



2020-1-HU01-KA204-078660

MULTIPLIER EVENT

Date: 09.05.2022

Location: Subotica, Serbia

Organizer: Mental hygiene association „ANTROPOS“

Introduction

The Mental hygiene association „ANTROPOS“ was founded in 2010 with the collaboration of mental health professionals.

Antropos is responsible for the prevention of contemporary aggression, and the organization of individual and group consultation, psychotherapy (psychodrama self-knowledge groups), psychological workshops, self-reinforcing trainings, lectures, films, performances, and grandstands on mental health.

Since 2017, our members have completed several shorter or longer trainings. Our toolbar has expanded with: integrative hypnotherapy and integrative pediatric as well as with tale therapy methods, which are used primarily in the field of primary prevention, but they also have a place in secondary and tertiary prevention.

We help young people and their families who encounter the difficulties of adolescence hood, with our workshops, lectures and individual sessions.

We also work with pregnant women, families with small children and young children to achieve these goals.

Other goals of the association:

- ❖ organizing interactive group sessions and psychological workshops about drug addiction
- ❖ organizing and conducting self-knowledge group sessions
- ❖ contacting and cooperating with all institutions dealing with the problem of drug addiction (schools, police, health care institutions, Social Work Center, etc.) operating in our narrower and wider environment
- ❖ organizing training for school professionals on violence against children and young people
- ❖ developing, organizing and coordinating various occupations, activities, and trainings to increase tolerance
- ❖ organizing and coordinating the involvement of school professionals in the prevention of abuse of children and young people (physical, mental and sexual)
- ❖ organizing interactive group sessions and psychological workshops for young people on the topic of abuse
- ❖ professional training of prevention workers and professionals
- ❖ initiating and implementing projects in cooperation with domestic and foreign governmental and non-governmental organizations

The UNLOCKED project

The UNLOCKED project started in September 2020 and will end in February 2023.

It is a partnership project of 4 partner organizations (Váltó-sáv Alapítvány, Crime Prevention Fund - IGA, Amaka NGO, Antropos Mental Hygiene Association) from 4 countries (Hungary, Bulgaria, Greece, Serbia) based on innovation, common experience and method exchange, knowledge extension and sharing, focusing on the especially vulnerable, disadvantaged target group of offenders, detainees and ex-detainees with a high criminality risk, addicts and those in a marginalized situation, as well as on professionals and experts treating them.

The project aims to develop and improve local and international (re)integration programs who have as target group offenders, detainees and ex-detainees with a high criminality risk, addicts and generally those living in marginalized contexts. It further aims to educate and support professionals and experts that work with this population. This will be achieved through sharing of knowledge and experience and by employing innovative, non-formal creative programs and methods in order to facilitate personal development, motivation and learning for the beneficiaries of the program.

The project is funded by Erasmus+ and the European Union and is coordinated by the VSA organization.

IO1 - Ways of using art therapy with marginalized, vulnerable social Groups

- **Chapters and thematic focuses:** What is art therapy? Its possible ways and fields of application.
- **Methods:** OlvasóTér (literature therapy), Creative Writing (bibliotherapy), Tale Therapy, Artizanship (manual competences), Music, Movement/Dance.
- **Expected impact:** collection of best practices, knowledge store, collecting ideas and inspirations and applying them in the daily work for decreasing discrimination and increasing social inclusivity of neglected/vulnerable target groups; to put them in the focus of provision/treatment/education.
- **Transferability potential:** project website, publication, multiplication and dissemination events.
- **Related activities:** testing, trial, assessment, feedback, correction.
- **Working language:** English. Also a summary is done in the national language of the partner organizations.

IO1

Braun Edit: Chocolate Workshop (a special technique)

Creating from/with chocolate helps and develops a lot of perceptions, feelings and competence: taste, smell, sight; counting, accuracy, awareness, creativity, collaboration, structuring multiple, parallel tasks; an overview of several types of work processes: melting, casting, shaping, freezing, decorating, packaging, etc. Extremely spectacular, experiential, since who doesn't want to work with chocolate? Who doesn't want to give or receive 63 chocolate? Who doesn't want to experiment with new tastes and shapes? Who wouldn't want to be a chocolate master for a few hours?

Structure of the workshop:

- warm-up (what is your favorite chocolate?)
- theoretical part: 1. brief description of chocolate (how and what is it made of? how many types of chocolate are there on Earth? etc.), 2. presentation of tools (spatulas, putty knives, thermometer, molds, etc.), 3. tempering possibilities (chocolate chemistry)
- practical part (1. pouring, 2. ganache, 3. candy base, 4. chocolate bars)
- decoration (1. options for decorating chocolates before pouring, 2. after solidification)
- packaging/decorative packaging.



Niovi Stavropoulou - Loukia Chaidemenaki (AMAKA, Greece): Phototherapy & New Media Art Therapy in prison

Phototherapy has the inherent *“ability to immediately trigger memories, affect, put the client back into that feeling state”* (Krauss as cited in Horovitz, 2005).

The methods range from varying transfer techniques; cyanotype printing; luminous emulsions on paper, wood, metal, and ceramic; and the use of specialty papers.

PhotoTherapy is an interactive system of techniques that make use of people’s personal snapshots and family albums as “openers” to access feelings, thoughts, and memories that are often not easily available to solely-verbal methods of inquiry during their therapy sessions.

PhotoTherapy techniques are therapy practices that use people's personal snapshots, family albums, and pictures taken by others as catalysts to deepen insight and enhance communication during their therapy or counseling sessions, in ways not possible using words alone.

Techniques and Tools with Phototherapy & New Media Art Therapy:

- a. Participatory Photography
- b. LTP – Literacy Through Photography
- c. Video Advocacy –Documentary/ Participatory Video

Projective Phototherapy Intervention I Group Bonding -Working with others' pictures.



Projective Phototherapy Intervention II Reflecting on other people's photographs



"Speaking about the photographs is easier than speaking directly about oneself."



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Projective Phototherapy Intervention III

Photographic Images and Creative writing



Self Portrait Intervention II Mixed - Media Method Photo/Art therapy Activity





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Self Portrait Intervention III Emotional Portrait Activity-Phototherapy



Self Portrait Intervention V Light and Darkness



The group was asked to take a series of portraits around the concept of Light and Dark and reflect on them.

IO1

Andrey Momchilov (Crime Prevention Fund – IGA, Bulgaria): Theater as a Form of Art Therapy for Juveniles in Residential Social Services

The term "educational theater" refers to the supplementation and expansion of the inherent entertainment goals of the theater and highlighting the impact of its potential on the change of knowledge, attitudes, and thus - on the behavior of the target audience.

Its specificity is built on the basis of uniting different genres of art and borrowing various means of expression in order to provoke and activate the participation of children in different levels of the educational process.

According to *Augusto Boal*, who made a significant contribution to the development (1950 to 1960) of the interactive theatrical model (the ever growing in popularity "Forum Theater"), there are enough theater plays that recreate a reality, and this must change. In this context, he finds that in the performance of scenes from their lives, the participants not only imagine but also achieve changes.

By being flexible and interactive, these methods find successful application in the form of theater in education.

What makes a successful educational theater practice?

In order for an educational theater session or program to be evaluated as successful, it must meet the following conditions:

- A. Characters that are authentic and familiar to the audience
- B. Theater corresponding to the culture and stage of development
- C. An interesting and fascinating plot
- D. Young people as actors/trainers

EDUCATIONAL THEATER TECHNOLOGY

FIRST STAGE: Concretization of the educational objectives and the message.

SECOND STAGE: Determining who, what and where (WWW).

THIRD STAGE: Improvisation, processing and starting from scratch.

FOURTH STAGE: External and internal shaping and personal story of the characters.

FIFTH STAGE: Performing the scenes created with the partners.

SIXTH STAGE: Connecting the scenes in a logical sequence and playing in front of a live audience outside of the group.

SEVENTH STAGE: Linking the message to the audience. Discussion after the performance.

A theatrical activity should:

- ✓ involve each and every juvenile in the group
- ✓ make it possible for each child to manifest their strengths and at the same time improve on their weaknesses
- ✓ be inclusive in the context of differences, while at the same time encouraging tolerance and diversity
- ✓ not be harmful in terms of asking the child to re-experience trauma



IO1 - Ricz Dencs Tünde (Udruzenje za mentalnu higijenu Antropos / Antropos Mental Hygiene Association, Serbia): Introduction of Tale Therapy Workshop

Draft of the session

Target group:	High school students, ages 16-18, 8-10 people
Goal of the session:	Presentation of adaptive coping strategies, possibilities of coping with difficult life situations, finding one's own happiness
Chosen tale:	Lotilko's Wings (Tunguz-Siberian folk tale)
Planned time:	45 minutes
Required tools:	pictures of birds, candle, Koshi, feather shaped colored papers, writing instruments
Entrance to the fairytale space (5 minutes)	Choosing one of the pictures of different flying birds that appeals to the person the most.
Introduction to the tale (5 minutes):	What comes to mind about the word flying?
Story telling (7 minutes):	I am reminded of a story about flying. Can I tell?
Processing (12 minutes):	Focus questions, of which we ask questions tailored to the current mood of the group: 1. What happens in this tale? 2. What is the conflict of this tale? 3. Why did Lotilko get into trouble? 4. What causes the tension in this tale? 5. What is at stake in the story? 6. Who or who are the helpers here? 7. Could it be otherwise? 8. Is there an opponent in the tale? Who is? 9. Is there an important sentence or scene that you would highlight?
Related activity (11 minutes):	They are given feather shaped papers on which are written what are the things that give them wings, that take them forward, that help them achieve their goals. Everyone writes as much as they want. We share these with each other.
Exit from the tale (5 minutes):	Workshop feedback. They can take their own feathers with them.



Coffee break



IO4 - Educating the educators (Ways of implementing art therapy)

Target groups: marginalized target group with high criminality risk of detainees, ex-detainees and addicts, and the expert group working with them.

Elements of innovation: The goal of this curriculum / course is to get acquainted with approaches, methodologies, tools, methods and techniques, mapping and learning different opportunities that can be used in the competence development of experts/and/or supporters working in reintegration, first of all through the methodology of art therapy.

The target group of the curriculum / course : Volunteers, supporters and experts/fellow-workers who work in the field of reintegration, with the marginalized, deviant target group with a highly criminal lifestyle, offenders, addicts and anyone receiving a closed institutional education (reformatories, prisons, penal institutions etc.) or support or work with any other vulnerable target group.

Acquired competences: Participants are able to identify, assess, and positively improve their coping strategies. They can resolve conflicts more easily and manage stressful situations better.

Chapters and thematic focuses: the role and opportunities of creative programs in reintegration: when? What? Why? How?

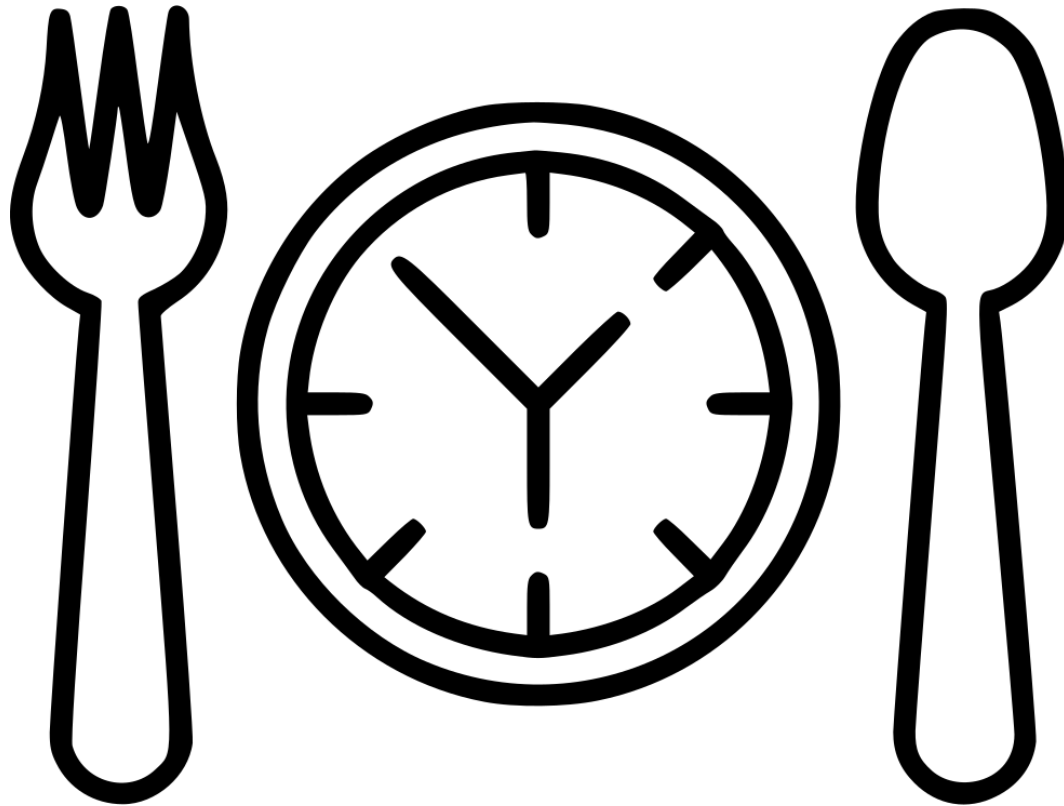
Art therapies: theoretical and practical knowledge, self experience: literature-, and bibliotherapy, tale therapy, artisan techniques (enchautic, paverpol, ebru, calligraphy, re-use etc.), music, movement/dance, theatre/drama pedagogy.

Expected impact: extension of the scope of methods and tools, attitude change, collection of best practices, knowledge store, collecting ideas and inspirations and applying them in the daily work, mental health, and increased flow and coping.

	Modules
II.1.	Professional self-knowledge and its development in the work of assisting a special target group (offenders, prisoners and released). Field competence (10 hours)
II.2.	Burnout prevention and treatment; stress management (12 hours)
II.3.	Methodological possibilities in the helping work with a special target group (offenders, prisoners and released) (12 hours)
II.4.	Group formation, group leadership, different types of groups (8 hours)
II.5.	Method of literature therapy (bibliotherapy) (possibilities, tools, suggestions for conducting creative programs) (15 hours)
II.6.	Working with tales in reintegration (12 hours)
II.7.	Possibilities of applying elements of folk techniques in reintegration (10 hours)
II.8.	Characteristics, risks, needs of juveniles in residential services. Holistic approach and key elements of effective practice in working with the target group (8 hours)
II.9.	The methodology of educational theater as a form of art therapy (8 hours)
II.10.	Developing educational theater etudes (8 hours)

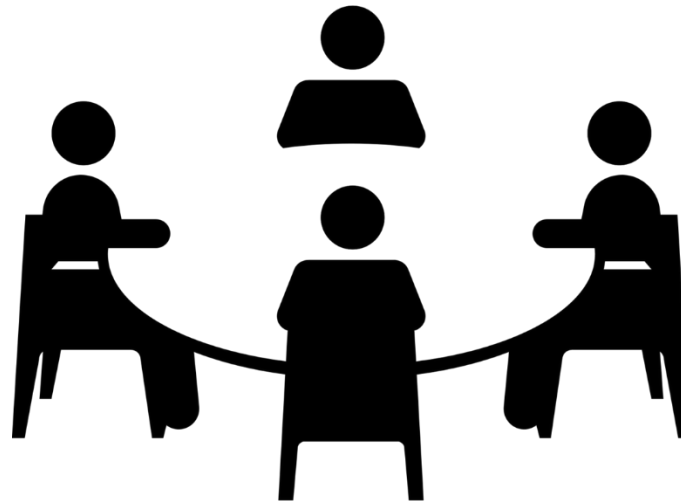


Lunch break



Group exercise

- Possibilities of application of tale and art therapy in reintegration (Duration: 1,5 hours)
- Application of elements of folk techniques - possibilities in reintegration (Duration: 1,5 hours)



What is ahead of us in the UNLOCKED project?

- ***IO5: RELEASE DIARY / SELF-HELP TOOL (to be completed during March 2022)***
- ***IO6: Women – as free? Methodology / guidelines - Pedagogical strategy***
- IO8: Ways of implementing game therapies in adult learning
- IO9: Methodology options of protected and half-way accommodations
- IO11
- Transnational project meetings
- 2nd Multiplier event





More info about the project, materials and activities on:

<http://www.unlocked.hu/index.html>

<http://www.unlocked.hu/io1-art-therapy.html>

<http://www.unlocked.hu/io4.html>



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Thank You!