ul style="list-style-type: none"> <li>Rogers, C. R. (1983). Freedom to Learn for the 80s. Columbus, OH: Charles E. Merrill Publishing Company.</li> </ul> |
|--|--|

## Workshop Lesson Plan 3 - Part Two

**Full Description or Step-By-Step instruction for each game or exercise**

### Description of Exercise

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|--|--|
| <b>Exercise Name</b>   | <b>Remember my name?</b>   |
| <b>Exercise Number</b>   | 1  |
| <b>Aims of the Exercise</b>  | <ul style="list-style-type: none"> <li>To create a relaxed, welcoming atmosphere</li> <li>To introduce themselves in the group</li> <li>To confirm that everyone knows everyone's names</li> </ul> |
| <b>Focus of Exercise</b>   | Medium   |
| <b>Energy of Exercise</b>  | Low  |
| <b>Materials Used</b>  | None   |
| <b>Instructions</b>  |  |
| <ul style="list-style-type: none"> <li>Form a circle</li> <li><i>"I suggest that we remind ourselves our names in a pleasant way".</i></li> <li><i>"The first to my left will start by saying his / her name".</i></li> <li><i>"The second from the left will repeat the name of the previous one and (s)he will say his/hers too".</i></li> <li><i>"The next will say the name of the first, the second and his / her name".</i></li> <li><i>"We all continue in the same way".</i></li> <li>The facilitator is the last in line to say everyone's names. If some participants are worried that they will not remember the names, the facilitator reassures them that this is not a memory exercise and that everyone will help if needed.</li> </ul> |  |
| <b>Key Terms Used</b><br><i>Provide description</i>  |  |

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|-----------------------------|--|
| <b>Exercise Name</b>        | <b>Getting inspired by our names!</b>  |
| <b>Exercise Number</b>      | 2  |
| <b>Aims of the Exercise</b> | <ul style="list-style-type: none"> <li>Discover the feelings and emotions that are generated within us in certain situations</li> <li>Using the activity to manage emotions</li> </ul> |



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|--|--|
| <b>Focus of Exercise</b>   | Medium   |
| <b>Energy of Exercise</b>  | Medium   |
| <b>Materials Used</b><br><i>List materials used. If no materials required, state 'None'</i>  | <ul style="list-style-type: none"> <li>● Paper</li> <li>● Pen</li> <li>● Paint set</li> <li>● Cardboard</li> <li>● Scissors</li> </ul> |
| <b>Instructions</b>  |  |
| <p>Who hasn't been on the phone, in a meeting at work or listening to a lecture, when you suddenly find yourself writing your name in the corners of your diary? From time to time, it is common to make these scribbles in different places. Whether your mind wanted to escape a situation or concentrate on that call, it generated an attunement to your own name. This is because each person's own name triggers emotions in them.</p> <p>To carry out this activity the learner can choose his/her name or a nickname, the important thing is that it is personal, and that the learner feels identified. The learner will write it on a sheet of paper and start to create something new from it. The learner can use different papers, colours, and materials, as this work should be as detailed as possible. The learner will explore every contour of his/her name and be inspired to find the best expression of himself/herself.</p> <p>It seems to be a complicated exercise, but it is very interesting to see how many feelings the learner can express from something that seems to be as common as your name. It is often difficult to express your own emotions, likes and fears.</p> <p>The activity ends up by everybody present their name and then the rest of the group call him /her by his/ her name.</p> |  |
| Key Terms Used   | Fears, emotions, express   |
| Provide description  |  |

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| <b>Exercise Name</b>        | <b>Unmasked</b>  |
| <b>Exercise Number</b>      | 3  |
| <b>Aims of the Exercise</b> | <ul style="list-style-type: none"> <li>• To work with a pressure-free, consequence-free medium to explore their anxiety sources.</li> <li>• To explore new stress management techniques</li> <li>• To enhance social skills</li> </ul> |
| <b>Focus of Exercise</b>    | Medium– High   |

|   |   |
|---|---|
| <b>Energy of Exercise</b>   | Medium  |
| <b>Materials Used</b>   | <ul style="list-style-type: none"> <li>● Cardboards</li> <li>● Colored Markers</li> <li>● Feathers, pipe cleaners, pieces of different fabric and materials</li> <li>● Glitter and sequins</li> <li>● Scissors and glue</li> <li>● Old magazines</li> </ul> |
| <b>Instructions</b>   |   |
| <ul style="list-style-type: none"> <li>● This activity involves creating masks that help explore the participants' symbolic masks. Provide them with the materials and encourage them to create their 'inner face' mask.</li> <li>● Explain to participants the concept of masks and how each of us might have masks that we often hide behind or that we need masks to reveal ourselves.</li> <li>● Ask them to be as creative as possible, exploring their own experiences of this.</li> <li>● What would that mask look like if it were real? When do they think they hide behind a mask? What triggers their hiding? In which situations we need masks to tell what we really think?</li> <li>● Encourage the participants to be mindful while they are creating their masks and observe their thoughts and feelings. Meditation music could be appropriate. Encourage them to allow thoughts of their mask to enter their mind or to interact with their alter ego (mask).</li> <li>● When the masks are ready, you can put them all together in one place and observe them. What thoughts and feelings come up when we see them all together? Could they converse with each other?</li> <li>● Now everyone presents their mask. <i>"You can wear it or hold it next to you or in front of you. How does it feel to wear it on or to observe it? How was it for you creating your mask?"</i></li> <li>● They could use the masks to further role-play their ideas about themselves and issues represented by the different masks they wear. In this case the facilitator may suggest that participants wear their mask and act out a scene, interact with the mask (Gestalt techniques) or involve the whole group (psychodrama techniques)</li> </ul> |   |
| <b>Key Terms Used</b><br><i>Provide description</i>   | <ul style="list-style-type: none"> <li>● People often create masks to hide behind so that can operate as distractions from other issues, keep others from</li> </ul>  |

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|  | <p>seeing their anxiety, or keep them from seeing their own dysfunction.</p> <ul style="list-style-type: none"> <li>• The activity can help participants discover suppressed parts of themselves, uncover new coping strategies, and explore a situation where they do not need their mask.</li> </ul> |
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| <b>Exercise Name</b>   | <b>The sage</b>   |
| <b>Exercise Number</b>   | 4   |
| <b>Aims of the Exercise</b>  | <ul style="list-style-type: none"> <li>• To connect with the mature part of ourselves.</li> <li>• To enhance our creative thinking and problem-solving skills</li> <li>• To close the workshop with a takeaway message</li> </ul> |
| <b>Focus of Exercise</b>   | Medium  |
| <b>Energy of Exercise</b>  | Low   |
| <b>Materials Used</b>  | <ul style="list-style-type: none"> <li>• Mattresses</li> <li>• Music with sounds from nature</li> <li>• Low lighting</li> </ul>   |
| <b>Instructions</b>  |   |
| <ul style="list-style-type: none"> <li>• <i>“Lie back... Close your eyes and take a few deep breaths...</i></li> <li>• <i>With each exhalation you let go of all tensions and relax more...</i></li> <li>• <i>Inhale... Exhale... Inhale... Exhale...</i></li> <li>• <i>Now let your inner vision lead you out from this room...</i></li> <li>• <i>You are on a path in the forest... You hear sounds... You smell the smells ... You are calm and relaxed ... You walk and you feel the leaves crunching under your feet...</i></li> <li>• <i>You reach a glade... In the middle there is a fire... Somebody sits by the fire and quietly waits for you ... He has all the answers ... It is safe to go near the person who waits for you...</i></li> <li>• <i>You go over and sit next to him... How is it; ... Man or woman; ... What is (s)he wearing?</i></li> <li>• <i>You can ask him just one question ... When you're ready, ask him/her... Listen to the answer... Stay there a little longer... You thank him/her for the help and prepare to leave...</i></li> </ul> |   |

- *(S)he hugs you and gives you a gift, a souvenir of your meeting ... What is it?... How is it; ...*
- *You take the return path again... You feel the power of the answer and the gift the sage gave you...*
- *You were here in the room again... Stretch... Slowly open your eyes...*
- *Let's get together to discuss about what happened"*

|                            |  |
|----------------------------|--|
| <b>Key Terms Used</b>      |  |
| <i>Provide description</i> |  |

# The CBT Triangle

- The triangle is used in cognitive behavioral therapy (CBT) to show the connection between thoughts, feelings, and behaviors
- Each of these influence the other, becoming a pattern over time
- Changing the pattern can lead to feeling happier and more confident



To learn more and get resources, visit [www.thecounselingpalette.com](http://www.thecounselingpalette.com)