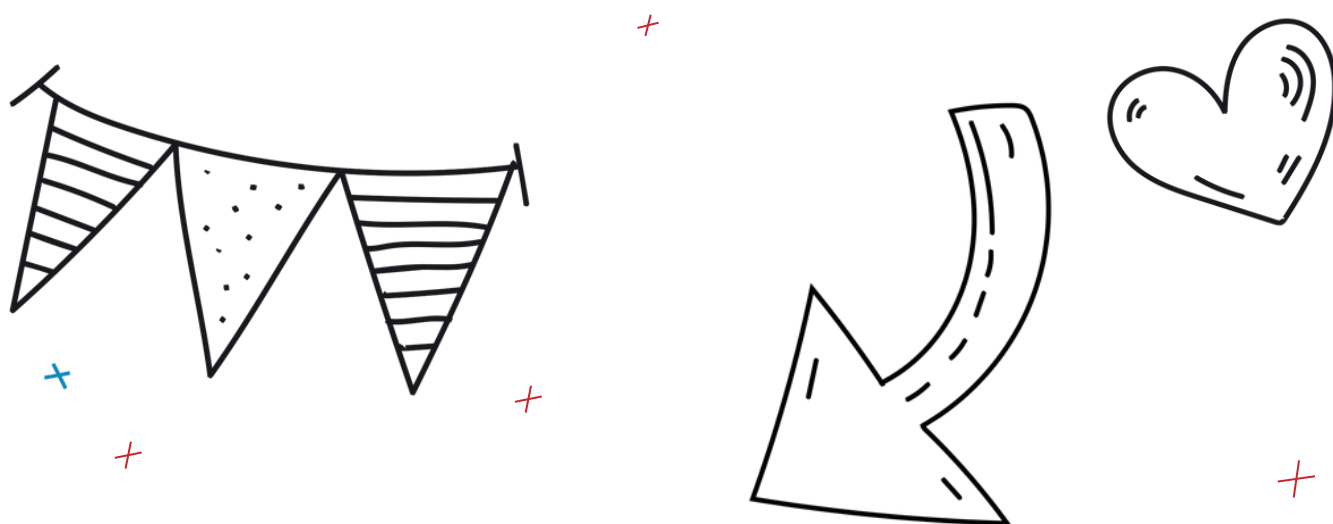




ArtCoaching Toolkit

Creative methods for youth workers
and educators



ArtCoaching Toolkit

A collection of coaching and creative activities prepared within the ArtCoaching project.

The ArtCoaching project was funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



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INTRODUCTION

About the ArtCoaching Project

As partner organisations, we observed that many young people experienced difficulties in expressing their emotions while simultaneously having a strong need to be seen, heard, and understood. Especially after the COVID-19 pandemic, we noticed that ordinary conversation – even in the form of verbal coaching – was often not enough to truly reach young people and support them in dealing with emotions and personal challenges.

While searching for more effective ways of communication and emotional work, we discovered the great potential of art and creative coaching-educational methods. Artistic expression proved to be a valuable tool not only for expressing emotions, but also for building relationships, strengthening self-awareness, and helping young people better understand what was happening in their minds, hearts, and bodies.

Through the ArtCoaching project, we aimed to develop the coaching and facilitation skills of youth workers, trainers, and educators by focusing on several approaches that were both aligned with the values of our partner organisations and proven effective in our experience of working with young people. These approaches included:

- Solution Focused Approach
- Resource-Oriented Work
- Emotional Intelligence
- Nonviolent Communication (NVC)
- ArtCoaching

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INTRODUCTION

Objectives of the Project

The main objectives of the ArtCoaching project were:

- Development of coaching and training skills of participants (including, among others, active listening, paraphrasing, asking questions, focusing on resources and solutions, managing the group process, designing and implementing workshops, working with feedback).
- Development of emotional intelligence of participants, which will translate directly into working with young people's emotions (including, among others, recognizing and naming emotions, distinguishing the information that each emotion carries, adequately expressing and reacting to one's own and others' emotions, perceiving emotions as signals speaking about our needs).
- Learning art coaching techniques and their application in working with young people (e.g. drawing, collage, singing, theatre, intuitive dance, creative writing, drama).

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INTRODUCTION

Key Approaches of the Project

Solution Focused Approach

The solution focused approach focuses on strengthening effective actions and supporting motivation and personal growth by concentrating on desired goals and solutions rather than problems. Instead of focusing on limitations, participants were encouraged to discover practical ways forward and build on what already worked in their lives.

Resource-Oriented Work

Resource-oriented work focuses on the strengths, talents, and inner resources that each person already possesses. We believe that every individual has valuable abilities and potential, although they sometimes need support, guidance, and a safe space to recognise and use them effectively.

Emotional Intelligence

Inspired by the work of Daniel Goleman, emotional intelligence includes the ability to understand and manage one's own emotions, develop self-motivation, practice empathy, and build healthy social relationships. Developing emotional intelligence helped participants better recognise emotions, understand their meaning, and respond to them in constructive ways.

Nonviolent Communication (NVC)

Marshall Rosenberg developed Nonviolent Communication as an approach based on empathy, respect, honesty, and openness. NVC encourages people to express feelings and needs clearly while avoiding aggression, blame, or manipulation. It promotes empathetic listening, understanding the needs of others, and seeking solutions that benefit everyone involved.

ArtCoaching

ArtCoaching combines classical coaching tools with creative techniques inspired by art therapy. Instead of only talking about emotions, goals, or challenges, participants expressed them through drawing, music, movement, theatre, dance, collage, or creative writing. Artistic activities help participants move beyond everyday thinking patterns and access deeper emotions, hidden talents, and personal insights in a safe and creative environment. Through art, personal development and self-discovery often became more natural, engaging, and effective.

INTRODUCTION

Partner Organisations

- Fundacja Wyobraź sobie(Poland)
- ASOCIACIÓN EUROPA 2020 (Spain)
- Coopérative Oasis (France)
- Puentes (Hungary)
- AUDRA (Italy)
- Dobbano Hangok (Romania)
- Evolving Cycles (Greece)
- YE TOO PONESE (Spain)

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INTRODUCTION

Opportunities Offered by Erasmus+

Erasmus+ is a European Union programme supporting education, youth work, training, mobility, and international cooperation. It creates opportunities for young people, youth workers, and organisations to learn, grow, exchange experiences, and build international partnerships.

Opportunities for Young People

Youth Exchanges

Youth Exchanges bring together young people from different countries to participate in workshops, discussions, creative activities, and intercultural learning experiences. Participants develop communication skills, confidence, teamwork, and cultural awareness.

European Solidarity Corps (ESC)

The European Solidarity Corps offers volunteering opportunities abroad, allowing young people to support local communities while gaining experience, independence, and new competences.

Participation Projects

Young people can also create and implement their own local or international projects connected to topics important to them, such as mental health, inclusion, art, ecology, or active citizenship.

Opportunities for Youth Workers and Educators

Training Courses

International training courses support the professional development of youth workers, trainers, educators, and facilitators. Participants learn new methods, exchange good practices, and build international networks. ArtCoaching is an example of a Training Course.

Job Shadowing and Study Visits

These activities allow youth workers to observe organisations in other countries, exchange experiences, and gain inspiration for their own work.

Opportunities for Organisations

Cooperation Partnerships

Organisations can work together internationally to create educational materials, develop innovative methods, organise activities, and strengthen cooperation.

Small-Scale Partnerships

These projects offer a simpler way for smaller organisations to start international cooperation and develop local initiatives with international partners.

Why Erasmus+ Matters

Erasmus+ supports personal growth, intercultural dialogue, creativity, inclusion, and active participation in society. For many participants, it becomes an important experience that builds confidence, new skills, meaningful relationships, and international connections.

PRACTICAL ACTIVITIES

Methods

Solution Focused Approach

Activities 01-02

Resource-Oriented Work

Activities 03-04

Emotional Intelligence

Activities 05-06

Nonviolent Communication

Activities 07-08

ArtCoaching

Activities 09-14

NOTES

GROW Model

Objective

To support participants in setting goals, exploring their current situation, identifying possible solutions, and planning concrete actions through a structured coaching conversation.

Time

45-75 minutes.

Materials

Printed coaching questions.

Description

The GROW Model is one of the most widely used coaching frameworks supporting personal development and solution-oriented thinking. The model consists of four stages:

- G – Goal: defining what the person wants to achieve,
- R – Reality: exploring the current situation,
- O – Options: identifying possible solutions and resources,
- W – Will / Way Forward: deciding on concrete actions and next steps.

The activity combines learning the structure of the GROW model with practical coaching conversations.

Instructions

Step 1 – Understanding the GROW Structure

- After introducing the GROW Model, divide participants into small groups.
- Provide each group with examples of coaching questions.
- Ask participants to analyse the questions and decide which stage of the GROW model they belong to:
 - Goal,
 - Reality,
 - Options,
 - Will / Way Forward.
- After completing the task, discuss the answers together and reflect on the purpose of each type of question.

Examples of questions

- “What would you like to achieve?” → Goal
- “What is happening at the moment?” → Reality
- “What possibilities do you see?” → Options
- “What will you do next?” → Will

GROW Model

CONTINUED

Step 2 – Coaching Practice in Triads

- Divide participants into groups of three:
- one person becomes the coach,
- one person becomes the coachee,
- one person becomes the observer.
- The coachee chooses a real topic or goal they would like to explore.
- The coach leads a short coaching conversation using the GROW structure.
- The observer listens carefully, takes notes, and may support the coach if needed during the conversation.
- After the session, the observer provides constructive feedback focusing on:
- use of coaching questions,
- active listening,
- structure of the conversation,
- strengths and areas for improvement.
- Participants rotate roles so everyone experiences each position.

Learning outcomes

Participants develop coaching, communication, and active listening skills. They learn how to structure coaching conversations using the GROW model, ask solution-focused questions, and provide constructive feedback. The activity also strengthens self-reflection, teamwork, and confidence in facilitating coaching processes.

NOTES

Miracle Question

Objective

To help participants imagine positive change, identify desired outcomes, and focus on solutions and possibilities instead of problems.

Time

30–50 minutes.

Description

The Miracle Question is a well-known technique used in the Solution Focused Approach. It encourages participants to imagine that a positive change has already happened and helps them recognise what they truly want, what would be different, and what small steps could move them closer to this desired reality.

Instructions

Step 1 – Introducing the Miracle Question

- Invite participants to sit comfortably and take a moment to relax.
- Explain that the activity is based on imagination and future-oriented thinking.
- Slowly ask the Miracle Question:

“Imagine that tonight, while you are sleeping, a miracle happens and the problem or challenge you are currently facing is solved. Because you were asleep, you do not know that the miracle happened. When you wake up tomorrow, what will be the first signs that tell you something has changed?”

- Encourage participants to reflect silently for a few minutes.

NOTES

Miracle Question

CONTINUED

Step 2 – Exploring the New Reality

- Divide participants into pairs or small groups.
- One participant shares their reflections while the other person listens actively and asks supportive follow-up questions such as:
- What would be different in your day?
- How would you feel?
- What would other people notice about you?
- What would you start doing differently?
- What strengths or resources would help you maintain this change?
- Encourage participants to focus on concrete details and small realistic changes rather than ideal or unrealistic scenarios.
- Participants then switch roles.

Step 3 – Reflection and Action Steps

- Invite participants to reflect on:
- What part of this imagined future already exists in their life?
- What small step could they take today toward this preferred future?
- Participants may write down one concrete action they want to try after the workshop.
- Finish with a group discussion about the importance of hope, imagination, and focusing on solutions.

Learning outcomes

Participants develop solution-oriented thinking, self-reflection, imagination, and motivation for change. The activity helps them identify personal goals, recognise existing resources, and focus on achievable actions instead of limitations or problems.

NOTES

Seven Strengths Exercise

Objective

To help participants recognise their personal strengths, increase self-awareness, and reflect on their inner resources.

Time

40–60 minutes.

Materials

Printed and cut strength cards.

Description

This activity encourages participants to identify their strongest personal qualities and reflect on how these strengths influence their lives, relationships, and ability to face challenges. The exercise supports self-awareness and helps participants focus on their abilities instead of limitations.

Instructions

Step 1 – Choosing Personal Strengths

- Give each participant a full stack of strength cards (**example of strengths cards**).
- Ask them to place the first seven cards face up in front of them.
- Participants then uncover the remaining cards one by one.
- Each time they reveal a new card, they decide whether this strength describes them better than any of the seven strengths already selected.
- If yes, they replace one of the previous cards with the new one. If not, they place the card aside.
- Participants continue until they have gone through the entire stack.
- At the end, each participant should have seven strengths that they identify with the most.

NOTES

Seven Strengths Exercise

CONTINUED

Step 2 – Reflection

Invite participants to reflect individually, in pairs, or in the whole group using questions such as:

- Was this exercise easy or difficult? Why?
- Did anything surprise you?
- Did you choose strengths you already have or strengths you would like to have?
- What is the difference between the two?
- Do you think your friends or family members would choose the same strengths for you?
- Is it easy to speak about our strengths? Why?
- Why is it important to know our strengths?
- How can awareness of our strengths help us deal with discrimination, difficult situations, or violence?

You may also encourage participants to repeat the exercise with someone close to them and compare the results.

Learning outcomes

Participants increase self-awareness, recognise their personal resources, and reflect on the importance of strengths in everyday life and personal development.

NOTES

Appreciation and Strength Feedback

Objective

To strengthen self-esteem, build positive group relationships, and help participants recognise strengths seen by others.

Time

30–45 minutes.

Materials

A4 paper, pens.

Description

This activity focuses on appreciation and positive feedback. Participants have the opportunity to recognise strengths in other people and receive supportive reflections about themselves. The exercise helps build trust, empathy, and a sense of belonging within the group.

Instructions

Option 1 – Pair Conversations

- Invite participants to find a partner.
- For two minutes, participants discuss strengths they notice in each other.
- Encourage them to give specific and genuine feedback.
- After two minutes, participants change partners and repeat the exercise.
- Repeat the process three or four times so participants receive feedback from several people.

NOTES

Appreciation and Strength Feedback

CONTINUED

Option 2 – Written Appreciation Circle

- Ask each participant to take an A4 sheet of paper and write their name at the top.
- Participants sit in a circle.
- Each person passes their paper to the participant on their right.
- Participants write one or more strengths they notice in the person whose name appears on the sheet.
- After one or two minutes, ask participants to pass the paper again.
- Continue until everyone has written feedback for all group members.
- At the end, participants read the strengths written about them.

If participants feel insecure because they do not know each other well, explain that people often notice strengths in us that we may not see ourselves, especially when meeting us for the first time.

Reflection

Finish the activity with reflection questions such as:

- Were the strengths identified by others similar to the strengths you chose for yourself?
- How did it feel to receive positive feedback?
- Was it easier to recognise strengths in yourself or in others?
- Why is appreciation important in work with other people, especially youth?

Learning outcomes

Participants strengthen self-confidence, empathy, and communication skills. The activity also supports group integration and helps participants become more aware of the positive qualities they bring into relationships and communities.

NOTES

Exploring the Meaning of Emotions

Objective

To develop emotional awareness, expand emotional vocabulary, and better understand the role emotions play in everyday life.

Time

30–45 minutes.

Materials

Emotion cards or printed lists of emotions, flipchart paper, markers.

Description

This activity encourages participants to reflect on different emotions and discuss the meaning, purpose, and messages behind them. The exercise helps participants understand that emotions are valuable signals connected to human experiences and needs.

Instructions

Step 1 – Dividing into Groups

- Divide participants into small groups.
- Give each group several emotions written on cards or paper (for example: anger, joy, sadness, fear, shame, excitement, frustration, hope).

NOTES

Exploring the Meaning of Emotions

CONTINUED

Step 2 – Group Discussion

- Ask each group to discuss the emotions they received.
- Encourage participants to reflect on questions such as:
- What does this emotion feel like?
- In what situations does this emotion usually appear?
- What message or need may this emotion communicate?
- How do people usually react to this emotion?
- Can this emotion have both positive and difficult aspects?
- Groups can write key thoughts on flipchart paper.

Step 3 – Sharing Reflections

- Invite groups to present their reflections to the whole group.
- Encourage open discussion and exchange of perspectives.
- Summarise by highlighting that all emotions carry information and none of them are “wrong” or “bad.”

Learning outcomes

Participants develop emotional vocabulary, empathy, self-awareness, and a deeper understanding of emotions as important sources of information about needs, boundaries, and experiences.

NOTES

River of Emotions

Objective

To support emotional expression, self-reflection, and understanding of emotions through creative methods.

Time

30–50 minutes.

Materials

Large sheets of paper, coloured pencils, markers, paints (optional).

Description

The “River of Emotions” activity invites participants to reflect on the emotions they experienced throughout the day and express them visually through drawing. The exercise supports emotional awareness and encourages participants to recognise the messages hidden behind emotions.

Instructions

Step 1 – Creating the River

- Ask participants to draw a river across a large sheet of paper.
- Explain that the river symbolises the emotional journey of their day.
- Invite participants to represent different emotions they experienced using colours, shapes, symbols, waves, or images.
- Encourage them to reflect on moments when emotions changed, became stronger, calmer, or more intense.

NOTES

River of Emotions

CONTINUED

Step 2 – Reflection on Emotions

- After completing the drawings, ask participants to observe their rivers and reflect individually or in pairs on questions such as:
- Which emotions appeared most strongly today?
- Which emotions were pleasant or difficult?
- What situations influenced these emotions?
- What messages or needs might these emotions be communicating?
- What helped the river become calmer or more balanced?

Step 3 – Sharing and Discussion

- Participants may voluntarily present their drawings to the group.
- Encourage respectful listening and reflection rather than interpretation or judgment.
- Finish the activity by emphasising that emotions constantly change and provide valuable information about ourselves.

Learning outcomes

Participants strengthen emotional awareness, creativity, and self-reflection skills. The activity also supports healthy emotional expression and understanding emotions as meaningful signals connected to personal experiences and needs.

NOTES

Needs and Strategies

Objective

To help participants better understand human needs and recognise different strategies for fulfilling them.

Time

40-60 minutes.

Materials

Printed lists of human needs, pens.

Description

This activity introduces participants to one of the key elements of Nonviolent Communication – the distinction between needs and strategies. Participants reflect on their most important needs and explore different ways of fulfilling them.

Instructions

Step 1 – Choosing Important Needs

- Provide participants with a list of human needs inspired by the Nonviolent Communication approach (example: <https://www.nycnvc.org/needs>).
- Ask participants to individually choose:
 - the 10 needs most important to them,
 - then reduce the list to 5,
 - and finally select the 3 most important needs.
- Encourage participants to reflect on:
 - Why are these needs important to me?
 - How do I feel when these needs are fulfilled?
 - What happens when these needs are not met?

NOTES

Needs and Strategies

CONTINUED

Step 2 – Needs and Strategies

- Divide participants into small groups.
- Give each group one specific need (for example: safety, connection, freedom, recognition, rest, belonging, understanding).
- Ask each group to create at least 7 different strategies for fulfilling this need.
- Remind participants that one need can be fulfilled in many different ways.
- Groups present their ideas to the whole group.

Reflection

Finish the exercise with questions such as:

- Was it easy or difficult to choose only 3 important needs?
- What is the difference between a need and a strategy?
- Why do conflicts often happen when people focus only on strategies?
- How can understanding needs improve relationships and communication?

Learning outcomes

Participants develop self-awareness, empathy, and communication skills. They learn to recognise universal human needs and understand that there are many possible strategies for fulfilling them.

NOTES

The Four Steps of Nonviolent Communication

Objective

To practice expressing thoughts, feelings, and needs clearly and empathetically using the four steps of Nonviolent Communication.

Time

45-60 minutes.

Materials

Descriptions of situations or conflicts, paper, pens.

Description

This exercise introduces participants to the four steps of Nonviolent Communication and allows them to practice transforming judgmental or conflict-oriented communication into respectful and empathetic dialogue.

The four steps of NVC are:

- Observation
- Feelings
- Needs
- Request

Instructions

Step 1 – Introduction to the Four Steps

- Explain the four elements of Nonviolent Communication:
- Observation: describing facts without judgment,
- Feelings: expressing emotions,
- Needs: identifying underlying needs,
- Request: asking clearly and respectfully for action.

NOTES

The Four Steps of Nonviolent Communication

CONTINUED

Step 2 – Working with Situations

- Divide participants into pairs or small groups.
- Give each group a short description of a difficult situation, misunderstanding, or conflict.
- Ask participants to prepare a response using all four steps of NVC.
- Encourage participants to avoid blame, criticism, or assumptions.
- Groups may role-play the situations or present their responses to the whole group.

Step 3 – Reflection

Invite participants to reflect on questions such as:

- Which step was the easiest or most difficult?
- How did the message change when using NVC?
- How can this method help prevent conflicts?
- How does it feel to communicate needs directly and honestly?

Learning outcomes

Participants strengthen empathy, emotional awareness, and respectful communication skills. They learn how to express feelings and needs clearly while building understanding and cooperation instead of conflict.

NOTES

Dream Map Collage

Objective

To support self-discovery, creativity, and reflection on personal dreams, desires, and future aspirations.

Time

45-60 minutes.

Materials

Old magazines, scissors, glue, flipchart paper or large sheets of paper, markers, relaxing music.

Description

This ArtCoaching exercise invites participants to create a visual collage representing their dreams, aspirations, emotions, and inner desires. Instead of planning intellectually, participants are encouraged to follow intuition and spontaneous associations while working creatively.

Instructions

Step 1 - Creating the Dream Map

- Place magazines, scissors, glue, and large sheets of paper in the centre of the room.
- Explain that participants will create a “dream map” in the form of a collage.
- Invite participants to stop analysing and instead work intuitively.
- Ask them to go through magazines and cut out images that attract their attention without overthinking.
- Participants continue collecting pictures from different magazines until they feel they have enough material.
- They then create a collage by gluing the images onto their paper in any arrangement they choose.
- Play relaxing music in the background and encourage participants to work in silence to create a calm and reflective atmosphere.
- Allow at least 30 minutes for creative work.

NOTES

Dream Map Collage

CONTINUED

Step 2 – Sharing and Reflection

- After finishing, invite participants to share their dream maps in pairs or small groups.
- Encourage them to explain the meaning of selected images and what they discovered during the process.
- Remind participants that sharing is voluntary and everyone can decide how much they want to reveal.
- Finish with a group reflection.

Reflection Questions

- How did you feel while creating your dream map?
- Was it easy or difficult to work intuitively?
- What surprised you during the exercise?
- Did you notice any repeating themes or symbols?
- Did you manage to let your thoughts flow freely?

Learning outcomes

Participants develop creativity, self-awareness, intuition, and the ability to express dreams and emotions through visual art. The exercise also encourages reflection on personal goals and desires.

NOTES

Discovering Personal Values

Objective

To help participants identify, prioritise, and reflect on their personal values and how these values influence daily life and decision-making.

Time

45-60 minutes.

Materials

Post-it notes or small pieces of paper, pens, previously created dream maps.

Description

This exercise focuses on discovering the personal values hidden behind participants' dreams, goals, and aspirations. By connecting visual images with values, participants deepen their self-awareness and reflect on what is truly important in their lives.

Instructions

Step 1 - Identifying Values

- Invite participants to look carefully at their dream maps.
- Ask them to reflect on which values stand behind the images, symbols, and words they selected.
- Participants write each value on a separate post-it note or piece of paper.
- Encourage them to identify at least 10 values.
- Remind participants that they may also add values not directly represented in the collage but important in their lives.

NOTES

Discovering Personal Values

CONTINUED

Step 2 – Ranking Values

- Ask participants to arrange their values in a line from the most important to the least important at this stage of their life.
- Acknowledge that all values are important, but encourage participants to try prioritising them anyway.

Step 3 – Reflection and Discussion

Invite participants to reflect individually or in groups using questions such as:

- How do you feel after this exercise?
- What did you discover about yourself?
- Which part was the most difficult?
- Why is it important to know our values?
- How do values influence our decisions and relationships?
- Are your daily actions aligned with your values?

You may also encourage participants to repeat this exercise from time to time, noticing how values and priorities may change throughout different stages of life.

Learning outcomes

Participants strengthen self-awareness, reflection, and decision-making skills. The activity helps them identify personal values, understand their priorities, and recognise the connection between values and everyday choices.

NOTES

Poetry in Nature

Objective

To encourage self-expression, emotional reflection, creativity, and connection with oneself through writing and contact with nature.

Time

45–75 minutes.

Materials

Paper, notebooks, pens, optional printed example of the poem Possibilities by Wisława Szymborska.

Description

This ArtCoaching exercise invites participants to slow down, connect with nature, and express their thoughts and emotions through poetry. Writing creatively in a natural environment supports reflection, authenticity, mindfulness, and emotional awareness.

Participants can use the structure inspired by the poem Possibilities by Wisława Szymborska or follow their own intuitive writing process.

Instructions

Step 1 – Introduction and Inspiration

- Invite participants to spend time outdoors in silence.
- Explain that the activity focuses on expressing thoughts, feelings, observations, and personal reflections through poetry.
- As inspiration, you may present excerpts or the structure of the poem Possibilities, which is based on short personal statements beginning with phrases such as:
 - “I prefer...”
 - “I believe...”
 - “I choose...”
- Emphasise that participants do not need writing experience and there is no “correct” way to create the poem.
- Encourage them to follow their own rhythm, emotions, and associations.

NOTES

Poetry in Nature

CONTINUED

Step 2 – Individual Writing in Nature

- Ask participants to find a comfortable place outdoors where they can spend time alone.
- Invite them to observe the surroundings, notice emotions, sounds, colours, thoughts, and sensations.
- Participants then write their poems individually.
- Encourage them to write freely without judging the result or focusing on literary quality.
- Allow enough quiet time for reflection and writing.

Step 3 – Sharing in the Circle

- After returning, invite participants to sit together in a circle.
- Participants may voluntarily read their poems aloud.
- Encourage the group to listen respectfully without interpreting or evaluating the texts.
- After each reading, participants may simply thank the author or briefly share what resonated with them.

Reflection Questions

- How did you feel while writing in nature?
- Was it easier or more difficult to express yourself through poetry?
- What emotions or thoughts appeared during the process?
- Did being in nature influence your creativity or reflection?
- How did it feel to share your poem with others?

Learning outcomes

Participants develop creativity, emotional awareness, mindfulness, and self-expression skills. The exercise also supports reflection, authenticity, and the ability to communicate personal experiences through artistic expression.

NOTES

British Drama – Living Sculptures

Objective

To explore emotions, group dynamics, and abstract concepts through body expression, creativity, and collective interpretation.

Time

45–75 minutes.

Description

This exercise is inspired by methods used in British drama and theatre education. Participants work with “living sculptures” – frozen body compositions created collectively to express emotions, situations, concepts, or processes without using words. The method encourages nonverbal communication, creativity, empathy, and deeper reflection on group experiences and social dynamics.

One example of the exercise is exploring different phases of the group process through physical sculptures.

Instructions

Step 1 – Introduction to Living Sculptures

- Explain the concept of a “living sculpture” or “frozen image.”
- Participants use only their bodies, facial expressions, distance, posture, and positioning to communicate meaning.
- Remind participants that there is no need for acting skills – the focus is on expression and interpretation.

Step 2 – Creating Sculptures in Small Groups

- Divide participants into small groups.
- Give each group a topic, concept, or stage to represent through a sculpture.

Examples may include:

- phases of group process,
- conflict,
- trust,
- belonging,
- cooperation,
- exclusion,
- empowerment,
- fear and courage.
- Ask groups to prepare a frozen image representing their concept.
- Encourage participants to think symbolically and creatively about body positions and relationships between people in the sculpture.

British Drama – Living Sculptures

CONTINUED

Step 3 – Audience Interaction

- One group presents their sculpture while the others become the audience.
- Audience members observe the sculpture carefully and reflect on what they see and feel.
- At any moment, audience members may gently touch one participant on the arm.
- The touched participant responds in role by answering questions such as:
 - What are you feeling?
 - What is happening here?
 - What do you need?
 - What is your relationship with others in the sculpture?
- Participants remain physically frozen while speaking briefly from the perspective of their role in the sculpture.

Step 4 – Reflection

After each presentation, invite participants to reflect together:

- What did you notice in the sculpture?
- Did different people interpret it differently?
- How did body language communicate emotions or relationships?
- How did it feel to be part of the sculpture?
- What did this exercise reveal about group processes or communication?

Learning outcomes

Participants strengthen creativity, empathy, nonverbal communication, and teamwork skills. The activity also supports reflection on relationships, emotions, and group dynamics while encouraging active participation and perspective-taking.

NOTES

Letting Go and Moving Forward Ritual

Objective

To support emotional release, self-reflection, personal transformation, and conscious transition through symbolic ritual and creative expression.

Time

60–90 minutes.

Materials

Paper, pens, markers, crayons, stones, safe fire space or bonfire, candles (optional), music or singing.

Description

This ArtCoaching ritual invites participants to reflect on what they want to leave behind in their lives and what they wish to carry forward into the future. Through writing, symbolic objects, fire, and collective singing, participants experience a process of release, gratitude, and new intention-setting.

Instructions

Step 1 – Reflection and Writing

- Invite participants to spend a few moments in silence reflecting on their current life situation.
- Ask them to write on a piece of paper:
 - things, emotions, fears, habits, beliefs, or experiences they want to leave behind,
 - and separately, qualities, dreams, strengths, or intentions they want to take forward into the next stage of their journey.
- Encourage participants to write honestly and without judgment.

NOTES

Letting Go and Moving Forward Ritual

CONTINUED

Step 2 – Symbolic Stone

- Give each participant a stone.
- Ask them to symbolise what they want to carry forward by drawing, writing, or decorating the stone.
- Explain that the stone can become a personal reminder of their intention, value, or strength.

Step 3 – Fire Ritual

- Gather participants around the fire or bonfire in a circle.
- Create a calm and respectful atmosphere.
- One by one, participants may place into the fire the paper containing what they wish to leave behind.
- Encourage participants not only to let go, but also to thank these experiences, emotions, or parts of themselves for what they taught them.
- Participants may remain silent or share a few words if they wish.

Step 4 – Singing and Closing

- During or after the ritual, invite the group to sing together.
- Singing can help create a sense of connection, grounding, and emotional release.
- Finish the activity with a quiet reflection or sharing circle.

Reflection Questions

- How did you feel during the ritual?
- Was it easy or difficult to let something go symbolically?
- What does your stone represent for you?
- What would you like to remember from this experience?
- How can rituals support personal growth and emotional wellbeing?

Learning outcomes

Participants strengthen self-awareness, emotional expression, and reflection skills. The activity supports emotional release, intention-setting, gratitude, and connection with both themselves and the group through symbolic and creative processes.

Ikigai Walk

Objective

To support self-discovery, reflection on personal purpose, and awareness of the connection between passions, strengths, values, and contribution to the world.

Time

90–120 minutes.

Materials

Paper, pens, printed Ikigai diagram (optional).

Description

The Ikigai Walk combines reflection, movement, coaching questions, and pair conversations inspired by the Japanese concept of Ikigai, often understood as “a reason for being.” The exercise encourages participants to explore what they love, what they are good at, what the world needs, and what they can be paid for. Walking and talking in pairs creates a relaxed and open atmosphere that supports deeper reflection and authentic conversation.

Instructions

Step 1 – Introduction to Ikigai

- Introduce the concept of Ikigai and explain its four main areas:
- What you love,
- What you are good at,
- What the world / your community needs,
- What you can be paid for.
- Explain that the exercise is not about finding one final answer, but about exploring personal directions, values, and motivations.

Step 2 – Reflective Walk in Pairs

- Divide participants into pairs.
- Invite participants to go for a walk outdoors together.
- During the walk, participants take turns reflecting on coaching questions connected to the four Ikigai areas.

Ikigai Walk

CONTINUED

Example questions

- What activities make you lose track of time?
- What gives you energy and joy?
- What strengths do other people notice in you?
- What kind of contribution would you like to make in the world?
- What values are important in your life?
- When do you feel most alive or fulfilled?
- Which of your activities or skills could be rewarded financially?
- Encourage active listening, openness, and curiosity instead of giving advice.
- After some time, participants switch roles.

Step 3 – Individual Reflection

- After the walk, invite participants to spend time individually reflecting on the conversation.
- Participants may create notes, drawings, keywords, or their own Ikigai diagram.
- Encourage them to identify themes, connections, or insights that appeared during the exercise.

Step 4 – Group Sharing

- Return to the group circle and invite voluntary sharing.
- Participants may speak about discoveries, surprises, or reflections from the walk.
- Emphasise that personal purpose can evolve and change throughout life.

Reflection Questions

- What did you discover about yourself?
- Which questions were the most meaningful or challenging?
- Did any new ideas or dreams appear during the walk?
- What activities or values give meaning to your life?
- How can you bring more of these elements into your everyday life?

Learning outcomes

Participants strengthen self-awareness, reflection, communication, and active listening skills. The activity supports exploration of personal purpose, values, passions, and strengths while encouraging meaningful dialogue and connection with others.