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Mental Health of Educators.

Supportive Meetings or Community Healing



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2024

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Mental Health of Educators. Supportive Meetings or Community Healing / Roman Kandybur, Svitlana Luk'yanchenko, Tetyana Kuievda, Tetyana Voit, Olga Serdiuk

ISBN: 978-123-456789-0

Dnepr: Publisher, 2024

In a world full of challenges, it's especially important to take care of our mental health. This methodical guide is your guide to creating a learning environment based on the principles of social healing through the use of supportive meetings among educators. You will learn how to use the power of community to overcome trauma, develop empathy, and create a supportive atmosphere.

PREFACE

In today's educational environment, where great attention is paid to mental health, the ability to build effective partnerships has become one of the key factors for success. We have compiled the best practices and methods to help educators develop their collaboration, understanding, and communication skills, as well as support mental health through regular support meetings.

This methodical guide is designed to provide educators with tools to improve their interaction with colleagues, students, and their parents. Developing partnership competence contributes to the creation of a harmonious, supportive, and productive educational environment where every participant feels confident and engaged in the common cause.

Our know-how — social healing through community is a comprehensive and sustainable approach to healing collective traumas, supporting individual mental health, and building civil society. The overall goal of this approach is to heal communities through external interventions so that they, in turn, heal and support their members. It involves normalizing interactions within existing communities, but in the Ukrainian context, the urgent need is to create new, integrative communities of mutual support.

We are grateful to our co-authors: Kateryna Holubkova, Olena Kolisnyk, Maryna Atamanyuk, Olena Lymar, Oleksandra Zhyhachova, Iryna Dyadyushkina, Lina Yakymchuk, Tamila Kurilo, Svitlana Dmitriyeva, and Svitlana Zhorova for their dedication to the idea of creating a supportive learning environment. Their contribution made this methodical guide so special.

We hope that the materials provided will be useful for you and your colleagues. They will not only help to improve professional skills but also contribute to building more open and trusting relationships in your educational teams. We invite you to explore the practices developed, which have been successfully applied in various educational institutions. Let this methodical guide be a source of new ideas and inspiration for improving interaction within your educational institution.

*Kind regards,
The «Creators of concord» Project Team*

CONTENTS

THE «CREATORS OF CONCORD»COMMUNITY: DEVELOPMENT AND SUPPORT FOR EDUCATORS	5
HOW TO WORK WITH THE BROCHURE.....	7
1. PEDAGOGICAL CONDITIONS OF PARTNERSHIP AND SUPPORT MEETINGS.....	8
PEDAGOGICAL CONDITIONS OF PARTNERSHIP AND SUPPORT MEETINGS.....	9
THE IMPORTANCE OF EDUCATORS' MENTAL HEALTH THROUGH SUPPORT MEETINGS	10
WHERE TO BEGIN? HOW DOES IT WORK?.....	12
2. THE «CREATORS OF CONCORD» PROGRAM «HEALING COMMUNITY» or «SUPPORT MEETINGS».....	15
2.1. MODULE I. «INTRODUCTION. CREATING A SUPPORTIVE ATMOSPHERE AND CIRCLE OF TRUST»	21
2.2. MODULE II. «MECHANISMS OF EFFECTIVE COMMUNICATION AND INTERACTION»	33
2.3. MODULE III.»EMOTIONS AND FEELINGS. WHAT IS EMOTIONAL MANAGEMENT?»	47
2.4. MODULE IV. «STRESS AND WAYS TO MANAGE IT»	72
2.5. MODULE V. «FIRST PSYCHOLOGICAL AID TO YOURSELF AND OTHERS»	92
2.6. MODULE VI. «RESILIENCE AS A STRENGTH FOR OVERCOMING CHALLENGING SITUATIONS»	112
2.7. MODULE VII. «THE PATH TO RESTORING INNER RESOURCES»	131
2.8. MODULE VIII. «SELF-CONFIDENCE. SELF-ESTEEM»	145
EXERCISE LIBRARY FOR SUPPORT MEETINGS AND MODULE APPENDICES.....	154
REFERENCES	175

THE «CREATORS OF CONCORD» COMMUNITY: DEVELOPMENT AND SUPPORT FOR EDUCATORS

The «Creators of Concord» project began in 2018.

Over the past five years, we have met with more than 500 educators, and these interactions have not only enriched us with new knowledge but also made us rethink the world around us.

Our trainings have become a real platform for exchanging experiences and ideas, where everyone can find support and inspiration for their own ideas.

The «Creators of Concord» is not just a project. It is a community that believes in the power of collective action and strives to create a more positive and support environment for all participants in the educational process. And we do not intend to stop at what has been achieved.

The goal of the « Creators of Concord » project is to combine various objectives aimed at improving the quality of education and ensuring the psycho-emotional well-being of all participants in the educational process. This includes developing educators' social-emotional and partnership competencies to transform the school environment into a more peaceful and support space, as well as enhancing resilience and restoring the psycho-emotional resources of participants. Specifically:

1. Conflict Prevention in Educational Activities: Our work focuses on preventing conflicts and teaching participants effective methods for resolving them. We develop cooperation, understanding, and tolerance skills that promote peaceful coexistence in the educational environment.

2. Transforming the School Environment: Our team works with educational collectives to create a positive and peaceful educational environment. We implement innovative methods and approaches aimed at improving the quality of education and maintaining a healthy psychological climate in schools. Without mentally healthy educators, it is impossible to create a favorable atmosphere in educational institutions that supports the development of students and enhances the quality of education.

3. Support for Educators in Competency Development: Our project provides educators with comprehensive support in developing their social-emotional and interpersonal skills. This helps educators increase their effectiveness, create a positive learning environment, and improve interaction with students and colleagues.

4. Mental Health Restoration: One of the main goals of the project is to help participants in the educational process overcome the negative consequences of stressful situations. We provide support and tools for restoring psychological health and emotional well-being during difficult life circumstances.

5. Improving Psychosocial Well-being: We work to strengthen the psychosocial well-being of all participants in the educational process. This includes both students and educational staff, creating conditions for healthy development and success in learning and life.

6. Creation and Testing of Effective Evidence-Based Approaches: In our work, we use modern scientific methods and interventions that are effective. This includes methods such as playback theater, facilitation, and community healing through social art, which allows for significant positive results in working with participants.

Moreover, we reveal the values and principles that underpin our work, so that every participant can better understand the essence of our activities and cooperate with us on the path to achieving common goals.

And we strive to ensure that as many educators as possible learn about our experience. Through collaboration with a wide range of participants in the educational process, we hope to share our knowledge and experience. Our goal is for other educators to use these methods and approaches to ensure the psychological comfort and success of students. By promoting the exchange of knowledge and best practices, we hope to build an even more favorable environment for learning and development for each participant in the educational process.



HOW TO WORK WITH THE BROCHURE?

This brochure is intended for educational teams seeking changes and improvements in the learning environment.

The printed material is designed for self-study, structured to simplify the learning process, and consists of Theoretical and Practical parts to provide comprehensive information and practical tools.

We are also pleased to announce that our brochure aligns with the mental health program «How Are You?» initiated by the First Lady of Ukraine, Olena Zelenska. The Mental Health Program | How are you? (howareu.com) aims to create a support system for Ukrainians during the challenging times of the full-scale war, providing educators and school psychologists with the necessary skills and knowledge to care for their mental health and develop resilience.

Together, we are building a system where every educator can find support and resources to maintain psychological well-being in the face of modern challenges. This publication is specifically designed for you and your needs. We sincerely hope that the materials in this brochure will be useful to you and your students! Additional information can be accessed via QR codes.



**PEDAGOGICAL CONDITIONS
FOR PARTNERSHIP
AND SUPPORT MEETINGS**



1. Pedagogical Conditions for Partnership

Successful pedagogical partnerships require creating conditions that facilitate effective interaction and collaboration among all participants in the educational process. From proper material and technical support to a culture of mutual respect and support, every aspect plays a crucial role in forming a sustainable educational partnership. Let's explore the key pedagogical conditions that will help us achieve this goal.



Principles of Pedagogical Partnership

- **Corporate Culture:** Highlighting and implementing the principles of pedagogical partnership as the foundation of corporate culture fosters a support educational environment.

- **Pedagogical Council:** Disseminating these principles through the educational institution's pedagogical council helps align the actions of all participants in the educational process.



Material and Technical Conditions

- **Availability of a Shared Space:** Providing a space for teachers and students to collaborate, discuss ideas, and work on projects. This could be a meeting room or a space for group activities.

- **Resource Room for Teachers:** A specially equipped room where teachers can recoup strength, share materials and resources, plan lessons, and hold consultations. This is a place for teachers' mental health support, where they can find peace and regain energy.



Support for Teachers' Professional Development

Training and Master Classes: Organizing training events to enhance teachers' qualifications, including the latest teaching methods, technologies, or psychology.

Seminars and Workshops: Conducting thematic seminars and practical sessions for experience exchange and skill development.

Encouraging Self-Development: Motivating teachers toward independent professional development.

Culture of Peer Learning: Implementing practices where teachers learn from each other, share experiences, and support one another.



Program for Improving Pedagogical Partnership Skills

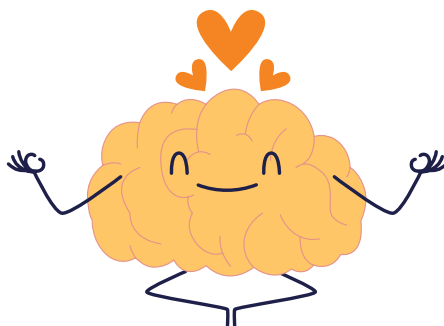
Development of Communication Skills: Conducting trainings to improve communication between teachers and students and among teachers themselves.

Coordinator and Facilitator: Involving a specialist to conduct the program, as well as a coordinator and facilitator to support the process. It is essential to invite an external facilitator with experience in similar programs to ensure objectivity and a fresh perspective on internal processes. This approach helps reduce internal biases and promotes the introduction of innovative practices.

Creating conditions for pedagogical partnership requires a comprehensive approach that includes material, technical, organizational, and professional aspects. Effective communication, support for diversity, and active participation of all participants in the educational process are essential. Such an approach will contribute to improving the quality of education and the development of every participant in the educational process.

THE IMPORTANCE OF MENTAL HEALTH FOR EDUCATORS THROUGH SUPPORT MEETINGS

The goal of these meetings is to improve educators' mental well-being, reduce burnout risk, and develop self-regulation and psychological resilience skills. The significance of support meetings lies in helping educators feel supported, reducing feelings of loneliness and stress, promoting a positive climate within the team, and improving the quality of teaching and work.



1. Integration of Support Meetings.

Integrating support meetings for teachers considers their mental and psychosocial needs, significantly enhancing the effectiveness of any educational program, especially under stress and pressure. The organization of such meetings is based on the long-standing experience of the «Contacting» and «Artists of Consent» communities and aims to restore control, safety, and dignity to individuals. With a higher level of emotional well-being and the ability to overcome daily work-related challenges, participants in such programs are more likely to succeed in their professional activities.

2. Resilient Educators Effectively Manage Challenges.

Resilient educators successfully overcome challenges. Improved emotional well-being enhances teachers' ability to cope with daily challenges associated with professional activities, increasing their likelihood of success. Resilient educators effectively utilize their skills and resources, ensuring their resilience and productivity.

3. Enhanced Educational Project Outcomes, Sustainable Professional Growth.

Integrating support meetings enhances the sustainability of educational programs and improves their outcomes. A high level of mental and psychosocial health is a key factor for successful and long-term educational initiatives.

4. Improved Individual Well-being and Educational Environment/Community Well-being.

Integrating support meetings promotes improved daily functioning, increases productivity and self-confidence, and strengthens overall well-being for both individual teachers and the educational environment (community). This allows teachers to better cope with life and professional challenges.

BENEFITS FOR TEACHERS:

Increased Impact

The impact and effectiveness of any educational project largely depend on teachers' mental and psychosocial health. Integrating support meetings allows for a comprehensive approach to addressing the issues faced by teachers, particularly emotional well-being, productivity, and resilience.

BENEFITS FOR THE EDUCATIONAL ENVIRONMENT / COMMUNITY

Accessibility and Coverage

Integrating support meetings creates the opportunity to reach more teachers in a safe and non-stigmatized way, effectively addressing their psychosocial needs.

Skill and Competency Development

Participants in support meetings acquire important social, flexible, and life skills that help them overcome work-related psychological stress and other life challenges. This contributes to their success in both the short and long term.

Mitigating Stressors Related to Professional Activities

The integrated components of support meetings help teachers anticipate and manage unexpected stressors related to professional activities, making their work easier and increasing productivity.

Improving Mental Health and Psychosocial Well-being

Implementing support meetings has positive outcomes for emotional well-being and professional activities, fostering human development and improving the overall quality of life for teachers.

WHERE TO BEGIN? HOW DOES IT WORK?



Organization and Management of Support Groups

For effective organization and management of support groups in the field of education, it is recommended to consider several key aspects.

Group Size: The optimal group size typically ranges from 10 to 15 people. This size facilitates easy idea exchange and allows everyone to speak, feeling like part of a team.

Diversity of Composition: The group can be either homogeneous or diverse. A homogeneous group — uniform in age, preferences, or interests — helps members quickly find common ground and feel safe.



A diverse group that includes representatives of different hierarchical levels (administration, teachers, teaching assistants) has the potential to bring more innovative ideas and support, as well as significantly impact the entire school community.

Trust and Support: A key aspect is creating an atmosphere of trust and mutual support within the group. Every participant should feel heard and understood, which promotes open and effective communication.

Different Hierarchical Levels: The group may include various levels of staff (teachers, psychologists, assistants, etc.), contributing to a broader consideration of issues and increasing the impact on the entire school community.

Establishing a support group for educators is not only a means of improving the work process but also an important element in creating a support environment for all participants in the educational process.



Types and Formats of Support Meetings:

The main goal of a support meeting is to provide inspiration and resources to educators. When choosing the format of such meetings, it is important to consider several key aspects:

Frequency of Meetings: Regularity is key to effectiveness. Determine how often the meetings will be held. Meetings that are too frequent or too infrequent can negatively affect their effectiveness.

Duration: Balance the meeting duration so that it is sufficient to achieve the goals without exceeding educators' time constraints. Meetings should not be too long or too short to allow for the discussion of key issues.

Technical Organization: Choose a convenient tool for registering participants and holding meetings. This can include a Google form for registration, video conferencing through platforms, a chat, or even a notebook for notes. It is essential to create a communication space separated from informational noise, where participants can share experiences and support each other.

1. Creative Meetings with Art Practices:

- Painting
- Scrapbooking
- Sculpting
- Creative applications
- Crafting

2. Thematic Meetings and Discussions:

- Thematic discussions and training
- Meetings using body or sound therapy

3. Relaxation and Informal Meetings:

- Tea sessions and informal chats
- Themed parties (e.g., «Fruit Pedagogy» by «Artists of Agreement»)

4. Dialogue and Information Meetings:

- Dialogue meetings
- Fireside chats with a psychologist

5. Meetings for Professional Development and Support:

- Wise breakfast (resourceful state, support)
- Networking

6. Entertainment and Interactive Activities:

- Excursion
- Team-building
- Quest
- Smart-party



Support Between Meetings

Life is full of events, and it is crucial to ensure that the energy created during support meetings continues to benefit participants. We consider two formats for such meetings: online and offline.

Online Format: The first tool is the chat used at the beginning to invite participants. It is important that this chat becomes a significant space for support. You can use a method like «photo of the day.» Encourage participants to share photos of their surroundings, places where they are. This will help participants get to know each other and remind them of shared moments, even when they are far apart.

Offline Format: During real-life meetings, use various methods to support the group. For example, you can include the «photo of the day» in the conversation. It is important that participants feel part of the community and recognize the value of their contributions. Share information or photos gathered during previous meetings or discuss events that occurred after the last meeting.

In summary, the psychological well-being of educators and the pedagogy of cooperation are the foundation for productive support meetings. Such meetings open up opportunities for teamwork development, mutual understanding, and communication, which, in turn, strengthens the participants' mental health. It is important that everyone feels like a valuable part of the community and is aware of the significance of their contribution to the common cause.

**SECTION 2:
THE «CREATORS OF CONCORD» -
«HEALING COMMUNITY»
OR «SUPPORTIVE MEETINGS»**



The «Creators of Concord» project was launched in 2018. Over the past five years, we have met with more than 500 educators, and these interactions have not only enriched us with new knowledge but also forced us to rethink the world around us. Our trainings are not limited to just educational programs. They have become a real platform for exchanging experiences and ideas, where everyone can find support and inspiration for their own ideas. «Creators of Concord» is more than just a project. It is a community that believes in the power of collective action and strives to create a more positive and supportive environment for all participants in the educational process, to support and empower, and to create conditions for restoring the psychological well-being of educators. And we are not going to stop there.



The goal of the «Creators of Concord» program is to combine various goals aimed at ensuring the psycho-emotional well-being of all participants in the educational process. This includes developing the socio-emotional and partnership competence of educators to support the psychological health of teachers, which in turn will create a more peaceful and supportive atmosphere for learners, as well as strengthening the resilience and restoring the psycho-emotional resources of all participants in the educational process.

Goal and objectives of the program:

One of the main goals of the program is to restore the mental health of educators to help participants in the educational process overcome the negative consequences of stressful situations. We provide support and tools for restoring psychological health and emotional state during difficult life circumstances.

Objectives:

1. Conflict prevention in educational activities. Our work is aimed at preventing conflicts and teaching participants effective methods of resolving them. We develop skills of cooperation, mutual understanding, and tolerance, which contribute to peaceful coexistence in the educational environment.

2. Creating a tolerant environment in the educational institution. Our team works together with teaching staff to create a positive and open learning environment.

We develop and implement innovative methods and approaches aimed at maintaining a healthy psychological climate in schools.

3. Supporting educators in developing competencies. Our program provides educators with comprehensive support in developing their socio-emotional and interpersonal communication skills. This helps educators to increase their effectiveness, create a positive learning environment, and improve interaction with students and colleagues.

4. Improving psychosocial well-being. We work to strengthen the psychosocial well-being of all participants in the educational process. This includes both students and parents, creating conditions for healthy development and achieving success in learning and life.

5. Using effective, scientifically proven approaches. In our work, we use modern scientific methods and interventions that have proven effectiveness. This includes such methods as art techniques, facilitation, self-analysis, and community healing through social art, which allows achieving significant positive results in working with participants.

Relevance of the program

In today's reality, when anxiety, stress, conflicts, and aggression are rampant, it is impossible to stay in a resource state. But it is within our power to learn to adapt to the surrounding whirlwind of events and learn new methods of influencing our psychological state. And the most important task for everyone is to turn current limitations and conditions into a resource and opportunities for self-improvement, because the mental state of a teacher affects the mental health of children.



General considerations for program development. Adaptation of sessions to different projects

It is important to adapt the sessions of support meetings to the needs of the team. For example, most team members have manifestations of fatigue and decreased resources; in such cases, activities need to be adapted so that they begin with the topic of increasing and restoring resources, and the material is also provided in a language that is well understood by participants.

Necessary personnel and support

Information about the personnel required for the «Supportive Meetings» program is provided below (the number of personnel should be adjusted depending on the scale of the program).

Individual Counseling

Individual counseling support can be provided by social workers or school psychologists who have completed the «Creators of Concord» training. If a person requires more specific and specialized support for mental health, they should be referred to specialized professionals such as a psychotherapist or psychiatrist, depending on the complexity of the situation.



Awareness-raising sessions on mental health and psychosocial support, mutual support groups, and the development of life, social, and «flexible» skills

Facilitators for such sessions are social workers, psychologists, and educators who have completed the «Supportive Meetings» program. In some cases, only psychologists (depending on availability or the presence of people with traumatic experiences, IDPs, relatives of military personnel, people with disabilities). Contact persons support the organization of sessions, check attendance, and invite participants; they are supported in this by the «Creators of Concord» staff. If available, the contact person supports the creation of adapted sessions from the «Supportive Meetings» that meet the needs of participants, using this program.

Target audience of the program

The program is designed for teachers, homeroom teachers, practical psychologists, social workers in educational institutions of various types and forms of ownership, and parents. The material can also be used for adolescents aged 14 and over, or, with some adaptation, for children aged 10 and over.

Program structure

The program consists of eight 90-minute modules. Each module has its own structure and reveals the content of key concepts: communication, emotional competence, stress, first psychological aid, resilience, resources, inner confidence. In addition, each module includes a practical part, which presents accessible exercises and techniques for developing practical skills, ways of self-regulating emotional states, restoring one's own resources, techniques of effective communication, building resilience, and regulating stress.

Modules

Module I:

INTRODUCTION. CREATING A SUPPORTIVE ATMOSPHERE AND CIRCLE OF TRUST

- Icebreaking techniques
- Structure of a training session

Module II:

MECHANISMS OF EFFECTIVE COMMUNICATION AND INTERACTION

- The concept of communication and its components.
- Practical advice on effective communication.
- Developing active listening skills.

Module III:

EMOTIONS AND FEELINGS. WHAT IS EMOTIONAL MANAGEMENT?

- Understanding of «sensation», «emotion», «feeling»
- Emotion identification
- Techniques of emotional self-regulation and self-observation
- The relationship between emotions, physical manifestations, and well-being

Module IV: STRESS AND WAYS TO MANAGE IT

- The concept of stress and its symptoms
- Sources of stress factors
- Stress levels and stress resistance
- Stress management techniques



Module V:

FIRST PSYCHOLOGICAL AID TO YOURSELF AND OTHERS

- First psychological aid and its features.
- Algorithm of actions when providing first psychological aid to oneself and others.
- Practice of first psychological aid.
- Emotional regulation
- Mental health and emotional regulation techniques

Module VI:

RESILIENCE AS A STRENGTH FOR OVERCOMING CHALLENGING SITUATIONS

- The structure of resilience
- Daily self-support exercises
- Improving psychological well-being.
- Techniques for developing healthy habits.

Module VII:

THE PATH TO RESTORING INNER RESOURCES

- The concept of resources.
- Techniques for restoring resources.
- Increasing resourcefulness.

Module VIII:

SELF-CONFIDENCE. SELF-ESTEEM

- The concept of self-esteem. Components of self-confidence.
- Techniques and exercises to increase self-esteem and self-confidence.
- Exercises to activate brain function
- Filling with new resources

RESULT: After the training cycle, participants will acquire skills in ecological communication, supporting their own and others' psychological health, restoring internal resources, mastering techniques of safe emotional self-regulation, developing healthy habits, and increasing self-esteem. They will be able to implement the principles of ecological communication and pedagogical partnership in schools and educational institutions.

MODULE I
« INTRODUCTION.
CREATING A SUPPORTIVE ATMOSPHERE AND
CIRCLE OF TRUST»
(90 minutes)



Objective: Introduce participants to each other and create a friendly and relaxed atmosphere for the group's future work.

ACTIVITY 0: Overview of the Module Content

DURATION: 10 minutes.

REQUIRED MATERIALS: Flip chart with session tasks, A1 size sheet of paper, colored markers.

PROCEDURE:

1. Facilitators greet the participants and introduce themselves.
2. Participants introduce themselves (if they are not already acquainted).
3. Facilitators introduce the participants to the topic and objectives of the session.
4. Facilitators, together with the participants, create group work rules. To do this, facilitators ask the participants why rules exist in life, then ask them to suggest rules they believe are necessary for the successful work of the entire group during all sessions. A possible question to ask: «What rules are necessary for all of us to ensure that work and communication in the group are always friendly, creative, and productive?» The facilitators discuss all the rule suggestions from the participants, discarding or combining duplicates, and hinting at any rules that haven't been mentioned. They then write all the finalized rules on the A1 sheet of paper.

Note for Facilitators: *To foster a sense of responsibility toward the established rules, it is crucial to create the illusion that each participant is entering into a contract with the entire group. To this end, each participant should sign the A1 with the rules using a marker.*

SESSION OBJECTIVES:

- Get acquainted, learn something new about each other.
- Create a friendly, psychologically comfortable, and trusting atmosphere.
- Get familiar with the training methodology and become accustomed to it

ACTIVITIES:

- | | |
|-----------------------------------|--------------------|
| • «My Mood» | • Warm-up exercise |
| • «Expectations: Flowering Field» | «Repeat after me» |
| • Warm-up exercise «Greeting» | • «Self-Portrait» |
| • «Get Acquainted: This is Me» | • «Compliment» |

ACTIVITIES:

- «Collective Drawing»
- «Reflection»
- «Tea Time»
- «Expectations: Blooming field»

RULES OF GROUP WORK:

- Confidentiality — what happens in the group stays in the group.
- Respect for others' opinions — do not criticize each other.
- Active listening — do not interrupt each other.
- Avoiding off-topic conversations — speak on the subject.
- Turning off all electronic devices (e.g., mobile phones).
- Familiarization with Internal Guidelines for remote «Supportive Meetings» (in case of remote sessions).

Note for facilitators: *It is necessary to ensure in advance that there are enough writing, creative materials, and tea supplies for the entire group, with some extra in reserve.*

ACTIVITY 1: «My Mood»

DURATION: 5 minutes.

REQUIRED MATERIALS: A poster with a feelings meter illustration (Appendix 1 «Feelings meter»), narrow colored stickers, markers/pens.



PROCEDURE:

1. Facilitators greet the participants and introduce themselves.
2. Participants introduce themselves (if they are not already acquainted).
3. Facilitators introduce the participants to the topic and objectives of the session.
4. Facilitators, together with the participants, create group work rules. To do this, facilitators ask the participants why rules exist in life, then ask them to suggest rules they believe are necessary for the successful work of the entire group during all sessions. A possible question to ask: «What rules are necessary for all of us to ensure that work and communication in the group are always friendly, creative, and productive?» The facilitators discuss all the rule suggestions from the participants, discarding or combining duplicates, and hinting at any rules that haven't been mentioned. They then write all the finalized rules on the A1 sheet of paper.

Note for facilitators: If the overall result for the group turns out to be more negative, you can use one or several quick techniques to boost and stabilize the mood before starting the exercises. This activity can also be conducted differently, using, for example, this Google form instead of the feelings meter and stickers:
<https://forms.gle/dH7usAQnNUv7HwvF7>.



ACTIVITY 2: «Expectations: Flowering Field»

DURATION: 5 minutes.

REQUIRED MATERIALS: A poster with an image of a green field, flower-shaped colored sticky notes, pens/markers.



PROCEDURE:

1. Facilitators ask participants to write their expectations for the training on the flower-shaped sticky notes.
2. Participants write their expectations and fold the flowers in half or thirds.
3. Participants then randomly stick their folded flowers onto the poster with the field image.

Note for facilitators: Participants' expectations should be appropriate and realistic.

ACTIVITY 3: Warm-up exercise «Greeting»

DURATION: 5 minutes.

REQUIRED MATERIALS: None.

PROCEDURE:

1. All participants move around the space in a random, chaotic order.
2. When one participant makes eye contact with another, they both stop, greet each other, say their names, and then say, «I'm glad to see you here, [name of the participant who greeted].»



ACTIVITY 4: «Get acquainted: This is Me»

DURATION: 10 minutes.

REQUIRED MATERIALS: Colored pencils/markers, pens, sheets with templates (Appendix 1).



PROCEDURE:

1. Facilitators invite participants to get to know each other better and distribute the templates and writing materials.

2. Each participant fills out the template. Those who finish quickly can decorate their templates.

Once everyone has completed their templates, participants take turns introducing

3. Introducing themselves by sharing their dreams and favorite things such as food, movies, colors, animals, books, etc.

Note for facilitators: Ensure that participants do not go into too much detail or take too long explaining why they like certain things — it's important to stick to the time limit.

ACTIVITY 5: Warm-up exercise «Repeat after me»

DURATION: 5 minutes.

REQUIRED MATERIALS: None.



PROCEDURE:

1. Facilitators and participants stand in a circle. One facilitator demonstrates a movement, and everyone else in the circle repeats the movement clockwise.

2. Then, the participant standing to the left of the facilitator demonstrates a movement, and everyone else follows the movement clockwise.

3. After each participant has shown their movement, facilitators can conduct the exercise using «Brownian motion» — participants move around randomly, and when they cross paths with someone, they repeat each other's movements in pairs.

Note for facilitators: This warm-up can also be done with music—prepare a music device in advance. If the exercise can be carried out continuously to the music, everyone can applaud at the end to celebrate their common dance.

ACTIVITY 6: «Self-portrait»

DURATION: 10 minutes.

REQUIRED MATERIALS: None.



PROCEDURE:

1. Participants sit in a circle. Each person verbally describes themselves, but in the third person. For example: «Nina is a short 14-year-old girl. She has dark hair and green eyes. She wears glasses.» After a brief description of their appearance, they should move on to describing their character traits — mentioning from three and to five traits.

2. Other participants in the group can ask questions to clarify details, but they must also ask about the third person.

Note for facilitators: Monitor the self-description and question-asking process to ensure that questions are relevant, aimed at obtaining additional information, and reflect participants' genuine interest.

ACTIVITY 7: «Compliment»

DURATION: 5 minutes.

REQUIRED MATERIALS: None.



PROCEDURE:

Option 1:

1. All participants and facilitators sit in a circle.
2. The first facilitator, sitting to the right of the second facilitator, starts by giving a compliment to the participant on their right and asks them to give a compliment to the person on their right, and so on.

3. When the last participant in the circle gives a compliment to the second facilitator, the second facilitator thanks them and starts the chain in the opposite direction: giving a compliment to the participant on their left and asking them to give a compliment to the person on their left, and so on.

4. When the last participant gives a compliment to the first facilitator, the first facilitator thanks and suggests everyone applaud to the wonderful group that has gathered today.

Option 2 («Brownian Motion»):

1. Participants move around randomly.

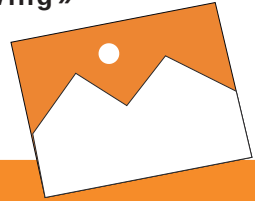
PROCEDURE:

2. Each participant gives a compliment to the person they encounter (ideally, each participant should meet and compliment 5-8 others).

ACTIVITY 8: «Collective Drawing»

DURATION: 15 minutes.

REQUIRED MATERIALS: Colored pencils/markers/paints, water and brushes, A1 sheet of paper.



PROCEDURE:

1. Facilitators provide a single A1 sheet of paper for the entire group.
2. The group agrees on a theme, and each participant chooses one detail to work on.
3. All participants contribute to creating one collective drawing.

ACTIVITY 9: «Tea Time»

DURATION: 10 minutes.

REQUIRED MATERIALS: Tea, coffee, snacks, cups or disposable cups, napkins.



PROCEDURE:

1. Participants sit around a table with snacks and drinks, while the facilitators suggest discussing the process of creating the collective drawing. For example, you could ask:

- «Did you learn anything new about each other from today's activities? Did this knowledge help you decide on the drawing tasks (who would draw which detail)?»
- «Did you feel that drawing was easier and more enjoyable after someone gave you a compliment? Should we incorporate the practice of giving compliments and getting to know each other more? How is this beneficial?»

2. Facilitators can create a specific atmosphere for the tea time by adding a backstory or setting a condition. For example, they might say, «Imagine you've been invited to a royal tea party, or you're inside the most luxurious restaurant in the city.»

ACTIVITY 10: «Reflection»

DURATION: 5 minutes.

REQUIRED MATERIALS: Same as in Activity 1.



PROCEDURE:

1. Facilitators ask participants to identify their mood after the session.
2. Each participant approaches the poster with the feelings meter, finds their sticker with their name, and if their mood has changed, moves the sticker to the appropriate place, optionally explaining the reason for the mood change. If their mood hasn't changed, they leave the sticker where it is.
3. Facilitators observe the feelings meter, analyze, and evaluate the placement of the stickers, then announce the overall result for the group — more positive, neutral, or more negative.

Note for facilitators: *If the overall result for the group turns out to be more negative (especially compared to the beginning of the session), you can use one or several meditative techniques to calm the participants before transitioning to traditions and farewells. This activity can also be conducted differently, using, for example, this Google form instead of the feelings meter and stickers: <https://forms.gle/dH7usAQnNUv7HwvF7>.*



ACTIVITY 11: «Expectations: Blooming field»

DURATION: 5 minutes.

REQUIRED MATERIALS: Materials from Activity 2.



PROCEDURE:

1. Facilitators ask participants: «Did your expectations come true?» «What did you like about the session?»
2. To answer these questions, each participant approaches the poster with the green field, finds their flower, and recalls their expectations. If a participant's expectations were met, they unfold their flower and share their impressions of the session and any wishes they have. If not, they leave the flower folded on the field.

PROCEDURE:

3. After everyone has spoken, facilitators suggest admiring the field and lifting spirits by noticing how most of the flowers on the field have bloomed.

TRADITIONS: 8 hugs and thanks

DURATION: 15 minutes.

REQUIRED MATERIALS: Colored pencils/markers/paints, water and brushes, A1 sheet of paper.



PROCEDURE:

1. At the end of the first session, facilitators introduce participants to a tradition that will be maintained throughout all the training sessions: «We all carry within us a need for stability and security. Certain rituals and traditions serve this function very well. So, the first session is a great opportunity to start a beautiful tradition that will help restore your inner resources and unite you into a true friendly group. This is the tradition of hugs and expressing gratitude to each other. Why this particular tradition? Listen to these interesting facts:

- Hugs evoke feelings of trust and safety, making us more confident and open afterward.
- Hugs and gratitude can increase the level of oxytocin, a hormone that helps eliminate feelings of loneliness and anger.
- Long hugs trigger the release of serotonin, the happiness hormone, which lifts your mood and gives you a sense of joy.
- Hugs strengthen our immune system.
- Hugs and gratitude can boost self-esteem by reminding us of our uniqueness.
- Hugs relax muscles, relieve tension and stress, and can even alleviate pain.
- Hugs positively impact the nervous system, calming it and improving emotional well-being.
- Hugs and gratitude teach us to give and receive, as you'll feel better in either case.
- The effect of hugs is similar to meditation and laughter — they teach us to let go of negativity and enjoy the present moment, helping to unite our hearts, emotions, and breath.
- The energy exchanged between people when they hug is an investment in their relationships. It fosters compassion and understanding. This is one of those situations where $1+1=3$, as you realize that the whole is greater than the sum of its parts.

PROCEDURE:

This interaction is likely to lead to win-win results.

So, starting from today, we are implementing our tradition. At the end of each session, all participants should move around in 'Brownian motion' and each must meet 8 different participants, hug them, and thank them. You may begin!»

2. Participants carry out the activity and then say their goodbyes.

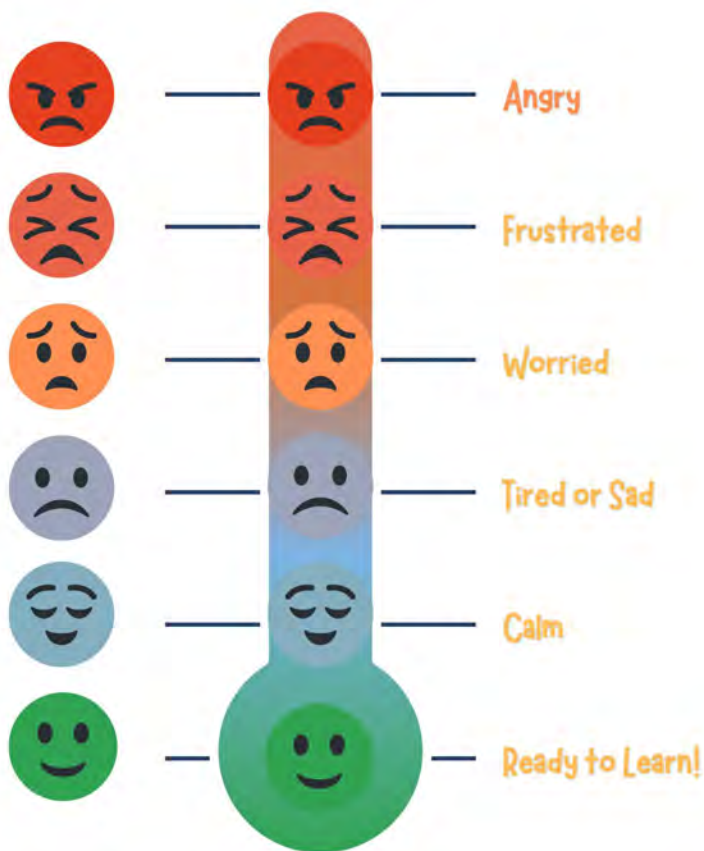
Note for facilitators: *If there are participants who, for any reason, are uncomfortable with hugs, they may shake hands with 8 participants and thank them.*

SKILLS AND COMPETENCIES ACQUIRED BY TRAINING PARTICIPANTS:

- Skills in establishing rapport.
- Skills in creating and maintaining a positive atmosphere.
- Competency in training planning.

Feelings Meter

How are you feeling now?



Everything about me:

I am years old

My friends

I live together with

My birthday

I like to watch:

My favorite occupation:

My favorite:

color:

food:

animal:

Book:

I am good at:

When I grow up I will become a:

MODULE II
« MECHANISMS OF QUALITY COMMUNICATION
AND INTERACTION » (90 minutes)



Objective: To familiarize participants with the concepts of communication and interaction, perception and communication channels, and barriers to effective communication; to discuss the functions of communication and interaction as well as the components of active listening; to teach fundamental communication skills; and to provide advice for effective interaction.

ACTIVITY 0: Introduction to the module content

DURATION: 5 minutes.

REQUIRED MATERIALS: Flip chart with session tasks, flip chart with group activity rules.

PROCEDURE:

1. Facilitators greet the participants and introduce themselves.
2. Participants introduce themselves (if they do not already know each other).
3. Facilitators introduce the topic and objectives of the session, as well as remind the group of the rules for working together.

SESSION OBJECTIVES:

- Familiarize yourself with the concepts of communication and interaction.
- Understand the importance of effective interaction skills.
- Identify what helps and hinders interaction.
- Learn practical steps necessary to acquire effective interaction skills.

ACTIVITIES:

- “My mood”
- “Expectations: Green tree”
- “Interview”
- Interactive mini-lecture “Carousel with barriers: Interaction. Types of interaction. Interaction channels”
- “The power of nonverbal interaction”
- Brainstorming “Active listening. Skills of effective interaction”
- “Reflection”
- “Expectations: Green tree”

RULES OF GROUP WORK:

- Confidentiality — What happens in the group stays in the group.
- Respect for others’ opinions — Do not criticize each other.
- Active listening — Do not interrupt each other.

RULES OF GROUP WORK:

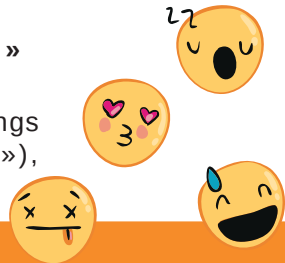
- Avoiding off-topic conversations — Stick to the topic.
- Turning off all electronic devices (e.g., mobile phones).
- Familiarization with Internal guidelines for remote “Support meetings” (in case of remote sessions).

Note for facilitators: *It is necessary to ensure in advance that all handouts and writing and drawing materials are fully prepared (with extra in reserve) and sufficient for the entire group.*

ACTIVITY 1: «My Mood»

DURATION: 5 minutes.

REQUIRED MATERIALS: A poster with a feelings meter illustration (Appendix 1 «Feelings meter»), narrow colored stickers, markers/pens.



PROCEDURE:

1. Facilitators greet the participants and introduce themselves.
2. Participants introduce themselves (if they are not already acquainted).
3. Facilitators introduce the participants to the topic and objectives of the session.
4. Facilitators, together with the participants, create group work rules. To do this, facilitators ask the participants why rules exist in life, then ask them to suggest rules they believe are necessary for the successful work of the entire group during all sessions. A possible question to ask: «What rules are necessary for all of us to ensure that work and communication in the group are always friendly, creative, and productive?» The facilitators discuss all the rule suggestions from the participants, discarding or combining duplicates, and hinting at any rules that haven't been mentioned. They then write all the finalized rules on the A1 sheet of paper.

Note for facilitators: *If the overall result for the group turns out to be more negative, you can use one or several quick techniques to boost and stabilize the mood before starting the exercises. This activity can also be conducted differently, using, for example, this Google form instead of the feelings meter and stickers:*
<https://forms.gle/dH7usAQnNUv7HwvF7>.



ACTIVITY 2: "Expectations: Green Tree"

DURATION: 5 minutes

REQUIRED MATERIALS: Flip chart with an image of a tree, white stickers shaped like leaves, pens/markers.



PROCEDURE:

1. Facilitators ask participants to write their expectations from the training on the leaf-shaped stickers.
2. Participants write their expectations on the stickers.
3. Each participant takes turns approaching the flip chart, stating their expectations, and placing their sticker on a branch of the tree.

Note for facilitators: Participants' expectations should be relevant and realistic.

ACTIVITY 3: "Interview"

DURATION: 20 minutes

REQUIRED MATERIALS: Pens, markers, paper, Appendix 1.



PROCEDURE:

1. Facilitators ask participants to form pairs and interview each other. Facilitators provide each pair with paper and writing tools.
2. Participants outline two handprints on the paper (either of themselves or their partner). One partner will ask the other questions about their name, age, siblings, job, profession, favorite subject, hobby, favorite music, book, movie, and something personal (e.g., favorite scent), recording each answer on a separate finger of the handprint.
3. Partners switch roles and repeat the interview process.
4. Each participant takes turns approaching the board, attaching the paper with their partner's answers, and introduces their partner to the group using the handprints filled with answers.
5. After all presentations, facilitators lead a discussion with questions such as:
 - What new things did you learn about others?
 - What do we have in common and how are we different?
 - Were you engaging in communication or interaction?
 - What are the differences between communication and interaction?
6. Facilitators provide definitions:

PROCEDURE:

- Communication is the process of exchange of information, experience, values, skills, work results, and activities. The aim is to find common ground and create a sense of community.

- Interaction is when two or more people exchange information. However, interaction also involves exchanging experiences, values, skills, and achievements. The primary aim is the exchange or conveyance of information.

7. Distribute Appendix 1:

8. Facilitators give participants Appendix 1 for further understanding and reference.

ACTIVITY 4: Interactive Mini-Lecture “Carousel with barriers: Interaction. Types of interaction. Channels of interaction”

DURATION: 20 minutes

REQUIRED MATERIALS: Flip chart, markers.



PROCEDURE:

1. Participants divide into 3 groups (e.g., “Oranges,” “Lemons,” “Apples”).

2. Two groups form inner (stationary) and outer (moving) circles, inner circle participants stand facing the outer circle.

3. Facilitators instruct the outer circle participants to move on signal and stop on the next signal. During each stop, one participant from the outer circle interacts with a participant from the inner circle based on thematic scenarios described by facilitators, such as:

- Meeting a person you know but haven't seen for a long time.
- Introducing yourself to a stranger.
- Comforting a frightened child.
- Reuniting with a loved one after a long separation.
- Discussing a raise with a demanding boss.
- Requesting something politely from someone.
- Asking for directions in a foreign country.
- Guiding a blind person to a different location.
- Resolving an issue with an irate customer.
- Meeting a former classmate from ten years ago.

4. The third group acts as observers or creates distractions during interactions, such as walking around the circles, singing, clapping, stomping, or simply observing. Facilitators whisper specific instructions to the third group.

PROCEDURE:

5. After every 2-3 scenarios, rotate the groups. Possible combinations include:

- Inner Circle: "Oranges," Outer Circle: "Lemons," Third Group: "Apples"

- Inner Circle: "Oranges," Outer Circle: "Apples," Third Group: "Lemons"

- Inner Circle: "Lemons," Outer Circle: "Oranges," Third Group: "Apples"

- Inner Circle: "Lemons," Outer Circle: "Apples," Third Group: "Oranges"

- Inner Circle: "Apples," Outer Circle: "Oranges," Third Group: "Lemons"

- Inner Circle: "Apples," Outer Circle: "Lemons," Third Group: "Oranges"

6. After all activities, facilitators lead a brainstorming session with questions such as:

How was your first contact with the conversation partner? What did you notice? Options:

- appearance;
- age;
- gender;
- smell;
- posture;
- gestures;
- language proficiency;
- emotional tone.

Did you perceive the attitude of your conversation partner?

What kinds of interaction did you use? There may be such kinds:

- By the type of relationships between participants: interpersonal, public, mass;

- By the type of means used: verbal (voice), non-verbal (gesture, facial impressions), symbolic (e.g., art).

What barriers to effective interaction did you observe? Here are such variants:

- inattention;
- interruptions;
- inappropriate language;
- dominance in conversation;
- dismissive tone;
- distractions.

What other factors can affect interaction? Variants:

- rush;
- unfavorable environment;
- negative mindset.

What skills are essential for successful interaction? Variants:

PROCEDURE:

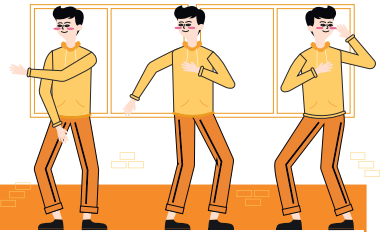
- establishing contact;
- listening;
- asking appropriate questions;
- encouraging clarification;
- understanding unspoken messages;
- regulating emotional tension.

7. Participants speak, and facilitators record responses on the flip chart and develop collective diagrams.

ACTIVITY 5: “The Power of non-verbal interaction”

DURATION: 15 minutes

REQUIRED MATERIALS: Table, chair, flip chart, markers.



PROCEDURE:

1. Facilitators explain to the group that each participant will take turns acting out a specific non-verbal behavior for others to observe. They ask for a volunteer to start the activity.

2. Facilitators assign a non-verbal behavior from the list below to the volunteer and ask them to act it out in front of the group:

- leaning back in a chair with arms crossed;
- leaning forward in a chair;
- smiling;
- frowning;
- yawning;
- nodding;
- resting chin on one hand;
- massaging temples;
- tapping fingers on the table;
- checking a watch;
- looking around the room.

3. After each behavior is acted out, facilitators ask the participants to interpret what the behavior might indicate and how it affects interaction. Facilitators create a table on the flip chart to record possible interpretations of each non-verbal behavior (e.g., “Smiling — indicates support, shows interest in collaboration”).

4. Facilitators compare participants’ responses and interpretations, highlighting that while some non-verbal signals might be universally understood, others can vary in meaning.

PROCEDURE:

5. Facilitators ask participants: "Is non-verbal interaction important?" It's crucial that participants conclude that non-verbal interaction can be as powerful as verbal interaction, sometimes even more so.

They should recognize the importance of facial expressions, hand gestures, and body posture in communication.

Note for facilitators: *If there are many participants, you can ask several participants to perform the tasks instead of just one.*

ACTIVITY 6: Brainstorming "Active listening. Skills for effective interaction"



DURATION: 10 minutes

REQUIRED MATERIALS: Flip chart, markers, Appendices 2, 3, and 4.

PROCEDURE:

1. Facilitators ask participants: "What do you understand by the term 'active listening'?"

2. Participants share their thoughts, and facilitators record these on the flip chart, summarizing that active listening is the ability to focus on what the speaker is saying.

3. Facilitators distribute Appendix 2 and discuss the main stages of active listening with participants.

4. Facilitators ask: "What skills do you think contribute to effective interaction between interlocutors?"

5. Participants provide their opinions, which facilitators record on the flip chart. Facilitators then distribute Appendix 3 and discuss the twelve components of effective interaction.

6. Facilitators ask participants to provide examples of what to avoid to ensure effective interaction at work or in an educational setting.

7. Participants share their ideas, which facilitators record on the flip chart. Facilitators then distribute Appendix 4 and discuss common communication mistakes, allowing participants to add their own examples to Appendix 4.

ACTIVITY 10: «Reflection»

DURATION: 5 minutes.

REQUIRED MATERIALS: Same as in Activity 1.



PROCEDURE:

1. Facilitators ask participants to identify their mood after the session.
2. Each participant approaches the poster with the feelings meter, finds their sticker with their name, and if their mood has changed, moves the sticker to the appropriate place, optionally explaining the reason for the mood change. If their mood hasn't changed, they leave the sticker where it is.
3. Facilitators observe the feelings meter, analyze, and evaluate the placement of the stickers, then announce the overall result for the group — more positive, neutral, or more negative.

Note for facilitators: *If the overall result for the group turns out to be more negative (especially compared to the beginning of the session), you can use one or several meditative techniques to calm the participants before transitioning to traditions and farewells. This activity can also be conducted differently, using, for example, this Google form instead of the feelings meter and stickers: <https://forms.gle/dH7usAQnNUv7HwvF7>.*



ACTIVITY 8: "Expectations: The green tree"

DURATION: 5 minutes

REQUIRED MATERIALS: From Activity 2 (Expectation Tree), green/light green or other colored markers.



PROCEDURE:

1. Facilitators ask the participants: "Did your expectations come true?" and "What did you like about the session?"
2. Each participant approaches the expectation tree on the large sheet of paper. They find their individual leaf and recall their initial expectations. If the participant feels their expectations were met, they color their leaf green/light green (or another color of their choice) and share their impressions of the training along with any feedback or wishes. If their expectations were not met, they leave their leaf blank.
3. After all participants have updated their leaves, facilitators summarize the session.

PROCEDURE:

They explain that just as colors enhance the tree's appearance, nonverbal interactions adds richness and clarity to our interactions. Facilitators express hope that, like the tree, both the participants' communication and the overall quality of their interactions have gained new dimensions and depth.

**TRADITION: 8
hugs and thanks to each other.**



SKILLS AND COMPETENCIES ACQUIRED BY TRAINING PARTICIPANTS:

- Enhanced communication skills.
- Effective communication skills.
- Active listening skills.
- Nonverbal communication skills.

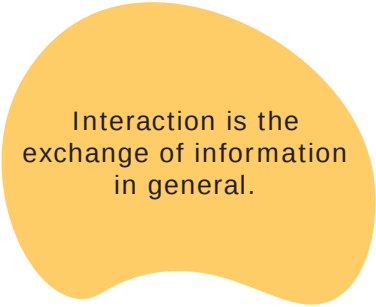
Appendix 1

Communication and interaction



Communication is direct personal engagement, a process of exchanging thoughts, feelings, impressions, and messages

1. It is both practical, material, and spiritual, informational
2. Represents subject-to-subject relations (person-to-person)
3. There is no sender and receiver of messages-there are interlocutors, co-participants in a common endeavour
4. The goal is to find a shared position, to create a sense of unity among people
5. Dialogical, requires equal partners



Interaction is the exchange of information in general.

1. An informational process- transmitting various messages
2. Often represents object-to-subject or subject-to-object relations (person-to-machine, manager-to-subordinate, person-to-animal)
3. The goal is to transmit and receive information
4. Operates in the scheme: sender-receiver
5. Often is monological

Appendix 2

Stages of Active Listening

Stage of Active Listening	Actions of the Listener
1. Non-verbal Support	• Eye contact; • Listening posture; • Nodding; • Verbal acknowledgments (e.g., «Uh-huh,» «Yes»).
2. Shifting Responsibility to the Partner	Use phrases like: • «You think that...»; • «So, you're saying that...»; • «You believe that...».
3. Formulating the Content of the Statement	Exclude personal emotions and judgments. Focus on accurately understanding the content.
4. Getting the Partner's Agreement After Interpretation	Use phrases like: • «Did I understand correctly?»; • «Is that right?»; • «Did I miss anything?».
5. Showing Your Attitude Towards What Was Heard	• Emphasize that it's your personal opinion. • Express views only about the words, not the person.
6. Expressions of Empathy	• Empathic understanding of the partner's feelings (e.g., «You feel...»); • Empathic understanding of the context (e.g., «When you see...»); • Empathic understanding of needs related to the feelings (e.g., «Because you would like...»); • Empathic understanding of desired actions, phrased positively (e.g., «And you would like to...»).
7. Expressing Your Own Opinion on the Matter from a «I» Position	• Share your own feelings (e.g., «I feel...»); • Express what you see/hear/feel related to your feelings (e.g., «When I see...»); • Share the needs related to your feelings (e.g., «Because I was hoping...»); • Express desired actions, phrased positively (e.g., «And I would like to...»).

Appendix 3

A Dozen Components of Effective Communication

Advice for Effective Communication	Explanation
1. Remember the person's name.	A person's name is often the most pleasant sound for them. Remember it and use it throughout the conversation to create a personal connection.
2. Avoid making hasty judgments.	Approach the person without biases, aiming to understand them. Avoid labeling them with stereotypes, as this limits your perception and understanding.
3. Maintain eye contact.	Don't be afraid to look into the person's eyes. Eye contact can convey much more than words and helps establish a deeper emotional connection.
4. Listen more than you speak.	Allow the person to express themselves fully. Many people don't listen well, so being an engaged listener can make you stand out as a great conversationalist.
5. Ask clarifying questions.	Keep the conversation flowing by asking clarifying questions. Your interest will encourage the person to open up more and provide additional insights.
6. Be open to new ideas.	Even if you disagree with some of the other person's opinions, try to consider the possibility that they might be right. This helps you avoid being overly rigid.
7. Speak vividly.	When you speak, aim to paint a picture for your listener. Use descriptive language to make your communication more engaging and interesting.
8. Avoid discussing others.	Avoid criticizing or gossiping about others. Such topics quickly drain conversational energy. Instead, focus on more meaningful and interesting subjects.
9. Don't complain.	Don't dwell on your problems. Complaints can deplete the energy of a conversation. Focus on positive and constructive discussions instead.
10. Share good news.	Find something that can please or entertain your partner. This could be pleasant news or a small present to mark your meeting.
11. Smile.	A smile enhances your appearance and makes interactions more pleasant. Use it appropriately when meeting or saying goodbye to others.
12. Be yourself.	The most important rule is to be yourself in communication. Authenticity attracts people and makes you more interesting to others.

Appendix 4

Common Communication Mistakes

Mistake	Advice
1. Criticism.	Avoid criticizing either the person you're speaking with or their ideas until you fully understand their perspective.
2. Defensive Reaction.	Don't feel you need to agree with everything the other person says just to appear as an active listener.
3. Debate.	Avoid trying to assert your superiority by questioning or disputing every point made by the other person.
4. Unsolicited Advice.	Refrain from offering advice unless it's explicitly requested, no matter how eager you might be to help.
5. Focusing on Yourself.	Don't steer every response to reflect your own experiences, opinions, or interests. This can make it seem like you're more interested in dominating the conversation than in listening.

MODULE III
«EMOTIONS AND FEELINGS.
WHAT IS EMOTIONAL MANAGEMENT?»
(90 minutes)



Objective: To create conditions for verbal and non-verbal expression of participants' emotions; to identify their emotional competence; to familiarize participants with the concepts of «emotions», «feelings», and «sensations» and the differences between them; to introduce stereotypical emotions and their combinations; to help participants build a broad vocabulary for verbal expression of emotions; to develop the ability to perceive one's own and others' emotions through non-verbal cues; to teach techniques for identifying and managing emotions to understand the emotions of others and improve personal well-being; to foster awareness of the close connection between emotions and physical manifestations, and to properly understand emotional management and take responsibility for personal emotional reactions (enhancing emotional self-awareness).

ACTIVITY 0: Introduction to the module

DURATION: 5 minutes.

REQUIRED MATERIALS: Flipchart with session objectives, poster with group rules.

PROCEDURE:

1. Facilitators greet the participants and introduce themselves.
2. Participants introduce themselves (if they are not already familiar).
3. Facilitators introduce the participants to the topic and objectives of the session, and remind them of the group rules.

SESSION OBJECTIVES:

- Familiarize with the concepts of «sensations», «emotions», and «feelings.»
- Learn the basic techniques for identifying emotions.
- Understand what true emotional management is, and enhance one's emotional competence.
- Explore the primary emotions according to different classifications and identify as many other emotions as possible.
- Learn to recognize key emotions and their physical manifestations in oneself and others.
- Understand the close connection between emotions, physical manifestations, and well-being.
- Release emotions and fill oneself with positive energy.

ACTIVITIES:

- «My Mood»
- «Expectations: Ships»
- «Group Drawing»
- Interactive mini-lecture «Emotions Vocabulary»
- Warm-up «Let's Switch Places»
- Mini-lecture «Emotional Competence»
- «Emotion Identification»
- «Emotional Barriers»
- «Phantom»
- Interactive mini-lecture «Emotional Arithmetic or Robert Plutchik's 'Wheel of Emotions'»
- «Reflection»
- «Expectations: Ships»

RULES OF GROUP WORK:

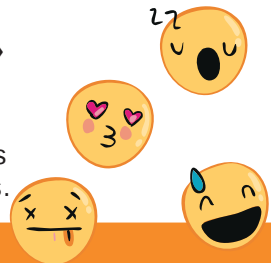
- Confidentiality — what happens in the group stays in the group.
- Respect for others' opinions — no criticism of each other.
- Active listening — no interrupting.
- Staying on topic — avoid side conversations.
- Turn off all electronic devices (e.g., mobile phones).
- Familiarize yourself with the internal guidelines for remote methods of «Supportive Meetings» (in case of remote sessions).

Note for facilitators: Ensure in advance that all handouts and writing and drawing materials are fully prepared (with extra in reserve) and sufficient for the entire group.

ACTIVITY 1: «My Mood»

DURATION: 5 minutes.

REQUIRED MATERIALS: A poster with a feelings meter illustration (Appendix 1 «Feelings meter»), narrow colored stickers, markers/pens.



PROCEDURE:

1. Facilitators greet the participants and introduce themselves.
2. Participants introduce themselves (if they are not already acquainted).
3. Facilitators introduce the participants to the topic and objectives of the session.
4. Facilitators, together with the participants, create group work rules.

PROCEDURE:

To do this, facilitators ask the participants why rules exist in life, then ask them to suggest rules they believe are necessary for the successful work of the entire group during all sessions. A possible question to ask: «What rules are necessary for all of us to ensure that work and communication in the group are always friendly, creative, and productive?» The facilitators discuss all the rule suggestions from the participants, discarding or combining duplicates, and hinting at any rules that haven't been mentioned. They then write all the finalized rules on the A1 sheet of paper.

Note for facilitators: *If the overall result for the group turns out to be more negative, you can use one or several quick techniques to boost and stabilize the mood before starting the exercises. This activity can also be conducted differently, using, for example, this Google form instead of the feelings meter and stickers:*
<https://forms.gle/dH7usAQnNUv7HwvF7>.



ACTIVITY 2: «Expectations: Ships»

DURATION: 5 minutes.

REQUIRED MATERIALS: A poster depicting the sea and two shores, with the left shore labeled «Shore of Hopes» featuring cliffs, cacti, etc., and the right shore labeled «Shore of Realized Expectations» featuring flowers, birds, etc. (fig. 2), ship-shaped stickers, markers/pens.



PROCEDURE:

1. Facilitators ask participants to write their expectations for the training on the ship-shaped stickers.
2. Participants write down their expectations and place their ships near the Shore of Hopes.

Note for facilitators: *Participants' expectations should be appropriate and realistic.*

ACTIVITY 3: «Group Drawing»

DURATION: 10 minutes.

REQUIRED MATERIALS: A poster no smaller than A1 size, colored pencils/ markers and paints, water, and brushes.



PROCEDURE:

1. Facilitators give the group a single large poster and drawing materials, and ask participant to draw their mood on the poster. This can be something specific (rainy weather, a storm warning, the sun, a flower, etc.) or abstract — just lines, shapes, or different colors.

2. Each participant draws their mood on the poster and signs their name under their drawing.

3. After completing the activity, each participant takes turns introducing themselves and, if they wish, explaining the meaning of their drawing.

4. Facilitators lead a discussion by asking participants questions such as:

- What new things did you learn about others?
- What interesting insights did you discover?
- What thoughts come to mind when you look at the group drawing?
- How do you think one person's mood influences others?
- Do you think it's possible to learn how to manage your own mood?

5. After the discussion, the facilitators summarize the activity with a statement like:

«Not only did we get to know each other in a creative way, but we also started aligning with the topic of the training. Today's session is dedicated to emotions and feelings, and managing your mood is an essential part of emotional competence. Mood arises from our inner world and colors the moments we experience. The knowledge of psychology gained from today's session can help you better understand yourself and others, manage your emotions, diversify your life, and improve its quality.»

Note for facilitators: *The primary goal of this activity is to create a relaxed and friendly atmosphere within the group, fostering interaction and setting the tone for the training, rather than evaluating the participants' artistic skills. Every participant should be praised for their drawing.*

ACTIVITY 4: Interactive Mini-Lecture «Emotion Vocabulary»

DURATION: 15 minutes.

REQUIRED MATERIALS: Appendix 1 «Ten Basic Emotions (by K. Izard)», flipchart, two colored markers.



PROCEDURE:

1. Facilitators address the participants with the following statement:

«The first step in developing emotional competence is recognizing the presence of an emotion at a given moment in life and understanding it. Sometimes a person can experience two or more emotions simultaneously. Recognizing an emotion precedes expressing it. It can sometimes be difficult to articulate your emotions and find the right words, even though it may be very important. That's why a sufficient vocabulary is always needed to describe emotions and feelings. Let's create a special vocabulary — a vocabulary of emotions and feelings.»

After this, participants are divided into two teams (e.g., «Sweet» and «Spicy» based on their food preferences). Facilitators then conduct a brainstorming session in which the teams compete to recall as many words as possible that are used to describe emotions and feelings.

2. Participants share their thoughts, while facilitators write down all negative emotions using one color of marker and positive emotions using another color on the flipchart for the «Emotion Vocabulary».

3. Facilitators distribute Appendix 1 to the participants, discuss it, and compare the emotions participants mentioned during the brainstorming session with the list of basic emotions by K. Izard.

4. Facilitators lead a discussion, asking participants questions such as:

- Why do we usually recall more unpleasant than pleasant emotions and feelings?
- Which emotions drain a person and take away their energy?
- Which emotions, on the contrary, energize and give strength?
- Which emotions can we consider the primary ones?

ACTIVITY 5: Energizer «Let's Switch Places»

DURATION: 5 minutes.

REQUIRED MATERIALS: Chairs, one fewer than the number of participants.



PROCEDURE:

1. Participants arrange the chairs in a circle, with one participant standing in the center, acting as the first leader.

2. The leader asks participants to switch places if they perform certain actions when feeling specific emotions. For example:

- «Switch places if, when you're angry, you slam doors.»
- «Switch places if, when you're hurt, you avoid eye contact.»
- «Switch places if, when you're happy, you want to hug the world.»

3. Participants who identify with these emotional reactions must quickly stand up and switch places. During this process, the leader tries to claim one of the vacant seats. The person left standing becomes the new leader.

4. After most or all participants have had a turn as the leader, facilitators lead a discussion with questions such as:

- Which emotional reactions are most common among you?
- Is there a connection between emotions and actions?

Note for facilitators: Encourage participants to justify their responses. The final question should lead into the next activity.

ACTIVITY 6: Mini-Lecture «Emotional Competence»

DURATION: 10 minutes.

REQUIRED MATERIALS:

Appendix 2 «Sensations. Emotions.
Feelings. Emotional Competence.»



PROCEDURE:

1. Facilitators initiate a discussion with the participants by asking questions such as:

- What are sensations, and why do we need them?
- Why do we react with disgust to unpleasant smells, and why does a loud sound often evoke caution or fear?
- What other sensory experiences and emotional reactions can you name?
- What else, in your opinion, can influence the formation of emotions? (For example, memories, experiences, environment, etc.)
- Are emotions stable? Besides humans, who else experiences emotions?
- What do you think are the mechanisms behind the emergence of emotions and what may be associated with them?
- What do you think emotional management means?
- What are feelings, and how do they differ from emotions?

PROCEDURE:

2. Facilitators distribute Appendix 2 and guide the group through its content, discussing the key points.

Note for facilitators: Avoid delivering the content as a traditional lecture. Instead, try to create an environment where participants generate answers themselves. Their responses may differ from the provided information, but that's fine as long as they are reasoned. You don't need to present all the information given in the appendix — participants can review some sections on their own, depending on the time available and the group's capacity to absorb new information.

ACTIVITY 7: «Emotion Identification»

DURATION: 5 minutes.

REQUIRED MATERIALS:

Appendix 3 «Emotions According to Aristotle,» paper, markers, pens.



PROCEDURE:

1. Facilitators distribute paper and markers to the participants and ask them to draw the 6 basic emotions according to Aristotle: joy, surprise, sadness, anger, fear, and disgust.

2. Participants draw the emotions.

3. Facilitators compare the drawn emotions with the sample (Appendix 3) and lead a discussion by asking questions such as:

- Which illustrations more accurately represent each emotion?
- Are there similar facial expressions for positive and negative emotions?
- Do all the drawings of emotions match?

4. Participants add any necessary facial reactions to their drawings (if needed).

Note for facilitators: The last question should serve as a basis for the next activity.

ACTIVITY 8: “Emotional Barriers”

DURATION: 5 minutes.

REQUIRED MATERIALS: None.



PROCEDURE:

1. The facilitators ask participants about cultural traditions related to the expression of emotions in different nations. After collecting responses, they request participants to perform a short theatrical presentation.

2. Participants are divided into two teams (for example, “Hot” and “Cold”). One team is tasked with demonstrating certain emotions, while the other team is to show reactions to those emotions. The facilitators will name specific emotions and certain nationalities—for example, joy, failure, irritation—related to English, Italian, German, Ukrainian, Japanese people, etc.

3. The teams perform their tasks, switching roles each time.

4. Facilitators lead a discussion by asking participants questions such as:

- Different nations have varying cultural traditions concerning emotions — what do you think this is related to?
- What consequences might arise within a family, team, or society if emotions are not understood?
- What could result from “emotional deafness”?
- What should be done to learn to understand the emotions of others?

Note for facilitators: It is advisable to form new teams for this activity, different from those in the “Emotional Dictionary” activity, to avoid creating fixed groups.

ACTIVITY 9: “Phantom”

DURATION: 15 minutes.

REQUIRED MATERIALS: Flipchart, markers, Appendix 4 “Phantom” (minimum size A3), Appendix 5 “Emotional Expression through Physical Reactions and Colors,” colored pencils/markers, pens.



PROCEDURE:

1. The facilitators divide participants into two new teams (for example, “Fun” and “Relaxation” — to emphasize that these are not the same) and ask them to think about where and how emotions manifest in the body. Facilitators write a list of emotions on the flipchart: curiosity, joy, surprise, disgust, contempt, sadness, guilt, anxiety, anger, shame, fear, despair — distribute colored pencils/markers and Appendix 4 (one per team), and ask the teams to color in the body outline, marking the areas that respond to different

PROCEDURE:

emotions with specific colors. For example: joy — yellow — heart, head, lungs.

2. Each team colors the body outline, reaching a consensus on what the physical reactions and colors should be for each emotion.

3. Representatives from each team present their coloring, explaining how each colored area of the body reacts to specific emotions.

4. Facilitators compare the two images with all participants and discuss them by asking questions such as:

- Which parts of the body react the most to fear, sadness, anger?
- What do you think happens if these emotions are experienced frequently?

- Where is joy located, and how does it affect the body?

- Why do you think this exercise is called “Phantom”?

5. Using the information from the participants' images, facilitators add to the flipchart the physical reactions and colors for each emotion as described by the participants.

6. Facilitators then distribute Appendix 5, discuss it with the participants, and compare it with the chart created during the activity.

7. Facilitators conclude by noting that while one may not believe in the existence of an aura and its colors, it is evident how emotions affect the body and, consequently, what diseases they may cause. Therefore, the connection between emotions and health cannot be denied. However, not all illnesses should be solely attributed to emotional causes.

Note for facilitators: *Ensure that during the creation of the chart, participants in the teams reach understanding and compromise. The chart created by the participants may differ from Appendix 5 — this is acceptable if participants can explain their choices.*

ACTIVITY 10: Interactive Mini-Lecture “The Arithmetic of Emotions, or Robert Plutchik’s ‘Wheel of Emotions’”

DURATION: 10 minutes.

REQUIRED MATERIALS: Flipchart, markers, Appendix 6 “Robert Plutchik’s ‘Wheel of Emotions’,” Appendix 7 “Emotion Combinations,” Appendix 8 “The Arithmetic of Emotions,” colored markers/pens.



PROCEDURE:

1. Facilitators distribute Appendices 6 and 7 to the participants, introduce the information contained in them, and ask if the participants agree with the provided examples.

2. Participants express their opinions and then form pairs or small groups.

3. Facilitators distribute Appendix 8 to each pair or group and ask them to add any options they think are missing, as well as to correct any suggestions if they disagree. For example, why does “Trust + Sadness = Compassion”? Maybe “Sentimentality” or “Nostalgia” would be more appropriate?

4. Participants work on Appendix 8.

5. Facilitators lead a discussion, asking participants questions such as:

- How does your version differ from the existing one? Why do you believe it is a better fit?
- Why do you think the author of the table chose a different word? What considerations might have influenced their choice? What meaning did they intend?

6. Facilitators ask participants to recall an emotion that is not included in the table and consider questions such as:

- Where would be the best place to insert it?
- How does this emotion differ from others? Is it in intensity? In the object it is directed at? Or something else?

7. Facilitators conclude by noting that this activity has helped everyone gain a better understanding of the world of emotions, allowing not only a better understanding of others' emotions but also a deeper awareness of one's own. To further enhance their understanding of emotions, facilitators suggest that participants start keeping an emotion journal using Robert Plutchik's “Wheel of Emotions.” They should allocate time 2 to 5 times a day to record the emotions they are experiencing, how these emotions affect their physiological state, and what they can do to help themselves.

ACTIVITY 11: «Reflection»

DURATION: 5 minutes.

REQUIRED MATERIALS: Same as in Activity 1.



PROCEDURE:

1. Facilitators ask participants to identify their mood after the session.

PROCEDURE:

2. Each participant approaches the poster with the feelings meter, finds their sticker with their name, and if their mood has changed, moves the sticker to the appropriate place, optionally explaining the reason for the mood change. If their mood hasn't changed, they leave the sticker where it is.

3. Facilitators observe the feelings meter, analyze, and evaluate the placement of the stickers, then announce the overall result for the group — more positive, neutral, or more negative.

Note for facilitators: *If the overall result for the group turns out to be more negative (especially compared to the beginning of the session), you can use one or several meditative techniques to calm the participants before transitioning to traditions and farewells. This activity can also be conducted differently, using, for example, this Google form instead of the feelings meter and stickers: <https://forms.gle/dH7usAQnNUv7HwvF7>.*



ACTIVITY 12: "Expectations: Ships"

DURATION: 5 minutes.

REQUIRED MATERIALS: From Activity 2.

PROCEDURE:

1. Facilitators ask: "Have your expectations been met?", "What knowledge have you gained today?", "Will you use this knowledge in your daily life?"

2. To answer these questions, each participant takes turns approaching the poster with the sea, finds their ship, and recalls their expectations. If the participant's expectations have been met, they move their ship from the shore of hopes to the shore of fulfilled expectations, sharing their impressions of the training and expressing their wishes. If expectations have not been met, the participant moves their ship closer to the shore of hopes or even leaves it there.

3. After all participants have spoken, facilitators summarize that everyone is navigating the sea of knowledge in life. The shore reached today may become the shore from which participants embark on a new journey towards new knowledge, new experiences, and, of course, new emotions and feelings.

**TRADITION: 8
hugs and thanks to each other.**



SKILLS AND COMPETENCIES ACQUIRED BY TRAINING PARTICIPANTS:

- Emotional identification skills
- Body awareness skills for emotions
- Emotion regulation skills
- Self-observation skills for one's own emotions
- Enhanced emotional competence and self-reflection competence

Appendix 1 «Ten Basic Emotions (According to K. Izard)»

Ten Basic Emotions (According to K. Izard)

1. Interest (Curiosity) — an emotional manifestation of a person's cognitive needs, the basis for creativity, which is expressed through an attitude towards the new, motivating and increasing productivity. Interest in people helps to establish and maintain good relationships.

2. Joy — an emotional expression of happiness. Joy facilitates social interactions and restores energy.

3. Surprise (Astonishment) — a sudden increase in nervous stimulation that arises from unexpected events. This emotion appears and disappears quickly. It promotes immediate orientation of all cognitive processes towards the object that caused the surprise and is aimed at survival.

4. Anger — a turbulent reaction to the restriction of autonomy, accompanied by a state of chaos. When a person begins to understand that their autonomy is threatened, they quickly focus on how to eliminate the unwanted intrusion that caused the chaos. Anger mobilizes the energy needed for a person to protect themselves, defend their freedom, and overcome obstacles. In a social environment with the development of consciousness, a person rarely manifests this energy physically, instead symbolically attacking problems. However, bitter experience still shows that after a burst of anger, there is a long period of «rephrasing» the situation when a person thinks, «I could have said this,» «Why didn't I do that...».

Types of anger manifestations include:

- Constant state of mind (such a person is called angry).
- Hidden anger that is not demonstrated.
- Resentment — also internal anger.
- Anger as a burst of fury expressed in rude, impolite words and actions.
- Grudges.

5. Grief (Suffering) — a reaction to a life loss, accompanied by a feeling of emptiness. This emotion helps a person realize the significance of those they love and also unites people.

6. Disgust — one of the emotional and sensory reactions of a person to something unpleasant to taste. Disgust, revulsion, contempt, and disdain are expressed through facial expressions and gestures that show rejection or distancing from the unpleasant object, a desire to get rid of someone or something.

7. Contempt (Disdain) — the most toxic emotion. Not everyone can admit even to themselves that they are experiencing the emotion of contempt or disdain. L. Stewart describes contempt/disdain as “a function of evaluation when we consider others or ourselves as inferior.

These emotions have a huge potential that forces us to reassess our attitude towards ourselves and our relationships with others.”

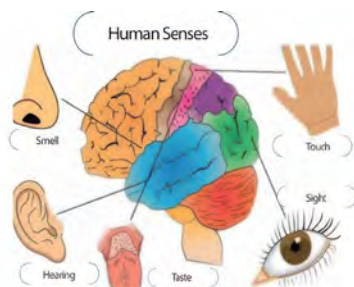
8. Shame — an emotion that arises when a person performs actions that contradict moral norms. This emotion is felt as burdensome worry, dissatisfaction with oneself, condemnation of one's behavior. Feelings of shame also arise when recalling a humiliating act committed in the past. Shame is the emotion that is most difficult for us to allow ourselves to live through. Therefore, sometimes people mask this emotion with others.

9. Guilt — an emotion similar to shame as it also arises from a discrepancy between expected and actual behavior. However, shame can arise from any mistakes, while guilt arises from violations of a moral or ethical nature, especially in situations where the person feels particular responsibility.

10. Fear — an emotion that arises in situations of real or anticipated harm, threats to biological or social existence, and also a reaction to the unknown. The emotion of fear, based on the instinct of self-preservation, helps to mobilize the body's resources and make quick decisions about rescue: to flee or attack. The feeling of fear can range from unpleasant anticipation to terror.

Appendix 2: «Sensations. Emotions. Feelings. Emotional Competence»

1. **Sensory perception** of the world is given to us by sensations. *Sensations* are our experiences that arise through the sensory organs, of which we have five primary ones. Sensations can be *visual, auditory, tactile, gustatory, and olfactory (smell)*. Sensations are straightforward: stimulus — receptor — sensation. Through sensory data and memories, the brain generates new concepts to stimulate corresponding emotions and behaviors.



2. **Emotions** are our immediate reactions to what is happening around us. Emotions constantly appear and disappear, manifesting at an animalistic level — since animals also have emotional responses. Thus, emotions are mental states and processes in humans and higher animals. Researchers identify from four to ten primary (or basic) emotions.

Aristotle proposed six basic emotions: *joy, surprise, sadness, anger, fear, and disgust*. According to K. Izard, there are ten fundamental emotions: *interest, joy, surprise, anger, grief, disgust, contempt, fear, shame, and guilt*. Emotions, thoughts, and bodily reactions are so interconnected that the emotion can be identified through thoughts and/or bodily sensations (sweating, changes in breathing rhythm), as well as physical manifestations (clenched fists, gritted teeth, trembling voice, hands on hips, slowed or quickened speech). This process is illustrated by the following scheme of emergence of emotions in the human body:

Interoceptive sensations signal the state of internal processes, making them particularly important in the creation of emotions by the brain, as they often influence our health or survival. In general, all emotions «predict» what the body needs to first preserve life and then quickly satisfy its needs. This is why we need *emotional competence* — *the understanding of which emotions are generated by our brain and why. This allows us to consciously choose an effective expression of emotions (including behavior) rather than suppressing them* (blocking natural brain mechanisms).

Suppressing and failing to identify our emotions can lead to emotional insensitivity towards others, making it impossible to create comfortable relationships. Therefore, *only by being aware of our own*

Changes

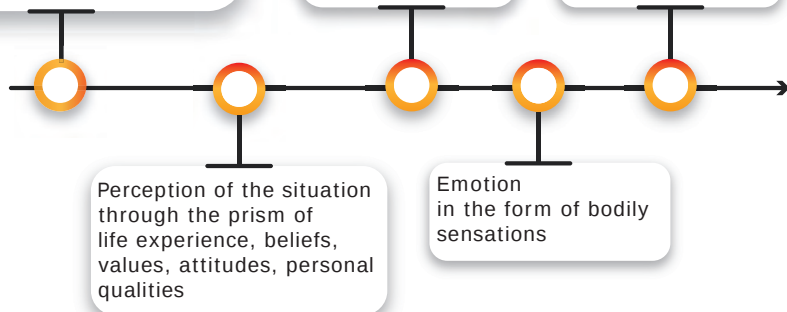
In the physical space
(sunrise or bright headlights in the dark)

In the social environment
(words of support or a sharp comment from a colleague)

Interoceptive — within a body
(high blood pressure or thirst)

Evaluation and interpretation of the situation through thoughts (rational and irrational)

Physical manifestations (facial expressions, movements, words, actions)



emotions we can learn to understand the emotions of others, as well as the reasons behind them. However, the awareness of emotion and the living through it are different processes, though they influence each other. Experiencing an emotion may not always be correctly directed. *If you acknowledge the presence of emotions, identify them, and express them correctly, you can achieve true emotional regulation:* not by suppressing emotions, but by interacting effectively with others and your inner world.

Thus, a key step in managing emotions is identifying them. To identify your own emotions, there is a *technique that involves recognizing emotions based on bodily reactions and thoughts*:

1. Identify and acknowledge the presence of an emotion.

It is important to learn to catch the moment when you begin to feel an emotion before you start to speak or act.

Sometimes, it may be difficult to even name your emotion.

2. Recognize the emotion on a mental and physical level.

Every emotion generates a unique set of bodily sensations and triggers certain thoughts. So, you can recognize the emotion at the moment of its occurrence by noting the physical reactions, that is, the bodily changes accompanying it, and the thoughts that arise under its influence. Identifying your emotions can also be done using the «Emotion Awareness Scale,» which refers to the levels of a person's ability to differentiate and be aware of their emotional state, where 1 is the lowest level and 7 is the highest. Having a vocabulary of emotions

and being attentive to their bodily manifestations helps to recognize and name experiences. Therefore, when you are upset, anxious, irritated, defensive, frustrated, or stressed, practice identifying emotions through bodily reactions. Explore how your thoughts about the emotion you're experiencing align with your body's signals. Understanding bodily sensations and analyzing thoughts allows you to predict and change your emotional response.

Moreover, *simply being aware of your emotional state can likely transform the emotion that caused it and make it easier to go through. Thus, managing emotions is useful not only for understanding others' emotions but also for learning to calm yourself, evoke a different emotional state* — that is, not suppress natural reactions, but transform them into more constructive and beneficial ones.

This works because our body serves as a conduit for emotions — when we are afraid or worried, it is evident: the body tenses, the head pulls into the shoulders, the shoulders rise, the back hunches.

If emotions affect our body this way, can the reverse be true? Yes, *changing body posture influences emotional states*. Knowing this relationship can help evoke desired emotions. That's why actors, who need to change their internal state quickly, use *techniques to influence their emotions through body positions*:

1. Stand upright, take a deep breath, straighten your shoulders, lift your head, and look straight ahead.
2. Stand like this for a few seconds, say something confidently, even in a commanding tone.
3. Finish the exercise when you feel confidence, strength, and self-worth.
4. Remember this state.
5. Continue to stay in it after the exercise.

3. **Feelings** are also emotions but stable ones: they last for a long time, if not permanently. They arise from long reflections, experiences, and are based on life experience. For example, one may feel a sense of duty to family, devotion to a loved one, or love for one's homeland.

The Scale of Emotion Awareness



Comparison of Emotions and Feelings

Emotions (reactions)	Feelings (attitudes)
Evolved earlier in the process of evolution	Evolved later in the process of evolution
Present in both animals and humans	Mainly present in humans
Linked to situations and events	Linked to objects
Situational and short-term	Stable and long-lasting
Highlight events that matter « here and now »	Highlight phenomena with stable motivational significance
One emotion can manifest in different feelings	One feeling can manifest in different emotions

Appendix 3 «Emotions according to Aristotle»



Surprise



Fear



Joy



Sadness

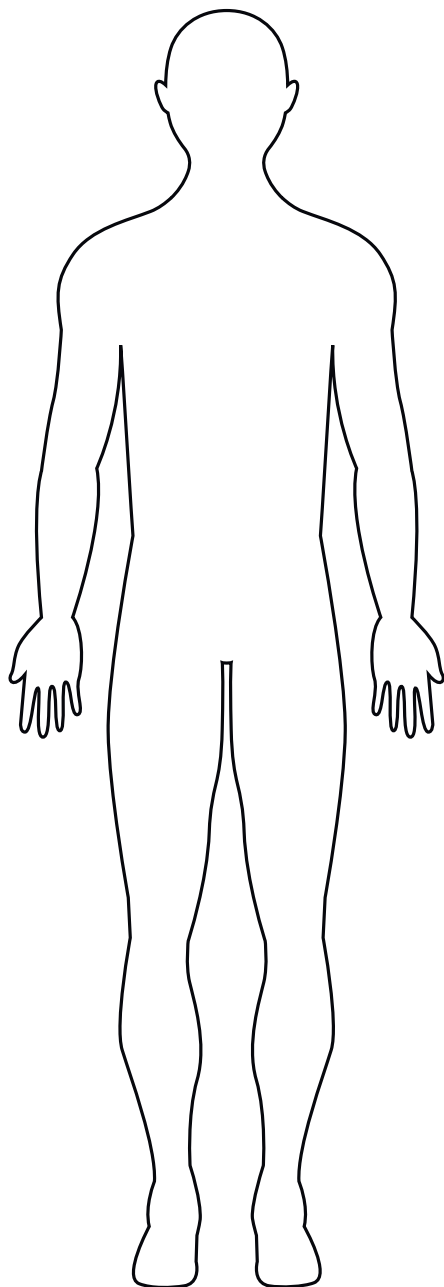


Anger



Disgust

Appendix 4 «Phantom»



Appendix 5 «Manifestation of Emotions through Bodily Reactions and Colors»

Emotion	Bodily Reactions	Colors
Curiosity	Clarity of thoughts, quick movements, focused gaze, precise actions.	Ochre
Joy	Sparkling eyes, smile, whole body filled with energy.	Orange
Surprise	Sudden inhalation, breath catching, widened eyes, possibly increased heart rate.	Light Blue
Disgust	Stomach twisting, feeling of gagging and coughing, nausea; possible aggravation of liver and pancreas issues.	Unpleasant Green
Contempt	Unpleasant taste in the mouth, possible discomfort in the liver.	Blue-Green
Sadness	Distant gaze, slowed speech, frequent sighs, lump in the throat, tightness in the chest, feeling of emptiness in the chest, slouched posture.	Blue
Guilt	Tightness and heaviness in the chest, rigidity, sweating.	Gray-Blue
Anxiety	Restless movements, strong heartbeat, rapid breathing; possible onset or worsening of stomach, intestinal, spleen, pancreas, heart, or vascular diseases.	Purple
Anger	Clenched fists, hands on hips, pounding heart, possibly tight voice, chest spasms, rapid breathing, sweating.	Red
Shame	Feeling of a fiery wave, burning face, paralysis and desire to disappear or sink into the ground.	Burgundy, Brown
Fear	Tense muscles, stiffness, tightness in the stomach, digestive disorders.	Black
Despair (Grief)	Slouched shoulders and head, hunched posture, tightness in the lungs (possibly making them vulnerable to infections), potential repression of tears even when one wants to cry.	Black

Important Note:

One may choose not to believe in the existence of an aura and its colors, but it is impossible to deny the connection between emotions and bodily reactions, which can, in turn, lead to certain illnesses. However, in diagnosing illnesses, one should not solely attribute them to emotions.

Appendix 6 «Robert Plutchik's 'Wheel of Emotions'»

Clinical psychiatrist and psychologist Robert Plutchik (USA) developed the adaptive theory of emotions. He was able to create a clear picture of intrapersonal processes and their associated psychological defenses. Plutchik represented the interconnection between emotions in the form of a «Wheel of Emotions» — a schematic diagram that connects a chain of definitions based on shared concepts.

The diagram depicts emotions in the form of an eight-petaled flower, symmetrically divided into three sectors that demonstrate the intensity of the emotions:

Circle

Central	Middle	Outer
Emotions at their extreme expression (affects)	Basic feelings	Emotions of lower intensity but greater emotional complexity

The further from the center, the lower the intensity of the emotion.

When listing emotions from the center to the outer sector, the progression is as follows:

- Ecstasy — Joy — Serenity;
- Admiration — Trust — Acceptance;
- Terror — Fear — Apprehension;
- Amazement — Surprise — Confusion;
- Grief — Sadness — Pensiveness;
- Loathing — Disgust — Boredom;
- Rage — Anger — Annoyance;
- Vigilance — Anticipation — Interest.

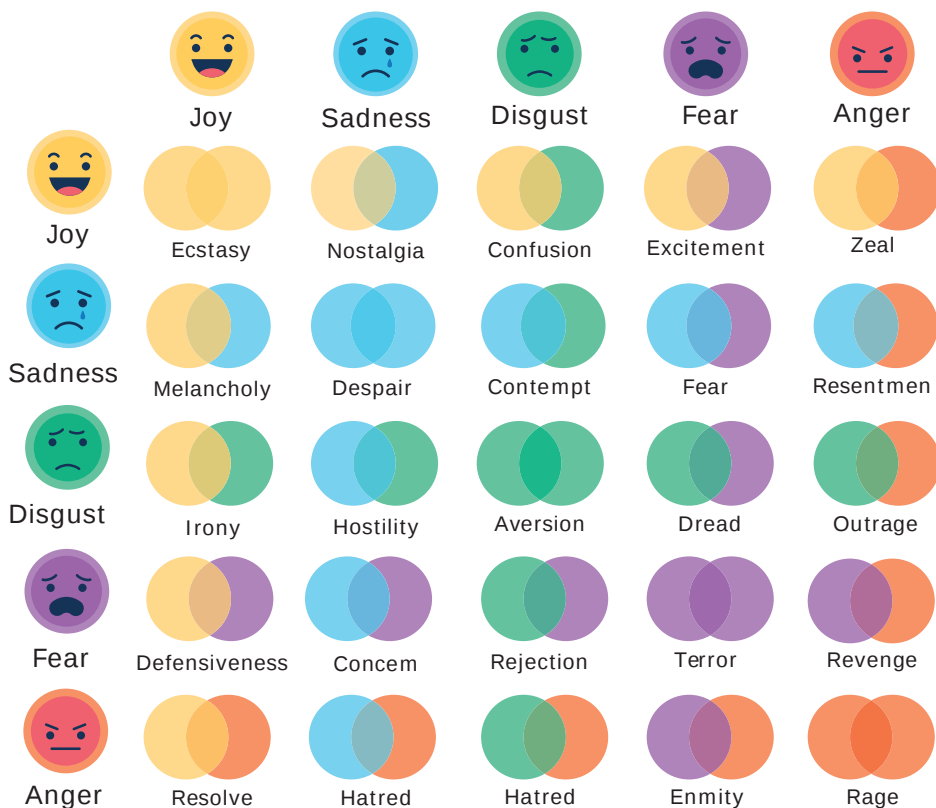
At the intersection of emotions in the outer circle, the following emotional states emerge: hopefulness — love — submission — awe — reproach — remorse — contempt — aggressiveness.

Thus, according to R. Plutchik, all emotions are derived from the basic spectrum (with possible combinations), and each basic emotion has its opposite or antithesis.

« Wheel of Emotions » by Robert Plutchik



Appendix 7: «Combination of Emotions»



Appendix 8: Arithmetics of Emotions

Arithmetics of Emotions

ANGER + ANTICIPATION = ZEAL
 ANTICIPATION + JOY = OPTIMISM
 AVERSION + ANGER = OUTRAGE
 FEAR + AMAZEMENT = CONFUSION
 JOY + TRUST = LOVE
 SADNESS + AVERSION = CONTEMPT
 AMAZEMENT + SADNESS = VEXATION
 TRUST + FEAR = SUBMISSION
 ANGER + JOY = TRIUMPH
 ANTICIPATION + TRUST = HOPE
 AVERSION + ANTICIPATION = CYNICISM
 FEAR + SADNESS = DESPAIR

JOY + FEAR = RISK
 SADNESS + ANGER = ENVY
 AMAZEMENT + AVERSION = SHOCK
 TRUST + AMAZEMENT = CURIOSITY
 ANGER + TRUST = DOMINANCE
 ANTICIPATION + FEAR = ANXIETY
 AVERSION + JOY = UNHEALTHY ATTRACTION
 FEAR + AVERSION = GUILT
 AMAZEMENT + ANGER = OUTRAGE
 TRUST + SADNESS = COMPASSION
 JOY + AMAZEMENT = ENTHUSIASM
 SADNESS + ANTICIPATION = PESSIMISM
 EMOTIONAL ZERO = PEACE

MODULE IV
«STRESS AND WAYS TO MANAGE IT»
(90 minutes)



Objective: To introduce participants to the concept of stress, its stages, symptoms, reactions, and strategies for managing stressful situations. To teach techniques and exercises that will help both adults and children calm down, restore lost energy, and overcome stress related to personal life, work, or war.

ACTIVITY 0: Introduction to the module

DURATION: 5 minutes

REQUIRED MATERIALS: Flip chart with session tasks, poster with group rules

PROCEDURE:

1. Facilitators welcome participants and introduce themselves.
2. Participants introduce themselves (if they are not yet familiar).
3. Facilitators introduce the topic and objectives of the session and remind participants of the group work rules.

SESSION OBJECTIVES:

- Familiarize participants with the concept of stress and its impact.
- Identify sources of stress related to personal life, work, and war.
- Learn to recognize signs of stress and its levels.
- Assess personal stress levels and resilience.
- Master exercises and techniques for stress management.

ACTIVITIES:

- «My Mood»;
- «Expectations: Summer Memories»;
- «What is Stress?»;
- «Safety Cushions»;
- «Stress Management Techniques»;
- «Stress Resilience Recipe»;
- «Reflection»;
- «Expectations: Summer Memories».

RULES OF GROUP WORK:

- Confidentiality — what happens in the group stays in the group.
- Respect for others' opinions — no criticism of each other.
- Active listening — no interrupting.
- Staying on topic — avoid side conversations.
- Turn off all electronic devices (e.g., mobile phones).

RULES OF GROUP WORK:

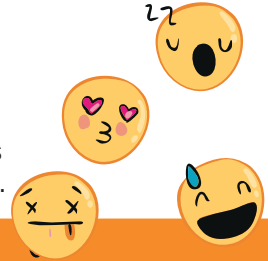
- Familiarize yourself with the internal guidelines for remote methods of «Supportive Meetings» (in case of remote sessions).

Note for facilitators: *Ensure in advance that all handouts and writing and drawing materials are fully prepared (with extra in reserve) and sufficient for the entire group.*

ACTIVITY 1: «My Mood»

DURATION: 5 minutes.

REQUIRED MATERIALS: A poster with a feelings meter illustration (Appendix 1 «Feelings meter»), narrow colored stickers, markers/pens.



PROCEDURE:

1. Facilitators greet the participants and introduce themselves.
2. Participants introduce themselves (if they are not already acquainted).
3. Facilitators introduce the participants to the topic and objectives of the session.
4. Facilitators, together with the participants, create group work rules. To do this, facilitators ask the participants why rules exist in life, then ask them to suggest rules they believe are necessary for the successful work of the entire group during all sessions. A possible question to ask: «What rules are necessary for all of us to ensure that work and communication in the group are always friendly, creative, and productive?» The facilitators discuss all the rule suggestions from the participants, discarding or combining duplicates, and hinting at any rules that haven't been mentioned. They then write all the finalized rules on the A1 sheet of paper.

Note for facilitators: *If the overall result for the group turns out to be more negative, you can use one or several quick techniques to boost and stabilize the mood before starting the exercises. This activity can also be conducted differently, using, for example, this Google form instead of the feelings meter and stickers:*
<https://forms.gle/dH7usAQnNUv7HwvF7>.



ACTIVITY 2: «Expectations: Summer Memories»

DURATION: 5 minutes.

REQUIRED MATERIALS: Poster with an illustration of a green field with flowers (Fig. 2), with at least as many flowers as the number of participants, butterfly-shaped stickers.



PROCEDURE:

1. Facilitators ask participants to write their expectations for the training on the butterfly stickers.
2. Participants write their expectations on the stickers.
3. Each participant, in turn, approaches the poster, announces their expectations, and places the butterfly sticker near the flowers on the green field.

Note for facilitators: Participants' expectations should be relevant and realistic.

ACTIVITY 3: «What is Stress?»



DURATION: 20 minutes.

REQUIRED MATERIALS: appendix 1 «Stress: Its Stages, Signs, Reactions, and Coping Strategies», a flip chart, markers, phones with internet access or Appendix 2 «Stress Level Test» and Appendix 3 «Resilience Test», pens/pencils and calculators (if necessary).

PROCEDURE:

1. Facilitators lead a discussion by asking participants questions such as:
 - Have you experienced stressful situations at work or in your personal life?
 - Have you felt stress due to the war?
 - How did you handle such situations? How did you support yourself?
 - Do you agree that stress can have positive outcomes? Why or why not?
2. After participants share their thoughts, facilitators distribute Appendix 1, discussing the information and answering any questions from the group.
3. Facilitators then provide the following message:

«It's important to remember that any response of the body to extreme stress or traumatic events is a normal reaction to an abnormal situation. Therefore, it's important to monitor changes at each level of life continuity. There are quick self-diagnostic methods to track your psychological state.»

PROCEDURE:

They then offer participants the opportunity to take the stress level test by V. Yu. Shcherbatykh. Facilitators either provide a link to a Google form with the test (<https://forms.gle/XrTNKFFMXaZUdrjb6>) or distribute Appendix 2 along with pens/pencils.

4. Participants independently complete the test, calculate their scores (calculators may be helpful here), and review their results.

5. Facilitators offer participants the opportunity to take the resilience test as well. They provide the group with either a Google form link (<https://forms.gle/Ac5efq4NKsAyyiTY9>) or distribute Appendix 3 with pens/pencils.

6. Participants independently complete the test, calculate their scores (calculators may again be helpful), and review their results.

7. Facilitators encourage participants with the message that regardless of their results, there are quick techniques available to improve their condition. If the situation becomes unmanageable on their own, they can always seek help from a psychologist or psychotherapist.

Note for facilitators: Whenever possible, aim to create an environment where participants provide their own answers rather than delivering information in a lecture format. These answers may differ from the content in the appendix, but this is acceptable as long as the answers are reasoned.

ACTIVITY 4: «Safety Pillows»

DURATION: 10 minutes.

REQUIRED MATERIALS: Paper, colored pencils/markers, pens.



PROCEDURE:

1. Facilitators begin by addressing the participants with the following message:

«We often worry — about both bad moments and good ones. Sometimes, we even get anxious just about the feeling of anxiety itself! When we catch ourselves feeling this way, it's worth directing our inner resources toward something positive. To do this, we can use special exercises to relieve anxiety.» The facilitators then propose one such exercise. They distribute paper, pens, colored pencils/markers, and provide the following instructions:

- Let everyone draw their own «safety pillows» on their sheet of paper. These pillows can represent anything that supports each participant. Each person can have as many pillows as they can

PROCEDURE:

remember. For example, if someone has their own home, that's a safety pillow. If someone has a job, car, savings, friends, or loved ones, they should draw all of these as separate pillows.

- The pillows can be connected to one another or placed separately. However, they should be drawn in a way that the participant can imagine themselves comfortably on top of each one. Arrange the sheet in the most comfortable way for yourself.

- Each pillow should be labeled to ensure clarity on what it represents. You can also color them in different shades.

2. Participants draw and label their safety pillows.

3. Facilitators lead a discussion, asking participants questions like:

- How many pillows do you have?
- Why did you arrange them this way?
- Why did you choose these particular colors?
- What emotions did you experience while drawing?

4. After everyone shares their thoughts, the facilitators conclude by explaining that this drawing should remind participants that, aside from anxiety, there are many other things that support them and bring them positive emotions. And if needed, these «pillows» can help them.

ACTIVITY 5: «Stress Management Techniques»

DURATION: 20 minutes.

REQUIRED MATERIALS: Appendix 4
«Stress Management Techniques.»



PROCEDURE:

1. Facilitators begin by sharing the following information with the participants:

In extreme situations (life crises, emergencies, military conflicts), people experience events emotionally. The full range of reactions — from stupor, fear, anger, exhaustion to euphoria and excitement — are natural defense mechanisms activated by the psyche to survive traumatic experiences. *Therefore, all feelings in such circumstances are normal and natural.* For example, under stress, a person's ability to self-regulate and make logical decisions decreases significantly. To restore emotional balance and calm anxiety, *self-regulation and grounding techniques can be used*, which quickly and effectively calm the nervous system and help regain control over emotions and reactions.

Self-regulation refers to managing one's own emotional state through self-talk, visualization, muscle relaxation, and breathing techniques.

PROCEDURE:

Grounding involves consciously using physical or cognitive techniques to anchor oneself in the present moment through contact with surfaces (walls, floor, chair) or mental exercises.

There are many varieties of these techniques. Most seem simple, but this simplicity is what makes them effective. Breathing exercises, relaxation techniques, and methods to activate the neocortex (the brain's area responsible for sensory perception, motor control, thinking, and speech) are based on neurobiological principles. The only resource required for these techniques is the person themselves.

Breathing exercises are the simplest way to manage intense emotions. They are quick, can be done anywhere, and are adaptable to individual needs. It's important to focus on diaphragmatic breathing. However, it's worth noting that breathing techniques may not work immediately and require repetition.

Important note: All these techniques should be seen as first aid or self-regulation methods during stressful or traumatic events, panic attacks, etc. They are not a substitute for professional help from a psychologist or psychotherapist but can help relieve anxiety and strong emotional tension.

2. Facilitators then teach participants practical techniques for managing stress:

Breathing exercise «Square»

This is one of the simplest techniques for quick calming. It consists of four stages: inhale — pause — exhale — pause, each lasting for 4 seconds.

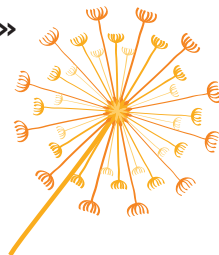
Possible adaptations:

- The number of seconds for each stage can be increased based on individual needs.
- A child can trace a square with their finger on the palm of their other hand while performing the exercise, inhaling or exhaling on the vertical sides and pausing on the horizontal sides.



Breathing exercise «Dandelion»

Imagine holding a fluffy dandelion — an actual object like a pencil can be used for visualization. The goal is to blow on the dandelion to release all the seeds. Take a short, deep breath through the nose and a long exhale through the mouth. All the seeds should blow off in 1–3 tries.



Breathing exercise «Hot Chocolate»

Cup your hands as if holding a small cup. Imagine it's filled with hot chocolate. Count to two while inhaling, as if smelling the chocolate, then count to four while blowing on the cup to cool the drink. Repeat three times.



Breathing exercise «Firefighter»

Rub your hands together energetically until they feel warm. Take a deep breath, then a long exhale, directing the air onto your warm hands to «put out the fire». The fire is extinguished, and stress is relieved!



Tapping exercise «Butterfly»

Form a butterfly by crossing your thumbs and placing your hands on your chest. Tap the chest (just below the collarbones) alternately with each hand, at a rhythm of one tap per second. Continue for 1–2 minutes or until you feel calm.

Possible adaptation:

- You can place crossed hands on your shoulders instead of forming a butterfly and tap at the same pace.



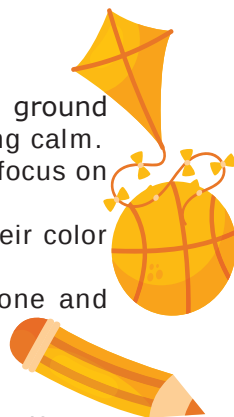
Exercise «5-4-3-2-1»

This technique engages all five senses and helps ground a person by activating the neocortex, quickly restoring calm.

Begin with a deep inhale and a slow exhale. Then focus on the surroundings and count:

- 5 things you can see (name them, describing their color and shape).
- 4 things you can feel (if possible, touch each one and describe their texture and temperature).
- 3 sounds you hear (name them aloud).
- 2 smells you can detect (name them).
- 1 taste you can sense (if possible, eat something; if not, lick your lips).

End by saying something positive to or about yourself.



Exercise «Feather — Statue»

This exercise alternates between extreme muscle tension and relaxation.

First, imagine you're as light as a feather, with every muscle relaxed. Stay in this state for about 10 seconds. Then, tense all your muscles and imagine becoming a statue. Slowly relax, turning back into a feather. Repeat this a few times, ending in the relaxed «feather» state.



PROCEDURE:

3. After the group completes all the exercises, facilitators hand out Appendix 4 so participants can practice these techniques on their own when needed.

ACTIVITY 6: «Resilience Recipe»

DURATION: 15 minutes.

REQUIRED MATERIALS: 2 large sheets of paper, colored pencils/markers, paints, water and brushes, if available — magazines that can be cut up, at least 2 pairs of scissors, 2 glue sticks.



PROCEDURE:

1. Participants are divided into two teams (e.g., «Wombats» and «Capybaras»), and the facilitators distribute the creative materials to them.

2. Facilitators ask participants to reflect on what gives them support during difficult times, what brings them comfort and joy. These can be specific objects or actions (for example, giving a gift to a friend, hugging, going for a walk, etc.). Then, participants are asked to create a «resilience recipe» incorporating these supportive ingredients, designed as a creative product in any format (it doesn't have to look like a traditional recipe or dish).

3. Participants use drawing techniques and, if possible, collage-making to create their «recipe» on the large sheet of paper.

4. The teams present their creations, explaining what elements help them, how they use them, and in which situations these elements work best.

5. Facilitators conclude by noting that this exercise is aimed at consolidating personal resources and visualizing them. The result of this exercise — whether it's a drawing, poster, or collage — can be used in the future as a reference for effective ways to recover and calm down quickly. It's also important to mention that this

PROCEDURE:

visualization activity doesn't require a group setting and can be done individually as well.

Note for facilitators: Be sure to allocate enough time for creating the artwork.

ACTIVITY 7: «Reflection»

DURATION: 5 minutes.

REQUIRED MATERIALS: Same as in Activity 1.



PROCEDURE:

1. Facilitators ask participants to identify their mood after the session.

2. Each participant approaches the poster with the feelings meter, finds their sticker with their name, and if their mood has changed, moves the sticker to the appropriate place, optionally explaining the reason for the mood change. If their mood hasn't changed, they leave the sticker where it is.

3. Facilitators observe the feelings meter, analyze, and evaluate the placement of the stickers, then announce the overall result for the group — more positive, neutral, or more negative.

Note for facilitators: If the overall result for the group turns out to be more negative (especially compared to the beginning of the session), you can use one or several meditative techniques to calm the participants before transitioning to traditions and farewells. This activity can also be conducted differently, using, for example, this Google form instead of the feelings meter and stickers: <https://forms.gle/dH7usAQnNUv7HwvF7>.



ACTIVITY 8: «Expectations: Summer Memories»

DURATION: 5 minutes.

REQUIRED MATERIALS: From Activity 2.



PROCEDURE:

1. Facilitators ask the participants: «Did your expectations come true?» and «What did you enjoy about the session?»

2. To answer, each participant takes turns approaching the poster with the green field, finds their butterfly, and recalls their initial expectations. If their expectations were met, they move their butterfly onto a flower and share their impressions of the training and any wishes they have. If their expectations were not met, they leave their butterfly near the flower.

3. After all participants have shared, the facilitators suggest celebrating the success of the butterflies that managed to reach the beautiful flowers and wish the participants to flutter through life like butterflies, overcoming distances and stresses, and achieving conditions as wonderful as flowers.

TRADITION: 8
hugs and thanks to each other.



SKILLS AND COMPETENCIES ACQUIRED BY TRAINING PARTICIPANTS:

- Skills in analyzing sources and factors of stress in the environment.
- Skills in recognizing stress and determining its level.
- Skills in self-analysis of stress manifestations.
- Stress management skills.
- Acquired competencies for developing stress resilience.

Appendix 1: «Stress, its stages, symptoms, reactions, and ways to overcome it»

In our daily lives, we all face various forms of stress. A small amount of stress can help us perform tasks better. However, when the intensity and duration of stress increase, it can negatively affect our productivity and well-being. When a person encounters a prolonged challenging situation or one where they lack resources to cope, stress can have negative consequences. A prime example is war, which is an extremely stressful and psychologically traumatic event. Under such conditions, a person experiences a real threat to their life, as well as physical and mental health, both for themselves and their loved ones.

Stress is the body's nonspecific response to strong and unexpected external stimuli. This response mobilizes resources and activates defense mechanisms, prompting action to counteract external dangers and adapt to new realities.

Three stages of stress:

1. **Alarm** – This stage is biologically designed to maximally mobilize the body's adaptive capabilities and prepare it for a «fight or flight» response.
2. **Resistance** – During this stage, the body adapts to changing conditions, reducing the intensity of physiological processes and conserving resources for prolonged endurance.
3. **Exhaustion** – This stage occurs if stress factors persist over time.

The body's overall resistance and ability to adapt decline significantly.

It's crucial to avoid reaching the exhaustion stage by monitoring physical and emotional states and replenishing resources in a timely manner. Prolonged exposure to stress can lead to serious physical and mental health issues.

During stress, significant psychophysiological and biochemical changes occur, including the release of *stress hormones*:

- **Adrenaline** is the main stress hormone, mobilizes attention and memory, increasing in situations involving fear, pain, or anger.
- **Noradrenaline** is a hormone, that increases motor and brain activity, enhancing sensory perception and dulling pain.
- **Cortisol** is a hormone, that stimulates brain function, helps in solving stressful situations, and helps produce more energy.

These hormones trigger increased heart rate, breathing, muscle tension, pupil dilation, and sweating.

Stress also heightens *irrational fears* that impede rational decision-making, activating more primitive brain areas responsible for quick, but not always logical, decisions.

Depending on the perceived threat and the body's state, the brain can *command*:

- **«Fight»** – readiness to confront danger.
- **«Flight»** – directing all resources toward escaping.
- **«Freeze»** – blending with the environment and hiding.

«Fight» and «Flight» are *hyperarousal responses*, characterized by: tension, trembling, heightened alertness, impulsivity, racing and repetitive thoughts.

The «Freeze» response is a hypoarousal reaction, characterized by: emotional numbness, detachment, passivity, reduced cognitive and physical activity.

In all these states, the prefrontal cortex (the brain's «executive center» responsible for logic, willpower, creativity, and problem-solving) shuts down, reducing one's ability to think clearly and make decisions.

Adults can have such *symptoms of stress*:

- **Emotional symptoms:** irritability, heightened sensitivity, tearfulness, pessimism, loss of humor, self-pity, apathy, depression.
- **Physical symptoms:** fatigue, unexplained weakness, frequent headaches, digestive problems, loss of appetite or constant hunger.
- **Behavioral symptoms:** increased harmful habits, reduced productivity, inability to relax, suspicion, obsessive behaviors.
- **Cognitive symptoms:** difficulties with concentration, memory issues, slower thinking, frequent mistakes, devaluation of one's own activities and achievements.

A moment of self-help

People are always convinced that they live in a logical, fair, and predictable world. They make plans for the coming week or year, prepare for vacations, arrange their daily lives, and often regard these actions as the ordinary flow of life. War, however, becomes an event that *affects all levels of life's continuity*, dividing it into «before» and «after,» disrupting the integrity of the life picture.

The main task for normalizing the situation and mastering it is to *restore the continuity of life and the broken connections*.

LEVELS OF CONTINUITY	UNDER THE INFLUENCE OF WAR	FOR RESTORATION
	Observed:	Should:
Cognitive — everything a person knows about the world, its rules, and laws.	• Inability to grasp what has happened; • Feeling that there is no logic or justice in life.	Seek reliable information and construct a coherent picture of the world in the new reality.
Role — the roles a person performs in life (daughter/son, mother/father, friend, specialist).	• Inability to perform usual roles in the family, at work, and in other communities; • Feeling of personal uselessness.	Return to performing familiar roles when possible, choose manageable tasks to build a perspective for the future.
Social — a person's belonging to certain groups and their social connections (family, friends, professional and other communities).	• Inability to perform usual roles in the family, at work, and in other communities; • Feeling of personal uselessness.	Restore and maintain contact with loved ones, family, friends, professional communities, etc.
Emotional — a person's ability to express emotions and experiences.	• Manifestation of emotions and experiences triggered by the situation, or lack thereof; • Ambivalence and intensity of emotions.	Stabilize, validate, and accept emotions, whether they are positive or negative.
Personal Integrity — a person's perception of themselves, their talents, knowledge, and skills, physical health, feelings, and emotions.	• Change in values; • Loss of the sense of importance of what was previously important; • Feeling of serious changes in personal views and beliefs («I am no longer the person I was before»).	Determine which self-perceptions have changed and which remain the same.

Appendix 2: "Stress level assessment test"

Stress level assessment test (by V. Yu. Shcherbatykh)

INSTRUCTIONS:

You will find symptoms of stress listed below: intellectual, behavioral, emotional, and physiological. Assign yourself 1 point for one of the intellectual and behavioral symptoms, 1.5 points for emotional symptoms, and 2 points for physiological symptoms.

Intellectual symptoms:

1. Prevalence of negative thoughts.
2. Difficulty concentrating.
3. Deterioration in memory performance.
4. Constant and fruitless rumination on a single problem.
5. Increased distractibility.
6. Difficulty making decisions, prolonged hesitation during choice.
7. Bad dreams, nightmares.
8. Frequent errors, calculation failures.
9. Passivity, desire to shift responsibility onto others.
10. Disruption in logic, confused thinking.
11. Impulsive thinking, hasty and unsubstantiated decisions.
12. Narrowing of «field of view,» where fewer possible action options are perceived than actually exist.

Behavioral symptoms:

1. Loss of appetite or overeating.
2. Increase in errors during routine activities.
3. Faster or, conversely, slower speech than usual.
4. Trembling voice.
5. Increase of number of conflict situations at work or at home.
6. Chronic lack of time.
7. Reduction in time spent with close ones and friends.
8. Loss of attention to personal appearance, neglect.
9. Antisocial, conflict behavior.
10. Low productivity.
11. Sleep disturbances, including insomnia.
12. Increased smoking and alcohol consumption compared to usual.

Emotional symptoms:

1. Anxiety, increased nervousness.
2. Suspiciousness.
3. Gloomy mood.
4. Constant sense of sadness, depression.

5. Irritability, outbursts of anger.
6. Emotional «numbness,» indifference.
7. Cynical, inappropriate humor.
8. Decreased self-confidence.
9. Reduced satisfaction with life.
10. Feelings of alienation, loneliness.
11. Loss of interest in life.
12. Decreased self-esteem, feelings of guilt or dissatisfaction with oneself or one's work results.

Physiological symptoms:

1. Pains in various parts of the body of an undefined nature, headaches.
2. Increased or decreased blood pressure.
3. Accelerated or irregular pulse.
4. Digestive disturbances (constipation, diarrhea, increased gas production).
5. Breathing difficulties.
6. Muscle tension.
7. Increased fatigue.
8. Trembling hands, cramps.
9. Appearance of allergies or other skin rashes.
10. Increased sweating.
11. Rapid weight gain or loss.
12. Reduced immunity, frequent illnesses.

RESULTS:

The maximum possible score for all lists can theoretically reach 66 points.

- A score of 0 to 5 points is considered good — it means that there is currently no significant stress in life.

- A score of 6 to 12 points indicates that the person is experiencing moderate stress, which can be managed through rational time use, periodic rest, and finding an optimal way out of the current situation.

- A score of 13 to 24 points indicates considerable tension in the emotional and physiological systems of the body due to a strong stressor that could not be compensated. Special stress management techniques are needed in this case.

- A score of 25 to 40 points indicates a state of strong stress, for which assistance from a psychologist or psychotherapist is recommended. Such a level of stress indicates that the body is close to the limit of its ability to resist stress.

• A score above 40 points indicates the transition to the third, most dangerous stage of stress — exhaustion of adaptive energy reserves due to the body's use. This may result in physiological changes and exacerbation of chronic diseases. Consultation with a psychiatrist, psychotherapist, family doctor, preferably in a comprehensive manner, and adjustment of the recovery action plan for both physical and psychological health are necessary.

Appendix 3: "Stress resilience level assessment test"

Stress resilience level assessment test

INSTRUCTIONS:

You need to respond to the statements based on how true they are for you. Answer all points, even if a statement does not apply to you at all.

The following response options are provided with the corresponding number of points:

- Almost always — 1;
- Often — 2;
- Sometimes — 3;
- Almost never — 4;
- Never — 5.

STATEMENTS:

1. You eat at least one hot meal a day.
2. You sleep 7–8 hours at least four times a week.
3. You constantly feel the love of others and give your love in return.
4. Within 50 kilometers, you have at least one person you can rely on.
5. You work up a sweat at least twice a week.
6. You smoke less than half a pack of cigarettes a day.
7. You consume no more than five servings of alcoholic beverages per week.
8. Your weight is appropriate for your height.
9. Your income fully meets your basic needs.
10. Your faith supports you.
11. You regularly participate in social activities.
12. You have many friends and acquaintances.
13. You have one or two friends whom you completely trust.
14. You are healthy.
15. You can openly express your feelings when you are angry or

worried about something.

16. You regularly discuss your household problems with the people you live with.

17. You do something for fun at least once a week.

18. You can organize your time effectively.

19. You consume no more than three cups of coffee or other caffeinated drinks per day.

20. You have some time for yourself each day.

RESULTS:

Add up your total score and subtract 20 points from the result.

- 0–19 points — High resilience to stress and stress impacts.
- 20–49 points — Average level of stress resilience.
- 50 points — Low level of stress resilience. You are very vulnerable to stress.

Appendix 4: “Stress management techniques”

Stress management techniques

Self-regulation — managing one’s own psycho-emotional state achieved through influencing oneself using words and mental imagery, controlling muscle tone, and breathing.

Grounding — conscious techniques that help to anchor oneself physically and emotionally in the present moment by making contact with any surface (e.g., wall, floor, chair) or through cognitive exercises.

Breathing exercises — the simplest way to handle intense emotions. They do not take much time, can be performed anywhere, and can be adapted to individual needs. It is advisable to focus on using the diaphragm while breathing. Note that breathing techniques may not have an immediate effect and require repetition.

Breathing exercise «Square»

This is one of the simplest techniques for quick calming. It consists of four stages: inhale — pause — exhale — pause, each lasting for 4 seconds.

Possible adaptations:

- The number of seconds for each stage can be increased based on individual needs.
- A child can trace a square with their finger on the palm of their other hand while performing the exercise, inhaling or exhaling on the vertical sides and pausing on the horizontal sides.

Breathing exercise «Dandelion»

Imagine holding a fluffy dandelion — an actual object like a pencil can be used for visualization. The goal is to blow on the dandelion to release all the seeds. Take a short, deep breath through the nose and a long exhale through the mouth. All the seeds should blow off in 1–3 tries.

Breathing exercise «Hot Chocolate»

Cup your hands as if holding a small cup. Imagine it’s filled with hot chocolate. Count to two while inhaling, as if smelling the chocolate, then count to four while blowing on the cup to cool the drink. Repeat three times.

Breathing exercise «Firefighter»

Rub your hands together energetically until they feel warm.

Take a deep breath, then a long exhale, directing the air onto your warm hands to «put out the fire». The fire is extinguished, and stress is relieved!

Tapping exercise «Butterfly»

Form a butterfly by crossing your thumbs and placing your hands on your chest. Tap the chest (just below the collarbones) alternately with each hand, at a rhythm of one tap per second. Continue for 1–2 minutes or until you feel calm.

Possible adaptation:

- You can place crossed hands on your shoulders instead of forming a butterfly and tap at the same pace.

Exercise «5-4-3-2-1»

This technique engages all five senses and helps ground a person by activating the neocortex, quickly restoring calm.

Begin with a deep inhale and a slow exhale. Then focus on the surroundings and count:

- 5 things you can see (name them, describing their color and shape).
- 4 things you can feel (if possible, touch each one and describe their texture and temperature).
- 3 sounds you hear (name them aloud).
- 2 smells you can detect (name them).
- 1 taste you can sense (if possible, eat something; if not, lick your lips).

End by saying something positive to or about yourself.

Exercise «Feather — Statue»

This exercise alternates between extreme muscle tension and relaxation.

First, imagine you're as light as a feather, with every muscle relaxed. Stay in this state for about 10 seconds. Then, tense all your muscles and imagine becoming a statue. Slowly relax, turning back into a feather. Repeat this a few times, ending in the relaxed «feather» state.

Important Note:

The use of these exercises should be considered as first aid or self-regulation techniques during stressful or traumatic events, such as panic attacks, etc. They cannot replace professional help from a psychologist or psychotherapist, but they can help reduce anxiety and intense emotional tension.

**MODULE V:
FIRST PSYCHOLOGICAL AID
TO YOURSELF AND OTHERS
(90 minutes)**



Objective: To introduce participants to the concepts of acute stress, post-traumatic disorder, trigger, flashback, panic attack; to teach simple and effective emotional regulation techniques; to familiarize participants with the algorithm for providing first psychological aid to oneself and others, and to develop an appropriate vocabulary for this; to introduce the concept of art therapy and teach some art-therapeutic exercises; and to improve the emotional state of the group.

ACTIVITY 0: Introduction to the module

DURATION: 5 minutes.

REQUIRED MATERIALS: Flipchart with session objectives, poster with rules of group work.

PROCEDURE:

1. Facilitators greet participants and introduce themselves.
2. Participants introduce themselves (if they are not yet acquainted).
3. Facilitators introduce the topic and objectives of the session and remind participants of rules of group work.

SESSION OBJECTIVES:

- Familiarize participants with the concepts of «psychological trauma» and «panic attack», «ASD» and «PTSD», «trigger» and «flashback».
- Understand the symptoms of acute stress and panic attacks, and learn how to recognize and differentiate them.
- Master emotional regulation techniques, review grounding techniques.
- Learn the algorithm for providing first psychological aid.
- Understand which words are appropriate to use during mental aid, and which are not.
- Get familiar with the concept of art therapy and its effectiveness, and master some art-therapeutic exercises.
- Improve emotional well-being.

ACTIVITIES:

- «My Mood»
- «Expectations: Lemons»
- Mini-lecture «Acute stress and panic attack»
- «Oxygen mask»
- «First mental aid»
- Brainstorming «Appropriate — inappropriate»
- Art-therapy exercise «Create your world»

ACTIVITIES:

- Art-therapy exercise «Create your town»
- Warm-up exercise «Australian rain»
- «Expectations: Lemons»
- «Reflection»

RULES OF GROUP WORK:

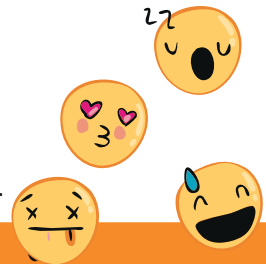
- Confidentiality — what happens in the group stays in the group.
- Respect for others' opinions — no criticism of one another.
- Active listening — do not interrupt each other.
- Avoid off-topic conversations — stay on topic.
- Turn off all electronic devices (e.g., mobile phones).
- Familiarize yourself with the Internal Guidelines for remote «Supportive meetings» (for remote sessions).

Note for facilitators: *It is essential to ensure that there are enough materials and writing/drawing supplies for the entire group in advance. Throughout the session, it's important to create a comfortable environment where participants can easily listen to thematic materials, discuss them, and share, if necessary, their traumatic situations or events. It's important to recognize that discussing such topics may trigger unpleasant memories. Therefore, the facilitator should constantly monitor the group's atmosphere and the psychological state of each participant.*

ACTIVITY 1: «My Mood»

DURATION: 5 minutes.

REQUIRED MATERIALS: A poster with a feelings meter illustration (Appendix 1 «Feelings meter»), narrow colored stickers, markers/pens.



PROCEDURE:

1. Facilitators greet the participants and introduce themselves.
2. Participants introduce themselves (if they are not already acquainted).
3. Facilitators introduce the participants to the topic and objectives of the session.
4. Facilitators, together with the participants, create group work rules. To do this, facilitators ask the participants why rules exist in life, then ask them to suggest rules they believe are necessary for the successful work of the entire group during all sessions.

PROCEDURE:

A possible question to ask: «What rules are necessary for all of us to ensure that work and communication in the group are always friendly, creative, and productive?» The facilitators discuss all the rule suggestions from the participants, discarding or combining duplicates, and hinting at any rules that haven't been mentioned. They then write all the finalized rules on the A1 sheet of paper.

Note for facilitators: If the overall result for the group turns out to be more negative, you can use one or several quick techniques to boost and stabilize the mood before starting the exercises. This activity can also be conducted differently, using, for example, this Google form instead of the feelings meter and stickers:
<https://forms.gle/dH7usAQnNUv7HwvF7>.



ACTIVITY 2: «Expectations: Lemons»

DURATION: 5 minutes.

REQUIRED MATERIALS: Poster with an image of a juicer and a jug under the section where the juice flows (Fig. 2), yellow lemon-shaped sticky notes.



PROCEDURE:

1. Facilitators ask participants to write down their expectations for the training on the lemon-shaped sticky notes.
2. Participants write their expectations on the sticky notes.
3. Each participant, one by one, approaches the poster, announces their expectations, and places their lemon inside the juicer.

Note for facilitators: Participants' expectations should be appropriate and realistic.

ACTIVITY 3: Mini-Lecture «Acute stress and panic attack»

DURATION: 10 minutes.

REQUIRED MATERIALS:

Flipchart, markers, Appendix 1
«Acute stress and panic attack».



PROCEDURE:

1. Facilitators engage participants in a discussion, writing key concepts on the flipchart and asking questions such as:

- What do you think acute stress is, and what is the difference between stress and acute stress?
- What is psychological trauma, what precedes it, and what consequences can it have?
- Do you know what the abbreviations ASR (acute stress reaction) and PTSD (post-traumatic stress disorder) stand for? What are the symptoms of these disorders?
- What is a trigger (in the context of the session's topic)?
- Are you familiar with the terms flashback and panic attack? What is the difference between them?
- What are the symptoms of acute stress, and what are the symptoms of a panic attack?

2. Facilitators distribute Appendix 1 to participants and review the information it contains.

ACTIVITY 4: «Oxygen mask»

DURATION: 15 minutes.

REQUIRED MATERIALS: Appendix 2
«Techniques of emotional regulation».



PROCEDURE:

1. Facilitators begin with the following message: «Perhaps those of you who have traveled by plane have heard that in the safety instructions, it's advised that if an oxygen mask drops down, you should put it on yourself first, and only then assist your child, if you're traveling with one. This example vividly illustrates that in extreme conditions, you must help yourself first before helping others. Fortunately, there are special techniques to help yourself in stressful situations». Facilitators then guide participants through the following techniques:

Emotional regulation techniques:

- **Abdominal breathing:** Inhale through the nose, drawing air beneath the diaphragm to the stomach. Hold the breath, exhale after 2-3 seconds, and continue slow, smooth breathing through the mouth as the lungs empty.
- **Grounding:** Take a moment to look around and ground yourself in the present reality, feeling the earth under your feet (you can also tense your feet to feel as if you're rooted to the ground).

PROCEDURE:

- **Body scanning and sensory labeling:** Be aware of your bodily sensations and label them (e.g., «tense,» «tight,» «relaxed»).

- **Muscle relaxation:** If your body is frozen in stress, tense and then relax your muscles. The tension will decrease after relaxation, compared to the initial state.

Grounding technique during stress «5-4-3-2-1»:

This technique helps manage anxiety and brings you into the «here and now» by focusing on your body. Follow these steps:

- Take 10 to 20 deep breaths, hold the air for a few seconds, and then exhale slowly.

- Using sight, find 5 things you enjoy looking at (flowers, sunlight, loved ones).

- Try to hear 4 sounds you hadn't noticed before (your own breathing, a cat purring, children's conversations in another room).

- Touch 3 objects around you (a cup, phone, apple, book) and describe what you feel (e.g., the cup is warm, transparent, round, smooth), the same one may sense a pet.

- Identify 2 pleasant scents (coffee, fragrant tea, fresh air).

- Try to taste something and describe 1 taste (lemon, apple, arugula) and express what you feel (sour, juicy, fresh).

2. After completing all the exercises, facilitators distribute Appendix 2, so participants can practice these techniques independently in the future.

ACTIVITY 5: Mini-lecture «First mental aid»

DURATION: 5 minutes.

REQUIRED MATERIALS: Flipchart, markers in different colors, Appendix 3 «First mental aid».



PROCEDURE:

1. Facilitators summarize: after participants have helped themselves, they can provide first mental aid to a person in a stressful situation — the first rule of providing such aid is achieving one's own stable emotional state. Facilitators then lead a discussion with participants, recording key points on the flipchart and asking the following questions:

- What do you think should be done for someone in a stressful situation, and what should not be done? (Answers can be written in two different colors.)

PROCEDURE:

- What is typically done in movies? Are these actions correct?
 - What actions have you had to take yourself?
 - What would be pleasant or unpleasant for you in a stressful situation?
 - How can you use self-help techniques to help another person?
 - What other emotional regulation techniques do you know?
 - So, what the algorithm of providing aid should be?
2. After the discussion, facilitators distribute Appendix 3 and familiarize participants with the information in it.

ACTIVITY 6: Brainstorming «Appropriate — inappropriate»

DURATION: 15 minutes

MATERIALS NEEDED: Flipchart, different colored markers, Appendix 4 «Art therapist's lexicon».



PROCEDURE:

1. Facilitators ask participants the question: «What words or phrases do we most often say to people in an acute stressful situation?»
2. Participants list everything that comes to mind, while facilitators record all the answers on the flipchart.
3. Facilitators then ask participants: «Do you think all these phrases are correct and appropriate? Are all these phrases pleasant, necessary, and suitable for a person in an acute stressful situation?» They then suggest dividing the phrases into those that are advisable to use and those that should be avoided.
4. Participants share their thoughts, explaining their answers in detail. Facilitators write down the results on the flipchart, either crossing out unnecessary phrases or rewriting the phrases into two columns («Appropriate» and «Inappropriate»).
5. Facilitators distribute Appendix 4 and familiarize participants with the information in it.
6. Facilitators suggest participants practice using the phrases. For this, participants take turns pairing up. One invents a stressful situation or a traumatic event they have experienced, while the other responds with appropriate words, using Appendix 4 if needed. During the exercise, participants constantly switch roles, and facilitators ensure that the phrases correspond to the task.
7. Facilitators lead a discussion, asking participants how they feel after the exercise.

Note for facilitators: During the practice of using phrases, participants can create not only the event or situation but also assign an age and gender to themselves.

ACTIVITY 7: Art therapy exercise «Create your own world»

DURATION: 5 minutes

REQUIRED MATERIALS: Paper, markers, colored pencils/markers, paints, water, and brushes.

PROCEDURE:

PROCEDURE:

1. Facilitators ask participants if they know what art therapy is, why it is needed, and how it usually takes place.

2. After participants share their thoughts, facilitators provide the following information:

«Art therapy is a useful procedure for people with PTSD because it allows self-expression when verbal communication is difficult. By transforming their emotions into physical forms (e.g., through artwork), people can access and process their traumatic memories. Art therapy helps address various psychological issues such as trauma, loss, conflict, stress, and life crises. Additionally, visualization techniques in art therapy aid in regulating unpleasant emotions and promote self-love, leading to a more creative state.»

After this introduction, facilitators offer participants drawing exercise «Create your own world». They distribute paper, and participants choose their preferred drawing tools.

3. Participants follow these instructions from the facilitators:

- Draw the largest circle possible in the center of the paper.

- Inside the circle, along the line of the circle, draw continents of different sizes and shapes, ensuring that their outlines fit together like puzzle pieces that can be imagined as forming a unified whole.

- Boldly outline the borders of the continents that touch the circle (see Figure 1).

Then, fill these Figure 1



PROCEDURE:

- continents with thin lines that follow the contours of the land or with other geometric shapes.

- Fill the channels (space between the continents) with one of three colors: yellow (symbolizing light), green (symbolizing the force of life), or blue (symbolizing water) (see Figure 2).



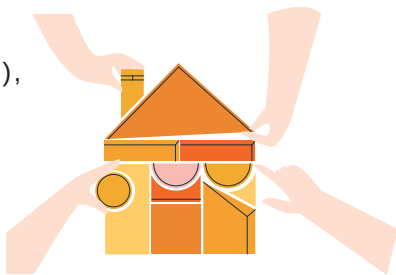
4. After all participants complete the instructions, facilitators lead a discussion, asking participants how they feel now. If most participants feel better and express satisfaction, facilitators suggest they finish the center of the drawing later — either immediately after the training or when they feel the need. Facilitators also mention that participants can ask people who have experienced traumatic events to Figure 2 do this exercise when providing psychological help.

Note for facilitators: participants should not be expected to demonstrate artistic skills or create specific images — all depictions should be abstract, allowing each participant to unload their mind, calm down, and focus on the activity. If desired, participants can even draw with their fingers instead of brushes. This option provides reflexive massage, and additional tactile stimulation of the nervous system.

ACTIVITY 8: Art therapy exercise «Create your own town»

DURATION: 10 minutes.

REQUIRED MATERIALS: large sheet of paper, A5 sheets of cardboard, modeling materials (e.g., clay, dough, or playdough), pieces of paper with names of buildings (e.g., «Bus station», «Train station», «Fire station», «Water tower» or «Well», «City Hall», «Kindergarten», «School», «Hospital», «Theater», «Library», «Hair salon» or «Beauty salon», «Shop», «Residential building» (5-6 pcs), etc.).



PROCEDURE:

1. Facilitators introduce the art therapy exercise «Create your own town», where participants are to build a model of their ideal city, where they feel comfortable, safe, and cozy. Participants can choose to work individually or in groups of 2 to 5 people. Facilitators then suggest participants to select which buildings they will create based on the pieces of paper with the names of buildings.

2. Participants decide among themselves which buildings they will make, their style and size, and how to allocate materials and tasks to ensure that all planned buildings are completed within the given time.

3. Participants form their groups or work individually to sculpt the buildings on separate cardboard sheets.

4. After 5 minutes, the entire group collaborates to decide how to arrange the completed buildings on the large paper to form the complete city.

5. Each group or individual presents their building. They approach the large paper and start their presentation with the phrase: «In our town, it is cozy and safe...» and then explain the role of their building in this environment, describe what they made, and thank other participants for their contributions.

6. Facilitators thank everyone for their participation and commend them on their teamwork and creativity. They then lead a discussion, asking participants if the exercise provided them with relief or a sense of fulfillment and what they are feeling now. If most participants express that they feel better and satisfied, facilitators mention that this exercise can be used in psychological support for individuals who have experienced traumatic events.

Note for facilitators: *If time is limited, you may opt to conduct only one of the art therapy exercises (either drawing or sculpting) based on participants' preference.*

ACTIVITY 9: Warm-up exercise «Australian rain»

DURATION: 5 minutes.

REQUIRED MATERIALS: None.



PROCEDURE:

1. Participants stand in a circle.

2. One of the facilitators addresses the participants: «Do you know what Australian rain is? No? Then let's listen to what it's like. I will perform certain actions, and you will repeat them — not all at once, but in sequence! Here's how: I start, and only after a few seconds does my neighbor to the left start performing the same action, and so on, until the action comes back to me. The key is to keep performing the action you started until your turn to perform the next action comes. Is that clear? Let's start!» If participants understand, the facilitator performs the following phrases and corresponding actions:

- «In Australia, the wind is starting» — facilitator rubs their hands together. Participants start repeating in sequence.

- «The wind is getting stronger» — facilitator rubs their hands together and blows. Participants start rubbing their hands and blowing in sequence, while others are still rubbing.

- «It starts to drizzle» — facilitator snaps their fingers. Participants begin snapping their fingers in sequence, while others are still blowing.

- «The rain is getting heavier» — facilitator claps their hands on their chest. Participants start clapping their hands on their chest in sequence, while others are still snapping their fingers.

- «It's turning into a downpour» — facilitator claps their hands on their thighs. Participants start clapping their hands on their thighs in sequence, while others are still clapping their hands on chest.

- «Here comes a storm with hail!» — facilitator stomps their feet. Participants begin stomping their feet in sequence, while others are still clapping their hands on their thighs.

- «The storm is easing up» — facilitator claps their hands on their thighs. Participants start clapping their hands on their thighs in sequence again, while others are still stomping their feet.

- «The rain is subsiding» — facilitator claps their hands on their chest. Participants begin clapping their hands on their chest in sequence once more, while others are still clapping on their thighs.

- «Light raindrops are falling» — facilitator snaps their fingers. Participants start snapping their fingers in sequence again, while others are still clapping their hands on their thighs.

- «The sun is coming out!» — facilitator raises their hands overhead. Participants start raising their hands in sequence, while others are still snapping their fingers.

- «We've been waiting for you, sunshine!» — everyone can clap together.

ACTIVITY 10: «Reflection»

DURATION: 5 minutes.

REQUIRED MATERIALS: Same as in Activity 1.



PROCEDURE:

1. Facilitators ask participants to identify their mood after the session.
2. Each participant approaches the poster with the feelings meter, finds their sticker with their name, and if their mood has changed, moves the sticker to the appropriate place, optionally explaining the reason for the mood change. If their mood hasn't changed, they leave the sticker where it is.
3. Facilitators observe the feelings meter, analyze, and evaluate the placement of the stickers, then announce the overall result for the group — more positive, neutral, or more negative.

Note for facilitators: If the overall result for the group turns out to be more negative (especially compared to the beginning of the session), you can use one or several meditative techniques to calm the participants before transitioning to traditions and farewells. This activity can also be conducted differently, using, for example, this Google form instead of the feelings meter and stickers: <https://forms.gle/dH7usAQnNUv7HwvF7>.



ACTIVITY 11: “Expectations: Lemons”

DURATION: 5 minutes.

REQUIRED MATERIALS: From Activity 2.



PROCEDURE:

1. Facilitators ask participants: “Did your expectations come true?” and “What did you like about the session?”
2. To answer these questions, each participant takes turns approaching the poster with the juicer, finding their lemon, and recalling their expectations. If a participant's expectations were met, they move their lemon to the pitcher, while sharing their impressions of the training and expressing their wishes. If their expectations were not met, the participant leaves the lemon in the container.

PROCEDURE:

3. Facilitators remind the group of Dale Carnegie's words: "When life gives you lemons, make lemonade" — and encourage participants to notice that nearly all expectations were met, which means that during the session, participants learned to make lemonade out of all difficult situations and even help others do the same. Facilitators add that each participant can always add a sweet touch to their lemonade to their own taste, but the most important thing is to remember the core skill, which they wish to everyone.

TRADITION: 8
hugs and thanks to each other.



SKILLS AND COMPETENCIES ACQUIRED BY TRAINING PARTICIPANTS:

- Emotional regulation skills
- Coping skills
- Skills in providing first psychological aid
- Expanded skills in art therapy
- Enhanced empathic competence

APPENDIX 1 Acute Stress and Panic Attack

What are psychological trauma, acute stress, post-traumatic disorder, and panic attack?

Psychological trauma — also known as mental trauma or psychotrauma — is a trauma resulting from the impact of personally significant information on an individual's psyche; an emotional action that caused a mental disorder; damage inflicted on a person's mental health due to intense exposure to adverse environmental factors or acute emotional and stressful impacts from other people.

Traumatic (psychologically traumatic) event is one that goes beyond normal human experience.

Traumatic situation is influenced by biological, psychological, and social factors that act before, during, and after the traumatic event and is realized through psychophysiological and psychological mechanisms.

Psychic stress (or psychic tension) is a state of mental tension that arises in a person under difficult everyday conditions and special extreme circumstances. Stress has developed in humans as a natural and important element of the adaptation mechanism. Currently, the impact of any significant factor causes two interrelated processes in the human body:

- mobilization of physiological systems that ensure adaptation specifically to that factor (e.g., hunger, cold, toxins, physical exertion, lack of air, etc.);
- activation of standard, non-specific reactions that develop in response to any unusual stimulus for the body.

Acute Stress Reaction (ASR) — a temporary disorder of significant severity that develops in individuals without mental disorders in response to exceptional physical and psychological stress, and usually resolves within hours or days.

Post-Traumatic Stress Disorder (PTSD) — also known as post-traumatic syndrome, «Afghan syndrome», «Vietnam syndrome», «combatant syndrome», or «Eastern syndrome» — is a delayed reaction to a severe stress situation, i.e., complexes of changes in the emotional and mental spheres, behavioral changes occurring after a person has experienced psychological trauma.

Symptoms of post-traumatic stress disorder may include:

- Significant sleep disturbances;
- Nightmares;

- Phobias;
- Constant feeling of anxiety;
- Lack of meaning in life (especially concerning adolescents);
- Obsessive flashbacks of experienced horrors;
- Acute reactions to sounds or objects that remind of the traumatic situation.

Flashback — or recurrent memories — is a psychological phenomenon in which a person experiences sudden, usually intense, repeated experiences of past events or elements of them. Repeated experiences can be happy, sad, exciting, or any other type. The term is used, in particular, when memories recur involuntarily and/or are so intense that the person feels as if they are reliving the past experience.

Trigger is an event that causes a person with PTSD to experience a sudden recurrence of psychological trauma and is not frightening or traumatic by itself. Individuals with post-traumatic stress disorder usually avoid encounters with triggers, trying to prevent new attacks.

Panic Attack is an intense feeling of fear and anxiety. Attacks often occur when individuals are worried about something or have experienced a difficult or stressful experience.

Symptoms of panic attacks may include:

- rapid heartbeat;
- shortness of breath, rapid or difficult breathing;
- nausea and discomfort in a stomach;
- dizziness;
- a feeling that light is brighter and more intense than it is;
- uncontrollable tears;
- numbness or trembling of the hands and feet;
- a feeling of paralysis and inability to move.

Therefore, considering all factors that affect the intensity of stress reactions and their consequences, it is important to remember: what is traumatic for one person may not be or may not become traumatic for another (and vice versa: what is normal for one person may become a trigger for another).

APPENDIX 2: Emotional Regulation Techniques

In a stressful situation, the first step is to help yourself.

You can use the following techniques:

Emotional regulation techniques

- **Abdominal breathing:** Breathe in through your nose, allowing the air to flow under the diaphragm into your abdomen. Hold the breath, then exhale through your mouth after 2-3 seconds. Continue with smooth, slow breathing through your mouth as your lungs empty.
- **Grounding:** Take a moment to look around and become aware of your immediate surroundings, feeling the ground under your feet. You can also tense your feet to feel as though you are rooted to the ground.
- **Body scanning and sensory labeling:** Be aware of your bodily sensations and name them (e.g., tense, tight, relaxed).
- **Muscle relaxation:** If your body has tensed up during stress, tense and then relax your muscles. The tension after relaxation should decrease compared to the state you started from.

Grounding technique during stress: "5-4-3-2-1"

Using your senses can help manage anxiety and bring you back to the present moment by focusing on your body. Follow these steps:

- Take 10 to 20 deep breaths, holding the breath for a few seconds, and then exhale slowly.
- With your vision, identify 5 things you find pleasing to look at (e.g., flowers, sunlight, loved ones).
- Listen for 4 sounds you haven't paid attention to before (e.g., your own breathing, a cat purring, children talking in another room).
- Touch 3 things around you (e.g., a cup, a phone, an apple, a book) and describe what you feel (e.g., the cup is warm, transparent, round, smooth). You can also feel your pets.
- Smell 2 pleasant scents (e.g., coffee, aromatic tea, fresh air).
- Try to taste 1 flavor (e.g., lemon, apple, arugula) and describe the taste (e.g., sour, juicy, fresh).

APPENDIX 3: First Mental Aid

Once a stable emotional state is achieved, you can assist others. To do this, you can use the CEAC model by M. Farhi (Israel).

First mental aid to a person in a stressful situation: CEAC Model (by M. Farhi)

- **C** — *Commitment and providing a sense of safety*: it is crucial to be present with the person. During a traumatic situation, a person feels isolated and helpless. It is important to restore their sense of «we are together, I am not alone».
- **E** — *Encouragement to take effective actions*: our first instinct may be to calm the person experiencing anxiety. However, this is not advisable. Instead, encourage them to engage in active self-help actions to regain their sense of control.
- **A** — *Asking simple questions*: communication with individuals affected by anxiety during an incident should be mental and rational, not emotional. Ask questions that stimulate thought rather than emotion. Avoid saying “It’s normal to be scared or upset”. Instead, ask: “Count and tell me how many people/cars/chairs are around you?” or “Where is the nearest safe space?”
- **C** — *Constructing the sequence of events*: it is very important to explain to the affected person what happened before and after the situation. Emphasize that the situation has already ended!

You can also use the first psychological aid protocol by O. Gershanov.

First psychological aid to a person in acute stress situation (by O. Gershanov)

1. You must be emotionally stable yourself before helping others.
2. Do not talk about emotions directly. Engage other areas of the person's brain.
3. Do not use phrases like «Calm down», «Everything will be fine», «It will pass», or «Life will get better». Such statements may make the person feel more isolated and disbelieved, even if they agree with you verbally.
4. Speak much more slowly than usual to help slow the person's reactions. Since their external world has become chaotic and unstable, you need to embody reality and provide a sense of support, confidence, and stability.
5. Speak in short, clear sentences. It may help to raise your voice slightly. Begin with something like: «Look at me. Do you see me?» This is because the person might be experiencing tunnel vision — you need to broaden their perspective.

6. Then establish contact and provide the first sense that there are things beyond the experienced horror. Start by introducing yourself — e.g., «I'm Ivanna, an art therapist.» Avoid stating that you are a psychologist; mentioning your professional title might make the person feel there is something wrong with them and increase their anxiety.

7. Ask the person their name. For example: «What is your name?»

8. Next, ask where they were going, what they were doing, and what they intended to do when the incident that caused their current state occurred (e.g., an alarm went off, there were explosions, etc.). Acute stress can disrupt the continuity of life. These questions can help connect events into a coherent sequence, restoring the lost sense of life continuity.

9. Repeat the person's answers clearly and precisely. Also, add some of your own observations if you have knowledge about the situation, but avoid emotions and details. Outline the sequence of events: what happened before, the event itself, and what happened afterward.

10. It is also important to activate the person's thinking, restoring their sense of control and personal significance (this step requires creativity). For instance, ask them to count the people present, measure someone's blood pressure (if possible), or look at house numbers around them — e.g., «Please help me find out the numbers of the nearest buildings; I can't see them clearly, and I need to know them».

11. Normalize the person's reactions. For example, you can say: «All your reactions right now (you need to list what is noticeable — tears, confusion, anxiety, emptiness, sluggishness, aggression, etc.) are normal reactions to an abnormal situation».

12. Find ways to conclude the conversation in a resourceful state. It is important for the person to recall their own ways to cope with the stress situation, remembering any options to manage it, such as computer games, walking the dog, running, eating — anything except alcohol and drugs. Avoid evaluating these coping methods, as the best way to handle shock situations is to restore control (through actions) and connections with others.

13. If the person is in a stupor, stunned and non-responsive, you can raise your voice (say something firmly and loudly), use visual stimuli (wave a hand in front of their eyes). You may also give them something contrasting to hold (if it's possible, you can get ice and offer it). However, do not slap their cheeks (as often shown in movies).

APPENDIX 4: An Art Therapist's Lexicon

What should NOT be said to people experiencing acute stress

In such situations, it is crucial to be mindful of your language. People who have escaped dangerous places (e.g., under shelling), lost their homes, or loved ones should not hear the following phrases:

Unwanted Phrases	Rationale
1. "Don't cry", "Don't complain", "Don't exaggerate", "Others have it worse..."	These phrases are often used when it's difficult to tolerate someone else's feelings and one wants to quickly end it. However, they make the person in a vulnerable state feel worse because they provoke feelings of guilt for their emotions, which are entirely natural and logical.
2. "You need to be strong for your child/partner/parents", etc.	Firstly, in a global sense, a person is not obligated to anyone. Such words are manipulative. Secondly, insisting on being strong forces the person to deny their other emotions, which may help protect them from further development of PTSD or retraumatization.
3. "I understand you", "I know how you feel"	Every experience is unique. If you were not alongside the person in the same circumstances, you cannot truly understand them. Such words create mistrust and rejection in a stressful situation. People often need their feelings validated, but these phrases should only be used if you have truly shared the same experience.
4. "Everything will be fine", "Things will get better"	Such promises should not be made because you cannot predict how the person's life and future will turn out. Additionally, these learned phrases are often used automatically to quickly calm the person, and might be perceived as a request to leave the one saying it alone.
5. "Nothing serious happened", "There's no reason to cry like this"	These words contain your subjective assessment, which might be low, but the person's experienced event could be significant and important to them. Therefore, do not devalue their experience — it can be hurtful to others.
6. «I'm very sorry»	Be cautious with these words. After them, the person in acute stress might feel compelled to react, but how to do this correctly is a difficult question, because responses like «It's okay, don't worry» or «It's alright» devalue their feelings and make them focus on you rather than themselves. Responses such as «I understand you» are also inappropriate. A standard automatic response like «Thank you» might leave the person confused and feel like a forced reaction to end an awkward moment. Repeatedly hearing «I'm very sorry» can make someone in acute stress feel even more depressed and awkward. Also, in this context, pity can often be a trigger, so it is better to replace pity with compassion.

So, it turns out that many words should be avoided because some may sound awkward, others evaluative or inappropriate, and some may be unclear in terms of how to react. On the other hand, choosing the right words is quite difficult, as each situation and interaction is unique.

However, when someone nearby is vulnerable and needs support, you can use phrases such as:

- «Everything eventually comes to an end, and this will too»
- «You are doing enough»
- «You are doing the best you can»
- «You are doing it right»
- «I support you»
- «I am with you. I'm here»
- «You are doing well»
- «I accept you and your feelings»
- «Your feelings are important to me. Thank you for sharing»
- «I'm sorry you are in pain right now. I compassionate with you»
- «You are very valuable to me. You matter to me»
- «I'm glad you were born»
- «I'm happy you exist»
- «I'm proud of you»
- «I miss you»
- «I love you»

If in doubt, do not try to guess what to say to the person — ask directly, for example:

- «How can I support you?»
- «What can I do for you?»
- «What would you like me to do right now?»

**MODULE VI:
«RESILIENCE AS A STRENGTH FOR
OVERCOMING DIFFICULT SITUATIONS»
(90 MINUTES)**



Objective: To introduce participants to the concepts of resilience, stress resistance, and psychological well-being; teach them to view situations from a different perspective and find meaning in difficulties; familiarize them with the influence of non-verbal components (movements, gestures, facial expressions, intonation, etc.) on emotional states; develop resilience and positive thinking; teach daily self-support methods and exercises.

ACTIVITY 0: Introduction to the module content

Duration: 5 minutes

REQUIRED MATERIALS: Flipchart with session objectives, poster with group rules.

PROCEDURE:

1. Facilitators greet participants and introduce themselves.
2. Participants introduce themselves (if they are not already acquainted).
3. Facilitators introduce the topic and objectives of the session, and remind participants of the rules of group work.

SESSION OBJECTIVES:

- Familiarize participants with the concept of resilience, its components, and factors that increase it.
- Enhance psychological well-being.
- Learn to find positive aspects in challenging situations and develop positive thinking.
- Master some daily self-support exercises.

ACTIVITIES:

- «My mood»
- «Expectations: Fruit basket»
- «Resilience»
- Mindfulness practice: «Self-observation»
- «Self-support exercises»
- Physical activity: «Think about your body»
- «Unfortunately — fortunately»
- Physical activity: «Emotional recharge»
- «Reflection»
- «Expectations: Fruit basket»

RULES OF GROUP WORK:

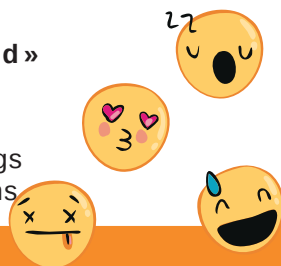
- Confidentiality — What happens in the group stays in the group.
- Respect for others' opinions — No criticizing one another.
- Active listening — Don't interrupt each other.
- Stay on topic — Avoid unrelated conversations.
- Turn off all electronic devices (e.g., mobile phones).
- Familiarization with the Internal Guidelines for remote "Supportive meetings" (in case of remote sessions).

Note for facilitators: *Ensure in advance that all handouts and writing and drawing materials are fully prepared (with extra in reserve) and sufficient for the entire group.*

ACTIVITY 1: «My Mood»

DURATION: 5 minutes.

REQUIRED MATERIALS: A poster with a feelings meter illustration (Appendix 1 «Feelings meter»), narrow colored stickers, markers/pens



PROCEDURE:

1. Facilitators greet the participants and introduce themselves.
2. Participants introduce themselves (if they are not already acquainted).
3. Facilitators introduce the participants to the topic and objectives of the session.
4. Facilitators, together with the participants, create group work rules.

To do this, facilitators ask the participants why rules exist in life, then ask them to suggest rules they believe are necessary for the successful work of the entire group during all sessions. A possible question to ask: «What rules are necessary for all of us to ensure that work and communication in the group are always friendly, creative, and productive?» The facilitators discuss all the rule suggestions from the participants, discarding or combining duplicates, and hinting at any rules that haven't been mentioned. They then write all the finalized rules on the A1 sheet of paper.

Note for facilitators: If the overall result for the group turns out to be more negative, you can use one or several quick techniques to boost and stabilize the mood before starting the exercises. This activity can also be conducted differently, using, for example, this Google form instead of the feelings meter and stickers:
<https://forms.gle/dH7usAQnNUv7HwvF7>.



ACTIVITY 2: «Expectations: Fruit basket»

Duration: 5 minutes

Materials needed: poster with an image of a basket (see Fig. 2), fruit-shaped colored stickers, markers/pens.



PROCEDURE:

1. Facilitators ask participants to write their expectations for the training on the fruit-shaped stickers.
2. Participants write down their expectations.
3. Each participant, in turn, approaches the poster, announces their expectations, and places their fruit near the basket.

Note for facilitators: participants' expectations must be appropriate and realistic.

ACTIVITY 3: «Resilience»

Duration: 20 minutes

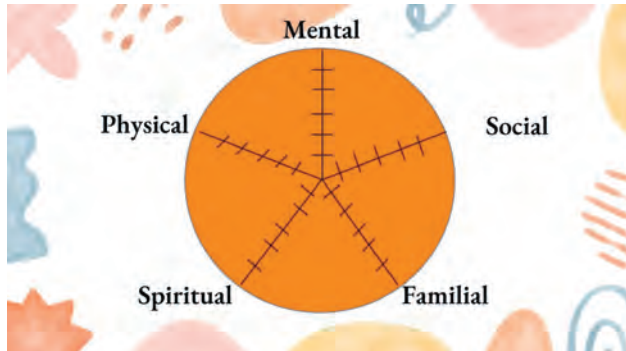
REQUIRED MATERIALS: Flip chart, Appendix 1 «Resilience – the ability to maintain balance», Appendix 2 «My Resilience,» markers/pens.



PROCEDURE:

1. The facilitators remind participants that the topic of the session is resilience. To start, the first facilitator explains the concept: «Resilience (also known as stress resistance) is an innate dynamic personality trait. Resilience helps us overcome stress and difficult life periods. It can and should be developed, allowing individuals to effectively cope with life's challenges while maintaining mental health. Resilience is the ability to thrive and grow despite adversities. Its components include various types of well-being.»

PROCEDURE:



The second facilitator writes the following components on the flip chart, explaining them verbally:

- **Physical:** health, energy, and well-being — physical resources.
- **Spiritual:** values and beliefs that guide one's life.
- **Mental:** emotional control, resilience, critical thinking.
- **Social:** the ability to build and maintain meaningful relationships.
- **Family:** feeling part of a supportive, loving, and safe group.

Psychological: overall happiness, satisfaction with life, and emotional well-being, which depends on all other aspects of well-being.

2. After this mini-lecture, facilitators distribute Appendix 2 and writing materials to participants, asking them to rate their own level of well-being for each component. The center of the circle represents «very poor», while the outer circle represents «very good».

3. Participants fill in the templates independently and can share their results with the group if they wish.

4. Facilitators thank the group and ask participants to reflect on certain questions for each type of well-being.

Questions about physical well-being:

- How do I feel physically?
- Do I have enough energy to handle daily challenges?
- Do I have regular physical routines?
- How much time do I spend on physical activity daily?
- Do I focus on prevention of health problems?

Questions about spiritual well-being:

- What are my core values in life? Do I recognize them?
- How connected is my life to my values?
- What do I do for spiritual development? Do I attend cultural

PROCEDURE:

events or connect with like-minded people? Do I travel?

- Do I have routines related to spiritual practices, such as prayers, meditations, or reading?

Questions about mental well-being:

- Do I understand my temperament? What traits do I have?
- Have I tried to learn how to understand and control my emotions?
- How would I describe my willpower?
- What do I know about critical thinking? Can I give examples of how it is practically applied?

Questions about social well-being:

- Do I have stable friendship?
- Do I do things that I enjoy?
- Do I feel fulfilled in society?
- Do I know how to build relationships at work and with friends?
- How large is my social circle, and do I maintain these social connections?

Questions about family well-being:

- Do I have my own family?
- How often do I communicate with my relatives?
- Does my family have traditions?
- Do I feel safe and comfortable within my family?

5. Participants reflect on these questions privately, reassessing their well-being more objectively, and update their answers in Appendix 2.

6. The facilitators summarize by stating that it's not always easy to objectively assess our resilience or even one of its components, as we don't always ask ourselves the right questions. It's essential to periodically reflect on these aspects to analyze our well-being. Facilitators then distribute Appendix 1 so participants can use it in their daily lives. To strengthen resilience, the facilitators suggest that participants practice some of the exercises from the session in the future.

Note for facilitators: participants' expectations must be appropriate and realistic.

ACTIVITY 4: Mindfulness practice «Self-observation»

DURATION: 5 minutes.

REQUIRED MATERIALS: Music device.



PROCEDURE:

1. Facilitators tell the group that it's normal if participants have many thoughts after the previous discussion. However, instead of worrying about all these thoughts, it's better to distract oneself and relax, for which special mindfulness practices exist. The facilitators suggest performing one of these practices by playing suitable background music and asking participants to follow the instructions:

- Sit comfortably with your back straight — ideally so that your back does not touch the back of the chair, your feet are on the floor, and your eyes are open.
- Look straight ahead and take three or four deep breaths through your nose, exhaling through your mouth. Observe your breathing, realizing that it is exactly as it is.
- Gradually return to your usual breathing pattern and close your eyes.
- Focus all your attention on your breathing: breathe calmly, feeling the rhythm of your breath and the surrounding silence.
- Different thoughts will come to mind — don't push them away, accept them — this is completely normal. Don't be critical to your thoughts; give them space to wander in your mind. Shift your attention back to your breathing, without criticizing yourself for having thoughts. It's perfectly normal that they take up significant time and attention. Practice focusing on your breathing.
- Try to feel your body, recall the objects located in the room, and then open your eyes.

2. After all participants have opened their eyes, the facilitators note that this technique can be done independently and daily for self-support.

Note for facilitators: *The last instruction should be given at the end of the exercise, allowing as much time as possible for participants to complete the previous instruction.*

ACTIVITY 5: «Self-support exercises»

DURATION: 15 minutes.

REQUIRED MATERIALS: Appendix 3

«My protective factors» and Appendix 4

«Gratitude postcard,» markers/pens.



PROCEDURE:

1. Facilitators address the participants with the following message:
«So, about self-support. Sometimes we all find ourselves in difficult situations and lose faith in our own strength. In such moments, we need to know how to support ourselves. For this, there are special practices, and now we will try one of them.»

After this, facilitators distribute Appendix 3 and ask participants to fill it out.

2. Participants fill the templates.

3. Facilitators suggest that participants keep this template and use it during difficult moments in life, following the process outlined.

4. Facilitators continue with this message:

«When we are struggling, we often feel indifferent to others and alone. At these times, we also often forget that many people are facing much worse conditions and situations in life than we are. The ability to overcome this feeling and realize that we are not alone in this world, that the universe and other people actually support us, is given to us through gratitude. There are also special practices for realizing and experiencing this, and now we will try one of them».

After this, facilitators distribute Appendix 4 and ask participants to fill it out.

5. Participants fill the templates.

6. Facilitators suggest participants keep this template and recommend practicing this exercise every evening before bed, following the process outlined. They note that this exercise can actually provide some support at any time.

ACTIVITY 6: Warm-up exercise

«Think about your body»

DURATION: 5 minutes.

REQUIRED MATERIALS: None.



PROCEDURE:

1. Facilitators address the participants with the following words:
«Even when everything is going well, it is important to maintain your resilience. To do this, you need to be aware of the state of your body. There are exercises for this too! We suggest you try a few of them now, and you can choose the ones that will best help you during work, difficult life situations, etc. As you do these exercises, just listen to your body and sensations to make your choice.» After this, facilitators ask participants to follow these instructions:

- Sit up straight on a chair, with your feet flat on the ground.

PROCEDURE:

- Lift your heels off the floor, tense your calves, then slowly relax them and place your heels back on the floor. Try doing this both while sitting and standing. Repeat these actions 5 times.
 - Roll your shoulders back and tense your back. Relax. Try doing this both while sitting and standing. Repeat 5 times.
 - Clench your fists tightly, as if grabbing something. Press your hands against yourself. Release the fists. Clench them again and press them against yourself. Release them again. Repeat 5 times.
 - Raise your arms to shoulder level and shake them until you feel a slight tension in your muscles. Stop and lower your arms. Repeat 5 times.
2. After all participants have completed the exercises, facilitators note that to reinforce the habit of doing the selected exercises, it is better to perform them daily or every other day, as well as during stressful situations.

ACTIVITY 7: «Unfortunately — fortunately»

DURATION: 15 minutes.

REQUIRED MATERIALS: Appendix 5 «Unfortunately — fortunately», markers/pens, timer, soft ball (optional).



PROCEDURE:

1. Facilitators address the participants with the following words: «Now that we've warmed up our bodies a bit, we can train our brains». The facilitators suggest that participants find positive aspects in various situations in such way: adding «unfortunately» to the beginning of a phrase describing a certain situation, followed by «but fortunately» and logically completing the sentence. For example, the phrase «There was little snow this winter» can be rephrased as: «Unfortunately, there was little snow this winter, but fortunately, there wasn't much mud and slush when it melted». Situations suggested by facilitators may include:
- My loved one decided to break up with me.
 - I was fired.
 - I broke my arm.
 - The power supply has been turned off in my house.
 - I gained weight.
 - I ran out of money sooner than expected.
2. Participants share their responses.

PROCEDURE:

3. Facilitators distribute Appendix 6 and ask participants to write as many sentences as possible in the same way within the given time. Sentences can be based on the participants' real-life experiences or be purely hypothetical, depending on how open and comfortable they feel.

4. Facilitators start the timer, and participants fill out the templates.

5. After 5 minutes, participants share their results.

6. Facilitators lead a discussion, asking participants how they felt while writing the sentences, whether this way of constructing sentences and thinking was comfortable and familiar to them.

7. Facilitators conclude by stating that, in most competitions, the one who completes the task fastest and best receives a reward. However, in this activity, participants who filled out the template the quickest and wrote the most sentences already have their reward: quick and positive thinking. This is a very valuable prize. The others also receive their rewards: from now they know how to draw positive conclusions from any situation. And these skills — these «gifts» — can (and should) be used for life. The most important thing is not to forget about them.

***Note for facilitators:** While forming sentences for the situations, facilitators can use a ball to pass turns to participants — whoever the facilitator or another participant throws the ball to, continues the sentence.*

ACTIVITY 8: Warm-up exercise «Emotional recharge»

DURATION: 5 minutes.

REQUIRED MATERIALS: None.



PROCEDURE:

1. Facilitators address the participants with the following message: «Have you ever noticed that when someone is happy, they often express it through their body language? For example, if you observe football players, you can see that when one scores a goal, he beats himself in chest, another raises his hands up, a third claps his hands, and a fourth dances, etc. The same thing happens with many people from various fields: they usually express their success, satisfaction, and joy through facial expressions, hand and leg movements, and even singing. . This is because recreating movements of joy, victory, and success further fills us with emotions and energy.

PROCEDURE:

So now, since everyone is already filled with positivity, we suggest increasing your psychological well-being and resilience even more by performing this exercise». Facilitators ask participants to form a circle and recall how they usually express their positive emotions (enthusiasm, joy, success) through specific movements, gestures, and sounds.

2. Each participant takes turns demonstrating their usual expression of positivity, and the whole group repeats it.

3. After all participants have shown their expressions of positive emotions, facilitators lead a discussion, asking questions such as:

- How do you feel now?
- What happened during the performance of this exercise?
- What would you call the emotional state management technique you just experienced?

4. After all comments, facilitators summarize that this was one of the emotional recharge techniques and advise participants to always remember the movements, words, and melodies that positively affect their mood and use them as needed.

Note for facilitators: This exercise is not mandatory for this session and can be conducted if there is extra time left in the training.

ACTIVITY 9: «Reflection»

DURATION: 5 minutes.

REQUIRED MATERIALS: Same as in Activity 1.



PROCEDURE:

1. Facilitators ask participants to identify their mood after the session.

2. Each participant approaches the poster with the feelings meter, finds their sticker with their name, and if their mood has changed, moves the sticker to the appropriate place, optionally explaining the reason for the mood change. If their mood hasn't changed, they leave the sticker where it is.

3. Facilitators observe the feelings meter, analyze, and evaluate the placement of the stickers, then announce the overall result for the group — more positive, neutral, or more negative.

Note for facilitators: If the overall result for the group turns out to be more negative (especially compared to the beginning of the session), you can use one or several meditative techniques to calm the participants before transitioning to traditions and farewells.

This activity can also be conducted differently, using, for example, this Google form instead of the feelings meter and stickers: <https://forms.gle/dH7usAQnNUv7HwvF7>.



ACTIVITY 10: «Expectations: Fruit basket»

DURATION: 5 minutes.

REQUIRED MATERIALS: From Activity 2.



PROCEDURE:

1. Facilitators ask participants: “Have your expectations been met?”, “What did you like about the session?”

2. To answer these questions, each participant takes turns approaching the large sheet of paper with the basket, finding their fruit, and recalling their expectations. If a participant’s expectations have been met, they move their fruit into the basket and share their impressions of the training and express their wishes. If their expectations have not been met, the participant leaves their fruit out of the basket.

3. After all participants have spoken, facilitators summarize that the moved expectations are not just a basket of fruits but represent the harvest of knowledge and exercises participants have gathered during the training. They express the hope that participants will develop the same number of habits of performing these exercises and that these habits will be as useful as those fruits.

TRADITION: 8
hugs and thanks to each other.



SKILLS AND COMPETENCIES ACQUIRED BY TRAINING PARTICIPANTS:

- Understanding of resilience
- Increased self-awareness
- Emotional regulation skills
- Positive thinking
- Self-support skills
- Enhanced social competence
- Improved mental health

APPENDIX 1: Resilience — The ability to maintain balance

Resilience (also known as stress resistance) is an innate dynamic trait of personality. Through resilience, we overcome stresses and challenging periods in life. Resilience can and should be developed — it allows a person to handle life's difficulties more effectively, thereby preserving overall mental health.

In other words, resilience is the ability to thrive and grow despite challenges and adversities. The components of resilience include various types of well-being.

Components	Questions for Reflection
Physical — health, physical energy, well-being, in other words, physical resources.	How is my health? • Do I have enough energy to cope with daily challenges? • Do I have daily physical routines? • How much time per day do I dedicate to physical activity? • Do I pay attention to preventive health measures?
Spiritual — values and beliefs that underpin life.	What are my core values in life? Am I aware of them? • How is my life connected to my values? • What do I do for my spiritual development? Do I attend cultural events, meet like-minded people, travel? • Do I have routines related to my spiritual life? For example, prayers, practices, reading books.
Mental — emotional control, endurance, character, critical thinking.	• Am I aware of my temperament? What traits do I have? • Have I tried to learn to be aware of and control my emotions? • What can I say about my willpower? • What do I know about critical thinking? Can I give examples of how it is practically applied?
Social — the ability to build and maintain reliable, meaningful relationships.	• Do I have stable friendship? • Do I engage in activities I enjoy? • Do I feel fulfilled in society? • Can I build relationships at work and with friends? • How extensive is my network of acquaintances and do I maintain connections within this network?
Family — the feeling of being part of a supportive, loving, and safe group.	• Do I have my own family? • How often do I communicate with my relatives? • Does my family have any traditions? • Do I feel safe and comfortable in my family?
Psychological — a sense of happiness, satisfaction with oneself and one's life, life meaning, mental health.	This component depends on the development of all other components, so there are no specific questions.

Of all the components, resilience is most closely related to psychological well-being because it consists of all other components of stress tolerance.

Psychological well-being is an integral indicator of a person's focus on achieving the main components of positive functioning, as well as the degree to which this focus is realized, which is subjectively expressed in the sense of happiness, satisfaction with oneself and one's life. It is closely related to concepts such as life meaning, mental health, etc.

What is the foundation of psychological well-being?

Psychological well-being is connected to the process of life, life goals, as well as the effectiveness of life experience, value-based orientations, and personal resilience. In other words, the foundation of psychological well-being is the subjective emotional assessment of oneself and one's life, the process of self-actualization, and personal growth.

What affects mental health?

Mental health is influenced by behavioral factors, a passive lifestyle, rapid social changes, lack of stability, uncertainty about the future, information overload, stressful work conditions, conflicts, negative stress situations, traumatic events, gender discrimination, risk of violence, etc.

What affects resilience?

Many factors affect resilience, such as:

- Positive attitude towards oneself and one's abilities;
- Ability to realistically plan and implement plans;
- Nurturing values and planning life according to them;
- Development of communication skills, including assertiveness;
- Development of one's «support system»;
- Development of problem-solving skills.

What strategies can help increase resilience and stress resistance?

To enhance resilience and stress resistance, consider the following tips:

Look at challenges from a different perspective.

Ask yourself questions such as: What would a close person say about this situation? What advice would I give to a friend? Are my thoughts helping me resolve this issue?

How would I view this situation if I were not experiencing these emotions? What skills, knowledge, or abilities do I lack to better understand this situation? What strengths or positive aspects in myself or the situation have I not yet noticed?

Focus on things that you can control.

It can sometimes feel like everything is falling apart and you are losing touch with reality. It's crucial to regain a sense of control. Identify the elements of the situation that you can influence or manage and focus on them. This approach will restore your sense of security and help build stress resilience. Grounding techniques can be useful here.

Try to find meaning in difficulties.

This may not be easy and might require time and space—and that's okay. Initially, the meanings you find in difficulties may be small, but they can still provide support. Over time, you may be able to reassess these meanings and expand on what these challenges have given you or taught you. There are always positives in every situation.

Infuse challenges with hope and view them as experiences alongside difficulties.

While you can't change the fact that stress-inducing situations or events occur, you can learn to alter your attitude towards them to include positive emotions in your life. Life consists not only of challenges but also of pleasant moments!

Start with small steps.

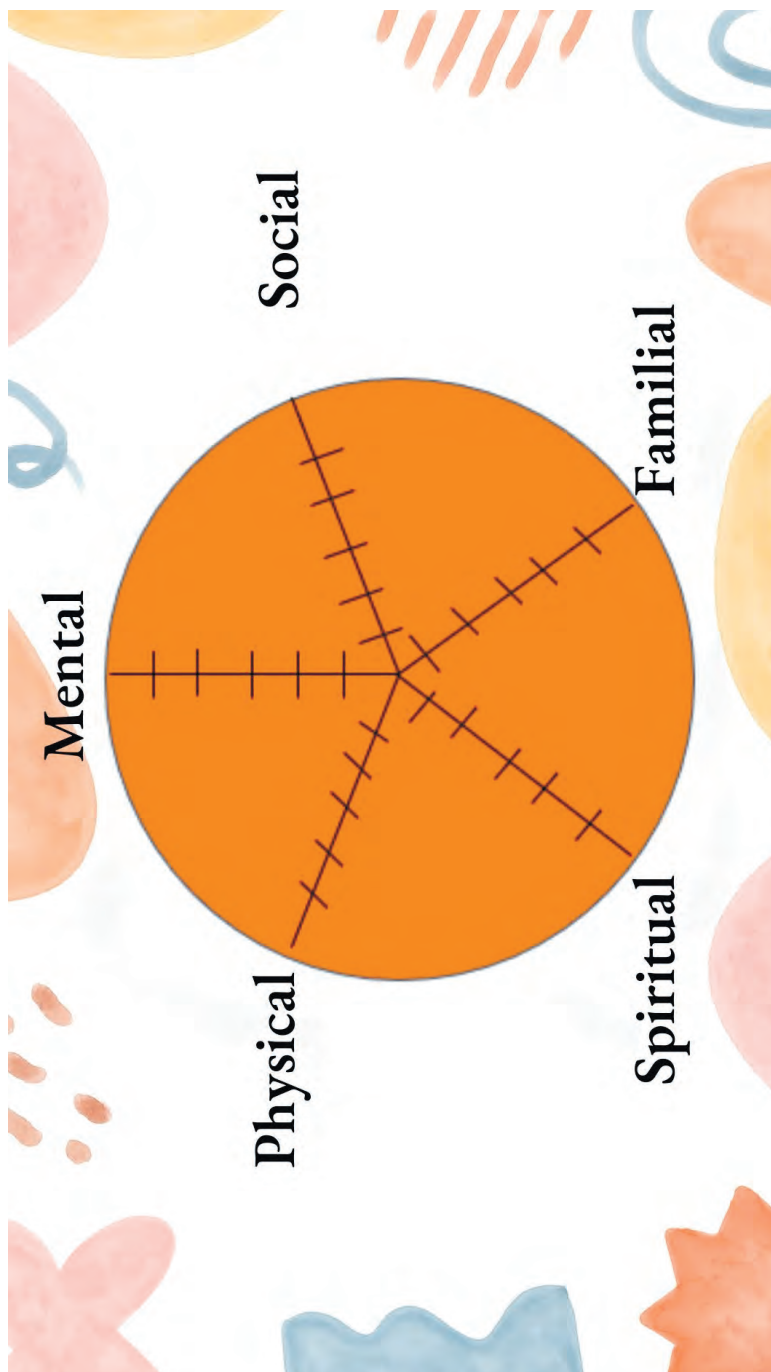
This is a rational approach to decision-making that can help manage difficulties or improve your quality of life. Remember your strengths—they are better tools for you than hoping or waiting for problems to resolve themselves. Don't be afraid to ask for help and learn to accept it.

Develop relationships and seek support.

These can be friendly and close relationships within or outside your family. Discussing issues with others can provide understanding or new ideas that help tackle problems. Don't hesitate to seek professional help if needed.

Remember: change is inevitable and pervades life.

Some goals you set may become unattainable due to certain circumstances or may simply lose their relevance. The ability to adapt to changes will help you notice new opportunities, show creativity, and grow both personally and professionally.



APPENDIX 3 «My protective factors»

Name: _____ Data: _____



My defense factors

Factors that help us be resilient in the face of adversity.
Fill in the below fields to see the strengths of your life.

Social support

Write the names of two people in your life with whom
you can discuss your problems



Skills

Describe at least one thing in which you are well
versed or have knowledge



Strategies to resolve problems

Describe the case when you overcame difficulties



Personality

Describe what you can be proud of as a person



Community

Write at least 3 activities that you do with your
friends





COMPLETION ALGORITHM:

1. Find a Quiet Place: Locate a tranquil spot where you won't be disturbed.
2. Engage in Physical Activity: Perform a few physical exercises to connect with your body.
3. Breathe and Relax: Close your eyes and take a few deep breaths to calm down.
4. Complete the Template: Fill in all five sections of the template one by one.
5. Reflect and Listen: Reread what you've written and pay attention to your feelings. If needed, reach out to someone who can support you.

Appendix 4 «Gratitude postcard,»



COMPLETION ALGORITHM:

1. Find a Quiet Place: Locate a tranquil spot where you won't be disturbed.
2. Engage in Physical Activity: Perform a few physical exercises to connect with your body.
3. Breathe and Relax: Close your eyes and take a few deep breaths to calm down.
4. Complete the Template: Fill in all five sections of the template one by one.
5. Reflect and Listen: Reread what you've written and pay attention to your feelings. If needed, reach out to someone who can support you.

Appendix 5 «Unfortunately - fortunately»

1. Unfortunately,	but fortunately
2. Unfortunately,	but fortunately
3. Unfortunately,	but fortunately
4. Unfortunately,	but fortunately
5. Unfortunately,	but fortunately
6. Unfortunately,	but fortunately
7. Unfortunately,	but fortunately
8. Unfortunately,	but fortunately
9. Unfortunately,	but fortunately
10. Unfortunately,	but fortunately
11. Unfortunately,	but fortunately
12. Unfortunately,	but fortunately
13. Unfortunately,	but fortunately
14. Unfortunately,	but fortunately

MODULE VII:
**«THE PATH TO REPLENISHING INNER
RESOURCES»**
(90 minutes)



Objective: Expand participants' understanding of internal and external resources, introduce potential ways to replenish resources; activate internal potential to search for personal resources; develop skills in stress-resistant behavior; and form practical skills for self-regulation.

ACTIVITY 0: Introduction to the module

DURATION: 5 minutes

REQUIRED MATERIALS: Flip chart with session tasks, poster with group rules

PROCEDURE:

1. Facilitators greet participants and introduce themselves.
2. Participants introduce themselves (if they are not already acquainted).
3. Facilitators introduce the topic and objectives of the session, and remind participants of the rules.

SESSION OBJECTIVES:

- Understand the concept of resources.
- Learn some techniques for resource restoration.

ACTIVITIES:

- «My Mood»
- «Expectations: Hourglass»
- Theoretical part: «The parable of the eagle»
- Brainstorming: «What are resources?»
- Information block: «Rules of resourcefulness and countering emotional burnout»
 - «High energy»
 - «I am. I have. I can. I will.»
 - «Energy generator»
 - «Values of my life»
 - «Reflection»
 - «Expectations: Hourglass»

RULES OF GROUP WORK:

- Confidentiality — what happens in the group stays in the group.
- Respect for others' opinions — no criticism of each other.
- Active listening — no interrupting.
- Staying on topic — avoid side conversations.
- Turn off all electronic devices (e.g., mobile phones).

RULES OF GROUP WORK:

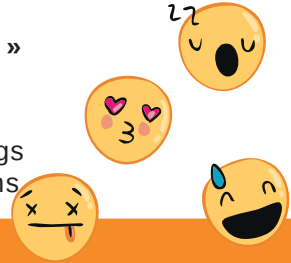
- Familiarize yourself with the internal guidelines for remote methods of «Supportive Meetings» (in case of remote sessions).

Note for facilitators: *Ensure in advance that all handouts and writing and drawing materials are fully prepared (with extra in reserve) and sufficient for the entire group.*

ACTIVITY 1: «My Mood»

DURATION: 5 minutes.

REQUIRED MATERIALS: A poster with a feelings meter illustration (Appendix 1 «Feelings meter»), narrow colored stickers, markers/pens



PROCEDURE:

1. Facilitators greet the participants and introduce themselves.
2. Participants introduce themselves (if they are not already acquainted).
3. Facilitators introduce the participants to the topic and objectives of the session.
4. Facilitators, together with the participants, create group work rules. To do this, facilitators ask the participants why rules exist in life, then ask them to suggest rules they believe are necessary for the successful work of the entire group during all sessions. A possible question to ask: «What rules are necessary for all of us to ensure that work and communication in the group are always friendly, creative, and productive?» The facilitators discuss all the rule suggestions from the participants, discarding or combining duplicates, and hinting at any rules that haven't been mentioned. They then write all the finalized rules on the A1 sheet of paper.

Note for facilitators: *If the overall result for the group turns out to be more negative, you can use one or several quick techniques to boost and stabilize the mood before starting the exercises. This activity can also be conducted differently, using, for example, this Google form instead of the feelings meter and stickers:*
<https://forms.gle/dH7usAQnNUv7HwvF7>.



ACTIVITY 2: «Expectations: Hourglass»

DURATION: 5 minutes.

REQUIRED MATERIALS: Poster with an hourglass image, round colored stickers, pens/markers.



PROCEDURE:

1. Facilitators ask participants to write their expectations for the training on round stickers.
2. Participants write their expectations on the stickers.
3. Each participant, in turn, approaches the poster, announces their expectations, and places their sticker in the upper part of the hourglass.

Note for facilitators: Ensure that participants' expectations are appropriate and realistic.

ACTIVITY 3: Theoretical part - «The parable of the eagle»

DURATION: 15 minutes.

REQUIRED MATERIALS: Text of the parable, a musical device (optional).



PROCEDURE:

1. Facilitators read the following parable to participants, optionally with musical accompaniment:

The parable of the eagle

A farmer's son found an eagle's nest high in the mountains, with only one egg in it. He carefully took the egg from the nest and brought it to the farm, placing it among the chicken eggs. Eventually, the egg hatched, and the chick believed that the hen was its mother, and that it itself was a chicken. So, the eaglet grew up behaving like all the chickens: pecking at worms and insects, clucking, and never attempting to fly above the ground.

One day, a naturalist visited the farmer, curious about how the eagle, the king of birds, could live in a barn with chickens.

«He ate with the chickens, he considers himself a chicken, and he will never learn to fly,» explained the farmer.

«However,» the naturalist insisted, «he has the heart of an eagle, and he can learn to fly.»

Carefully taking the eaglet in his hands, he said to the bird, «You were made for the sky, not for the earth. Spread your wings and fly.» The young eagle was confused. Looking at the chickens pecking at the feed, it jumped down to join them again.

PROCEDURE:

The next day, the naturalist took the eagle again and climbed to the roof of the house.

«You are an eagle,» he repeated to the bird. «Spread your wings and fly!» But the eaglet was frightened by the new world that opened before it, so it jumped down again to the chickens.

On the morning of the third day, the naturalist took the eagle to a high mountain. Facing the sun, he lifted the king of birds high above his head and, encouraging it, said:

«You are an eagle. You were made for the sky. Spread your wings and fly!»

The eagle looked around. And then something happened that the naturalist had been waiting for: the bird slowly spread its wings and finally joyfully soared into the clouds.

Perhaps the eagle still remembers the chickens with sadness and even occasionally visits them. But it will probably never return to its former life. It was an eagle, even though it was raised as a chicken.

2. After a brief pause, facilitators begin a discussion by asking the participants questions like:

- What is this parable about?
- Why couldn't the eaglet fly immediately?
- Do we often behave like this in life?

ACTIVITY 4: Brainstorming - «What are resources?»

DURATION: 15 minutes.

REQUIRED MATERIALS: Paper, markers, pens.



PROCEDURE:

1. Facilitators ask participants, «What associations do you have with the concept of 'resources'?» Participants share their thoughts.

2. After listening to all participants, the facilitators explain: «Resources are what help a person in difficult situations, their capabilities. Usually, resources can be divided into two groups: internal and external. Internal resources are a person's abilities, while external resources are the opportunities one can draw from other people and circumstances.»

3. Participants are divided into two groups, for example «Day» and «Night.»

4. Facilitators give tasks: for the first group — to create a list of «Internal resources of a person,» for the second group — to create a list of «External resources of a person.»

PROCEDURE:

5. Participants in both groups write down all their ideas on sheets, then a representative from each group approaches the poster and reproduces the final version of the list compiled by their group.

6. Facilitators and participants discuss the results of the brainstorming session.

ACTIVITY 5: Information Block «Rules of resourcefulness and countering emotional burnout»

DURATION: 5 minutes.

REQUIRED MATERIALS: Printed informational material, flip chart, markers, Appendix 1 «Rules of resourcefulness»



PROCEDURE:

1. Facilitators distribute Appendix 1 to the participants and together discuss each point of these rules.

2. After the discussion, facilitators leave the informational material with the participants.

Note for facilitators: During the discussion, refer to participants' experiences and seek common approaches to understanding the rules.

ACTIVITY 6: «High energy»

DURATION: 5 minutes.

REQUIRED MATERIALS: Music device.



PROCEDURE:

1. One facilitator plays appropriate background music while the other says: «Imagine a bright starry sky. Choose the brightest star. Now, swallow it. It explodes within you, filling your entire body with energy. This energy penetrates every cell, filling you with the desire to change and take action.»

2. Participants imagine this and feel energized.

3. The second facilitator explains that this exercise can be a possible way to replenish resources and restore personal reserves, so participants should remember it for future self-practice.

ACTIVITY 7: «I am. I have. I can. I will.»

DURATION: 5 minutes.

REQUIRED MATERIALS: Flip chart, markers, paper, pens.

PROCEDURE:

1. One facilitator begins: «The goal of this exercise is to help you remind yourself of your resources—both external and internal—and to remember that you can actively use them to support yourself in difficult times.»

2. The second facilitator distributes sheets of paper and writing supplies.

3. The first facilitator writes the following list on the flip chart:

- I AM;
- I HAVE;
- I CAN;
- I WILL.

4. Facilitators ask participants to fill out their sheets with the following prompts:

- I AM: Write down everything you are proud of in yourself and all the good things associated with you. (Example: «I am alive. I am kind. I am active.»)

- I HAVE: List the people, places, and resources you can rely on. (Example: «Work, parents, friend Nastya, colleagues, money in my bank account.»)

- I CAN: List all the skills, abilities, and activities you possess. (Example: «Take responsibility, manage projects, learn, speak foreign language, support people, meet new people.»)

- I WILL: Write down what you will do to support yourself in tough times. (Example: «Go for a walk, go to bed on time, call a friend.») This can also include steps necessary to improve the situation and solve problems.

5. Participants fill out their sheets and then share their impressions.

ACTIVITY 8: «Energy Generator»

DURATION: 5 minutes.

REQUIRED MATERIALS: Music device.



PROCEDURE:

1. One facilitator plays appropriate background music while the other says: «Imagine a magical energy generator in front of you.

PROCEDURE:

Turn it on and feel the energy filling the front part of your body: your chest, abdomen, all your muscles. Breathe in this energy and mentally move it to the back of your body, to your limbs, to your head. You are full of energy and ready to tackle any tasks.»

2. Participants imagine this and feel energized.

3. The second facilitator explains that this exercise can be a way to replenish resources, restore personal reserves, and be useful at the first signs of fatigue and exhaustion, so participants should remember it for future self-practice.

ACTIVITY 9: «Values of My Life»

DURATION: 15 minutes.

REQUIRED MATERIALS: Appendices 2 and 3, a basket with stickers shaped like gemstones, pens/markers.



PROCEDURE:

1. The first facilitator asks the participants: "What is most important to you in life?"

2. While participants reflect on the question, the second facilitator distributes Appendices 2 and 3, writing supplies, and places a basket with stickers in the center of the table.

3. The first facilitator suggests that participants list all their values on the sheets. To make this process faster and easier, they can use the list provided in Appendix 2, which includes options they can select from and add their own.

4. Once all participants have compiled a complete list of their values, the facilitator asks them to highlight the 10 most important ones.

5. When each participant has narrowed down their list to 10 items, the facilitator asks each participant to take three gemstone stickers from the basket and write only the three most important values from their list of 10 on them. They should then attach these stickers to the jug (Appendix 3).

6. Once each participant has filled their jug with their most important values, the facilitators begin a discussion using questions such as

- How did you select your values?
- Which three values did you choose?
- Under what conditions do you think values might change?
- How can knowledge about stress help in implementing life values?

7. After everyone has shared their thoughts, the facilitators summarize:

PROCEDURE:

“We have done important work by identifying our personal values. Emotional wisdom is built upon values, beliefs, and life philosophy. This is the foundational bedrock upon which life is built. Life values determine emotions and feelings, behavior, and actions. Well-developed values help in managing anger, resentment, and stress with ease. Sometimes, focusing on the secondary can make us overlook the primary. However, values help us remember and stay aware of life priorities, concentrate on what is most important, and achieve our goals. Choosing what is most significant and letting go of the trivial frees us from many insignificant problems and allows us to view stress differently. Today, you have identified your priority life values — these are not merely written on gemstones and hidden in a jug. In ancient times, such vessels were used to store treasures. Furthermore, the jug has historically symbolized the human soul. So, even if you lose this paper jug with paper gemstones, may your life values always be preserved in your soul.”

ACTIVITY 9: «Reflection»



DURATION: 5 minutes.

REQUIRED MATERIALS: Same as in Activity 1.



PROCEDURE:

1. Facilitators ask participants to identify their mood after the session.
2. Each participant approaches the poster with the feelings meter, finds their sticker with their name, and if their mood has changed, moves the sticker to the appropriate place, optionally explaining the reason for the mood change. If their mood hasn't changed, they leave the sticker where it is.
3. Facilitators observe the feelings meter, analyze, and evaluate the placement of the stickers, then announce the overall result for the group — more positive, neutral, or more negative.

Note for facilitators: *If the overall result for the group turns out to be more negative (especially compared to the beginning of the session), you can use one or several meditative techniques to calm the participants before transitioning to traditions and farewells. This activity can also be conducted differently, using, for example, this Google form instead of the feelings meter and stickers: <https://forms.gle/dH7usAQnNUv7HwvF7>.*



ACTIVITY 11: **«Expectations: Hourglass»**



DURATION: 5 minutes

REQUIRED MATERIALS: from Activity 2.

PROCEDURE:

1. The facilitators ask the participants: «Have your expectations been met?» and «What did you enjoy about the session?»

2. To answer these questions, each participant takes turns approaching the flip chart with the hourglass, locating their sticker, and recalling their expectations. If their expectations were met, they share their impressions of the training, express any wishes, and move their sticker to the bottom part of the hourglass. If their expectations were not met, the participant leaves the sticker at the top.

3. After all participants have spoken, the facilitators conclude by saying that the sand in the hourglass has moved not only because time has passed but also because most expectations have been fulfilled; and just as the hourglass is now filled with expectations, the participants themselves are now filled with knowledge and resources.

TRADITION: 8
hugs and thanks to each other.



SKILLS AND COMPETENCIES ACQUIRED BY TRAINING PARTICIPANTS:

- Understanding the concept of resources.
- Developing self-awareness.
- Self-regulation skills.
- Developing a positive mindset.
- Increasing personal resources.
- Enhanced stress resilience.
- Improved social skills.

Appendix 1

Guidelines for resourcefulness and countering emotional burnout

The emotional state and stress resilience of educators directly impact the emotional state of children and the classroom (or group) atmosphere. Therefore, it is crucial for educators to take care of themselves during times of high uncertainty and stress, finding their own sources of resilience and vitality. Here are steps to achieve this:

Remember your personal values:

Stress and overload can lead individuals to doubt the correctness of their actions and decisions or, conversely, to take on too much responsibility. During times of war, this imbalance appears especially perceptible, as individuals face uncertainty and lose control over the situation. Restoring balance can be achieved by revisiting personal values. Remember why you chose the teaching profession, what makes this work valuable, and what inspires and motivates you. Formulate these thoughts into one or two phrases, write them down, and place them at eye level in your workspace.

Reflect:

Recognize which processes and problems in your professional and personal life you can influence, and which are beyond your control. During reflection, answer questions such as:

- What habits and practices work well, bring results, and energize you in your professional and personal life?
- What problems are you facing, and can you influence them?
- What is needed for this, and what resources for influence do you already have?
- What resources or new ideas and methods can you use to solve problems?

Transform your activities:

Consider how to adapt teaching practices to make them more relevant, effective, and comfortable under current conditions. For example, include self-regulation exercises or resource-finding activities in lesson plans, and learn about new students from the class teacher.

Invest in professional and personal relationships:

Engagement in community and support from loved ones helps navigate stressful situations related to war and restores continuity in life. Build your professional network, join professional communities and experience-sharing platforms.

Spend adequate time with loved ones and friends, maintaining emotional connections and caring for each other.

Find time for rest:

With the need to adapt teaching materials and increasing workload, boundaries between work and personal time often blur, making it harder to switch off. Change activities and find a balance between intellectual work and physical activity. Set aside time exclusively for yourself and loved ones, such as a few hours in the morning and evening.

Identify and use resources for recovery:

In stressful situations, the ability to replenish your resources is crucial. Listen to yourself and identify your sources of recovery. Each person has a unique combination of resources for dealing with adverse conditions. Determine what helps restore emotional balance: physical practices, creative activities, reading, music, social interactions, walks, etc., and regularly dedicate time to these activities.

Prioritize and set clear goals:

Every day or week, create a task list with no more than ten items. Determine the priority of each task, forming a ranking. Next, identify the three most important tasks and focus your efforts on them. When setting goals, consider different areas of life and their alignment with personal values. Goals should be specific, measurable, achievable, relevant, and timely.

Praise and reward yourself:

Learn to recognize both significant and small successes. Daily or weekly, review progress toward your goals and note key moments in a journal. Be sure to reward yourself for completing tasks.

Appendix 2

SAMPLE LIST OF VALUES:

1. Good health and high level of vitality.
2. Freedom from fears, uncertainty, and past negative experiences.
3. Entertainment.
4. Harmonious relationships with others.
5. Career.
6. Faith.
7. Favorite activities, hobbies.
8. Progress towards dreams and set goals.
9. Interest in life, openness to new experiences.
10. Desire to learn and self-improve.
11. Interesting work.
12. Financial well-being.
13. Own business.
14. Love.
15. Comfort.
16. Social recognition and respect.
17. Happy family.
18. Sense of happiness, harmony, and life satisfaction.
19. Friendship.
20. Rest and relaxation.
21. Common sense.
22. Tolerance.
23. Other (please specify).

Appendix 3



MODULE VIII:
«SELF-CONFIDENCE. SELF-ESTEEM»
(90 minutes)



Objective: to create a trusting and safe atmosphere for the whole group, foster harmonious interaction among participants, unlock inner strengths, talents, and potential of each participant, fill everyone with energy and positive emotions, replenish participants' resources, and add optimism to the group. Also, to gather feedback from participants on the entire course of activities.

ACTIVITY 0: Introduction to the module

DURATION: 5 minutes.

REQUIRED MATERIALS: Flipchart with session objectives, poster with rules of group work.

PROCEDURE:

1. Facilitators greet participants and introduce themselves.
2. Participants introduce themselves (if they are not already familiar).
3. Facilitators present the session's topic and objectives and remind participants of the rules of group work.

SESSION OBJECTIVES:

- Stimulate brain activity, awaken energy, and release emotions.
- Share positive emotions and receive positivity from others.
- Improve mood and gain new resources.
- Discover new aspects of oneself and explore one's inner world.
- Strengthen self-esteem.

ACTIVITIES:

- «My mood»
- «Expectations: Starry sky»
- «I don't want to brag, but...»
- Storytelling: «Our own story»
- Energizer: «People to people»
- «Gratitude and gift»
- «Tea and farewell»
- «Reflection»
- «Expectations: Starry sky»

RULES OF GROUP WORK:

- Confidentiality — what happens in the group stays in the group.
- Respect for others' opinions — no criticism of one another.
- Active listening — do not interrupt each other.
- Avoid off-topic conversations — stay on topic.

RULES OF GROUP WORK:

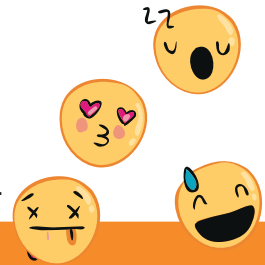
- Turn off all electronic devices (e.g., mobile phones).
- Familiarize yourself with the Internal Guidelines for remote «Supportive meetings» (for remote sessions).

Note for facilitators: Ensure that all necessary materials, including writing and drawing supplies, are prepared in advance, with enough available for the entire group, including extra supplies.

ACTIVITY 1: «My Mood»

DURATION: 5 minutes.

REQUIRED MATERIALS: A poster with a feelings meter illustration (Appendix 1 «Feelings meter»), narrow colored stickers, markers/pens.



PROCEDURE:

1. Facilitators greet the participants and introduce themselves.
2. Participants introduce themselves (if they are not already acquainted).
3. Facilitators introduce the participants to the topic and objectives of the session.
4. Facilitators, together with the participants, create group work rules. To do this, facilitators ask the participants why rules exist in life, then ask them to suggest rules they believe are necessary for the successful work of the entire group during all sessions.

A possible question to ask: «What rules are necessary for all of us to ensure that work and communication in the group are always friendly, creative, and productive?» The facilitators discuss all the rule suggestions from the participants, discarding or combining duplicates, and hinting at any rules that haven't been mentioned. They then write all the finalized rules on the A1 sheet of paper.

Note for facilitators: If the overall result for the group turns out to be more negative, you can use one or several quick techniques to boost and stabilize the mood before starting the exercises. This activity can also be conducted differently, using, for example, this Google form instead of the feelings meter and stickers:
<https://forms.gle/dH7usAQnNUv7HwvF7>.



ACTIVITY 2: «Expectations: Starry sky»

DURATION: 5 minutes

MATERIALS NEEDED: Large poster depicting a night sky, lighter at the bottom and very dark at the top (Fig. 2), star-shaped sticky notes.



PROCEDURE:

1. Facilitators ask participants to write down their expectations for the training on the star-shaped sticky notes.
2. Participants write their expectations and place the sticky notes in the bottom left corner of the sky, representing the stars just beginning to appear.

Note for facilitators: *make sure participants' expectations are realistic and relevant to the session.*

ACTIVITY 3: «I don't want to brag, but...»

DURATION: 10 minutes

MATERIALS NEEDED: A soft plush ball.

PROCEDURE:

1. Facilitators explain the rules of the exercise: the person who catches the ball must share a personal achievement, success, or skill using the phrase, «I don't want to brag, but...». The facilitator starts by throwing the ball to a participant who is willing to begin.
2. Participants take turns sharing their successes, throwing the ball to those who haven't shared yet. If time permits, some or all participants can share multiple achievements.
3. Group applause follows the completion of the activity, celebrating the accomplishments of the participants. Facilitators then initiate a discussion, asking if this exercise improved participants' mood.

Note for facilitators: *if a participant needs support during the exercise, it's the group's task to provide it.*

ACTIVITY 4: Storytelling «Our own story»

DURATION: 25 minutes.

MATERIALS NEEDED: Paper, markers/pens, and anything available in the room.



PROCEDURE:

1. Facilitators divide participants into two teams (for example, «Alpha» and «Centauri»), distribute paper and writing supplies, and suggest that both teams complete the same task: create their own story. The following guidelines should be followed:

- The story can be of any theme or genre — the main requirement is that it should be a cohesive, complete story in which all participants of each team are characters.

- One participant from each team must be the narrator. This narrator must also be a character in the story, but one who talks about everything and everyone except themselves. The narrator is not allowed to engage in dialogue with other characters; however, other characters are allowed to talk about narrator.

- After writing the script, these stories should be performed.

2. Both teams come up with and write down their stories, distributing roles. If there are participants in the group who absolutely do not want and/or cannot take part in the performance, they are given the roles of honorary spectators: they may, if they wish, participate in the creation of the script, but during the performance, they must attentively watch the play.

3. Each team enacts their story using the items available in the room: participants act according to the script, while the facilitators, the other team, and any possible spectator participants watch.

4. The facilitators lead a discussion, asking participants, for example, the following questions:

- What was each person's role in this story? Is everyone satisfied with this role? Did anyone want to change it? Did the roles correspond to your internal state? What was special about each role? Was everyone able to realize this and convey it to the audience in the performance?

- How was it working as a group? Who was the clear leader? What helped or complicated the process of writing the story?

- Do the spectators have any remarks, questions, or suggestions?

5. Participants share their thoughts. If spectator participants offer negative criticism, and other participants cannot respond appropriately, facilitators clarify that the goal was not to create a professional production but to enjoy the process. Therefore, everyone who participated can take pride in having achieved the goal, and those who did not participate can be happy they watched an original story.

ACTIVITY 5: Warm-up exercise «People to people»



DURATION: 5 minutes.

MATERIALS NEEDED: None.

PROCEDURE:

1. All participants find a partner and form pairs (if one participant is left without a partner, a facilitator who is not leading the exercise becomes their partner).

2. The facilitator asks participants to greet their partners by shaking hands. Then, participants will «greet» each other using the body parts indicated by the facilitator, and the key is to do it quickly. If the facilitator gives the command «People to people!», participants must switch partners, greet them with a handshake, and quickly follow the next instructions. After explaining the rules, the facilitator can give commands like:

- Right hand to right hand!
- Nose to nose!
- Back to back!
- People to people!
- Ear to ear!
- Heel to heel!
- Forehead to forehead!
- Pinky to pinky!

3. Participants follow the instructions, switching partners each time the command «People to people!» is given.

ACTIVITY 6: «Gratitude and gift»

DURATION: 15 minutes.

MATERIALS NEEDED: a box filled with pieces of paper with participants' names, white and colored paper, colored pencils/markers, scissors, glue, optionally – paints, water and brushes, and waste old magazines.



PROCEDURE:

1. The facilitators address the participants with the following message: “Did you know that giving gifts and expressing gratitude are some of the most powerful practices for gaining inner strength and confidence? Especially when it comes from heart.”

PROCEDURE:

The point is that when we give, we subconsciously understand that we have enough resources to share something. And when we thank someone, we recognize that there are people, forces, organizations — someone in the world — who can support us”.

2. Then each participant draws a name from the box. If they drew their own name, they put it back and take another. Afterward, they think about what they can thank that person for and come up with a gift they would like to give them.

3. The facilitators then provide the group with all the creative supplies, and each participant creates a symbol of their gift — a drawing, collage, or any other creative product.

4. All participants gather in a circle. The participant who volunteers to go first expresses their gratitude to the person whose name they drew from the box, explaining what they are thankful for, and gives them the symbol of the gift they created.

5. The recipient of the gratitude and creative product then expresses their thanks to the person who thanked them, followed by thanking the person whose name they drew from the box, again explaining what they are grateful for and presenting their symbolic gift.

6. When all participants have expressed their gratitude and exchanged creative products, the facilitators thank the group for participating in all the activities and wish that the symbols would eventually become real gifts.

Note for facilitators: while the participants are creating their products, you can prepare the table for tea.

ACTIVITY 7: «Tea and farewell»

DURATION: 10 minutes.

MATERIALS NEEDED: tea, coffee, juice, water, sugar, snacks, cups or glasses, spoons, napkins.



PROCEDURE:

1. Participants sit around a table with snacks and drinks, and the facilitators address the group with words: “Today, we are concluding our course of sessions. So, we’d like to summarize the experience we all gained during these meetings,” and then lead a discussion by asking the participants questions such as:

- Did you learn anything new and useful during the course?
- What touched you during the course?
- Who or what inspired you during the course?

PROCEDURE:

- What made you smile or even laugh during the course?
 - What was the best thing that happened to you during the course?
 - Do you practice or plan to practice anything you learned during the course?
 - Did you enjoy the training-based learning method?
 - Would you like to attend similar sessions in the future?
2. Everyone enjoys the snacks and drinks while participants answer the facilitators' questions.

ACTIVITY 9: «Reflection»



DURATION: 5 minutes.

REQUIRED MATERIALS: Same as in Activity 1.



PROCEDURE:

1. Facilitators ask participants to identify their mood after the session.
2. Each participant approaches the poster with the feelings meter, finds their sticker with their name, and if their mood has changed, moves the sticker to the appropriate place, optionally explaining the reason for the mood change. If their mood hasn't changed, they leave the sticker where it is.
3. Facilitators observe the feelings meter, analyze, and evaluate the placement of the stickers, then announce the overall result for the group — more positive, neutral, or more negative.

Note for facilitators: *If the overall result for the group turns out to be more negative (especially compared to the beginning of the session), you can use one or several meditative techniques to calm the participants before transitioning to traditions and farewells. This activity can also be conducted differently, using, for example, this Google form instead of the feelings meter and stickers: <https://forms.gle/dH7usAQnNUv7HwvF7>.*



ACTIVITY 9: «Expectations: Starry sky»

DURATION: 5 minutes.

REQUIRED MATERIALS: from Activity 2.

PROCEDURE:

1. Facilitators ask participants: “Have your expectations been met?” and “What did you enjoy about the session?”

2. To answer these questions, each participant takes turns approaching the poster with the sky, finding their star, and recalling their expectations. If their expectations have been met, they move their star upwards, share their impressions of the training and express their wishes. If their expectations have not been met, the participant leaves their star in place.

3. After all participants have done, facilitators summarize by comparing the stars now shining high in the sky to how the participants can feel like real stars themselves. Their self-esteem, confidence, love for themselves, and their surroundings have also risen, so they can shine in all directions and share this light with the world.

**TRADITION: 8
hugs and thanks to each other.**



SKILLS AND COMPETENCIES ACQUIRED BY TRAINING PARTICIPANTS:

- Enhanced self-esteem
- Improved social skills
- Increased emotional intelligence
- Development of a positive mindset
- Strengthened group cohesion

Section 3.
EXERCISE LIBRARY
FOR TRAINING SESSIONS



Building a supportive and understanding environment in schools is essential. This resource provides practical tools and strategies to help educators foster strong partnerships with colleagues, students, and parents, creating a positive and nurturing learning atmosphere.

Exercise «I don't mean to brag, but I...»

Adapted by — Svitlana Zhorova.

Purpose: To develop brief self-presentation skills and reinforce participants' names in memory.

Time: Depending on the number of participants, usually 10-15 minutes.

Age Range: From 5 to 65 years.



Procedure: All participants sit in a circle.

The educator asks them to take turns stating their name and completing the phrase: «I don't want to brag, but I...»

The educator starts, for example:

«I don't want to brag, but I can plan and do several tasks simultaneously and efficiently.»

Discussion Questions: What interesting things did we learn about the participants?

Who would like to present themselves differently?

Conclusion: This exercise helps participants learn to present themselves concisely and accurately while improving group interaction. It creates a positive atmosphere and helps reduce tension.

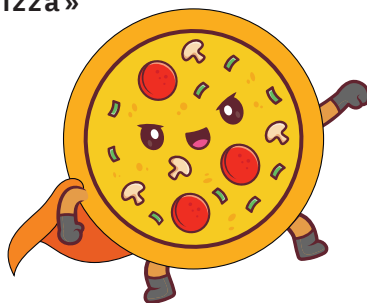
Rest game «Pizza»

Adapted by — Olena Kolisnyk.

Purpose: To relieve muscle tension and teach harmonious interaction with each other.

Time: Depending on the number of participants, usually 10-15 minutes.

Age Range: From 5 to 65 years.



Procedure:

- All participants stand in a circle, turning 90 degrees to face the back of the person in front.
- Each participant grasps the shoulders of the person in front, preparing their hands to bake the tastiest pizza.
- Knead the dough by moving your fingertips as if you are squeezing a ball with your hands.
- Smoothly apply the «tomato paste» with your palm.
- Sprinkle «cheese» with your fingertips.
- Add «ingredients of your choice» (pineapples, ham, olives, and more) with the tips of your thumbs on your partner's back.
- «Put the pizza in the oven»: Place both palms together and rub them until they are really warm. When your hands are warm, place them on your partner's back.
- When the «pizza is ready,» take it out of the «oven» and cut it into «pieces». To do this, gently run the side of your hand across your partner's back.

Conclusion: This rest game helps relieve muscle fatigue, stretch, and relax. It also promotes fun and improves interaction between participants.

Exercise «A ram sam sam»

(Gaşca Zurli «A ram sam sam»)

Adapted by — Tetiana Kuievda.

Purpose: To develop coordination of movements, attention, and teamwork.

Time: 20-30 minutes.

Age Range: From 6 to 65 years.

Work in Small Groups: Small groups of 10-15 people.

**Procedure:**

- Participants stand in a circle. The leader explains the rules and movements to be performed during the song.
- Learning the song with movements: the leader sings and shows the movements, and the participants repeat.
 - «A Ram Sam Sam»: Clap both hands on your knees.
 - «Guli-Guli»: Tickle your ears.
 - «Arafi-Arafi»: Raise your hands up and move them left and right.
- Repeat and speed up: After a few repetitions, participants try to perform the movements faster.

Complication 1:

- «A Ram Sam Sam»: Clap your neighbor's knees on the right.
- Other movements remain unchanged.
- Gradually increase the speed of execution.

Complication 2:

- «A Ram Sam Sam»: Clap your neighbor's knees on the right.
- «Guli-Guli»: Tickle the neighbor on the left.
- Other movements remain unchanged.
- Gradually increase the speed of execution.

Conclusion: This exercise helps develop coordination of movements and attention, as well as improve teamwork and interaction between participants. The gradual complication of tasks teaches everyone involved to adapt to new conditions and respond quickly to changes, which are essential skills in education, work, and everyday life.

Icebreaker Exercise «Legendary Figures»

Author — Olena Lymar.

Purpose: Self-presentation of each participant (highlighting individual traits and paying attention to the common qualities, traits, and values of the entire group), team-building, and creating a positive emotional atmosphere.

Materials: A4 paper, pencils.

Time: Up to 15-20 minutes (2 minutes per participant).

Age Range: From 11 years.



Procedure:

Motivation and Group Support.

Let's get to know each other! I suggest we do an icebreaker exercise called «Legendary Figures.» If you aren't legendary yet, you are sure to become one!

Intrigue. Riddle.

What belongs exclusively to you (and even recorded in the most important document), yet others use it most often throughout your life? Yes, it's your name.

Task:

I suggest you get creative, wake up your inner child, daydreamer, dream chaser, prankster, and record your name as an anagram (we will all try to guess it).

Rearrange the letters of your name, mix them, and create a new name. Come up with the meaning of your name and the legend of its origin (3-5 sentences).

Feedback:

- How do you like your new name? What feelings arose?
- Who among your new acquaintances impressed you?
- How many names did you manage to guess?
- What commonalities and differences are there among the group participants?
- Whose name have you already remembered?

Conclusion: This fascinating exercise allows you to not only train your brain and develop creative imagination but also dive into your inner world, do an express analysis of your Self, and develop creative skills. Such an exciting icebreaker will help quickly memorize the names of the participants and strengthen interpersonal relationships.

Self-Discovery Exercise: Understanding Higher Human Values «Personal Recipes for Happiness»

Author — Olena Lymar.

Purpose: To identify the values each participant and the group as a whole hold; to explore happiness as a phenomenon; to develop critical thinking and creative imagination; to unwind, find support, enjoy the work, and be inspired.

Materials: A4 paper, pencils.

Duration: 30–40 minutes.

Age Group: From 8 years old.

**Procedure:****Introduction:**

Have you ever seen happiness? Yes, it's an abstraction, but everyone has felt it at least once. It's fleeting, but quite vivid!

Now, if happiness were a national currency, what job would make you a happy person?

You've probably already guessed that today we'll be discussing something essential for life at any age—HAPPINESS!

Happiness... what does this word mean?

We won't just reflect on this unique feeling; we'll also try to find our own recipes for happiness!

Task 1: «The Key to the Word»

On an A4 sheet of paper, write the word «happiness» vertically. Find a “key” for each letter that relates to happiness.

For example:

H — Honesty, Harmony

A — Ambition, Accomplishment

P — Positivity, Peace, Patience, Partnership, Purpose

P — Passion, Persistence, Patience, Playfulness

I — Imagination, Inspiration, Integrity, Intuition

N — Nurturing, Newness

E — Empathy, Energy, Enthusiasm

S — Selflessness, Sturdiness

S — Sincerity, Sympathy



Alternatively, write next to the word HAPPINESS what it means to you:

Happiness is... peace, life, kindness, love, friendship, freedom, tenderness, advice, support, beauty; hugs, joy; interest; laughter...

Task 2: «If Happiness Had...»

Consider and write down: «If happiness had a color, it would be...».

Name its taste... shape... scent... and the place in your body where it would reside.

Share your thoughts (if you wish).

Do you believe it exists?

How can you feel it? Where can you find it?
How do we know we are happy?

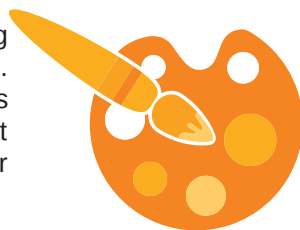


Task 3: «Draw!»

Create a small symbolic drawing (metaphorically) representing your happiness.

Now that you've realized what happiness means to you, let's move on to the most interesting part: creating your own recipes for happiness.

Work in groups.



Task 4: «Personal Recipes for Happiness»

So, what is happiness? Is it in wealth? In love? In freedom? Is it about having unlimited power and strength? Or maybe it's in kindness, honesty, generosity? In a good heart and altruism? Perhaps happiness is our inner sunshine? What does it mean when they say «wise people grieve, fools are happy»? Who are these fools, and are they truly foolish?



Now you can feel like true alchemists, magicians, creators!

Happiness lies in simple things, actions, and deeds that surround us every day, though we don't always notice them... Look around... Take a moment...

Tips for creating your recipe:

Take a bowl of patience, pour in a full heart of love, add two handfuls of generosity. Sprinkle with kindness, add humor, and mix in faith. Stir it all well. Savor it slowly, but with pleasure!

Group 1 creates a recipe book.

Group 2 creates a motivational collage.

Feedback: Did you manage to find your own recipe for happiness?

How does it feel to be the author of recipes that bring happiness?

What is your mood now? What are your feelings?

Happiness is staying home on a Friday night, watching a movie with great friends; receiving a compliment from a stranger; meeting an old friend; listening to your favorite song; traveling; hugging; enjoying a peaceful life!

Conclusion: This exercise aims to create a happy, joyful atmosphere, relieve stress, and find the necessary resources. It should be practiced daily. It offers incredible support and resources, providing motivation and inspiration. It helps to recognize the simple things that can make us happy every day. Remember, happiness is fleeting.

Exercise «Tree of SuperPowers»

Author — H. Ivanova.

Adapted by — Oleksandra Zhyhachova.

Purpose: To help strengthen psychological health and improve self-regulation; to restore and replenish inner resources.

Materials: A4 paper, pencils or paints.



Duration: 15–20 minutes.

Age Group: From 10 years old.

Procedure: Participants sit comfortably and take a sheet of paper, pencils, or paints.

The facilitator gives instructions:

- Trees can be of various kinds. With roots, with many leaves of different colors, or monochromatic.

- Draw your tree, and on each leaf, write one thing that helps you cope with stress, supports you, lifts your mood, and brings positive emotions. These can be personal strengths, strategies for overcoming anxiety, pleasant activities, or people who support you.

Participants begin drawing their trees.

Conclusion: This exercise allows participants to draw freely, finding inner support and many external helpers. It improves emotional well-being, self-regulation, and replenishes inner resources.

Relaxation Exercise «Candle of the Soul»

Author — Olena Lyamar.

Purpose: To rest, relax, unload, organize your thoughts, and release your dreams; to help participants feel their inner state, mood, and understand why they are in this state; to experience unity with others, share strengths and weaknesses; to find strength for recovery and inner resources.

Materials: Imagination, mood, optional soft music.

Duration: 7–15 minutes. **Age Group:** From 14 years old.



Procedure:

- Sit comfortably, relax your arms, legs, body, neck, head. You may close your eyes. Say your name the way you hear it daily from others. The way your mom used to call you. The way close people call you. The way you'd like to be called now.

- Hug yourself by the shoulders, elbows, or hands, squeeze them gently, stroke them. Greet yourself with a handshake.

- Rub your palms together and feel the warmth. Now imagine you are holding a candle, one that you associate with yourself.

- Warm it in your hand. Connect with it. This candle is you. Feel it with your soul. Look at it, how is it? What material is it made of? What color? What shape, height, thickness?
- What is its primary purpose: to give light, warm, create atmosphere, be part of a ritual, be used for intimate moments, be decorative, collectible, or perhaps a family heirloom?
- What scent does it have? (Or maybe it's scentless?)
- Examine if there are any additional elements that don't burn. Is there any decoration? If so, what kind is it?
- Gently blow out your candle, store it in a safe place, and take it out whenever you need to light it, warm yourself, recuperate, restore your resources, and get inspired.

Feedback: What are your feelings? What color, size, and material is your energy candle? What is it for: to give light, calm, inspire, warm, please, bring joy..?

Did you feel connected with other participants?

Who enhanced your candle's flame?

What is your mood right now?

Conclusion: This meditation exercise allows participants to release worries, tension, restore their resources, and recharge their inner strength. The imaginary candle becomes a symbol to use when lacking energy, balance, or strength. It can be modified, improved, enhanced, and enriched as needed.

Critical Thinking Exercise «Snorkeling»

Author — Olena Lymar.

Purpose: Enhance participants' critical thinking, foster empathy, unite the group, prepare for productive collaboration, and boost positive emotions.

Time: 20–30 minutes

Age: 14+

Group Work: Small groups of 5–7 participants, at least 2 groups.



Procedure:

Setting the group for creativity:

We are all the same: we have a head, eyes, ears, hands, neck, and back. Look at each other. Find similarities. Each person has their preferences, interests, and tastes. They might be different.

Now look at each other again and find the differences. We react differently, and we see life situations differently. So, we are all so different... similar... the same. What is individuality, peculiarity, uniqueness? We will observe and explore this now.

Do people always understand us? Support us? Do they judge or admire us? And what about us? What does it depend on?

Task: Imagine that one sunny day, in a big city, a woman appeared in the central square wearing an elegant evening gown and...a snorkeling mask. It's impossible to pass by her without noticing!

Your task: write 7–10 different scenarios (literally 2–3 sentences or point by point for each scenario):

- How did she get there? What happened to her?
- What might she feel? What is her emotional state?
- What is the reaction of other people?

Select someone to record your ideas and someone or a group to present your work.

Each group will share their scenarios (listening to short mental films).

Feedback: Which questions were easy to answer, and which ones were difficult?

Was it easy to work in a group? Did you find common ground and reach a consensus?

Which scenario was the most impressive?

Did you manage to avoid judgmental thoughts and think critically about the situation?

Conclusion: How often do we find ourselves in situations like the woman in this exercise? Why is society so quick to judge and condemn? This exercise allows us to consider different scenarios, consider various facts, tame emotions, develop critical thinking, and awaken empathy.

Exercise «Drinking Ceremony»

Author — Mark Williams, Professor of Clinical Psychology, University of Oxford (Exercise «Mindfulness of the Body and Breath»).

Adapted by — Tetiana Voit, Practical Psychologist.



Purpose: Increase participants' resources, improve well-being, introduce mindfulness techniques, and provide tools to enhance well-being. Enhance your memory and get into stress less often. Encourage present-moment awareness by focusing on bodily reactions, thoughts, feelings, and surroundings without judgment.

Time: 10–15 minutes

Age: 15+

Procedure:

All participants sit around a table, forming a circle, with pleasant background music playing softly (music link: <https://www.youtube.com/watch?v=Z1fS3ZsF8pI>).

The facilitator introduces participants to mindfulness techniques. Mindfulness is a spacious, balanced awareness of the present moment or minute-by-minute awareness of our thoughts, feelings, bodily sensations, and environment with full acceptance and without judgment. In practice, mindfulness means fully focusing on something at the moment: breathing, listening to music, eating, walking, etc.

It is important to invest time and do the exercise regularly in order to achieve a persistent effect. You can develop these skills by doing just anything.

The facilitator invites participants to make themselves a warm drink (coffee, tea, or warm sweetened water) and wait until everyone prepares a drink.

The facilitator explains that participants should follow the instructions carefully and work together.

The facilitator reads the instructions while participants follow: «I invite you to take your cup with your drink and focus your attention on it. Observe the drink with curiosity, as if you have never seen it before. Notice the color. Inhale the aroma, and slowly take the first sip, holding it on your tongue. Feel it touch your teeth and fill your mouth. Enjoy its taste, notice its texture, and drink as slowly as possible.

While tasting, pay attention to its temperature, the movement of your throat as you swallow, and how the taste gradually fades from your tongue after swallowing. Each subsequent sip is taken in the same way, savoring and noticing all the processes.

Feel the music and the atmosphere around you. Notice your hands holding your drink. Observe the sensations in your body, the warmth from your drink. Focus on the sensations in your mouth and body.

Conclusion: The drinking ceremony helps participants focus their attention on the act of drinking and the sensations in their body and surroundings. The collective drinking process creates a pleasant atmosphere and provides a positive collective experience, bringing participants closer together. The exercise helps manage emotions.

Art Therapy Technique «The Amphora of My Soul»

Adapted by — *Tamila Kurilo.*

Purpose: Develop self-respect and self-understanding, reflect on one's inner «self», activate internal resources, and provide emotional relief for the participants of a teaching staff.

Time: 45–60 minutes

Age: 18+

Group Work: Small groups of 10–15 people.



Procedure:

• Start:

Participants sit in a circle or comfortably for creative tasks.

The facilitator explains the goal and the course of the exercise.

• Introduction:

The facilitator explains that at birth, each of us receives a soul amphora, which is delicate and empty. Throughout life, we fill it with various things that shape our character, fate, and inner world.

• Imaginary Journey:

The facilitator invites participants to imagine themselves with this amphora and reflect on what fills their souls. Participants think about the images associated with their soul and how to convey them using air-dry clay.

• Creating the Amphora:

Each participant chooses an amphora that they like and begins to work with the air-dry clay. Participants symbolically fill the amphora with their resources, using patterns, ornaments, symbols, objects, or abstract drawings.

Instructions for Filling the Amphora:

- Choose clay colors that symbolize your strengths and add them to your amphora.
- Add a color or symbol of your resilience that helps you overcome difficulties.
- Add a color or symbol of your identity.
- Add a color or symbol that represents your creativity, inspires and fulfills you.
- Add a color or symbol of close people who support and inspire you.
- Add a color or symbol that represents your dream.

Detailing the Drawing:

Use pencils or markers to add details next to or inside the amphora.

Reflective Analysis:

The facilitator asks a set of questions for analysis:

- Where is the amphora located?
- What is it made of?
- Is there something inside the amphora? If so, specify.
- What is it used for?
- Who owns this amphora?

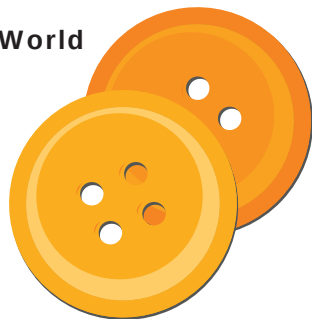
Discussion: Participants share their thoughts and feelings about the amphoras they created, answer questions, and discuss their experiences.

Conclusion: This exercise helps educators develop self-respect and self-understanding, encourages reflection on the inner «self», and activates internal resources. It also provides an opportunity for emotional relief, a sense of inner support, and improves emotional well-being. Creating a symbolic soul amphora allows participants to become more aware of their strengths, resilience, identity, creativity, and dreams, fostering their personal and professional development.

Technique «The Magical World of Buttons»

Author — Maryna Atamaniuk.

Purpose of All Exercises: to diagnose the psychological and emotional state of a person, family relationships, and interpersonal connections, particularly with the «House» exercise.



Reduce anxiety and stress, promote recovery, encourage self-massage, activate internal resources, and provide emotional relief for the members of a teaching staff.

Exercise «House»

Time: 30-45 minutes

Age Range: From 4 years

Group Size: Individual or small groups of up to 10-13 participants.

1. Create a mosaic of a house/cottage using buttons.
2. Search through the button box and find buttons that represent imaginary family members, close friends, or acquaintances, and «settle» them in or around the house.
3. Arrange buttons to indicate who simply comes for a visit and who is in the close family circle.

Exercise «My Safe Place»

Time: 15-20 minutes

Age Range: From 4 years

Group Size: Individual or small groups of up to 10-13 participants.

1. Find a button in the box that represents your safe place for rest. Place this button within your personal boundary (30 to 50 cm on the right side). Then, use buttons to create your comfort zone by adding elements like «water body», «fireplace», «flowerbed», «gentle breeze», «generous table,» etc.
2. Search for a button that represents a musical instrument
 - To balance your emotional state (name the instrument).
 - To boost energy, inspire, and encourage (name the instrument).

Exercise «Talisman Button and Grumpy Button»

Time: 5-10 minutes

Age Range: From 4 years

Group Size: Individual or small groups of up to 10-13 participants.

1. Choose a button that represents your harmonious state—this is your talisman button.
 - What magical power does it have? What strengths does this button know about you?
 - If you found it in your grandmother's house in an antique box with a note beside it, what would the note say to you?
2. Choose a button that resembles your inner grump.
 - What negative emotions does this «grump» harbor?
 - What weak points of your personality hinder you?
 - What strong and decent phrase do you use to express your negative emotions to calm your «inner grump»?

Exercise «Mandala»

Time: 15-20 minutes

Age Range: From 10 years

Group Size: Individual or small groups of up to 10-13 participants.

A mandala is a geometric symbol representing the universe or a model of the Universe, a «Cosmic Map», or a «Celestial Chancellery», an expression of everything.

The typical form is an outer circle with an inscribed square and an inner circle, often segmented or lotus-shaped.

1. First Circle (Center): Arrange buttons representing your negative traits or situations (preferably dark-colored buttons).

2. Second Circle (the largest circle of Success, good Luck (the outer circle): The circle represents your achievements and successes.

3. Third Circle (Inner Circle): The circle between the first and second represents the transition from crisis to success. It is the circle that allows for a safe transition from a crisis state to an uprise of vital energy.

4. Place buttons representing your core values between the circles—these values will help you overcome stress.

Conclusion: These exercises help educators and their environment develop empathy, tolerance, respect for boundaries, self-respect, and self-understanding, facilitate self-analysis of the inner self, and activate internal resources. It also allows one to release emotions, feel internal support, and improve the emotional state. Acknowledge your strengths, resilience, identity, creative skills, and dreams, fostering personal and professional growth.

Exercise «SHIP – Movement Toward the Goal»

Author — Iryna Diadiushkina.

Purpose: Identify your «anchors» that hold you in place and prevent you from moving toward your dream; determine your supporting points in crisis situations; plan small steps towards a short-term or long-term goal. The exercise can be done individually or in a group.

Duration: 20-25 minutes

Age Range: 14 and older



Procedure:

Draw Your Ship: After listening to the parable and description of the motivational exercise, determine your goal, whether short-term or long-term. You may use the art scribing template «SHIP» as a guide. Each participant can draw their own unique ship and share their goals, «anchors», and strengths.

Parable «Short-Term and Long-Term Goal»

Two travelers, a teacher and a student, were crossing a desert. Fleeing the wrath of a king, they did not have a chance to stock up on water and food. They had to stretch out each bite and drop. On the third day, their supplies ran out.

- Endure, young man, tomorrow we will come to the oasis. There's a well full of water there, the teacher said.

The disciple, hearing these words, was encouraged and moved forward. The next day, the travelers did not see the oasis, but they managed to quench their thirst with a cactus.

- I didn't think we were going too slow. Tomorrow we will definitely reach the oasis and the well with water «, the teacher said calmly.

So the teacher said for many days. Each time he assured the young man that tomorrow they would find a well with water. At times they managed to collect a few drops of dew from a prickly shrub or find an edible cactus. But there were days when thirst took all their strength. Only the words of the teacher forced the young man to carry on forward. Finally, they saw the long-awaited oasis. The owner of the oasis was a friend of the teacher and received two travelers as dear guests.

- «How long did it take to come here?» the teacher's master asked.

- Ten days as usual. My student was struggling without water.

- «How did you make him commit to the journey?» the owner of the oasis wondered.

- «Every day I promised him that tomorrow we would see a well of water. Thirst is tolerable if the well has not dried up. It was the first time the student made his way into a desert. He would not have reached the well, which is far away», the teacher explained.

Motivational Exercise «SHIP — Moving Towards the Goal»

Imagine yourself as the captain of a magnificent ship sailing towards your goal, represented by the «sun» (define it).

You are on the deck, steering your dream ship in the stormy ocean of brawling life. Onboard are your crew, people who share your values. Below are three anchors. Name each anchor that holds you back from realizing your dream.

Determine how much of these anchors is within your influence and how much is due to external factors.

Above, in the fresh air over the ocean, are your superpowers.

Identify at least one, preferably three, superpowers for each anchor. Done? You are fabulous! You can do anything!

This exercise can begin every morning, week, month, year, and period of life. It is important to sum up when you reach your goals and praise yourself for it. This habit will give confidence in your abilities and understanding of the completeness of the processes. Remember, everything, even the most terrible things in your life, has its beginning and end. And the darkest time always precedes the wonderful dawn!

Conclusion: Each participant can define their short-term or long-term goal, share their strengths, and identify «anchors» preventing them from achieving their goals during uncertain times.

Participants receive support and advice from the group.



Exercise «Unconventional Greeting»

Adapted by — Lina Yakymchuk.

Purpose: Develop communication skills, social interaction, and creativity.

Duration: 15-20 minutes

Age Range: 6 and older

Group Size: Small groups of 10-15 people

Procedure:

Start: Participants stand in a circle or around the room. The leader explains and demonstrates different types of greetings.

Walking Around the Room: Participants move freely around the room.

Facilitator's Commands:

On command, participants greet each other in specific ways:

- Palms: participants greet each other by touching palms
- Knees: participants greet each other by touching knees
- Forehead: participants greet each other by touching foreheads
- Sides: participants greet each other by touching sides

End:

After practicing the different greetings, participants return to their seats.

Conclusion: this exercise helps develop communication skills and social interaction among participants. The gradual introduction of different types of greetings promotes creative thinking and adaptation to new conditions, which is important for both children and adults in school and everyday life.



Exercise «Associations»

Adapted by — Lina Yakymchuk.

Purpose:

Show participants the individuality of each person, facilitate quick acquaintance, and enhance self-worth.

Duration: 30-45 minutes

Age Range: 12 and older

Group Size: Small groups of 10-15 people



Procedure:**Start:**

Participants sit in a circle.

The leader explains the rules and purpose, emphasizing the importance of avoiding judgmental descriptions (e.g.: plump, wizened, mean).

Process of Associations:

Each participant takes turns sitting on a chair in the center of the circle, starting to the left of the presenter.

The center participant turns to face each member of the group.

Each member of the group expresses an association that arises when looking at the center participant. It can be an association with a flower, a structure, a natural phenomenon, a literary hero, etc.

Examples of associations:

Woman: blue wave, Thumbelina, riddle, cold breeze, chanterelle.

Man: young oak, ataman, storm cloud, tractor, director.

Discussion:

After each participant has received the association, the discussion begins.

Participants share their experiences and impressions of the received associations.

The facilitator helps participants understand that the perception and emergence of associations are associated with the personal problems and social experiences of everyone.

End of the exercise:

Participants talk about their experiences and reflections, which contribute to the knowledge and objective assessment of their self.

The leader summarizes the results, emphasizing the importance of the individuality of each person.

Conclusions: this exercise helps participants to realize the uniqueness of each person and improve mutual understanding in the group. The process of obtaining and discussing associations contributes to the knowledge of oneself and others, increases self-esteem, and helps to understand how personal experience affects the perception of others.

Exercise «Baloons»

Adapted by — *Lina Yakymchuk.*

Purpose: Help educators physically relax and open up their emotions.

Duration: 10-15 minutes



Age Range: 18 and older (educators)
Group Size: Small groups of 10-15 people

Procedure:

Start:

Participants form a circle or ensure they have enough space to move.

The facilitator explains the purpose and steps of the exercise.

Relaxation:

Participants stand straight, fully relaxed.

Knees slightly bent and arms hanging loose.

Chin touches the chest.

Simulate Air Pumping:

The facilitator guides participants to imagine themselves as deflated balloons

The facilitator imitates pumping air with a pump and long pronounces the sound «s-s-s» on exhalation.

Participants imagine being filled with joy with every movement of the pump.

Filling with joy:

The head rises, the back straightens.

Hands are bred to the sides.

Participants stand on their toes, imagining that they are taking off.

All actions are performed synchronously with the facilitator.

Exercise execution:

Participants perform the exercise together with the facilitator, trying to feel the relaxation and emotional elevation as much as possible.

End of the exercise:

After several repetitions, the leader gradually completes the exercise, helping the participants return to their original position.

Participants take a deep breath and exhale, returning to their original position.

Conclusions: this exercise helps teachers to physically relax and emotionally open up, helping to improve their emotional state. Imaginary filling with joy and ease helps to relieve tension and creates a positive attitude that is important for effective work and interaction in the educational process.

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Mental Health of Educators

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Signature to print 07.11.24. Format 60x84 1/16.
Offset paper. Digital printing.
Conventional printed sheet 3,68
Circulation 10 pcs.
Order № 386/21

Printed at the publishing house «Svidler A.L.»
49041, Dnipro, (books and other things with
Cosmic Signs of Good) 2493,
tel./fax +38 (067) 635-78-83
<http://www.garant-sv.com.ua>