DARTOUT

Digital ART Therapy Tools to Overcome Addiction United Together

WORKSHOP PROGRAM

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INTRODUCTION

About the DARTOUT project

The outbreak of the coronavirus pandemic has brought about significant changes, forcing us to explore new approaches to work, social interaction, and everyday life. During her State of the Union address on 16 September 2020, President von der Leyen stressed the need to turn this era into a European "Digital Decade". The Dartout project has taken this forward-looking perspective, evident in its title: *Digital Art Therapy Tools to Overcome Addiction United Together.*

In the face of the challenges posed by COVID-19, the main objective of the project is the process of social integration of people undergoing treatment in addiction treatment centers in three European countries (Poland, Greece and Italy).

The focus is on fostering personal development through art therapy, using digital tools to facilitate communication and collaboration, and thus overcoming the limitations imposed by the pandemic.

The initiative aims to strengthen the personal development of the patients involved in the project, strengthening the therapeutic process through theoretical knowledge and art therapy tools. At the same time, employees of the therapeutic community are actively involved in cultivating skills and competencies in the field of art therapy.

The project consists of three main phases that align with three intellectual outputs (RPIs). The initial phase includes research and study activities:

A comprehensive survey was conducted to assess the needs of patients undergoing treatment in the treatment communities in the three participating countries and to identify the requirements of educators to deliver art therapy classes in these communities.

In the countries covered by the study, the focus was on good practices of art therapy in therapeutic settings for people affected by addiction. Particular attention has been paid to practices that use or are adapted to digital tools. The identified good practices were thoroughly evaluated by art therapists and educators as part of the project, and then the most effective ones were selected for the project.

The second phase involved educators and art therapists in joint training, facilitating the exchange and practical evaluation of the most effective methods and techniques. This phase aimed to develop a comprehensive training program for therapeutic community workers who wish to implement art therapy activities in their communities.

In the final phase, an art therapy programme was developed and implemented to rehabilitate drug addicts, using digital tools, in the participating treatment centres. Greek, Italian and Polish organisations have jointly used digital tools to conduct joint art therapy sessions, involving educators and patients alike. (MONAR, 2024)

The overarching goal and innovative concept of the project focused on the integration of digital tools into art therapy activities in therapeutic communities (TCs). The documentation and evaluation of good practices, combined with the

analysis of the needs of patients and educators in the implementation of art therapy activities in TC, created the basis for a positive impact on the centers involved. Furthermore, it laid the groundwork for the potential transferability of results to different contexts. (Substance Abuse and Mental Health Services Administration SAMHSA, 2019)
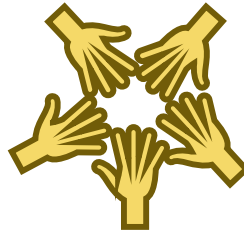
Theoretical backgrounds, objectives and general conditions for the implementation of the programme

The main objective of the project was the social integration of people staying in therapeutic environments for people with addiction problems in 3 European countries (Greece, Italy and Poland) and the process of their personal development, through art therapy, also with the use of digital tools.

The main phases of the project consisted of three and corresponded to three intellectual outputs:

Output Title	Category: Staff
IO1. A report on patients' needs in terms of the treatment process and a report on training needs in the field of performing art therapy in rehabilitation centers. Report on good practices in art therapy in the therapeutic environment.	Teachers / Trainers / Researchers / Youth Workers / TC Clients
IO2. Training educators in art therapy in therapeutic environments also using digital tools.	Teachers / Trainers / Researchers / Youth Workers / TC Clients
IO3. Art Therapy Program for Therapeutic Environments for People with Addiction Problem	Teachers / Trainers / Researchers / Youth Workers / TC Clients

The first *phase* included research and study activities in partner countries, where we sought to identify both the needs of patients and their educators, as well as good practices of art therapy in therapeutic communities (TCs) for drug addicts.

In particular, a survey was carried out on good practices that use digital tools or can be processed to use digital tools.

In *the second phase* , pedagogues/art therapists from the three partner countries took part in a joint training to exchange best practices and techniques in the therapeutic community.

In *the last phase*, an art therapy program using digital tools was implemented in the therapeutic centers involved. The use of digital tools in the conduct of art therapy activities in therapeutic communities was the overall goal and innovative idea of the project, as was the description and evaluation of best practices.

DARTOUT also aimed to create the conditions for the positive impact of art and digital technologies on the centres involved and the possibility of transferring the results to other environments. Best practices identified during the project will be disseminated through scientific publications.

Art Therapy

Art therapy is a form of expressive therapy that uses the creative process of creating art to enhance and enhance physical, mental, and emotional well-being. It involves the use of a variety of materials and artistic techniques, allowing individuals to explore their thoughts, feelings, and experiences in a non-verbal way. Art therapy is taught by trained art therapists who guide participants through the artistic process. The main ways of working in art therapy are: (Smith, 2015)

Creative expression: Art therapy encourages individuals to express themselves creatively through various art forms such as drawing, painting, sculpture, and other visual arts. The focus is on the creation process rather than the final product.

Nonverbal communication: It provides a non-verbal means of communication, making it especially effective for people who may have difficulty expressing themselves verbally. The artwork created serves as a visual representation of thoughts and emotions.

Therapeutic relationship : Art therapists establish a therapeutic relationship with participants, creating a safe and supportive environment. The therapist interprets the artwork in collaboration with the person, helping them gain insight into their emotions and experiences.

Self-discovery: Participants are encouraged to explore their inner thoughts and feelings through the creative process. This self-exploration can lead to increased self-awareness, personal growth, and a deeper understanding of one's own emotions.

Mindfulness and relaxation: Engaging in art-making can promote mindfulness and relaxation. Focusing on the creative process can be meditative, helping individuals reduce stress, anxiety, and other emotional challenges.

Treatment Goals: Art therapy is used in a variety of therapeutic settings to address a wide range of issues, including mental health conditions, trauma, addiction, and conduct disorders. It can be integrated into individual or group therapy sessions.

Integration of art and psychology: Art therapists often have a background in both art and psychology, combining knowledge of artistic techniques with an understanding of psychological principles. This integration allows for a holistic approach to treatment.

Adaptability: Art therapy is flexible and can be tailored to the needs and preferences of individuals. It can be used in working with people in the process, from children to seniors, and is effective in a variety of cultural and clinical settings.

Art therapy is recognized as a valuable therapeutic approach that complements traditional verbal therapy. It provides a unique avenue for self-discovery, emotional expression, and healing.

OVERVIEW
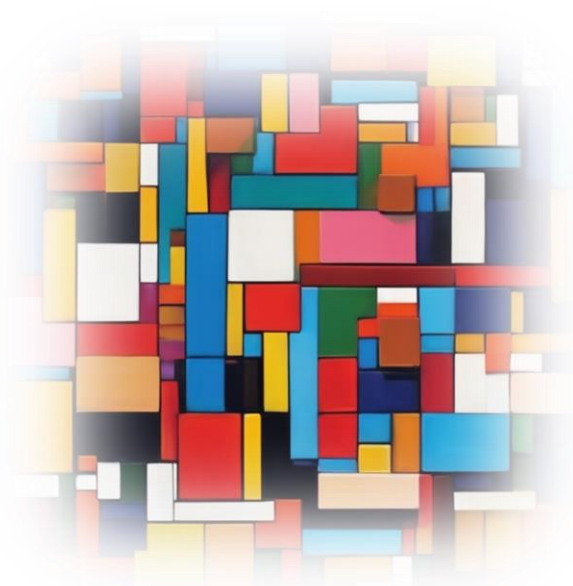
About the partners

CEIS Formazione Modena

CEIS Formazione, an offshoot of Gruppo CEIS, is deeply rooted in northern Italy, offering countless social services, prevention programs, and comprehensive training. Its rich history, dating back to the 1980s, has earned a reputation for excellence. The organization specializes in addiction treatment, overseeing programs that target a variety of demographics, including minors, people with AIDS, and people struggling with serious mental health conditions. Known for bridging the gap between academic knowledge and practical applications, CEIS Formazione is a significant player in European projects, providing impactful training at local, national and European levels.

ARGO Thessaloniki

The "Friends of ARGO" Association, founded in 2003, serves as a solid pillar of the ARGO-Alternative Therapeutic Program for Addicts in Thessaloniki. ARGO, a part-time, substance-free treatment program within the National Health System, is a very important place in addiction treatment. Covering the spectrum of addictions, from illicit drugs to addictive behaviour, ARGO participates in the implementation of European projects. Actively participating in initiatives such as Erasmus+ KA1, it

makes a significant contribution to research, training and rehabilitation of vulnerable groups within the wider European network.

MONAR Gdansk

The MONAR Addiction Treatment, Therapy and Rehabilitation Centre in Gdańsk can boast a 40-year legacy, specialising in the treatment of addictions of young people. The institution's flagship initiative, the therapeutic program "Finding Yourself", achieves an impressive 60% success rate. Operating as an inpatient facility, the center, with a dedicated team of 10 specialists, conducts therapeutic cycles lasting between six and twelve months. By engaging in prevention projects such as the "Laboratory of Positive Knowledge" and "We Play Without Drugs", MONAR Gdańsk actively participates in the treatment and prevention of addictions. Its comprehensive approach, combined with its esteemed reputation, solidifies its pivotal role in the addiction treatment landscape.

Preparation of workshops

SWOT Analysis Summary

A summary of the SWOT analysis for the "Dartout" project was developed during the Kick of Meeting. consideration of the developed issues and summary of the work of the project team.

Strengths:

Human resources:

Highly qualified and motivated staff with a strong focus on education, development and competence building.

Inspiration: Openness to new ideas, active exploration of other ways of working and participation in international programs.

Quality: Good reputation of the organization, positive experience and dedicated project managers. Experience: Long history and rich experience in this field.

Good practices: Awareness and willingness to share best practices in therapeutic communities.

International network: Existing partnerships and gaining experience in international cooperation.

Weaknesses:

Language barrier:

Limitations in English language proficiency affecting participation in mobilities and understanding of project documents.

Mentality: The need for greater openness to change and a full understanding of the project's goals.

Time: Time constraints due to the process and difficulties in time management.

ECETT Platform: Challenges in navigating the ECETT Platform and understanding project documents.

Possibilities:

Promotion: Effective internal communication about the project and the use of webinars as a promotional tool.

National and international cooperation: Opportunities for further cooperation at national and international level and sharing of project results.

Threats:

COVID-19 Complications: Potential Challenges of the COVID-19 Pandemic.

Competition: Risk of competition and the need to effectively promote the project in order to attract participants.

Comments

The "Dartout" project draws on strong internal resources, such as an experienced team, openness to innovation, and the organization's reputation. Challenges, however, include language barriers and the need to improve communication on the project platform. The key opportunities lie in the effective promotion of the project and the possibility of further cooperation. Managing the threat of potential COVID-19 complications and competition for participants' attention is crucial. To increase the effectiveness of the project, it is recommended to focus on improving the language skills of the participants and increasing the visibility of the project.
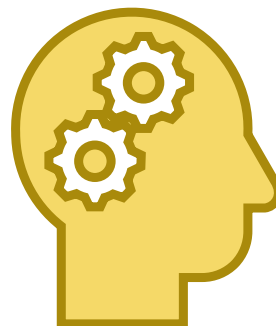
Preparation of workshops

After conducting an in-depth needs analysis through an initial project survey, a tailor-made short-term joint staff training (STJSTE) was meticulously planned and developed for addiction therapists from the three partner centers. This initiative stems from the recognition that addressing the unique challenges of addiction requires ongoing professional development and a nuanced understanding of evolving therapeutic methodologies.

Program Overview:

The training program takes a multi-faceted approach, integrating digital art therapy tools into addiction treatment. The aim is to equip therapists with innovative techniques and increase their capacity to support meaningful therapeutic interventions.

STJSTE for the "DARTOUT" project, hosted by the MONAR OLTiRU Association in Gdansk, aimed to improve digital art therapy tools in addiction treatment. The event ran from March 12 to 18, 2023, with a variety of workshops taking place each day.

Workshop 1

Music in Addiction Therapy (Duration: 8 hours) The workshops, conducted by music therapy experts, covered the basics of using the Waveform program in addiction therapy. Participants engaged in hands-on exercises, fostering a comprehensive understanding of the technical aspects of the program and its real-world applications. The emphasis on hands-on activities allowed participants to gain practical skills and discuss potential challenges. (Soshensky, 2001)

Workshop 2

Black Light Theatre Techniques in Addiction Therapy (duration: 8 hours) Conducted by experienced professionals, the workshops introduced the participants to the history and techniques of black theatre in addiction therapy. Through warm-up exercises, theoretical discussions, and hands-on group exercises, participants developed a deep understanding of the use of black theater in therapeutic contexts. (Pietras, 2011)

Workshop 3

Psychodrama combined with theatre (duration: 8 hours, divided into two 4-hour blocks) The first block focused on psychodrama, exploring its role in group therapy through warm-up exercises and psychodramatic scenes. The second block delved into theatre, with an emphasis on self-discovery exercises and in-depth discussions. This combined approach aimed to improve participants' communication skills, empathy, and group collaboration.

Participants of the Gdansk tour immersed themselves in Gdansk's rich history, visiting landmarks such as the Old Town, Neptune's Fountain and St. Mary's Basilica. The guided tour offered a glimpse into the culture and moments of reflection.

Workshop outcomes

STJSTE provided a dynamic environment for the exchange of knowledge and the development of practical skills. Participants became proficient in the use of digital tools, learned about the expressive potential of black theatre and improved their skills in psychodrama and theatre techniques. The holistic approach aimed to enable participants to effectively integrate these tools into addiction treatment practices, fostering better communication and empathy in therapeutic settings.

About the workshop

STJSTE not only deepened the professional competences of the participants, but also fostered cooperation and exchange of insights between the international project partners. A combination of theoretical discussions, practical exercises, and cultural exploration contributed to a comprehensive and impactful training event.

The development of the therapeutic program during STJSTE proved to be a major success, evolving through a collaborative process during regular online meetings and specialized workshops in October. A dedicated team harnessed the power of virtual collaboration by leveraging the unique advantages of online communication.

Regular online meetings provided a structured platform for brainstorming, sharing insights, and refining ideas. The diverse knowledge of the team members, representing various organizations and environments, enriched the content of the therapeutic program. The iterative nature of the process allowed for continuous improvement, making the program comprehensive and tailored to diverse needs.

The October workshop served as a key phase, offering an immersive environment to consolidate ideas and refine the details of the program. The synergy between the participants during these sessions facilitated the integration of innovative elements such as digital tools and multimedia components. Working group dynamics and real-time feedback played a key role in shaping the program into a coherent, effective tool.

These efforts culminated during an in-person meeting in Poland on November 28-30, 2023. This meeting provided a tangible context to finalize and present the therapeutic program. Face-to-face interaction strengthened team bonds and allowed for immediate alignment based on dynamic discussions. The final presentation of the program showcased not only its content, but also the collaborative spirit and dedication invested in its development.

The success of this venture lies not only in the creation of a robust therapeutic program, but also in cultivating a collaborative network that transcends geographical boundaries. The STJSTE process exemplifies the power of virtual collaboration,

innovation, and shared commitment to the development of therapeutic practices in addiction treatment.

Who can run the workshops?

Profile of Dartout Workshop Instructors

Dartout workshop facilitators have a diverse set of skills tailored to deliver an effective and engaging program focused on digital art therapy. The key attributes are:

Systematic and deliberate facilitation skills:

Proficient in structured and purposeful educational facilitation.

Ability to guide participants through a digital art therapy program with a clear goal.

Communication proficiency:

Strong communication skills to communicate ideas and foster a participatory environment.

Facilitating open and constructive dialogue during workshops.

Group dynamics experience:

In-depth knowledge of group dynamics and the ability to apply relevant skills in this context.

Experience in creating an atmosphere of cooperation and support in a group.

Youth Engagement Experience:

Proven track record in youth work, especially in the context of prevention programmes.

Understand the dynamics involved in engaging and educating young participants.

Experience in addiction prevention:

Preferably experience in working with people struggling with addiction problems.

Awareness of effective addiction prevention strategies.

Knowledge of motivational strategies:

Knowledge of motivational techniques to increase participant engagement.

Ability to inspire and encourage participants during digital art therapy sessions.

Understanding the legal framework:

General knowledge of relevant youth legislation, ensuring compliance with legal guidelines.

Awareness of legal conditions related to addiction prevention activities.

Local Mental Health Support System Awareness:

Knowledge of the local mental health support system.

Understand the mental health support resources available in the local context.

Availability and organizational skills:

Demonstrated willingness to commit to the workshop schedule.

Strong organizational skills to effectively manage and organize workshop activities.

Supervision and continuous improvement:

Encourage facilitators to participate in group supervision sessions to share knowledge.

Provide a platform to discuss challenges, assess and mitigate risks, and increase the effectiveness of digital art therapy scenarios.

Facilitators play a critical role in ensuring the success of the Dartout program, contributing their expertise to create a supportive and enriching experience for all participants.

Who can take part in the workshops?

Profile of a potential participant

A potential Dartout participant can be imagined as a person with different backgrounds and roles, contributing to the richness of collaborative learning. The participant's profile can be divided into two main groups:

Group 1: Drug dependent patients in therapy

Age and Demographics:

People 16 years of age and older.

It consists mainly of drug-dependent patients undergoing treatment in residential centres in three European countries.

Inclusivity is a priority, considering the gender mix for all-encompassing representation.

Motivation and commitment:

Participants motivated to explore art therapy as a tool for personal development and expression.

Actively involved in the therapeutic process, showing openness to alternative approaches.

Collaboration:

They are actively involved in the co-creation of the project, reflecting their real needs and aspirations.

Be involved in all phases of the project, from analysis to participation in workshops and the creation of intellectual outputs.

Group 2: Addiction Treatment Specialists

Professional experience:

It is made up of therapeutic staff from partner organisations, including psychologists, addiction therapists and psychotherapists.

Openness to learning and implementing art therapy tools in their centers.

Gender equality:

The selection of specialists is carried out in accordance with the principles of gender equality, ensuring a balanced representation.

Cooperation and involvement:

They actively participate in all stages of the project, contributing their knowledge to needs analysis, data interpretation and workshop trips.

Responsible for contributing to the development of art therapy tools, publications, articles and social media engagement.

Dynamics of participation in the project

Active Engagement:

Both patients and professionals are actively involved in each phase of the project, fostering a collaborative and inclusive environment.

Needs assessment:

All participants will take part in a needs assessment using a questionnaire, providing valuable information about their requirements for art therapy treatment.

Development of the training program:

Patients and therapists work together to create a training program to strengthen art therapy practices.

International cooperation:

Participants actively contribute to the creation of art during therapeutic classes by using innovative online tools.

Therapists and patients, especially those involved in art therapy, participate in the final international meeting in Poland.

The Dartout project creates a dynamic and inclusive space where participants from diverse backgrounds collaborate, learn and contribute to the development and improvement of art therapy practices. The involvement of both patients and professionals ensures a holistic and enriching project experience.

WORKSHOP

Meeting Scripts

Theatre workshops

Workshop Element	Description
Title of the workshop	Theatre Workshops
Aim of the workshop	Strengthening relationships, promoting collaboration, and encouraging personal expression through a variety of theatrical activities.
Required Materials	Workshop space for free movement, props for improvisation, sound system for background music.
Description	The theatre workshop includes a series of exercises focused on building relationships, promoting cooperation and developing creativity through non-verbal communication, improvisation and creating joint performances. These exercises include finding a partner with eye contact, performing mirror movements, vocal improvisation, and visual storytelling, as well as creating performance and sharing group achievements.
Tips for the instructor	The facilitator should encourage participants to be open, creative, and listen actively. It's important to create a safe and supportive atmosphere that allows for freedom of expression and exploration of new forms of expression.

Expected results	Participants will be able to better communicate nonverbally, collaborate in a group, develop creativity, and create and present collaborative theatrical performances that reflect their collective efforts and individual stories.

No	ACTION NAME/COMMENT	OBJECTIVES	DESCRIPTION:_____	APPROXIMATE DURATION
1	Relationship building These exercises are designed to improve non-verbal communication, collaboration, and creative expression skills among participants, which is essential both in therapy and in everyday life. Top of Form	1. Making eye contact- Developing non-verbal communication skills and building trust.	Participants find a partner and make eye contact with them, which forms the basis of non-verbal communication. At the end of the music, the participants perform a selected action on each other, such as a hug or pinch, which strengthens the bond and builds trust between the partners.	3 min
		2. Mirror Movements - Improve collaboration and understanding through synchronized actions.	Participants stand in front of each other and make mirror movements, one leading and the other imitating, which promotes understanding and cooperation. This exercise develops the ability to observe and imitate, crucial in nonverbal communication.	Duration: 5 min
		3. Pair Improvisation – Encouraging creative	Participants take part in an improvisation led by a guide, which allows them to discover movement and	Duration: 10 min

		expression and collaboration.	expression together. This exercise fosters creativity, openness, and understanding and acceptance of the other person's ideas.	
2	Promoting cooperation These activities are designed to promote collaboration, creativity, and communication within the group, using a variety of theatrical techniques. Through play and improvisation, participants learn to express themselves and better understand others, which is crucial in the process of therapy and personal development.	4. Imaginative play - Ingenious machine - Fostering teamwork and creativity.	Together, participants create an "ingenious machine" in which each of them represents a different element or cog in the machine. Through movements and sounds, participants synchronize their actions, imitating the work of a machine. The conductor (leader) directs the entire process, encouraging collaboration and creative thinking.	Duration: 15 min
3		5. Visual Storytelling – "Living History"- Developing group cohesion and creativity.	Participants are divided into three groups, each of which creates a "living image" (Tableau Vivant) inspired by music. Each group takes the place of the previous one, creating a continuous narrative without words. This exercise fosters the understanding of nonverbal forms of communication and develops group cooperation.	Duration: 2 min
		6. Vocal Improvisation - Communication through sound-Improving	Participants work in pairs, where one partner leads vocal improvisation (sounds, vocalizations) and the other imitates or responds. This activity encourages	Duration: 30 min

		communication and creative vocal expression.	active listening and creative expression through voice, which improves communication skills and builds trust between participants.	
4	Personal Expression and Storytelling This activity is designed to allow participants to express their own emotions and experiences through theatre, as well as to develop listening skills and empathy by observing and responding to the stories of others. This is a key element of the workshop that fosters trust and group cohesion.	7. Encouraging individual expression and sharing of personal stories.	Participants are encouraged to improvise about their personal experiences, using movement and gesture as means of expression. The facilitator assists in identifying key movements that may symbolize important moments or emotions in their lives. Participants then present their stories in front of the group, allowing for sharing and reflection. This activity allows participants to better understand themselves and others, promoting empathy and mutual support within the group.	Duration: 60 min

5	Sharing & Reflection This activity is a key moment of the workshop, as it allows participants to share their personal thoughts and experiences, which fosters bonding and mutual understanding within the group. In addition, it promotes a culture of openness, trust and cooperation.	Strengthening the sense of community and reflection on the work done.	After the performance is completed, the conductor (workshop leader) assists the participants in editing and presenting the created segments of the performance. Participants have the opportunity to present their works, share their experiences and feelings that accompanied them during the creation. This activity fosters a sense of shared fulfillment and enables deeper reflection on the creative process and teamwork.	Duration: 20 min

Total duration: about 150 minutes

The theatrical workshop was focused on developing acting skills, teamwork and emotional expression. Participants:

Relationship Building: They started with relationship building exercises through non-verbal communication, which helped in developing trust and cooperation between participants.

Promoting Collaboration: Engage in activities to foster teamwork and creativity, such as collaborative performances and improvisation.

Creating Performance: They worked to create a performance that allowed them to express their personal stories and emotions, which increased their self-awareness and ability to express themselves.

Sharing: Finally, they shared their work and experiences, which fostered a sense of community and mutual support.

To sum up, the theatre workshop provided the participants with a space to develop their acting skills, teamwork and emotional expression, which was particularly valuable in the context of therapy.

The workshop aims to create a dynamic and supportive space for participants to explore and express themselves. (Brown, 2018)

Psychodrama Workshops

Workshop Element	Description
Title of the workshop	Psychodrama Workshops
Aim of the workshop	Develop participants' communication skills, empathy and group collaboration, by engaging in group work that can bring back childhood memories and the emotions associated with them.
Required Materials	Materials can include props, pieces of paper to record thoughts and reflections, a space to create scenes. Before the workshop starts, you can share information about the theatre based on the attached materials (Appendix 1).
Description	The workshop begins with warm-up exercises and psychodramatic scenes, where participants play different roles under the supervision of a conductor. A processing and sharing phase ensues, allowing participants to reflect on their experiences, which deepens the overall impact of the workshop.
Tips for the instructor	The facilitator should encourage creativity, monitor time, and provide emotional and technical support. It is important to offer a discussion after each part of the workshop that allows participants to express their emotions and feelings about the exercise.
Expected results	Participants should gain a deeper understanding of their own emotions and patterns of behavior, learn how to communicate effectively and cooperate in a group, as well as develop psychodramatic skills.

No	BUSINESS NAME	OBJECTIVES	DESCRIPTION:_____	APPROXIMATE DURATION
1	Preparation	Greeting and explanation of the objectives of the session. Introduction to Psychodrama (Appendix 2)	The conductor (leader) greets the participants, explains the aims and principles of the session, and introduces them to the concept of psychodrama. This is the moment to establish the framework of the workshop and prepare the group for work.	5-10 min
2	Warm-up	Mental and emotional preparation for work.	The conductor conducts a variety of warm-up exercises, which may include physical, verbal, or creative elements, so that participants can adequately prepare for further psychodramatic work.	10 min
3	Choosing a protagonist or group work	Identify the main character of the session or group topic.	a. Participants decide who will be the protagonist of the session, expressing their desires and goals. b. Alternatively, the group can focus on a common theme or childhood experience that evokes specific emotions.	10 min

4	Selection of auxiliaries or an essential component	Support for the protagonist in creating the scene.	a. The protagonist chooses people from the group as helpers, representing important characters or elements from his/her life. b. If the work is a group project, participants choose and present personal objects or symbols related to the theme.	10 min
5	Stage / Performance	Acting out key scenes from the life of the protagonist or group.	a. The protagonist and his sidekicks act out key scenes, exploring their experiences and emotions. b. In the case of group work, participants present and explore selected symbols from their childhood.	50-60 min
6	Processing & Sharing	Reflection and sharing of experiences.	At the end of the scene, all participants, including the protagonist and the helpers, share their thoughts, feelings, and reactions to the scene. It is a time for mutual support and a deeper understanding of experiences.	20 min
7	Conclusion	Summary and end of the session.	The conductor sums up the workshop, thanks the participants for their participation and involvement, and draws attention to the key moments of the session. Participants are also given	5 min

			instructions for follow-up or reflection after the session.	
Each of these activities is designed to develop the different skills and abilities of the participants, as well as to promote a deeper understanding of themselves and others, which is crucial in the therapy process.				

Total workshop duration: 105-115 minutes (approximately 1 hour and 45-55 minutes)

Overall Summary

Psychodrama workshops unfold in a carefully structured sequence of activities designed to support individual and collective exploration. Starting with a warm welcome and an explanation of the objectives, participants are guided through warm-up exercises to create the ideal mental and emotional state for the psychodrama . (Johnson, 2016) (Testoni, et al., 2018)

The psychodrama workshop focused on the use of drama as a means to explore one's own psyche, interpersonal relationships and problem solving. Participants:

Preparation: They started with a welcome and introduction to the objectives of the session, which established a safe and open environment for all participants.

Warm-up: Warm-up exercises were conducted to prepare the participants for psychodramatic work by stimulating their minds and emotions.

Choosing a Protagonist: A protagonist has been chosen or group work has been decided, which has focused the session on specific desires, goals, or experiences.

Scene/Performance: Participants acted out scenes that allowed for a deeper understanding and processing of their experiences and emotions.

Processing and Sharing: After the scenes were over, the participants shared their thoughts and feelings, which enabled mutual understanding and support.

In conclusion, the psychodrama workshop provided participants with a tool for deep introspection and self-improvement, while promoting healing and mutual support in the group.

Music workshops

Workshop Element	Description
Title of the workshop	Music in addiction therapy
Aim of the workshop	Familiarizing participants with the basics of using the Waveform program in addiction therapy.
Required Materials	Computer, Waveform software, speakers, headphones, musical instruments. It is worth reading the information on how to support DAWs (Waveform) (Appendix 3).
Description	Workshops, led by music therapy experts, covering the basics of the Waveform program. Participants engage in hands-on exercises, fostering a comprehensive understanding of the technical aspects of the program and its real-world applications.
Tips for the instructor	The facilitator should encourage participants to experiment with different sounds and tools of the program, foster active participation, and provide constructive feedback.
Expected results	Participants will acquire skills in working with music software, gain knowledge about the applications of music therapy in addiction treatment, and develop collaborative skills while creating music together.

No	BUSINESS NAME	OBJECTIVES	DESCRIPTION:_____	APPROXIMATE DURATION
1	Program Configuration	Familiarize yourself with DAW settings and layout.	Participants learn how to configure DAW settings, including inputs and outputs, and test plug-ins. They will learn about the basics of sampling and viewing a DAW interface. They then initiate a new project by giving it a name and creating the initial sounds.	30 min
	DAW Structure	Understanding the structure of a DAW and its basic components.	Participants review basic DAW elements such as bookmarks, tracks, segments, and effects. They learn how to use the template and template generator, which makes it easy to set up a project effectively.	40 min
2	Live mode and soundscapes	Explore live mode and create soundscapes.	Participants enter live mode, using a computer keyboard to create soundscapes. They will learn various techniques for recording and editing	45 min

			audio, including volume, panning, adding effects, and tonal correction.	
3	Piano Roll and MIDI tracks	Learning to play the piano and edit MIDI.	Participants will learn the basics of the piano roll, including quantization, editing, and composing. They will learn about the Step Editor, effects on MIDI tracks, and learn about MIDI tracks and virtual instruments and their recording techniques.	1 hour
4	Item Inspection & Instrument Guide	Familiarize yourself with DAW features and native instruments.	Participants learn how to inspect objects in a DAW, gaining insight into its functions. They will become familiar with native instruments, learn more about sampling, using recorded audio, and the basics of arranging and mastering the main channel. Completion of work on the final project.	50 min
Each of these activities is designed to develop the skills necessary to use a DAW effectively, which is crucial for anyone who wants to work with digital music, both at an amateur and professional level.				

Total duration: about 3 hours and 25 minutes

The music workshop focused on the use of various musical tools and techniques to explore emotions, promote cooperation and support in the therapy process. Participants:

Program Setup: They learned the basics of Digital Audio Workstation (DAW) setup, including input/output and sampling settings, which formed the basis for all future music activities.

Live Mode and Soundscapes: They explored Live Mode by using a computer keyboard to create soundscapes, which allowed them to explore creatively and express their emotions through sound.

Piano Roll and MIDI Tracks: They learned how to create and edit music using piano rolls and MIDI tracks, which allowed them to gain a deeper understanding of composing and arranging music.

Effects and Processing: They experimented with different effects and processing tools to modify and improve their compositions.

Creative Exploration: They were encouraged to experiment with different sounds and techniques, which allowed them to develop their own musical style and express their individual emotions.

Overall, the music workshop offered participants the opportunity to explore their own feelings through music, develop technical and creative skills, as well as collaborate and support in a group.

Black Light Theatre Workshops

Workshop Element	Description
Title of the workshop	Black Light Theatre Workshops
Aim of the workshop	Teach participants basic shadow theatre techniques and allow them to create a simple scene using these techniques.
Required Materials	Black fabrics, UV lamps, white gloves, fluorescent paints, background music.
Description	The shadow theatre workshop in the context of addiction therapy aims not only to introduce participants to the world of theatre, but also to use this artistic form as a tool to support the process of treatment and rehabilitation. The aim of the workshop is to enable participants to express themselves and their experiences in a safe, creative space, which can be especially valuable for people changing their lives and regaining freedom from addictions. Expected skills and outcomes that can be developed during this workshop include: Expressing emotions: Participants learn how to express complex and often difficult emotions through movement and imagery, which can help with emotional discharge and processing addiction experiences. Collaboration and teamwork: By creating collaborative performances, participants develop collaborative and trust-building skills, which is an important part of the healing and recovery process. Self-discovery and reflection: Workshops can encourage introspection and self-discovery through improvisation and storytelling, allowing participants to better understand themselves and their patterns of behavior.

	Developing creativity: Participants have the opportunity to develop their creativity and imagination, which can be a powerful tool in the healing process, offering new ways of thinking and alternative solutions to problems.
	Increased confidence and self-esteem: By participating in performances and receiving positive feedback, participants can experience an increase in self-esteem and self-confidence.
	Stress and tension management: Shadow theatre offers participants the opportunity to engage in activities that can distract from everyday stresses and tensions by offering coping techniques that can be applied to a variety of life situations.
	Improved communication: Participants learn to express their thoughts and feelings in a more effective way, which is crucial in building healthy relationships and supporting the healing process.
	In conclusion, a shadow theatre workshop in the context of addiction therapy not only develops artistic and creative skills, but also supports participants in their recovery journey by offering them tools that can help them process experiences, express emotions, and build positive relationships.
Tips for the instructor	Encourage creativity, track time, provide technical and artistic support. After each part, suggest discussing the emotions and feelings that the exercise provided to the participants
Expected results	Participants should be able to create a short shadow scene on their own.

No	ACTIVITY NAME	OBJECTIVES	DESCRIPTION:_____	APPROXIMATE DURATION/ COMMENTARY

1	Introduction to the workshop	Introduction of people to the workshop – explanation of the assumed goal, explanation of what the theatre of black light is (based on the information attached to the workshop) (attachment 3)	Provide a brief overview of the primary purpose of the workshop – a collective experience leading to personal freedom. Emphasize the role of dolls as tools for expressing emotions.	15 minutes
2	Setting the stage for shadow theatre	Creating the right environment for a shadow theatre workshop that reinforces the impression of total darkness, which is crucial for the effectiveness of the performance. This goal also includes developing the ability to cooperate, concentrate and understand the importance of the environment in the therapeutic process.	1. Begin by explaining to participants why total darkness is crucial to shadow theatre by introducing the concept of a 'black box' as a performance space. 2. Walk participants through the process of preparing the space: cover all windows to ensure complete darkness, then construct a "black box" using materials such as thick black curtains or canvas. 3. Show and explain how to use white gloves, A4 paper, fluorescent markers, Styrofoam, and ping-pong	15 minutes Each step should be carried out in a clear and simple manner, ensuring that all participants understand the purpose of each activity and how to accomplish it. Through this

			balls to create props that will be visible in black light. 4. Encourage participants to collaborate in decorating and setting up the scene, emphasizing the importance of teamwork and working together to achieve a goal. 5. Discuss how different elements can be used to express emotions and tell stories, which is essential in addiction therapy, where self-expression and confrontation with one's own feelings are key.	exercise, participants not only set the scene, but also learn how their surroundings affect their well-being and artistic expression, which is an important element in the therapy process.
3	Creating materials and choreography	The aim of this activity is to engage the participants in a creative process that supports non-verbal communication and collaboration through the joint creation of	1. Preparation of materials: Distribute pingpox balls, fluorescent paints, and small pieces of wood to participants. Explain how to use	30 minutes This activity not only promotes creativity and collaboration, but also allows participants

choreographies. The activity also aims to develop the ability to express emotions and feelings through movement and manual work, which is particularly important in addiction therapy, where participants learn new, healthy ways of communicating and expressing themselves.

paints to paint balls so that they are visible in black light.

2. Painting the balls: Encourage participants to paint the balls, using colors to express specific emotions or feelings. Emphasize that each color can represent a different feeling or state of mind.

3. Creating props: Instruct participants on how to attach the painted balls to pieces of wood, creating easy-to-manipulate props that will later be used in the choreography.

4. Choreography: Divide participants into small groups and encourage them to create simple movement sequences using painted marbles. Emphasize the importance of collaboration and non-verbal communication, encouraging

in addiction therapy to work on their own emotions and ways of expressing them in a healthy, constructive way.

			participants to synchronize their movements and create together. 5. Presentation and reflection: Finally, allow each group to present their choreography. 6. Encourage participants to share their feelings and experiences with this activity, especially in the context of teamwork and self-expression.	
4	Paper or cardboard construction	The aim of this activity is to develop manual skills, creativity and problem-solving skills by exploring and creating three-dimensional constructions from paper or cardboard. In the context of addiction therapy, this activity is aimed at promoting focus, patience and stress reduction. Additionally, it fosters the development of teamwork and communication	1. Preparation of materials: Provide participants with various sheets of paper, cardboard, scissors and glue. You can also share templates for inspiration, such as simple origami forms or other easy-to-assemble 3D models. 2. Tutorial: Briefly introduce participants to the basics of folding paper and creating 3D constructions such as letters, boats, or birds.	30 minutes Through this activity, participants have the opportunity to develop skills that are valuable in everyday life and in the therapy process, such as patience, accuracy, as well as the ability to cope with frustration and

	skills as participants share ideas and work together on projects.	Illustrate how a simple mold can be assembled, step by step, using a sample model. 3. Creating structures: Encourage participants to choose a design and work on their constructions. Help them when they encounter difficulties by encouraging them to experiment and explore different forms and shapes. 4. Interaction and collaboration: Encourage participants to work in pairs or small groups to support each other in the creative process and to exchange ideas and techniques. Emphasize the importance of communication and collaboration when creating together.	stressful situations. In addition, working on three-dimensional projects can help participants visualize and achieve goals in a symbolic way, which is an important aspect of addiction therapy.

			5. Presentation and reflection: At the end, allow each participant or group to present their work. Ask them to share their experiences with the creation process and how these constructions can symbolize different aspects of their experiences or emotions.	
5	Creating Foam Structures – Small Puppets for the Shadow Theatre	The aim of this activity is to develop creativity, manual precision and the ability to plan and implement projects by creating puppet characters from foam. In the context of addiction therapy, the task aims not only to develop artistic skills, but also to promote emotional expression, self-	1. Introduction to the material: Illustrate to participants the different uses of foam in black theater by showing examples of puppets or characters made of this material. Explain how foam can be easily cut, shaped, and painted to create a variety of visual effects. 2. Preparation of materials: Distribute foam sheets, scissors, paints and brushes to the participants. You can	30 minutes This activity helps addiction therapy participants not only to develop new skills and interests, but also to confront their own emotions and feelings in a safe, creative environment. In addition, creating and

reflection and teamwork, as participants share ideas and work together on projects.

also provide character templates to help participants get started.

3. Designing and creating a puppet: Guide participants through the process of designing their own puppet characters – from drawing shapes on marshmallows, to cutting, to painting and adding details. Encourage them to experiment with different forms and colors.

4. Interaction and expression: Motivate participants to have their puppets express different emotions or attitudes, which can provide an excellent opportunity to work on expressing your own feelings and thoughts.

5. Presentation and reflection: Encourage participants to introduce

sharing your creations together can foster a sense of community and support within the group.

			their puppet characters and tell stories related to their creatures. 6. Ask questions that encourage reflection on how the creative process has affected their well-being and whether they have discovered new ways of expressing themselves.	
6	Making a Little Story: "Loneliness"	The aim of this activity is to allow participants to explore and express feelings related to loneliness through creative expression and working together on a small performance. In the context of addiction therapy, this activity aims to support participants in recognizing and expressing difficult feelings, developing empathy and understanding, as	7. Topic Choice: Begin with a group discussion about loneliness. Encourage participants to share their feelings and experiences related to this feeling. Then, as a group, decide to use the topic of "loneliness" as a theme for the exercise. 8. Visual Creation: Instruct the group to use fluorescent paint to write the word "loneliness" on black cardboard. Encourage participants to add other visual elements that can	45 minutes This activity promotes deep self-reflection and empathy among participants, allowing them to confront difficult feelings in a safe, supportive environment. By creating together, participants learn how to express their own

		well as building bonds and support within the group.	symbolize loneliness using pre-created structures such as white papers, balls, or gloves. 9. Performance Planning: Lead the group in the process of planning a small performance that will bring the created image to life. Encourage improvisation and experimentation with different forms of expressing loneliness, such as movement, gesture, word or music. 10. Rehearsal and performance: Give participants time to prepare and rehearse before the final performance. Encourage cooperation and mutual support during preparations. 11. Reflection and discussion: After the performance, conduct a reflection session where participants can share	emotions and better understand the feelings of others, which is a key element in the addiction treatment process.

			their feelings and experiences from the activity. Discuss how the creative process helped them understand and express feelings about loneliness and how collaboration impacted their group experience.	
7	Final text/performance	The aim of this activity is to integrate and present the skills, emotions and experiences gained by the participants during the workshop in the form of a final performance. This is to raise awareness of the importance of cooperation, group support and mutual help in the process of addiction therapy. This performance is also intended to emphasize that in addiction treatment and in life, no one is	1. Setting up the performance: Discuss with the participants the main themes covered during the workshop, such as loneliness, cooperation, emotional expression, and mutual support. Then, together with the participants, decide how these topics can be presented in the performance. 2. Rehearsal: Conduct a short rehearsal in which each participant can contribute to the performance using their skills, ideas, and elements	20 minutes Through this activity, participants have the opportunity to reflect on their progress and contribution to the group, which can strengthen a sense of belonging, self-worth and understanding of the importance of support in the healing process. It also shows

		alone and everyone needs the help of others.	created during previous activities (e.g., foam puppets, choreographies, paper constructions). 3. Performance: Present the final performance together, encouraging participants to express themselves and collaborate with others, showing the power of collective creativity. 4. Reflection and discussion: After the performance is over, organize a reflection session. Discuss how the collaborative efforts contributed to the success of the performance, what the participants gained from this collaboration, and what feelings and thoughts the final performance evoked.	how different artistic elements and personal experiences can be integrated into a single, final narrative.

Total duration: about 185 minutes

The Black Light/Shadow Theatre workshop focused on the use of shadow theatre and a variety of artistic techniques to explore and express deep emotions such as loneliness, as well as promoting collaboration and shared support in the addiction treatment process. Here is a summary of the different stages of the workshop:

Stage Preparation: Participants started the workshop by creating a suitable environment for black theater, learning the importance of total darkness and the creation of a "black box". Through this activity, they have built a foundation for their future activities and developed their skills of collaboration and creativity.

Construction and Choreography with Painted Balls: Participants engaged in the creative process, using painted balls and choreography to express feelings and tell stories. This activity helped develop self-expression skills through movement and encouraged teamwork and non-verbal communication.

Creating 3D Structures from Paper and Cardboard: By creating three-dimensional structures, participants explored their own creativity and expressed emotions through art, which was both therapeutic and educational. They learned patience and precision, as well as the value of collaboration in the creative process.

Foam Constructions: This activity enabled participants to create puppet characters that could be used in black theater. It was an opportunity to develop imagination and manual skills, as well as to work on expressing difficult emotions in a safe way.

Creating a Little Story: "Loneliness": Participants explored the topic of loneliness together, creating a small performance that allowed for deep reflection and expression of feelings. Through this collaborative work, the participants experienced the power of collaboration and group support.

Final text/performance "No One Can Do It Alone": The finale of the workshop was the culmination of all previous activities, where participants could present their works, share experiences and feelings. The performance was a testament to individual and collective creativity, as well as mutual support.

Overall, the black light theatre workshop offered participants a safe environment to explore their own feelings, develop artistic and therapeutic skills, and build a sense of community and support. Participants had the opportunity to work on their own development, while learning the value of cooperation and mutual support in the addiction treatment process.

Workshop summary

The workshops described cover various fields such as psychodrama, theatre, music (DAW support), black theatre and other creative aspects. Despite the diverse subject matter, there are common features that define their value and potential impact on participants.

Versatility of the workshops: The workshops have been designed with different groups of participants in mind, emphasizing their universality. Whether they're people struggling with addiction, therapy professionals, or simply art and creativity enthusiasts, workshops provide a space for personal growth, expression, and collaboration.

Addiction Workshops and Therapy: In the context of addiction therapy, these workshops play a unique role. For people struggling with addiction, engaging in a variety of artistic activities can be an important part of therapy. Creativity and artistic expression can provide an alternative to destructive habits by providing a constructive way to express emotions and experiences.

Direct and indirect effects:

Personal Development: Participants have the opportunity to develop interpersonal skills, creativity, and self-reflection. The workshops offer a space to explore and express personal feelings and thoughts.

Collaboration: Workshops, especially those based on group interactions, promote collaboration and relationship building. This is important not only for people struggling with addictions, but also for therapeutic professionals.

Alternative Outlet for Expression: For people struggling with addiction, workshops provide an alternative outlet for expressing and finding healthy ways to express difficult emotions.

Diverse skill set:

Participants acquire skills related to the use of tools, computer programs, as well as theatrical and musical techniques. This can contribute to their development in various areas of life.

Common elements of the workshops: All workshops promote creativity, open-mindedness, as well as the development of interpersonal skills. These are spaces where participants not only acquire new skills, but also integrate team experiences, positively influencing the development of each participant.

Overall Summary

These workshops, despite their diversity, are powerful tools for therapeutic support. For both people struggling with addiction and specialists, they open up space for new experiences, reflection and development of skills applicable both in the treatment process and in everyday life. They open the door to alternative sources of expression, collaboration, and exploration of creative potential. Regardless of the target audience, these workshops have the potential to change the lives of participants through personal and artistic growth.

Online workshops

The proposed workshops are intended to be conducted entirely online, using specific tools to facilitate a seamless and enriching experience for participants. Harnessing the power of digital platforms and technologies, this workshop aims to transcend physical boundaries, offering a dynamic and interactive environment for creative exploration. The online format ensures accessibility, allowing participants to engage from a variety of locations while benefiting from the transformative aspects of the workshop. With innovative online tools, these workshops promise a unique and inclusive space for artistic expression and personal development. Here are 10 online tools used in art therapy in the Dart Out program, along with justifications based on the information gathered:

Waveform

Description: Waveform is a professional audio editing tool that allows you to create, edit, and mix audio tracks. Rationale: Used for creative sound work during art therapy music sessions.

Contact 7

Description: Kontakt 7 is a virtual musical instrument offering a rich array of sounds and instruments. Rationale: Used to experiment with different sounds and create musical elements in art therapy sessions.

Zoom

Description: Zoom is a video conferencing platform, enabling real-time, interactive online sessions. Rationale: An essential tool for conducting remote art therapy sessions, providing real-time communication.

Facebook

Description: Facebook is a social media platform where content can be shared in groups, facilitating interaction between participants. Rationale: It is used to share work, communicate, and build an online community.

WhatsApp

Description: WhatsApp is a text, voice, and video communication app. Rationale: Facilitates communication between project participants, enabling quick exchange of information.

Google Drive: Summary: Google Drive is a platform for storing and sharing files online. Rationale: Allows easy access to materials, allowing participants to collaborate and share their creativity.

LimeSurvey

Description: LimeSurvey is a tool for creating and conducting online surveys. Rationale: Submitted to collect feedback from participants on their experiences during the workshop.

Presentation software: Description: such as Microsoft PowerPoint or Google Slides. Rationale: It is used to present the participants' work results and conduct interactive visual sessions.

Photo Editing Software

Description: For example, Adobe Photoshop Express. Rationale: It allows participants to experiment with images, modify photos, and create visual art.

YouTube & MP3 Converters

Description: YouTube is a video-sharing platform and online tools to convert video to MP3 format.

Why: Allows you to access inspiring video content and convert the music created during the session to MP3 format.

These tools are an integral part of the Dart Out program, fostering creative interaction and the development of diverse art forms among participants in online and multimedia environments.

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Attachments

Appendix 1

Theater is an art form that has been around since ancient times, being one of the oldest and most versatile means of communication and human expression. It is an artistic field that combines literature, acting, music, dance, and visual arts to create a comprehensive and multidimensional experience for both performers and audiences.

At the heart of theatre is a story – the presentation of history through action. These stories can be realistic or fantastical in nature, they can reflect social, political, cultural, or personal themes. Theatre is a place where the human experience is explored, presented, processed, and sometimes transformed in a form that can be simultaneously entertaining, informative, inspiring, or provocative.

Structure and Elements of Theater: Theater is made up of many elements, including text (drama), direction, acting, set design, costumes, lighting, music, and sound. Each of these elements work together to create a cohesive and compelling performance. Theatre differs from other forms of narration, such as literature or film, in its immediacy – actors and audiences are in the same time and space, which often leads to an intense and direct experience.

Functions and Purposes of Theater: Theater serves many purposes. It can entertain, educate, inform, question, criticize, or simply provide aesthetic pleasure. Throughout history, theatre has been used as a way to convey myths, stories, social norms, political protest, or exploration of the human psyche. It acts as a mirror reflecting the society in which it is created and as a tool for influencing that society.

Theatrical Process: The process of creating a theatrical performance is complex and requires the collaboration of many people. It starts with the selection or writing of a script, followed by the directing stage, where the director, together with the actors and the

production team, interprets the text and transforms it into live action. This process involves rehearsals, where the actors practice the text and movement, and the technical team works on the set, costumes, lighting, and sound. The final product, the performance, is then presented to the audience, which is the culmination of the entire theatrical process.

Theatre as an Educational and Therapeutic Tool: In addition to its entertainment function, theatre also has significant educational and therapeutic value. Theatre in education uses drama and theatrical activity to support students' personal and social development, helping them to better understand themselves and the world around them. Therapeutic theater, on the other hand, similar to psychodrama, uses theatrical techniques for therapeutic purposes, allowing participants to express feelings, confront problems, and work on solutions in a safe environment.

In conclusion, theatre is a universal medium of expression that transcends cultural and language barriers, providing powerful tools for communication, education and healing. It is a field that is constantly evolving, responding to social, cultural and technological changes, maintaining its vitality and relevance in the human experience.

Appendix 2

Psychodrama is a form of group psychotherapy that was developed by Jakob Levy Moreno in the first half of the twentieth century. It is a therapeutic method that uses dramatization, role play, and dynamic interactions to allow participants to explore their life experiences, relationships, and conflicts in a safe therapeutic environment. Psychodrama helps participants to better understand themselves, their relationships with others, and to confront and work through various mental or emotional problems.

The basic premise of psychodrama is the belief that action and experience are more effective in bringing about change than just talking about problems. Moreno believed that theater could be a powerful tool for empowering people to express themselves and solve problems, as well as promote healing and growth.

Psychodrama usually takes place in a group under the direction of a qualified therapist, called a conductor or director. A psychodrama session consists of three main parts: warm-up, action (scene/performance) and summary (sharing).

Warm-up: This is the stage that helps participants become more open-minded and involved in the process. A warm-up can include a variety of exercises that help participants relax, connect with other group members, and focus on the present moment.

Action (Scene/Performance): This is a key part of the psychodrama in which the participants present selected scenes from their lives or symbolic situations. Participants can play themselves, other people or even abstract concepts. These scenes are improvised, which means they are not pre-planned or scripted. The goal is to allow participants to directly experience, explore, and express their feelings, thoughts, and conflicts.

Sharing: At the end of the action, participants return to their roles as members of the group and share their experiences, feelings, and insights that emerged during the game. This stage is crucial to the healing process because it allows the psychodrama experiences to be integrated into the real lives of the participants.

Psychodrama is used in a variety of contexts, including addiction treatment, family therapy, working with support groups, as well as training and personal development. It is recognized as an effective treatment method because it enables participants to actively confront problems, teaches new ways of thinking and behaving, and promotes empathy and understanding among group members. In conclusion, psychodrama offers a unique and powerful approach to psychotherapy that activates and engages participants on many levels, from the intellectual to the emotional, enabling a deeper understanding of oneself and one's relationships with others.

Appendix 3

Below is a detailed, step-by-step description for Dartout participants who will be using Waveform, a Digital Audio Workstation (DAW), for their audio tasks during the workshop. Waveform is a type of DAW, or audio software, that allows you to record, edit, mix, and produce music or audio.

Chapter 1.

Introduction:

Opening the program: Launch the Waveform program on your computer.

Chapter 2.

Basic Navigation:

Familiarize yourself with the interface: Identify key sections in Waveform, such as the timeline, tracks, and toolbar.

Chapter 3.

Project Configuration:

Creating a new project: In Waveform, select "File" > "New Project". Give your project a name, specify a location on your drive, and then start creating your initial sounds.

Chapter 4.

Audio Editing:

Importing audio: Utilize the "Import" feature to add audio files to your project.

Edit on the timeline: Drag and drop audio clips onto the timeline. Cut, copy, paste, and delete segments as needed to organize your composition.

Chapter 5.

Effects & Processing:

Apply effects: Open the effects library in Waveform to apply effects such as reverb, EQ, and time stretching to your tracks.

Chapter 6.

Creative Exploration:

Experimenting with sounds: I encourage you to experiment creatively, mixing different tracks, and manipulating sounds to create unique compositions.

Chapter 7.

Saving Your Work:

Save your project: Save your progress regularly by selecting "File" > "Save Project" so you don't lose your work.

Chapter 8.

Export:

Export the final project: Once the project is ready, export the final audio composition by selecting "File" > "Export".

Chapter 9.

Additional Resources:

Online tutorials: Check out the official Waveform website for tutorials and documentation to help you hone your skills.

Chapter 10.

Insights on Collaborative Learning:

Age and familiarity: Participants who are more familiar with computer software may learn the basics more quickly.

Collaborative approach: Collaborate and leverage the knowledge of other participants to foster an environment of mutual learning.

Chapter 11.

Collaborative approach:

Collaboration: Work collaboratively during the workshop, using the knowledge and experiences of other participants to create richer sound compositions.

Waveform is a key tool in modern music and sound production, enabling complex sound work. Use these instructions to start your journey with Waveform and explore the possibilities this software offers. Experiment, learn from others, and enjoy the creative process.

Appendix 4

Black light theatre, also known as black theatre, is a theatrical form that uses special lighting effects, particularly black light, to create a unique and magical atmosphere on stage. The basic feature of this type of theater is the use of special costumes, props and decorations made of materials that glow in the dark but are invisible to the audience in normal lighting.

Description of the Black Light Theatre:

Characteristics: Black light theatre is a form of visual theatre in which light is the main element. The actors are dressed in black outfits, and the props are painted black or made of fluorescent materials that glow in the dark. As a result, when the stage is lit only by black light, the actors and props appear to float or move on their own, creating the effect of illusion and magic.

Tasks: The Black Light Theatre is designed to delight and surprise the audience through extraordinary visual effects and to create a fairy-tale and magical atmosphere on stage. He uses a variety of techniques, such as fluorescent paints, optical fiber objects, and special lighting effects, to create a surreal and memorable spectacle.

Participant Development: Black Light Theatre Performers develop a range of soft skills and personal skills, including:

Creativity: The need to create unconventional props and costumes and create unusual sets requires a creative approach.

Teamwork and Teamwork: Teamwork is key in the black light theater, where each performer must work perfectly together with the others to achieve the desired effect.

Trust and Emotional Intelligence: Actors are required to trust each other and the director, which develops the ability to manage emotions and express them through body and movement.

Body Eloquence: Performers must have perfect control of their body and gestures to convey a story to the audience without words, which develops the ability to express themselves through movement and facial expressions.

Stage Dynamics and Artistic Expression: Black Light Theatre requires actors to be flexible, expressive and adaptable, which develops their ability to express themselves artistically.

Summary:

The Theatre of Black Light is not only a spectacle for the audience, but also a unique form of artistic expression that develops a variety of soft skills and personal skills in its performers. Through creativity, collaboration, trust, body eloquence, and artistic expression, black light theater actors learn not only to take on roles, but also to move through life with greater confidence and flexibility.