

Methodological Workbook

“Art of Identity”

Publication Partners

Migdal, Solidarus, Young Folks LT

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Published in 2026.



With the support of the
Erasmus+ Programme
of the European Union



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ABOUT THE PROJECT

“Art of Identity: Partnerships for the Quality of Youth Work and Youth Exchanges” - the project has been designed to strengthen the capacities of partner organizations, enhance the quality of youth work, and promote meaningful collaboration in addressing the challenges young people face in identity formation and social inclusion. The initiative focused on supporting the development of inclusive, solidarity-based communities that embrace diversity and promote shared European values.

The primary goal of the project was to equip youth workers and partner organizations with innovative methods and practical tools for integrating art practices into youth work and non-formal education. Through collaborative activities, training sessions, and creative learning approaches, participants have been exploring how artistic expression can support self-awareness, intercultural dialogue, social participation, and mutual understanding among young people.

By encouraging creativity, inclusion, and active engagement, we had an opportunity to learn how to create safer and more supportive space where young people can reflect on their identities, connect with others across cultural differences, and contribute to building more open, democratic, and cohesive societies.



METHODS

Methods included in this publication were developed within the framework of the “Art of Identity” project to support young people in exploring identity, belonging, and self-expression through artistic and participatory approaches. Drawing on the principles of non-formal education, experiential learning, and creative practice, they offer meaningful opportunities for reflection, dialogue, and personal growth.

Each method uses a different artistic medium — including photography, movement, theatre, visual arts, music, storytelling, and collaborative creation — as a pathway for young people to explore their experiences, perspectives, values, and relationships with others. The activities encourage active participation, creativity, emotional expression, intercultural learning, and social inclusion while creating safer spaces for diverse identities to be recognised and respected.



Designed and tested by youth workers, artists, and educators from Latvia, Lithuania, and Germany, the methods are flexible and adaptable to various youth work settings. They can be used in youth exchanges, workshops, community projects, and non-formal learning environments to foster self-awareness, empathy, resilience, and a stronger sense of connection within diverse communities.

METHOD 1 Photowalk

1. Title: Framing Identity: A Photowalk Exploration

2. Art Form / Medium: Photography

3. Objectives / Outcomes:

This activity uses art-based experiential learning to support young people in exploring personal and collective identity. Participants will:

- Develop self-awareness and reflection skills
- Explore identity through artistic and non-verbal expression
- Strengthen critical thinking and observation
- Experience creative processes as tools for personal development
- Build empathy through sharing personal narratives

4. Target Group: 15+y/o, 5-10 participants, youth exchanges / youth centers

5. Duration: 150 min total: 10-15 warm-up / 90 activity / 20-40 sharing

6. Materials Needed: Not required.

7. Method Steps:

1. Introduction & Framing (10 min)

- Facilitator introduces the concept of identity as fluid, multi-layered and contextual.
- Brief input on visual storytelling and symbolic thinking.
- Presentation of ethical considerations (e.g., photographing people, consent) and guiding

Questions

- What elements of this city resonate with who I am?
- What details reflect my values, roots, or aspirations?
- Where do I see contrasts or tensions that relate to my identity?
- What do I feel connected or disconnected from?

2. Photowalk (60-75 min)

- Participants explore the city individually or in pairs.
- They take photos that represent aspects of their identity.
- Encourage slow observation, sensory awareness, and intuition

3. Selection & Editing (20 min)

- Participants choose 3–5 photos that best represent their reflections.
- They may apply basic edits (contrast, cropping, filters)

4. Reflective Sharing Session (5 min per person)

Suggested facilitation format:

- Small groups (3–5 participants) for safe sharing.
- Each participant presents their photos.

Facilitator prompts:

- What story does your photo tell about you?
- What surprised you during this process?
- Was it easy or challenging to “see” your identity? Why?
- Did the environment influence your reflections?

5. Debrief & Harvesting Learning (5-10 min) Facilitator leads a plenary reflection:

- Identity as dynamic and contextual
- The role of environment in shaping self-perception
- Art as a tool for self-discovery

Variations of the Activity

1. “Identity in Contrast”

Participants must capture contrasting images (e.g., old vs new, light vs dark) that reflect inner tensions or dualities in their identity.

2. “Collective Identity Map”

Instead of individual reflection, participants create a shared photo collection representing the group’s identity, followed by dialogue on similarities and differences.

3. “One Object, Many Stories”

Participants photograph the same location or object, but interpret it differently. Reflection focuses on perspective and subjectivity.

4. “Emotion-Based Photowalk”

Participants are assigned or choose emotions (e.g., belonging, confusion, pride) and capture how these emotions manifest in the environment.

5. “Past-present-future”

Participants take:

- 1 photo representing their past
- 1 photo representing their present
- 1 photo representing their future

Used for narrative identity building.

6. "Silent Photowalk"

Participants walk in silence to deepen awareness and introspection. Reflection focuses on how silence influenced perception.

7. Facilitation Notes

- Create a safe and non-judgmental space
- Emphasize process over product
- Encourage multiple interpretations
- Be attentive to emotional responses — identity work can be sensitive
- Adapt pacing depending on group energy and weather conditions

8. Reflection / Debrief Questions:

(4–8 open questions supporting identity, emotional expression, or perspective-taking. Example:

"What did you discover about yourself during the process?")

9. Adaptations / Variants:

(Brief notes on how to scale up/down, simplify, or adjust for different groups or sensitivities.)

10. Outputs: Photos

11. Sensitivity / Risk Notes:

Personal insecurities or inner conflicts. Experiences of exclusion, discrimination, or not belonging. Fear of judgment or misunderstanding. Facilitator should clearly communicate that sharing is voluntary and normalize different levels of openness ("you choose what and how much to share")

12. Credits / Origin:

Developed by Ilga Vilcane, tested at Photowalk, Riga, 2026

Method description by Inna Eizensharf

METHOD 2 Identity in Motion

1. Title: Identity in Motion: Expressing the Unseen

2. Art Form / Medium: Movement / Physical Expression

3. Objectives / Outcomes:

- To use physical resistance - specifically the "Honey" and "Water" walks - to help youth recognize how their external pace affects their internal state.
- To provide a structured, non-verbal tool for youth to express personal "hidden" parts of themselves (like values or aspirations) without the pressure of finding the right words.
- To create a safe group environment where youth practice observing their peers with focus and respect, acknowledging the "unseen" layers in others.
- To shift the group from individual self-consciousness to a shared collective energy by performing their movements simultaneously.
- To help youth understand that finding it difficult to choose a movement is a valuable insight into the complexity of their own identity.

4. Target Group:

Youth (18+); 20 participants; Context: Youth exchange or team-building retreat.

5. Duration:

- 75-90 minutes total
- 15 min: Warm-up Walks.
- 15 min: Mirroring Pairs.
- 25 min: Identity Activity.
- 20-30 min: Structured Debrief.

6. Materials Needed:

- Large, furniture-free room with a clear movement path/ Also is suitable for outdoors
- Comfortable clothing and no shoes (ideally)

7. Method Steps:

#	Title	Description	Time
1	The Walk	Participants walk freely. Cue them to change styles: Regular, Rushing, Backwards, Through Honey (slow/heavy), and Through Water (fluid). Use descriptive imagery. "Imagine the room is filled with thick, warm honey. It's sticky and heavy; you have to use your whole body to push through it"	10 min
2	Step 1 Reflection	Stop. Ask 2-3 people: "Which walk felt most like your 'natural' self?" and "How did the change in walk affect your inner state?"	5 min
3	Mirroring	In pairs: One person leads a slow movement, the other mirrors. Swap after 3 min. Last 2 min: Try to move together with no clear leader. Avoid total silence as it can be awkward. Play instrumental music or give gentle cues like "try to breathe together."	10 min
4	Step 2 Reflection	Ask 2-3 people: "What did you prefer—leading or following? Why?"	5 min
5	Identity Prep	Assign participants numbers 1-5 (or more or less depending on a group size). Each number corresponds to a specific category (Profession, Hobby, Community Role, Culture, Social Role, Hidden Talent, Personal Value, Origin, Emotional State, Aspiration). The facilitator can pick categories for the group. 1. Profession / Occupation: A movement representing your daily work, your skills, or how you contribute professionally. 2. Hobby / Passion: A gesture reflecting what you love to do in your free time (e.g., sports, reading, gaming).	5 min

		3. Role in a Community: How you act within a group outside of the family—such as being a volunteer, a teammate, or an activist. 4. Culture: A movement reflecting your heritage, traditions, or the environment you grew up in. 5. Social Role: Your typical behavior in a social setting (e.g., the "listener," the "leader," or the "joker"). 6. Hidden Talent: A movement for a skill or trait you have that others might not notice at first glance. 7. Personal Value: A movement representing a principle you live by, like "freedom," "justice," or "honesty." 8. Nationality / Origin: Your connection to a specific country, city, or the land you call home. 9. Emotional State: A movement showing your "inner weather" or how you feel most of the time. 10. Aspiration: A movement representing a goal or a dream you are currently working toward.	
6	The Reveal	Call numbers 1-10. Those with that number perform their repetitive movement for 30 seconds while the group observes silently.	15 min
7	The Collective	Call all numbers to perform simultaneously. Facilitator observes the "moving collage" created by the group.	5 min

8. Reflection / Debrief Questions:

Facilitator Rule: Choose only one track. Pick 3 questions maximum from that track to keep the energy from dropping.

Track A: The "Vibe" Track (Low Reflection / Younger Groups)



Best for groups that are shy, high-energy, or new to movement.

1. Personal: "When you were doing your 'Identity' move, did it feel more like the 'Honey' walk (heavy) or the 'Water' walk (fluid)?"
2. Observation: "What was one movement you saw from someone else that looked really 'strong' or 'peaceful' to you?"
3. Connection: "Did anyone see a move and think, 'Hey, that's exactly how I feel sometimes'?"
4. Group: "If we put all these moves together, what kind of 'team rhythm' did we just create?"

Track B: The "Deep Dive" Track (High Reflection / Older Groups)

Best for groups that are comfortable with each other and ready to talk about "the unseen."

1. The Struggle: "If it was hard to find a movement for your category, what does that tell you about how often you actually 'show' that part of yourself?"
2. Perspective: "How did seeing a colleague's repetitive move change how you see them compared to just their 'regular walk'?"
3. The 'Why': "Why is it important for us as a group to know that everyone has these 'hidden movements' happening under the surface?"
4. Application: "How can we remember these 'unseen' parts of people when we have a disagreement or a busy day?"

Facilitator Tip: Selecting Reflection Questions

- Follow the Funnel: Start with objective observations about the physical movement (the "What") before diving into personal meaning and professional application (the "Why").
- Prioritize Depth: Read the room's energy and trust level to select only 3–4 questions that feel most relevant to the group's experience, favoring one deep conversation over a long checklist.
- Embrace the Friction: If participants found a movement difficult, pivot to questions that explore that struggle, as the physical resistance often highlights the complexity of that specific identity.
- Bridge to Reality: Always aim to link their physical discoveries back to their daily roles, helping them see how their identity influences their work with youth
- Never force a youth to explain *why* they chose a specific movement. The movement itself is the sharing.

- If a participant gets "stuck," tell them that the struggle to find a move is actually okay—it shows how complex our identities really are.

The "Safety Net" Conclusions

- Identity is Fluid: If not mentioned, state that identity is not a static label but a "movement"—it changes depending on our environment and roles.
- The Power of the Unseen: Remind the group that we often only see the "surface walk" of others, while these deep, complex movements are happening underneath.
- The Collective Strength: Point out that while each movement was unique, when performed together, they created a complete "picture" of the group that wouldn't exist if everyone moved the same way.

9. Adaptations / Variants:

Scaling: For larger groups, increase debrief time to allow for more perspectives.

Sensitivity: Remind participants that movement can be a small gesture (e.g., finger movement) if they have limited mobility.

10. Outputs:

Experience-based only.

11. Sensitivity / Risk Notes:

Facilitator Guidance: If participants feel "stuck," remind them that the movement is just a placeholder. The difficulty in finding a movement is valuable data for the debrief—it often mirrors the complexity of that identity in real life.

Consent: Sharing the meaning behind a movement should be voluntary; avoid forcing people to "explain" their identity.

12. Credits / Origin:

Method description by Daria Bielinska, based on work by Chloe Swoiskin

METHOD 3 Exploring Identity/ Theatre

1. Title: Exploring Identity through Theatre

2. Art Form / Theatre-based practice, movement, improvisation, storytelling

3. Objectives / Outcomes:

- To explore personal identity through movement, metaphor, and storytelling
- To increase self-awareness and emotional expression
- To develop empathy, listening, and group connection
- To encourage creativity and spontaneity in a safe environment

4. Target Group: 16–25 years old, 10–25 participants, Erasmus+ youth exchange / international group

5. Duration: Approx. 80 minutes

6. Materials Needed: Spacious room for movement, chairs, objects available in the room

7. Method Steps: Begins with an introduction and instructions from the facilitator

#	Title	Description	Time
1	Partner Sculpture Exercise	In pairs, one participant shapes the other into a "sculpture" representing an aspect of identity. Roles switch. Focus on gentle, respectful interaction and non-verbal communication.	10 min
2	Identity Object Walk	Participants choose an object and move through the space, briefly sharing its connection to their identity with different people. Emphasis on metaphor and spontaneity.	15 min
3	Three Identity States Walk	Participants explore three movement states: how they act in public, in private, and as their "future self." Encourages body awareness and reflection.	10–15 min
4	Collective Storytelling Circle	Group creates a shared story, with speakers changing unpredictably. Focus on listening, adaptability, and co-creation.	15 min
5	Guided Reflection & Debrief	Facilitated reflection in a circle. Participants share insights voluntarily. Focus on personal experience and emotional processing.	20–30 min

Variations of the Activity

- Focus on only one exercise for shorter sessions
- Combine with visual or writing reflection
- Add performance element for advanced groups

8. Reflection / Debrief Questions:

- Which activity helped you feel most connected to yourself or\and others?
- What did you notice about how your body expresses identity?
- Which moment felt most authentic or surprising?
- How did it feel to express yourself without preparation?
- Did anything change in how you perceive others?

9. Adaptations / Variants:

- Can be shortened or extended depending on time
- Suitable for small and large groups (use pairs/sub-groups)
- Movements can be adapted for low-mobility or seated participation
- Emphasize non-verbal work for multicultural or low-language groups
- Adjust energy level (more dynamic or more reflective)

10. Outputs: Experience-based learning; optional photo/video documentation

11. Sensitivity / Risk Notes:

- Participation and sharing are voluntary
- No pressure to disclose personal experiences
- Respect physical and emotional boundaries
- Offer alternatives for participants with limited mobility
- Create a safe, non-judgmental space

12. Credits / Origin:

Developed and facilitated by Mariya Marinaki, implemented during an Erasmus+ youth exchange workshop (2025). Method description by Inna Eizensharf.

METHOD 4 The Social Mosaic

1. Title: The Social Mosaic: Mirrors & Echoes

2. Art Form / Medium: Mosaic / Visual Arts & Collaborative Design

3. Objectives / Outcomes: *

- To explore the concept of "Relational Identity"—how we are shaped by our environment and peers.
- To help youth physically see how their "personal space" is changed and improved by the input of others.
- To encourage letting go of a "perfect plan" when unexpected elements (the traded tiles) are introduced.
- To compare how a participant sees their own work versus how it is interpreted by peers through "Echo Cards."
- To foster a culture of respect where youth observe and acknowledge each other's creative choices without judgment.

4. Target Group: Youth (15–25); 12–15 participants. Context: Community building or social inclusion programs.

5. Duration: 150 minutes (2.5 hours) *15 min: The Foundation (Selection).

- 15 min: The Trade (Exchange Ritual).
- 90 min: The Assembly (Making).
- 30 min: The Echo Walk (Silent Debrief).

6. Materials Needed:

- Substrates (wooden boards or plexiglass).
- Professional nippers
- High-quality glue/silicone.
- A wide variety of mosaic tiles (glass, ceramic, stone).
- Cement grout
- Dry napkins
- Sponges
- Blank "Echo Cards" and pens, pencils



Facilitator's Technical Brief

Internal guide for the facilitator to ensure the workshop runs smoothly.

The process begins by choosing a design and a base to build it on. The artist decides on the "flow" of the lines and picks materials—like shiny glass or matte ceramic—based on how they want the light to hit the surface. Using handheld cutting tools called nippers, they break large sheets of material into small, custom shapes. This step is all about learning how to break the material correctly to get the exact shapes needed for the project.

Each small piece is then glued onto the base, a task that requires looking at both the individual fragment and the overall picture at the same time. The artist must leave small, even gaps of about 2–3mm between the pieces. These spaces are very important because they provide room for the filler that will eventually hold the entire artwork together.

Next, the artwork is covered in a thick, sandy paste called grout. This step transforms a collection of loose, separate pieces into one solid, waterproof, and strong slab. The grout acts like a type of cement, filling in all the empty spaces and locking every part of the story firmly into place.

In the final stage, the artist cleans and polishes the surface. By using a damp sponge to wipe away the thin layer of leftover grout, the original colors and textures of the materials shine through again. Now that the pieces are unified, the mosaic just needs a few days to fully dry and harden into a permanent bond.

Please refer to the video:

<https://www.youtube.com/watch?v=cmKhBr4bDqY&t=179s>

Facilitator's "Red Flag" Checklist

- Too much water: If you see a participant using a soaking wet sponge, stop them immediately. It ruins the grout's chemistry.
- Touching tiles: Walk around during the glueing phase. If you see tiles touching, gently remind them about "Breathing Room."
- The "Glue Lake": If glue is rising above the tiles, have them scrape it out before it dries, otherwise, they'll have "ghost spots" where the grout couldn't reach.

7. Method Steps:

#	Title	Description	Time
1	The Foundation	Participants choose tiles that represent their "Internal Self" (traits they chose or value). No gluing yet.	15 min
2	The Trade	The Hook: Participants must trade 3 of their favorite pieces with 3 different people. These "foreign" pieces <i>must</i> be included. If a participant is very protective of their tiles and refuses to share, do not force them. Use this alternative: • The "Messenger Piece": Tell them, "If these specific tiles are essential to your identity, keep them. However, you must choose 3 'Messenger' pieces—different tiles that represent something you <i>are</i> willing to share with the group—to trade instead." • The Shared Identity: Suggest they trade with a close friend so they can see where their "piece" lives in someone else's story. <i>"Alright everyone, we're about to move from the 'thinking' phase to the 'making' phase. Mosaic is a bit different from painting—it's louder, messier, and you have to break things to make them work. Here are the three golden rules:</i> • <i>Rule 1: The Snap. When you use these nippers, don't be shy. Give them a quick, sharp squeeze. If you're nervous, the tile will just crumble. If you're decisive, it'll snap exactly where you want it. Always cut inside your box—nobody wants a flying shard in their eye.</i> • <i>Rule 2: The Breathing Room. When you glue your pieces down, do not let them touch. Leave a small gap—about the width of a matchstick—between every single piece. We need that space for the grout later. No gaps</i>	15 min

		<i>means no grout, and no grout means your mosaic won't survive the trip home.</i> • <i>Rule 3: Less is More. Use just a tiny dot of glue. If your tile is 'swimming' in a lake of glue, it's going to slide around and ruin the design."</i>	
3	The Assembly	Participants build their piece, navigating how to integrate these unexpected "influences" into their original vision. <i>(Say this once everyone has finished gluing and the pieces are dry)</i> <i>"Now for the messy part. We're going to cover your beautiful work in what looks like grey mud (the grout).</i> <i>Don't panic when your design disappears. This grout is the 'social glue'—it fills the gaps and holds everything together. I've mixed it to feel like peanut butter. Smear it on, push it into the cracks with your fingers, and make sure every hole is filled."</i> <i>"The last step is the most satisfying. Grab a sponge, but make sure it's barely damp—if it's dripping, you're just washing your hard work away.</i> <i>Wipe the surface gently to find your tiles again. Once you see them, stop with the sponge and switch to these dry napkins. Give it a good polish. You're buffing away the 'fog' to let the identity you built shine through. Scrub until the glass is bright and the grout lines are smooth."</i>	90 min
4	The Echo Walk	Silent Gallery. Participants place a blank card next to their work. Peers walk around and write a one-word "Echo" (a vibe or feeling) they get from the piece.	30 min

8. Reflection / Debrief Questions:



To keep the debrief from being "too much," choose the most relevant questions for your group's energy.

1. How did it feel when you had to give away a piece you really liked?
2. How did your original plan change once you had to find a home for the tiles you received from others?
3. "Looking at the whole table, how do the 'traded' pieces make our individual works look like they belong to the same group?"
4. "If it was hard to give a piece away, what does that tell you about how you protect your personal space in real life?"
5. Look at the "Echo" card someone left you. Does their word match how you feel about yourself? Why or why not?

9. Facilitator Tip: Remind participants that "Identity is a Dialogue." We don't exist in a vacuum; the "trades" represent the friends, family, and strangers who leave a mark on us.

10. Credits / Origin:

Method description by Daria Bielinska. based on work by Jelena Markune

METHOD 5 Gamified Identity

1. Title: Gamified Identity: Experiencing Ideas through Play

Gamification is a facilitation method that transforms an abstract idea into a structured, rule-based experience. Through narrative, roles, and interaction, participants do not only discuss a concept, they actively live through it, allowing deeper understanding and personal meaning-making.

2. Art Form

Performance, Movement, Interactive Play

3. Objectives / Outcomes:

- To gain new perspectives on oneself and personal identity
- To explore perception of others and group dynamics
- To reflect on emotions, behaviors, and human interaction
- To develop experiential understanding of abstract concepts
- To strengthen empathy, adaptability, and creative thinking

4. Target Group:

This method is highly adaptable and suitable for diverse age groups (15+) and learning contexts, including Erasmus+ projects.

Key success factors:

- Aligning the core idea with participants' interests and realities
- Designing clear, engaging, and logical structures
- Ensuring accessibility and emotional safety

5. Duration:

60 – 120 minutes (flexible)

Duration depends on:

- Complexity of the core idea
- Depth of the narrative and game mechanics
- Group size and dynamics
- Facilitator's learning objectives

The method is modular and can be scaled to shorter or longer formats.

6. Materials Needed:

- Optional: simple props (cards, objects, space markers, costumes)

Note: With experience, the method can be facilitated with minimal or no materials — relying on imagination, interaction, and facilitation presence.

7. Method Steps:

#	Title	Description	Time
1	Defining the Core Idea	The facilitator introduces a clear, meaningful concept (e.g., identity, power, belonging) and connects it to participants' realities.	5–10 min
2	Creating the Story	A short narrative / “mini-world” is presented, translating the idea into a relatable or symbolic scenario.	10–15 min
3	Translating Story into Action	Participants are guided on how the story becomes a lived experience through roles, behaviors, or interactions.	10 min
4	Role Distribution & Rules	Roles are assigned and clear rules, boundaries, and objectives are explained. Psychological safety is emphasized.	10–15 min
5	Game / Performance	Participants engage in the interactive experience, embodying roles and exploring the concept through action.	20–40 min
6	Observation Phase	Facilitators (and optionally observers) track group dynamics, emotions, and behaviors emerging during the activity.	Through out
7	Free Reflection	Open space for participants to share experiences, emotions, and insights in their own words.	15–25 min

Variations of the Activity

- “Invisible Rules” Some participants receive hidden instructions, exploring power and perception
- “Identity Roles Exchange” Participants switch roles midway to experience perspective shifts
- “Future Scenario Game” Explore identity in imagined future contexts
- “Minimalist Game” No props, only movement and interaction



8. Reflection / Debrief Questions:

While open reflection is encouraged, the facilitator may support the process with prompts if needed:

- What did you experience during the game?
- What did you discover about yourself in your role?
- How did the rules influence your behavior?
- Did you notice any parallels with real life?
- How did you perceive others during the activity?
- What emotions came up for you?
- What does this experience tell you about identity or human interaction?

Facilitation note: Allow space for organic sharing first before introducing questions.

9. Adaptations / Variants:

- Short format: simplified narrative + quick interaction
- Deep-dive version: extended gameplay + structured reflection tools
- Low-energy groups: more guided roles and clearer structure
- High-energy groups: open-ended rules and improvisation
- Sensitive groups: offer observer roles or partial participation

The method's flexibility lies in balancing structure and freedom.

10. Outputs:

- Group experience / embodied learning
- Reflections (verbal or written)
- Optional: photos, notes, or visual mapping of the process

11. Sensitivity / Risk Notes:

This method involves role-play and emotional engagement, which may activate:

- Personal insecurities or inner conflicts
- Experiences of exclusion, power imbalance, or not belonging
- Fear of judgment or misunderstanding

Facilitator responsibilities:

- Establish clear rules and boundaries
- Ensure the game does not allow humiliation, pressure, or harm
- Clearly communicate that participation is voluntary
- Emphasize that participants can step out at any moment without explanation
- Prepare alternative roles (e.g., observer) for those who opt out
- Monitor group dynamics and intervene when necessary

12. Credits / Origin:

Developed and performed by Vasilij Dvils-Dmitrijevs (2025)

Method description by Inna Eizensharf

METHOD 6 The Alchemy of the Edge

1. Title: The Alchemy of the Edge: The Beauty in the Breaking

2. Art Form / Medium: Mosaic / Sculptural Craft & Deconstruction

3. Objectives / Outcomes:

- To help youth move from a "passive" role (accepting a perfect, given square) to an "active" role (shaping their own unique pieces).
- To physically demonstrate that "shards" and "waste" are not trash, but essential ingredients for a larger communal story.
- To use the physical resistance of the tile as a metaphor for the effort required to change one's path or set a boundary.
- To show that even when things "shatter" unexpectedly, the pieces can still be used to build something strong.

4. Target Group: Youth (16+); 10–12 participants. Context: Resilience training or personal development workshops.

5. Duration: 150 minutes (2.5 hours)

- 20 min: The Confrontation (Breaking the Square).
- 90 min: Topographical Mapping (The "Turning Point").
- 20 min: The Waste Ritual.
- 20 min: Structured Reflection.

6. Materials Needed:

- Standard square tiles (uniform size/color).
- Professional mosaic nippers (one per participant).
- A large glass "Alchemy Jar" for the whole group.
- Substrates (wooden boards or plexiglass).
- High-quality glue/silicone.
- Cement grout
- Dry napkins
- Sponges
- Blank "Echo Cards" and pens, pencils

Facilitator's Technical Brief

Internal guide for the facilitator to ensure the workshop runs smoothly.

The process begins by choosing a design and a base to build it on. The artist decides on the "flow" of the lines and picks materials—like shiny glass or matte ceramic—based on how they want the light to hit the surface. Using handheld cutting tools called nippers, they break large sheets of material into small, custom shapes. This step is all about learning how to break the material correctly to get the exact shapes needed for the project.

Each small piece is then glued onto the base, a task that requires looking at both the individual fragment and the overall picture at the same time. The artist must leave small, even gaps of about 2–3mm between the pieces. These spaces are very important because they provide room for the filler that will eventually hold the entire artwork together.

Next, the artwork is covered in a thick, sandy paste called grout. This step transforms a collection of loose, separate pieces into one solid, waterproof, and strong slab. The grout acts like a type of cement, filling in all the empty spaces and locking every part of the story firmly into place.

In the final stage, the artist cleans and polishes the surface. By using a damp sponge to wipe away the thin layer of leftover grout, the original colors and textures of the materials shine through again. Now that the pieces are unified, the mosaic just needs a few days to fully dry and harden into a permanent bond.

Please refer to the video:

<https://www.youtube.com/watch?v=cmKhBr4bDqY&t=179s>

Facilitator's "Red Flag" Checklist

- Too much water: If you see a participant using a soaking wet sponge, stop them immediately. It ruins the grout's chemistry.
- Touching tiles: Walk around during the glueing phase. If you see tiles touching, gently remind them about "Breathing Room."
- The "Glue Lake": If glue is rising above the tiles, have them scrape it out before it dries, otherwise, they'll have "ghost spots" where the grout couldn't reach.



7. Method Steps:

#	Title	Description	Time
1	The Confrontation	Give everyone a "perfect" square tile. They must use nippers to break it into a shape that feels "unique" to them. The Script: "This square represents something 'given'—a rule or a path you didn't choose. Your job is to break it. Shape it into something that feels like <i>you</i>." In resilience training, youth often feel "failure" if a tile shatters into tiny dust. Use this: • The "Unexpected Shard" Rule: Tell them, "There are no mistakes in the snap. If the tile shattered, it didn't fail—it just gave you more material for the Alchemy Jar. Take a new tile and try a different angle. The struggle is the point." • The Help-Hand: If a participant is physically struggling with the nippers, don't do it for them. Place your hand over theirs to help them feel the "snap" together.	20 min
2	The Map	Participants create a design with two sides: The "Inherited" Side: Use whole, unbroken tiles. The "Crafted" Side: Use only pieces you have hand-cut. 1. The Rules of the Shard <i>"Alright everyone, we're about to move from the 'thinking' phase to the 'making' phase. Mosaic is a bit different from painting—it's louder, messier, and you have to break things to make them work. Here are the three golden rules:</i>	90 min

- *Rule 1: The Snap. When you use these nippers, don't be shy. Give them a quick, sharp squeeze. If you're nervous, the tile will just crumble. If you're decisive, it'll snap exactly where you want it. Always cut inside your box—nobody wants a flying shard in their eye.*
- *Rule 2: The Breathing Room. When you glue your pieces down, do not let them touch. Leave a small gap—about the width of a matchstick—between every single piece. We need that space for the grout later. No gaps means no grout, and no grout means your mosaic won't survive the trip home.*
- *Rule 3: Less is More. Use just a tiny dot of glue. If your tile is 'swimming' in a lake of glue, it's going to slide around and ruin the design."*

2. The Mud Phase

(Say this once everyone has finished glueing and the pieces are dry)

"Now for the messy part. We're going to cover your beautiful work in what looks like grey mud (the grout).

Don't panic when your design disappears. This grout is the 'social glue'—it fills the gaps and holds everything together. I've mixed it to feel like peanut butter. Smear it on, push it into the cracks with your fingers, and make sure every hole is filled."

3. The Reveal

"The last step is the most satisfying. Grab a sponge, but make sure it's barely damp—if it's dripping, you're just washing your hard work away.

Wipe the surface gently to find your tiles again. Once you see them, stop with the

		<i>sponge and switch to these dry napkins. Give it a good polish. You're buffing away the 'fog' to let the identity you built shine through. Scrub until the glass is bright and the grout lines are smooth."</i>	
3	The Waste Ritual	Participants collect the "dust" and tiny shards from their cutting and pour them into a communal glass jar in the center.	20 min
4	The Reveal	The group observes the "Alchemy Jar"—how the discarded pieces create something beautiful when combined. Observe how the "leftovers" of individual work create a beautiful, sparkling layer in the jar when combined.	20 min

8. Reflection / Debrief Questions:

Facilitator Rule: Choose only one track. Pick 3 questions maximum from that track to keep the energy from dropping.

Track A: The "Agency" Track (Focus on Choice)

1. The Snap: "How did it feel to take a 'perfect' square and intentionally break it? Was it scary or satisfying?"
2. The Effort: "Which side was harder to build—the 'Inherited' side (whole tiles) or the 'Crafted' side (your pieces)? Why?"
3. The Turning Point: "In your mosaic, where do the whole tiles meet the broken ones? What does that line represent in your life?"

Track B: The "Resilience" Track (Focus on the Shards)

1. The Waste: "Looking at the Alchemy Jar, how does it feel to see your 'leftovers' mixed with everyone else's?"
2. Reframing: "If the shards in the jar are our 'mistakes' or 'failures,' why do they look so beautiful when we see them all together?"
3. The Future: "Next time something in your life 'breaks' unexpectedly, how can you remember the Alchemy Jar?"

9. Facilitator Tip: Focus on the sound of the nippers. The act of breaking is cathartic. If someone is struggling to cut a piece, use that as a metaphor for a "hard boundary" they are trying to set in their real life.

Facilitators Tip:

- Choose Mirrors & Echoes for groups that need to build Connection.
- Choose Alchemy of the Edge for groups that need to build Self-Worth.

10. Credits / Origin:

Method description by Daria Bielinska, based on work by Jelena Markune



METHOD 7 Sound of Self

1. Title: Sound of Self: Identity Through Musical Improvisation

2. Art Form / Music / Sound Art / Improvisation

3. Objectives / Outcomes:

- To explore personal identity through non-verbal and sensory expression
- To develop self-awareness and emotional literacy
- To encourage creative risk-taking and spontaneity
- To strengthen group connection through collective creation
- To experience music as a tool for reflection and storytelling

4. Target Group: Young people aged 16-25 (adaptable for other age groups)

5. Duration: 2- 2.5 hours

6. Materials Needed:

- Simple musical toys (e.g., toy piano, bells, rattles)
- Everyday "sound objects" (e.g., cups, keys, paper, bottles, spoons, boxes)
- Optional: phone voice recorder
- Flipchart / markers

7. Method Steps:

1. Arrival & Warm-up (15-20 min)

- Icebreaker: participants introduce themselves with a sound instead of words
- Group creates a short collective rhythm to build trust and playfulness

2. Introduction to Sound & Identity (10-15 min)

Facilitator frames the activity:

- Sound as expression beyond language
- Identity as dynamic, emotional, and multi-layered
- There is no "right" way to sound

3. Sound Exploration (20 min)

- Participants explore available objects
- Experiment with different sounds: loud/quiet, fast/slow, smooth/chaotic

- Encourage curiosity and sensory awareness
- 4. Individual Improvisation: "My Sound Identity" (20-25 min)
- Each participant creates a 1-2 minute sound composition representing aspects of their identity
- Can reflect mood, background, values, or inner states
- Optional: record their composition
- 5. Small Group Sharing (30-40 min)
- Participants share their sound pieces in groups of 3-4
- Others listen without interruption
- After each piece, the creator may explain (optional)
- 6. Collective Composition (20-25 min)
- Group creates a shared improvisation combining individual sounds
- Facilitator supports structure (e.g., beginning-middle-end, layers, rhythm)
- Focus on listening, adapting, and co-creating
- 7. Closing Circle (15 min)
- One-word or one-sound check-out
- Brief emotional grounding

Variations of the Activity

- "Emotion Orchestra" participants express specific emotions through sound
- "Sound Dialogue" pairs communicate only through sound
- "Hidden Identity" others interpret the sound before explanation
- "Sound Journey" build a narrative (past-present-future) through sound

8. Reflection / Debrief Questions:

- What did you discover about yourself during this process?
- How did it feel to express yourself without words?
- What sounds felt most "authentic" to you and why?
- Was it easier to express or to listen? What does this say about you?

- How did others' sounds influence your perception of them?
- Did anything surprise you during the improvisation?
- How did the group dynamic affect your expression?

9. Adaptations / Variants:

- Shorter version: focus only on individual sounds + quick sharing
- Longer version: include recording and editing a collective sound piece
- Low-energy groups: use guided prompts instead of free improvisation
- Sensitive groups: allow participants to opt for object-based storytelling instead of performing
- Online adaptation: participants use household objects and share sounds via microphone

10. Outputs: Audio recording / Photo of objects used / Group sound performance

11. Sensitivity / Risk Notes:

This activity may activate:

- Personal insecurities or inner conflicts
- Experiences of exclusion, discrimination, or not belonging
- Fear of judgment or misunderstanding

Facilitator should:

- Clearly communicate that sharing is voluntary
- Normalize different levels of openness (*"you choose what and how much to share"*)
- Emphasize process over performance
- Avoid evaluating or comparing participants' expressions
- Create a supportive and non-judgmental atmosphere

12. Credits / Origin:

Developed and facilitated by Sandra Raevska, Method description by Inna Eizensharf.

METHOD 8 Tactile Traces

1. Title: Tactile Traces: The Imprint of Identity

2. Art Form / Medium: Relief Printing / Monoprinting & Found Texture Exploration

3. Objectives / Outcomes:



- To help youth recognize how their surroundings (found textures) influence their internal sense of self.

- To use the "Ghost Print" as a metaphor for personal history—things that are still part of us but have faded or moved to the background.

- To translate internal feelings (e.g., "rough patches" or "smooth transitions") into a physical, visual map.

- To give youth the power to choose their own "marks," reinforcing that they decide what parts of their identity are visible to others.

4. Target Group: Youth (14+); 10-20 participants.

5. Duration: 150 minutes (2.5 hours)

- 30 min: The Gathering (Option A or B)
- 10 min: Setting the Direction (A or B)
- 15 min: The Test (Technical Demo)
- 65 min: The Composition (Making)
- 30 min: The Narrative Gallery (Debrief)

6. The Facilitator's Decision Map

Before you start, you need to choose your "path" for two different stages. Mixing and matching these allows you to tailor the workshop to your group's energy.

Stage 1: How do we get our materials?

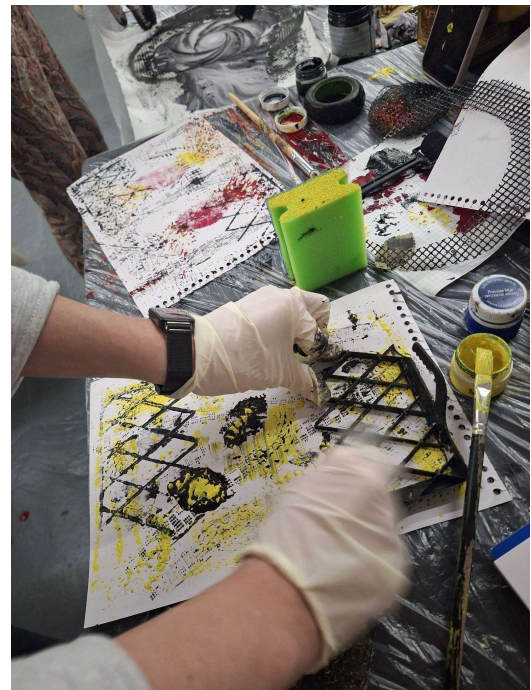
Option	Action	Best For...
A: The Archive	Participants bring items from home (photos, lace, bags, keys).	Groups focusing on Individual History and vulnerability.
B: The Walk	Group goes outside for 20 mins to scavenge textures (leaves, grates, bark).	Groups needing Environmental Grounding or "The Present."

Stage 2: What are we printing?

Direction	The Prompt	Best For...
A: Free Expression	"Create a visual map/portrait of who you are today."	Building Autonomy and creative confidence.
B: Thematic	"Illustrate a concept (e.g., 'Light,' 'Strength,' or 'Home')."	Creating a Shared Meaning or diving into a specific topic.

7. Materials Needed:

- Heavyweight paper, cardstock, or blank textiles (T-shirts/bags).
- Printing rollers (brayers), sponges, and flat brushes.
- Acrylic paint, block ink, or textile paint (for fabric).
- Plastic plates or glass sheets (for palettes).
- Found objects (leaves, bubble wrap, mesh, bark, personal items).
- Cardboard inserts (for T-shirts).
- Bucket of water and rags for cleaning.
- Blank "Echo Cards" and pens.



8. Facilitator's Technical Brief

Internal guide for the facilitator.

- The Inking: Use a roller to spread paint on a palette until it makes a "hissing" sound. This means the coat is thin and even. Roll onto the object. If the object is fragile or uneven (like a shell), dab with a sponge instead of rolling.

<https://www.youtube.com/shorts/H91M8GT1heg>

- The Transfer: Place the inked object down. Apply firm, vertical pressure. If it slides, the print blurs.

<https://www.youtube.com/shorts/yNFxedbDpa0>

● The Variations:

- Direct Relief: The main print.
- Ghost Printing: Printing again without adding ink. This represents "fading" parts of history.
- Masking: Laying a dry object down and painting *over* it to leave a blank "shadow."

9. How to Explain the Process to the Group

(Facilitator Script)

9.1. The Rules of the Impression

"We aren't drawing today; we are capturing 'traces.' Everything has a texture and a mark it can leave behind.

- Rule 1: Don't Drown the Detail. If you use too much paint, you'll get a blob. If the roller sounds like it's 'hissing,' it's perfect.
- Rule 2: The Vertical Press. Press hard, but don't let the object wiggle.
- Rule 3: The Ghost. Once you've printed, try it again immediately without adding ink. That's your 'Ghost Print'—the subtle, hidden parts of you."

9.2. The Layering Phase

"Identity is a pile of experiences. Print something rough, then layer something soft over it. See how they interact."

9.3. The Clean-Up

"Drop used objects in the water bucket immediately. If paint dries on them, they're ruined for the next person."

10. Method Steps:

#	Title	Description	Time
1	The Gathering	Facilitator executes Option A (Personal items) or Option B (Outdoor walk). If doing the Walk, remind them: "Look for textures that 'feel' like your personality."	30 min
2	The Direction	Facilitator sets the goal: Free Expression (Self-portrait) or Thematic (e.g., 'What is Light?'). If "Self-Portrait," explain that it's a map of feelings, not a literal drawing of a face.	10 min
3	The Test	Technical demo. Participants test objects on scrap paper to find the right ink balance. Let them "fail" on scrap paper. Encourage them to find the "Hissing" sound before moving to their final piece. Youth often get frustrated if they use too much ink and get a "blob" instead of a texture. • The "Trace" Recovery: Tell them, "Identity isn't always clear. If you got a blob, that's a 'heavy' part of your story. Try printing a 'Ghost' off of that blob once it dries—see what remains after the mess." • Fabric Protection: If printing on T-shirts, always ensure the cardboard insert is inside. Without it, the ink bleeds through, which can feel like a "ruined" project to a teenager.	15 min
4	The Composition	Creating the final artwork. Focus on layering and the "Ghost" technique. Facilitator Cue: "Layer your prints. Put the 'Ghost' prints in the background and the 'bold' ones on top."	65 min
5	The Gallery	Participants place an Echo Card next to their work with a one-word title for their "Identity Map."	30 min

11. Reflection / Debrief Questions:

Facilitator Rule: Choose only one track. Pick 3 questions maximum from that track to keep the energy from dropping.

Track A: The "Vibe" Track (Low Reflection)

1. The Surprise: "Which object left a mark that looked totally different on paper than it did in your hand?"
2. The Layering: "How does the artwork change when you put a 'rough' texture (like bark) next to a 'soft' one (like lace)?"
3. The Echo: "Looking at the gallery, which print has a 'vibe' that feels most like this group's energy today?"

Track B: The "Deep Dive" Track (High Reflection)

1. The Ghost: "Look at your Ghost Prints. What part of your life right now feels like that—present, but quiet or fading?"
2. The Influence: "Is there a texture in your map that represents someone else's influence on you? How did you place it?"
3. The Space: "Where is the 'empty' space on your map? If the textures are your experiences, what does that empty space represent for your future?"

12. Facilitator Tips:

The "Blob" Check: If participants get solid blocks of color, they are using too much paint.

Trash as Truth: Encourage using "trash" like mesh onion bags or plastic wrap. It shows that identity isn't just made of "precious" things.

Red Flag: If printing on fabric, always check for the cardboard insert so the ink doesn't bleed through to the back of the shirt.

13. Credits / Origin:

Method description by Daria Bielinska. Based on work by Vaiva Monika Lanskoronskyte.

METHOD 9 The Unfolding Atlas

1. Title: The Unfolding Atlas: A Non-Linear Self-Portrait

2. Art Form / Medium: Bookmaking / Mixed Media / Narrative Mapping

3. Objectives / Outcomes:

- To help youth map out the different "versions" of themselves (the student, the friend, the dreamer) without feeling like they have to choose just one.
- To help youth discover the one internal trait or value that remains constant across all those different versions.
- To explore the boundary between what we show the world (the "scannable" self) and what we keep for ourselves (the "private" self).
- To encourage youth to see their life not as a straight line, but as an "Atlas" where they can map memories and dreams in any order.

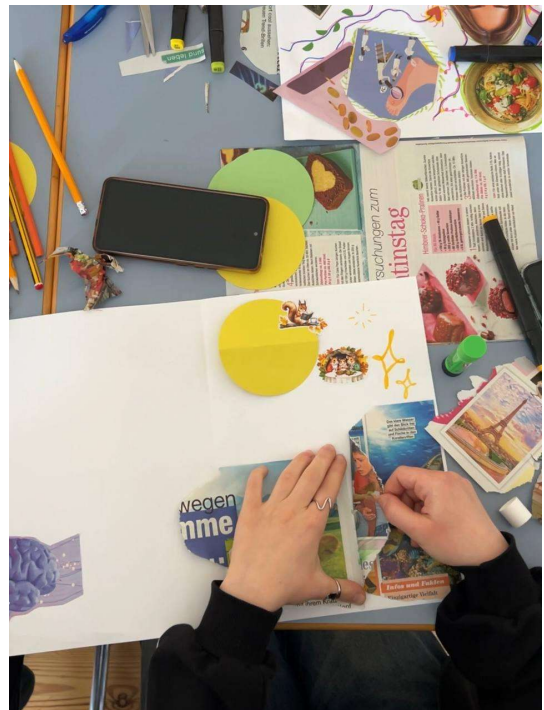
4. Target Group: Youth (15+); 8–15 participants.

5. Duration: 150 minutes (2.5 hours)

- 10 min: The Spark Session (Reflective writing & Individual thinking).
- 10 min: The Archetype Selection (Picking a journal theme).
- 90 min: The Construction (The Anchor, The Black Box, Layering).
- 30 min: Reflection

6. Materials needed

- Blank journals with diverse covers (The Explorer, The Architect, The Dreamer, etc.).
- Plain paper for the "Spark Session" notes.
- Collage materials: Prints, stickers, vintage magazines, maps.
- The Anchor Kit: A box of stamps, ribbons, specific colored pens, patterned paper.
- The Black Box: Small black envelopes or opaque vellum paper.
- Glue, scissors, washi tape.



7. Method Steps:

#	Title	Description	Time
1	The Spark	Silent individual thinking and writing on provided paper. The facilitator hands out plain sheets of paper and pens. Participants are given 5–7 minutes of silence to write down their private responses to the following questions. Facilitator Note: Tell the group that these notes are for their eyes only. They are "fuel" for the book, but they don't have to show them to anyone. Protect the silence during the 5–7 minutes. This sets a serious, reflective tone for the rest of the workshop. The Prompt Questions: 1. "If your life was a book, what is the title of the chapter you are living right now?" 2. "Think about who you are with your family, then who you are with your best friend. What is the one thing that stays the same in both versions of you?" (This is their <i>Anchor</i>). 3. "What is a dream you have that you've never told anyone? Don't say it out loud—just hold it in your mind." (This is for the <i>Black Box</i>). 4. "If I scanned your phone right now, would I see the 'real' you, or just the version you want people to see?"	10 min
2	The Archetype	Participants choose one recurring visual motif (a specific symbol, a color, a pattern, or a single word) that must appear on every single page of their book. <i>Meaning:</i> This represents the "common thread"—the part of their personality that remains constant even as they navigate different chapters of life. <i>"In your notes, you identified one thing about you that never changes. I want you to pick a 'Visual Anchor' for that. It could be a star stamp, a blue line, or a piece of tape. This symbol has to appear on every single page you make. It's the heartbeat of your book"</i>	10 min
3	The Atlas	Main creative phase. Integrating notes and materials into the book.	90 min

		Invite participants to create as many pages of the book as they want. Invite participants to create one "hidden" page or a sealed black envelope. <i>Meaning:</i> This represents the parts of our identity that are not for public consumption. When the book is scanned for the digital version, this page remains closed and private. <i>"Identity isn't just what we show the world. Use these black envelopes to create a 'Secret Page.' This is the part of you that is 'un-scannable.' It exists in this book, but it won't exist in the digital version we make later."</i>	
4	The Narrative	Sharing the "public" parts of the journey and the evolution of the Anchor. This is the climax of the workshop. Instead of a standard presentation, think of it as a Guided Tour. Participants don't read the whole book; they pick one page where their "Anchor" is most visible and one page that surprised them during the process.	30 min



8. Reflection / Debrief Questions:

Level 1 (The Process):

- "Which page feels the most 'authentic' to who you are today?"
- "How did your 'Anchor' evolve from the first page to the last? Did it get bigger, smaller, or more hidden?"

Level 2 (The Identity Link):

- The Consistency: "Why did you choose that specific symbol as your Anchor? What does it say about the 'stable' part of your personality?"
- The Shared Narrative: "How did it feel to show some pages to the group while knowing others were hidden in your Black Box? How do you manage that balance in your real life?"
- The Thought Process: "Look at your book as a whole. What is the biggest dream or aspiration that appeared on the pages today?"

Level 3 (The Summary):

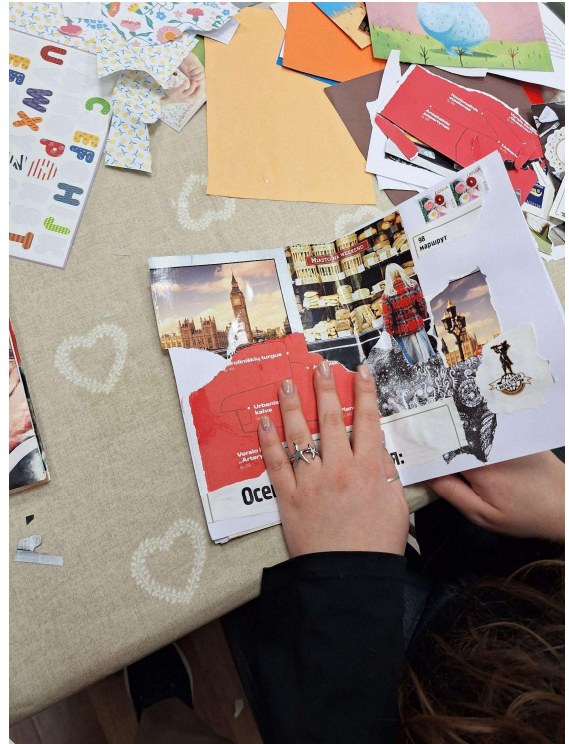
- "If this book was found by a stranger, what is the one thing they would definitely understand about you just by looking at the Anchor?"

9. Facilitator Tip:

If a participant feels they have "too many" identities to fit into one book, tell them the book is like an Accordion—it can expand. They don't have to choose *one* version of themselves; they just have to find the *Anchor* that holds all those versions together.

If a participant is struggling with "Page 1," tell them to treat the book as an Atlas, not a story. You don't have to start at the beginning. You can map a dream on page 10 and a memory on page 2. As long as the Anchor is there, the book will make sense.

Choose The Unfolding Atlas when you want to work on Privacy, Digital Literacy, and the concept of Multiplicity (how we are many different things at once).



10. Credits / Origin:

Method description by Daria Bielinska. based on work by Asta Zaiceva-Stalmakova

METHOD 10 Layers of Identity

1. Title: Layers of Identity: Stories, Spaces & Collective Expression

2. Art Form: Visual Arts

3. Objectives / Outcomes:

- Explore personal and collective identity through storytelling and visual expression
- Strengthen empathy and perspective-taking in intercultural groups
- Encourage creative risk-taking and self-expression
- Build group cohesion through collaborative creation
- Reflect on how identity is shaped by context, space, and others

4. Target Group:

- International youth (15+)
- 5-15 participants
- Mixed cultural backgrounds, no artistic experience required

5. Duration:

150 min total

- Warm-up: 15 min
- Main Activity: 95 min
- Sharing & Reflection: 40 min

6. Materials Needed:

- Printed Google Maps images (urban spaces with empty walls/areas)
- Pens (for writing)
- Markers/pencils (for drawing)
- Tape/wall space
- 3 additional large printouts for collective drawing



7. Method Steps:

#	Title	Description	Time
1	Welcome & Framing	Introduce theme: identity as layered, shaped by place, stories, and others Set safe space agreements (respect, no judgment, voluntary sharing)	10 min
2	Warm-up: "Identity Snapshots"	Participants share 3 words that describe their identity Optional: pair-share to expand briefly	5 min
3	Individual Story Creation	Each participant receives a map printout Prompt: <i>"What happened in this place? Who was here? What story does it hold?"</i> Write a fictional story connected to identity (belonging, exclusion, transformation)	20 min
4	Story Exchange & Visual Interpretation	Pass printouts clockwise Each participant reads the story and visually interprets it (draws graffiti/art) Encourage symbolic and abstract expression	20 min
5	Show & Tell + Gallery Creation	Each participant presents: ● The story they received ● Their interpretation Place artworks on the wall to form a collective collage	25 min
6	Collective Drawing Round	Introduce 3 new printouts Participants rotate, each adding one element using one pencil Emphasise building on others' contributions	30 min
7	Final Viewing	Observe the 3 collective artworks Brief reactions: "What do you see emerging?"	5 min

8. Reflection / Debrief Questions:

Identity-Focused Reflection

- What did your story reveal about how you see identity?
- How did it feel to have someone else interpret your story visually?
- What changed when your work became collaborative?

Perspective & Empathy

- What did you learn from interpreting someone else's story?
- How did cultural or personal differences influence your interpretation?

Process Awareness

- When did you feel most connected or disconnected during the activity?
- How does identity change when others contribute to it?

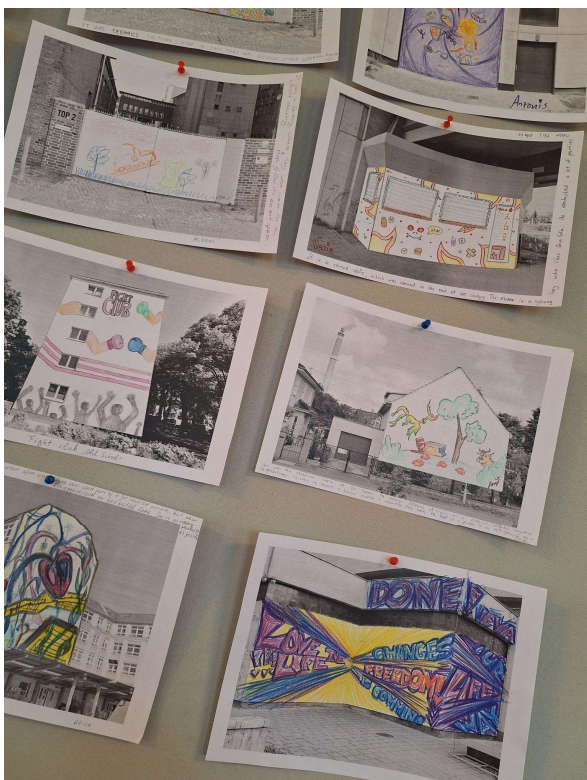
Collective Insight

- What do the final artworks say about shared identity in this group?

9. Adaptations / Variants:

- Shorter version: Skip individual presentations, do small group sharing
- Larger groups: Work in sub-groups with separate collage walls
- Sensitive groups: Allow anonymous storytelling
- Digital version: Use online whiteboards instead of printouts
- Thematic focus: Migration, belonging, stereotypes, future identity

10. Outputs



- Individual artworks
- Wall collage
- Collective drawings

11. Sensitivity / Risk Notes:

Identity topics may trigger:

- Experiences of exclusion or discrimination
- Vulnerability around self-expression

The facilitator should:

- Emphasise voluntary sharing
- Normalise different comfort levels
- Avoid interpretation of participants' identity
- Encourage respect for diverse perspectives

12. Facilitator Briefing

Before the Workshop

- Prepare diverse and neutral map locations
- Ensure inclusive, non-politically sensitive imagery
- Plan prompts that avoid leading identity narratives

Key Facilitation Principles

- Identity is self-defined, fluid, and contextual
- Avoid correcting or interpreting participants' stories
- Encourage curiosity over judgment
- Balance structure with creative freedom

13. Facilitator Debriefing Notes

Emotional Check-Out

- Quick round: one word describing how participants feel

Guided Reflection Flow

Individual → Pair → Group sharing progression

Start with safe observations → move to deeper identity reflection

Close with future-oriented thinking

Closing Prompt

- "What part of your identity do you want to express more after today?"

14. Credits / Origin:

Developed by Antonios Triantafyllakis, based on work by Timotiejus Norvila.

METHOD 11 Inside the circle

1. Title: Inside the Circle: Identity Through Watercolour

2. Art Form / Watercolour painting

3. Objectives / Outcomes:

- Explore subconscious elements of identity through abstract visual expression
- Encourage self-reflection and non-verbal communication
- Build empathy and observation skills through respectful interpretation
- Promote confidence in creative self-expression regardless of artistic experience
- Create a collective celebration of diverse identities within the group

4. Target Group:

- International youth (15+)
- 5–20 participants
- Suitable for intercultural and mixed-experience groups

5. Duration:

150 min total:

- 15 min warm-up/introduction
- 90 min activity
- 45 min reflection & gallery



6. Materials Needed:

- Watercolour paper sheets (1 per participant)
- 2–3 brush options per participant
- Shared watercolour paint sets (minimum 12 shades)
- Water glasses/containers
- Kitchen towels/tissues
- Tape or clips for displaying artwork
- Pens and notebooks for personal reflection notes

7. Method Steps:

#	Title	Description	Time
1	Welcome & Safe Space Framing	Introduce the workshop theme: identity beyond words Emphasise that artistic skill is not important Establish group agreements: curiosity, respect, non-judgment Explain that interpretation belongs to the creator	10 min
2	Warm-Up Reflection	Quick individual prompt: - "If your identity were a colour or texture today, what would it be?" Optional pair-share	5 min
3	Painting the Circle	Give each participant paper, brushes, and access to paints Instruction: ● "Paint a circle in any way you imagine it." Encourage intuitive and non-planned expression No examples should be shown to avoid influencing participants	30 min
4	Personal Interpretation Round	Participants observe their own painting Each person briefly shares: ● What they notice ● What the painting may express about who they are Continue clockwise	25 min
5	Observation from Others	Participants look at the artwork on their right side Each person points to one factual detail they find interesting or unique Examples: colour choice, layering, use of space, softness, edges, repetition The original artist reflects briefly on what that detail may represent in their identity Facilitator reinforces non-judgmental language	20 min
6	Silent Personal Reflection	The facilitator asks several deeper reflection questions	10 min

		Participants write private notes only for themselves Sharing remains optional	
7	Collective Gallery Celebration	Display artworks together as a gallery Participants walk around silently, observing End with a group appreciation of diversity and uniqueness in interpretation	15 min



8. Reflection / Debrief Questions:

Identity & Self-Perception

- What surprised you about your painting?
- Did your circle reflect something conscious or unconscious about yourself?
- What emotions appeared during the process?

Perspective & Interpretation

- How did it feel when others observed details in your work?
- Did someone notice something you had not seen yourself?

Creativity & Identity

- How does creative expression reveal parts of identity that words sometimes cannot?
- What does your use of colour, space, or form say about how you relate to yourself or others?

Collective Reflection

- What similarities and differences emerged across the group's paintings?
- What does this gallery say about diversity within a community?

9. Adaptations / Variants:

- Shorter version: Reduce sharing time and focus on pair discussions
- Large groups: Use small circles for reflection rounds
- Younger participants: Replace identity language with emotions or personality themes
- Intercultural focus: Invite participants to connect colours/shapes to cultural meanings
- Advanced version: Add a second layer to the painting after reflection to represent growth or change

10. Outputs:

- Individual watercolour artworks
- Group gallery display
- Private reflection notes

11. Sensitivity / Risk Notes:

- Some participants may feel vulnerable sharing personal interpretations
- Participants may compare artistic skill levels
- The facilitator should:
 - Repeatedly normalise all forms of expression
 - Avoid psychological analysis of participants' artwork
 - Reinforce factual rather than evaluative observations
 - Allow participants to pass during sharing moments

Important Facilitation Reminder

- This is an artistic reflection activity, not art therapy or psychological diagnosis

12. Facilitator Briefing

Before the Workshop

- Prepare enough paint and water containers for smooth flow
- Arrange tables to allow quiet concentration and easy sharing
- Ensure a relaxed atmosphere with enough drying space for artworks

Key Facilitation Principles

- Focus on process, not artistic outcome
- Encourage interpretation without assumption
- Keep observations descriptive rather than analytical
- Protect participants from criticism or comparison

Language Suggestions

Instead of: "This looks sad."

Encourage: "I notice darker colours and many layers."

13. Facilitator Debriefing Notes

Emotional Closing

- Invite participants to describe the experience in one word or gesture

Reflection Flow

1. Self-observation
2. Observation by others
3. Collective meaning-making
4. Personal takeaway

Suggested Deep Reflection Prompts

- “What parts of yourself are easiest to express without words?”
- “How do others influence the way we see ourselves?”
- “What does a circle symbolise in your life or culture?”

Closing Statement

- Reinforce that identity can be fluid, layered, unfinished, and interpreted differently over time
- Celebrate the collective gallery as a representation of diversity rather than similarity

14. Credits / Origin:

Developed by Antonios Triantafyllakis, based on work by Ieva Voroneckyte.

