



Afrodita project

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Training Toolbox

Introduction

The Afrodita Project concept and methodology aims to adopt different tools based on Education Through Sport (ETS) & art methodology to improve the key competences of marginalised adult learners, who are the final beneficiaries of the project in the 4 partner countries - Germany, Greece, Italy and Spain.

The developed in the frame of the Afrodita Project Training Toolbox includes best practices in the area, video tutorials and guidelines for adult education providers and stakeholders, who can apply the ETS & art approaches in their daily work.

The partners' experts and trainers had done best practices research and collection at local, regional and national level, and further edited the training units. Then trainers/social workers from the 4 countries gathered for 5 days joint staff training to exchange these practices and to jointly develop some video tutorials and guidelines that form part of the Afrodita training toolbox. The methodology was used and evaluated in local workshops, where 20 disadvantaged adults per country were involved to test the toolbox, guided by their trainers.

The training units' topics include:

- Creative theatre methods for improvement of social skills, developed by BIDA e.V.;
- Body movement and animation tools for personal relationships, developed by JFC;
- Healthy lifestyle for self-esteem improvement, developed by AENAO;
- Art expression for better self-confidence, developed by ICSE.

The Afrodita training tools are available in 5 languages and easily downloadable from the project website.

Each training unit has a short introduction, necessary materials, preparation for the session, activities, as well as recommendations for additional resources to be used. A suggested scope and sequence for the use of the activity could be found in each unit, but adult education providers can mix, and match resources based on the participants' learning needs.

We hope that this toolbox will be useful in your daily work!

Afrodita project Coordination team





UNIT	<p align="center">Creative methods of painting and art expression for social skills improvement</p> <p align="center">Developed by BIDA</p>
<p>Introduction (Presentation of the unit and the theme)</p>	<p>Painting can be a social experience, giving us an opportunity to connect through a shared interest.</p> <p>As one of the earliest forms of self-expression, painting is the visual form of the imagination. It precedes oral language, making thoughts visible, allowing even the youngest children to communicate their ideas, express what they are feeling, construct knowledge and attempt to make sense of their world. Painting gives voice to the unspoken, allowing young children to explore, discover and experiment even before they can attach words or meaning to what they have painted. As time passes time we stop painting, we forget how wonderful the time was- just sitting and painting and doing nothing more. Painting is an enriching experience that supports young children’s growth, development and self-expression and provides many benefits to their physical, emotional, social, cognitive and language development. When we are adults, we don’t paint. It does not mean that we are fully grown already, and that we have finished the process with our emotional and social development. Creative methods like painting and art expression help for social skills improvement!</p>
<p>Recommended time (overall duration)</p>	<p>120 Minutes</p>
<p>Methodology (Approaches)</p>	<p>Ice breakers – used in the beginning of session aiming for participants to get to know each other, and to develop holistic complicity on the group.</p> <p>Art expressions methods- painting, sensitive work.</p>
<p>Objectives (targets, aims)</p>	<p>Encourage and empower the young people to improve their social skills, to act on their role as active citizens of European society by fostering social awareness and inclusion through participative arts.</p>
<p>Materials required (Need to be prepared)</p>	<p>Necessary materials:</p> <ul style="list-style-type: none"> ✓ Blindfolds (eventuel) ✓ Pencils, one color ✓ wrapping paper 2 meters per participants ✓ Pencils, different colors
<p>Activities (Instructions for dynamics)</p>	<p>A very important moment in the workshop is the beginning. Inviting the participants to sit/stay in the circle is a possibility to provide elements as equality, safety, support and dialogue space. You can introduce yourself and explain what will happen during the workshop. It is important to create an atmosphere of respect and trust for the individual. Be aware of the verbal and body language that you use. In the next game with physical movement, it's important for the participants to have fun, to start opening up and to</p>





be ready to learn something new. It is important for everyone to feel accepted.

Warming up

In the warming up phase, the main targets are to raise a group dynamic, to get the participants to be more comfortable and relaxed, so they can “let themselves fall” more into the main exercises. The trainer can start with the names, how the participants feel from 1 to 10 and how they feel as a color and natural object.

Circle movement game

The group builds a circle and everyone has to do one movement and say their name. After that the whole group has to repeat it. (it will be better to use music).

Imagination through movements

Every participant says their Name and does 2-3 movements to explain what their hobbies are and what is an important detail about themselves.

Line game

The group has to build a line with 3 different themes and complete it without speaking. Task 1- build a line based on the months of birth, meaning that the participants have to line up in the correct order. Other possible themes are the shoe size, the first letter of your last name or the first letter of their city they live in.

Image game

To do this game everyone has to pick up a card from a box. There is a philosophical saying on every card. The participants have to build small groups and each group chooses one card, they like the most. Thereafter, they have to describe that card with one picture of them, doing a pose. The other groups have to find out, what expression they want to show.

Mirror game

The mirror game is a dancing task. The group builds two lines that are facing each other. Between these two lines, there is one person at each side. It is necessary to use music for this game. When the music is on, one line has to dance or do some movements. The other line has to repeat it, like a mirror. When the trainer says “Move”, each person has to do one step to right side. The persons between the line also move to one of the two lines and now someone who has stood on the line has to stand between the lines.

Draw your own body

The trainer gives each person a sheet of paper (the sheets of paper must all be the same size) and a pencil or felt pen (all the same color if possible, or else don't let the participants see what color it is). All the participants lie on the papers and think about their body as a totality and about each of its constituent parts: fingers, head, mouth, tongue, legs, sex, eyes, hair, belly button, neck, elbows, shoulders, vertebrae, etc. They try to move the part of the body they are thinking about. After a few minutes of concentration, the trainer asks



	<p>each actor to draw their own body on the paper, with eyes firmly closed. Once this is done, the trainer asks the participants to write their names on the back of their drawings, still with their eyes closed. The trainer then collects up the drawings, arranges them on the floor in any order, and tells everyone to open their eyes and come and look at this impromptu Exhibition. He/she asks them what strikes them most about the drawings - are the bodies naked or clothed, lying down or standing up, resting or working, in a relationship with objects or on their own, do they have important details like the eyes and the sex or only general outlines? Finally, the trainer invites them to identify their own drawing.</p> <p>This exercise greatly sensitives the group: first, when everyone is thinking about their own body, about each individual part of their body; then, when everyone is trying to reproduce by hand what they felt; lastly, after the exercise; when they pay much greater attention to themselves, to their movements, their way of sitting, their way of approaching other people, etc. The exercise makes the participants extremely conscious that we are each of us, first and foremost, a body. We may be capable of constructing the most profound abstract ideas and devising the most extraordinary inventions, but it is only because we have, before all else, a body – before we have a name, we inhabit a body! And we rarely think of our body as the fundamental source of all pleasures and all pains, of all knowledge and all research of everything!</p> <p>Close to the childhood- Just painting</p> <p><i>This exercise we can put as an option, if some groups are challenging and will be impossible to be done</i> Draw your body exercise.</p> <p>All participants are painting together in one big sheet of paper and share their emotions, thoughts during the whole process.</p> <p>Final Game: Finger Touch</p> <p>The whole group stands in a circle. The participants touch tip of their two neighbours' index fingers with their own index fingertips. Everyone in the group then tries to clap at the same time. Anyone can initiate the clap.</p> <p>It is important to emphasize that the target is not the clap as fast as you can or to make a certain movement before clapping to signalize the others that you want to clap. The exercise is about waiting a reasonable while and feeling the impulse, the energy of the group and to clap all together.</p>
<p>Evaluation (Questions for the participants)</p>	<p>The questions for evaluation:</p> <ul style="list-style-type: none"> ▪ How do you feel about not seeing anything? ▪ Do you feel comfortable with that? ▪ Do you think you can use this task in each age group? ▪ Do you think that you will use more tasks like this in your free time to improve your brain ability? ▪ Even though we're not children anymore, do you think that Painting can involve still cognitive tasks, including





	<p>concentration, planning, making choices, problem-solving, evaluating, executing, reworking and persistence?</p> <ul style="list-style-type: none">▪ Do you agree that the act of painting also improves the brain's ability to integrate functions such as creative thinking with planning and execution?▪ If yes- how you explain the refusal of the adults to continue to paint in the daily life?
<p>Bibliography (links, videomaterials, articles)</p>	<p>https://www.elephantstock.com/blogs/inspiration/how-art-affects-the-mood https://www.youtube.com/watch?v=QZQyV9BB50E https://www.youtube.com/watch?v=xKgYsEcjnqI https://www.youtube.com/watch?v=O_Lww20udbo https://www.youtube.com/watch?v=Kekb9uE604k https://www.youtube.com/watch?v=NhSpGCe3EIM https://www.youtube.com/watch?v=sn0bDD4gXrE</p>



UNIT	
Body movement and animation tools for personal relationships	
Developed by JFC	
<p>Introduction (Presentation of the unit and the theme)</p>	<p>Communication relies deeply on body movement, which shapes the way we communicate with the world and how our personal relationships are made. Interpersonal communication is affected by physical expressions, postures or gestures. Even if non-verbal communication is sometimes transmitted unconsciously, our body conveys a big part of what we are trying to communicate (Wang, 2009). Therefore, body language is a key factor in the construction of identity and in personal autonomy. Non-verbal communication is useful for founding a higher level of trust and clarity that can establish more solid personal relationships as it also allows us to demonstrate our thoughts and emotions. In conclusion, it is important to reflect on how we can improve body expression.</p> <p>This unit aims to provide different resources to disadvantaged adults for understanding the relation of body movement and interpersonal communication. This can be very useful to improve the personal image that is projected during the communication process and be able to transmit the message each individual wants to communicate to the world.</p> <p>Globalization has led to the need of intercultural communication with people from diverse backgrounds and cultures. Therefore, the interpretation of body movements will diverge if there are different social contexts involved in the communication process (Damanhuri, 2018). Being conscious of body movements and how we can improve our bodily expression can help break down cultural barriers and be able to communicate more freely.</p>
<p>Recommended time (overall duration)</p>	<p>180 minutes</p>
<p>Methodology (Approaches)</p>	<p>Performance of body language and expressive warm up: presentation and observation.</p> <p>Exploration activities on body movement: Group work.</p> <p>Self-evaluation and analysis of personal body expression: Individual work.</p>
<p>Reccomendations</p>	<p>Suggested reading:</p> <p>Article on communication activities, exercises, and games https://positivepsychology.com/communication-games-and-activities/#adults</p> <p>TED Talk Your body language may shape who you are (Available with 52 language subtitles). https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are?subtitle=en</p>





<p>Materials required (Need to be prepared)</p>	<ul style="list-style-type: none"> ✓ Pens, paper A4 ✓ Computers, smartphones, tablets or laptops to be used during the lesson ✓ WIFI connection required
<p>Activities (Instructions for dynamics)</p>	<p>1. Expressive warm up and the importance of body language in communication (80 minutes)</p> <p>Activities of the trainer:</p> <p>a. Presentation activity: The learners have to present themselves, saying a few facts about themselves. After this, the trainer will ask them to reflect about the way they used their body during this interaction. A good posture, eye contact and stable tone of the voice should be encouraged.</p> <p>b. Explain to the learners the importance of body language and some tips that can improve nonverbal communication. Videos and images could be shown to illustrate this purpose. A good exercise that considers body movement and how it affects personal relationships can be showing a video to the learners in which there is an interaction so that the learners may only focus on the nonverbal forms of communication, not in the audio. They can write them down and put them in common at the end of the video, interpreting how body movements (whether gestures or facial expressions) form a large part of communication and do help to understand the context of the situation. This 2-minute movie clip shows an interaction between two people solidly based on body language: https://youtu.be/Q-s_Ay--gi8</p> <p>These are some of the questions that could be asked to reflect on body expression after the video, suggested by the researcher Courtney Ackerman:</p> <ul style="list-style-type: none"> • What were the non-verbal messages that you observed? • How important do you think the non-verbal messages are in helping you to enjoy the movie and understand what was going on in the movie? • Did you observe any confusing non-verbal messages? • What feelings were expressed through non-verbal communication? • What were some of the difficulties of this activity? • What can you do to be more aware of non-verbal messages? <p>2. Exploration activities (60 minutes)</p> <p>Activities of the trainer:</p> <p>Exploration exercises allow participants to connect with their own body, becoming more aware of themselves and others around them. It is important to express ideas and feelings through the body, focusing on the simulation of imagination to let bodily expression flow. The strategies for learning body language</p>





	<p>concentrate on play, improvisation, experimentation and reflection. Exercises such as mime, dramatization, dance or yoga could be used in this part of the unit as long as it mainly relies on nonverbal communication. A good nonverbal communication exercise is charades. Suggest to the learners to write down in small pieces of paper names of animals, activities or emotions that can be easily acted out. After that, divide the class in two groups so that they can start to describe what is written in the papers only by using body language.</p> <p>3. Self-evaluation of body expression (40 minutes)</p> <p>Activity of the trainer:</p> <p>Encourage learners to talk about the way they communicate non-verbally, and how they can apply different advices on good body expression in their daily life. Now it is important to verbalize the feelings emerged during the session. For this purpose, propose different questions so that they can reflect on their body expression proposed in an article by Paola Pascual:</p> <ul style="list-style-type: none"> • How much do you personally use body language to communicate? • How does your native culture use body language? How is it different from others? • What do you think about eye contact? When is it a positive thing and when can it be seen as negative? • How much do you notice and value other people´s body language?
<p>Evaluation (Questions for the participants)</p>	<p>Discuss together how the activities helped them with body movements and reflect on its importance for interpersonal communication. Ask to share if they have learned something interesting and useful for their daily lives.</p>
<p>Bibliography (links, videomaterials, articles)</p>	<p>Damanhour, M. (2018). The advantages and disadvantages of body language in Intercultural communication (Link here).</p> <p>Wang, H. (2009). Nonverbal communication and the effect on interpersonal communication. <i>Asian Social Science</i>, 5(11), 155-159 (Link here).</p> <p>Ordás, R. P., Lluch, Á. C., & Sánchez, I. G. (2012). Una metodología para la expresión corporal actual en el ámbito educativo y recreativo. <i>EmásF: revista digital de educación física</i>, (14), 39-51 (Link here).</p> <p>https://positivepsychology.com/</p> <p>https://blog.talaera.com/ted-talk-body-language</p>





UNIT	<p style="text-align: center;">Healthy lifestyle for self-esteem improvement</p> <p style="text-align: center;">The Recipe</p> <p style="text-align: center;">Developed by AENAO</p>
<p>Introduction (Presentation of the unit and the theme)</p>	<p>Is there a relationship between healthy-eating and self-esteem? The answer is yes!</p> <p>There is research about how food intake affects the body, i.e. vitamins, nutrients, minerals, proteins & amino acids, food portion, eating hours, etc. Receiving the necessary food compounds, is directly related to the function of body organs and systems, including production of hormones such as serotonin, dopamine, endorphins and oxytocin, which are responsible for the level of well-being and self-confidence.</p> <p>https://genv.org/healthy-eating-and-self-esteem/ https://pubmed.ncbi.nlm.nih.gov/10610080/ https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5415583/?fbclid=IwAR0XIafJiwuMjb64LZ3ZiwxlhK93GHxU4DRula5JcGDkw3JfFB1HD3V8T0</p> <p>Mediterranean diet, rich in fresh products and proteins, is proven to affect the levels of hormones, especially when it is combined with physical activity (eg walking in a rural area, etc). Since hormones are chemical compounds which are formed in the body through amino acids intake, it is worth knowing examples of foods that actually contain these amino acids. For instance, serotonin is synthesized from tryptophan which can be found in high protein foods, like meat, fish and poultry. Dopamine is synthesized through L-tyrosine which can found in bananas, nuts, leafy green vegetables, beetroots, dark chocolate and apples.</p> <p>Studies have found that vitamin C can boost the release of endorphins in the brain, also dark chocolate, nuts, bananas, chili, eggs and brown rice. Oxytocin can be synthesized through food products that are rich in Vitamin C, D, magnesium and dietary fats including fatty fish, mushrooms, peppers, tomatoes, spinach, avocados, etc!</p> <p><i>“Take care of your body. It’s the only place you have to live.”</i></p> <p>Jim Rohn</p>
<p>Recommended time (overall duration)</p>	<p>3 hours, depending on the route where stations are located</p>
<p>Methodology (Approaches)</p>	<p>Outdoor activity, scavenger hunt, team-work</p>
<p>Objectives (targets, aims)</p>	<p>Studies have shown that Mediterranean diet improves mental health. During the activity participants will</p>





	<ul style="list-style-type: none"> a) gather the ingredients of a salad through a scavenger hunt game, prepare it all together and enjoy the meal, b) discover aspects of their personality, c) focus on the factors that increase self-esteem.
<p>Materials required (Need to be prepared)</p>	<p>Salad ingredients [proposed ingredients for a Greek Salad are: tomatoes, cucumber, onion, olives, feta cheese, seasonings (salt, pepper, dried oregano), olive oil], yoga cards, small notebooks, markers, pens, stickers, copies of the recipe, scavenger hunt route, tables to be used as "stations", plates/bowls, spoons, knives, forks, napkins, copies of Rosenberg Self – Esteem scale test, A4 or smaller sheets of paper</p>
<p>Activities (Instructions for dynamics)</p>	<p>It would be useful to begin the activity with 2 introductory activities:</p> <ul style="list-style-type: none"> a) Getting to know each other (or energizer) - Participants are forming a circle where yoga cards are placed in the middle. Everybody chooses a card and stand at his or her place in the circle. Each participant says his/her name and shows the yoga pose that is shown on his/her card. Everyone in the circle tries to do the pose. The activity finalizes when everyone has shown his or her pose. b) Energizer: Go bananas <p>Main Activity: The Recipe</p> <p>Participants are divided in groups of 6-8 (at least 3 groups need to be formed). To complete the recipe, participants need to pass through all stations.</p> <p>Each group is given copies of the recipe and map (it would be useful to attach a map of the area that the activity is going to take place and put the pins on the map).</p> <p><u>Ingredient stations</u></p> <ul style="list-style-type: none"> ✓ Tomato- Social media <p>Multiple studies have found a strong link between heavy social media and an increased risk for depression, anxiety, loneliness, self-harm, and even suicidal thoughts. Social media may promote negative experiences such as inadequacy about your life or appearance.</p> <p>Participants are given pictures and they are asked to take pictures of themselves posing and natural. If you do scroll, remind yourself that people only share the best, most flattering parts of their life online.</p> <p>They are discussing after the following questions.</p> <ul style="list-style-type: none"> -Would you post the natural posing picture on your social media? If not why? -Do you feel any pressure to look a certain way on social media? -Do you think there are specific standards on social media about looks?





✓ Cucumber – [Rosenberg Self Esteem Scale](#)

Each participant is given a copy of the test. When all participants have completed the tests, facilitators initiate a discussion in the plenary about self-esteem and the results of the test.

✓ Onion – High five to me!

Participants are given pens and paper and are asked to write out a list of 5 things they admire about themselves.

It can be challenging to sit down and think about our admirable traits — even awkward. But acknowledging your skills or things you like about yourself can improve your self-talk.

✓ Oregano - Tell me my story ([example](#))

Participants form pairs and they sit facing each other. It is essential that participants do not know anything or many things about their pairs. They are given pens and copies on which are written unfinished sentences such as:

Your name is.....

You are from.....

You are years old and you have..... siblings.

You like type of music, and your favorite hobby is.....

You are studying/working as..... and this is your(number) project

They are given 2 minutes to guess their pair's correct answers and then they reveal to each other the truth. Then they are discussing:

-How many things did they guess correctly?

-Do we usually make assumptions about other people in our lives without asking them what is true for them?

-How does it affect their self-esteem?

✓ Olives – the mirror

Participants are asked to write down a description of themselves that gives a rounded picture of them and that they can use to remind themselves of when they are tempted to see themselves in a narrow way.

They are advised to write it in a positive, constructive way so that it highlights their values, aspirations, and identity. They are also advised to write the description at a viewpoint of a friendly third party, at least in the first instance. This will help them see how they are placing unreasonable or perfectionist demands on themselves.





	<p>*An option would be to form pairs (if they know each other) and describe their pair instead of themselves.</p> <p>✓ Feta cheese - Self love journal</p> <p>Participants are given a small notebook, colorful markers and pens, stickers and other materials to decorate the notebook and create their own self love journal. Ideas can be given as shown here</p> <p>At this last ingredient station it is better that all participants are together, not in groups. This would be the highlight of the self-esteem pathway.</p> <p>When participants have passed through all 6 ingredient stations, they can join their groups and prepare the salad, according to the recipe. Enjoy your meal!</p>
<p>Evaluation (Questions for the participants)</p>	<p>Is there an ingredient station that you think is more important to you? If yes, why?</p> <p>How do you feel now about yourselves?</p> <p>Do you think that you can include food products that boost your self-esteem in your daily nutrition?</p>
<p>Bibliography (Links, video materials, articles)</p>	<p>https://genv.org/healthy-eating-and-self-esteem/</p> <p>https://pubmed.ncbi.nlm.nih.gov/10610080/</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5415583/?fbclid=IwAR0XIAfJiwwuMjb64L73ZiwxlhK93GHxU4DRula5JcGDkw3JfFB1HD3V8T0</p> <p>https://health.ucsd.edu/news/features/pages/2016-02-26-good-mood-foods-natural-serotonin.aspx</p> <p>https://www.avogel.co.uk/health/stress-anxiety-low-mood/feeling-low/the-dopamine-diet/</p> <p>https://nutrifix.co/nutrition-blog/7-endorphin-releasing-foods-make-smile/</p> <p>https://www.evolveyou.app/blog/food-to-improve-your-love-hormone</p> <p>https://www.youtube.com/watch?v=IG-U0rkM15M</p> <p>https://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Self_Measures_for_Self-Esteem_ROSENBERG_SELF-ESTEEM.pdf</p> <p>https://www.youtube.com/watch?v=B94r15qqIJQ</p> <p>https://thepetiteplanner.com/21-self-care-bullet-journal-pages/</p>





UNIT Art expression for better self-confidence (Collage art about migration) Developed by ICSE	
Introduction (Presentation of the unit and the theme)	<p>Collage is an artistic activity that enhances oneself freedom of expression. Through the use of magazine, newspapers or fliers clippings, a person can choose to make new connections between images and pictures, thus creating new meanings for things. The main key to approach collage art is experimenting. There are no true instructions to follow when you're cutting paper and reassemble it in a creative way. In a community collage activity, there should be a common theme to follow, in order to have a coherent work among participants and see how each one's choices are perceived by the group and how every piece of work can inspire other people.</p> <p>Sometimes, it can be hard for people that experienced things such as migration to use words to express what they have been through, especially when sharing their story with strangers. Collage activity can encourage them to find new manners to give voice to their own interiority by the use of pictures that everyone can understand despite not sharing a common language.</p> <p>What comes from a collage work is a new, creative way to see something: the topic of migration needs innovative means to be shared and expressed, and collage art should be one of them.</p>
Recommended time (overall duration)	90 minutes
Methodology (Approaches)	<p>Art expressions methods: collage;</p> <p>Introspective analysis: thinking of past experiences; using creative imagination;</p> <p>Group interaction: creation of a common perspective on the topic;</p>
Objectives (targets, aims)	<p>This unit aims to let every participant express their personal connection with migration. Their experience related to this topic will find a safe place to be shared, breaking down the language barrier through the use of visual expression in a creative way.</p>
Materials required (Need to be prepared)	<p>This activity will require participants to use materials such as:</p> <ul style="list-style-type: none"> ● A big map of Europe; ● Magazines; ● Newspapers; ● Stamps;





	<ul style="list-style-type: none"> ● Fliers ● Photographs; ● Tape; ● Glue; ● Markers; ● Pencils; ● Pins.
<p>Activities (Instructions for dynamics)</p>	<p>The activity will be divided into three phases.</p> <p>The introduction: In this part of the activity, the development of the dynamics will be explained to the participants. Four questions will be asked: What is your connection with migration? What are the most relevant geographical points of the migration process? The most positive aspects of migration? The most negative aspects?</p> <p>The collage: The second section of the activity will be a more reflective and introspective activity. To develop and expose these four questions, the participants will be asked to talk about their relationship with the migration experience using the prepared visual material: magazines, advertising leaflets, discarded documents, pictures... In silence and with relaxing music they will have to answer the questions using the collage technique. When participants will have their compositions ready they will place it in the big map of Europe.</p> <p>The discussion: In this last phase, the map of Europe will be full of collage art from every participant that will be overlapped. The moderator then will ask how does each one feel about this visual representation of migration, and if it's a proper way to express what's behind a migrant's path. The moderator should also let participants discuss the different colleges, and point at single works asking for a meaning or an interpretation. Finally will reflect about the common elements and the single experience.</p> <p>The idea is to create a comfortable space where everyone is free to share their own feelings about migration. The visual support will help the participants to break the language barrier and reinterpret the topic in a personal way.</p>
<p>Evaluation (Questions for the participants)</p>	<ul style="list-style-type: none"> ● How do you think making a collage has influenced the way you tell your story to the others and the way you perceive the experience of other participants? ● Did you find similarities with your own story in other participants' artistic expression? ● Do you think that working with images bypassed the language barrier among participants?





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Bibliography
(links, videomaterials,
articles)

[Best practices in Community Arts Education](#)
[A Creative Collage Lesson for All Students](#)

