

Two-day training-workshop

*«The Power to Live: Reclaiming Resources
through Healing Contact with Nature»*

supported by



General information

On May 25-26, 2024, a two-day training-workshop «The Power to Live: Reclaiming Resources through Healing Contact with Nature» was held



General information

Goal	➤ Increasing the level of awareness and emotional literacy, increasing the level of psychological stability. As a result: ○ the ability to monitor, realize and adequately assess one's own condition, the ability to interact with it in a healthy way; ○ the ability to withstand uncertainty and emotional pain while remaining effective in everyday life.
Tasks	➤ Provide support and qualified assistance to training participants. ➤ To help the participants establish contact with their national identity and the historical memory of their Kindred as a source of resource. ➤ Stimulate the process of restoring inner support through healing contact with the earth and nature. ➤ Give the participants an opportunity to express stress and all accumulated and suppressed emotions in a safe space. ➤ Through the correct living through the trauma and grieving, contribute to participants' post-traumatic growth.
Target audience	➤ Families of captives and missing persons. ➤ Widows of fallen soldiers.

Trainers



OKSANA KOROLOVYCH

Psychologist Ph.D., psychotherapist in a systemic approach. Systemic family psychologist. Trauma therapist. Systemic facilitator, mediator. Educational trainer, supervisor.

President of the Public Organization LAGERTA INTERNATIONAL COMMUNITY OF WOMEN. Founder and director of «Oksana Korolovych Development and Educational Space».

Widow of an officer of the AFU and mother of three children.

ANATOLII TYKHONCHUK

Psychologist Ph.D., educational trainer, rehabilitation specialist. Specialist in working with PTSD and people with physical disabilities.

Founder and CEO of the bakery «SAVKA». Baker, healthy food consultant..



Location

**Ethnographic complex
«Ukrainian village»,
Buzova village, Kyiv region**



Methods

Over the course of two days the trainers used the following methods of work with the adult participants of the training-workshop

- various art therapy methods (culinary therapy (bread therapy, preparation of borscht according to a 500-year-old Ukrainian recipe), isotherapy, vocal therapy, metaphorical associative cards, mandala therapy);
- body-oriented practices;
- restorative resource mindfulness practices;
- a combination of individual and group work with a psychologist;
- psychoeducational sessions.



Test of differential self-assessment of functional state

In order to evaluate the effectiveness of the training-workshop, at the beginning and at the end of the training, the psychological state of the participants was assessed using the test of differential self-assessment of the functional state - the WAM questionnaire.

- The «WAM» questionnaire, the name of which consists of the first letters of the words «Well-being», «Activity», «Mood», is used to determine the functional state of a person and its changes over certain time intervals
- «WAM» – is a form on which 30 pairs of words with opposite meanings are printed, reflecting different aspects of well-being, activity and mood.
- The method of researching the person's functional state consists in the fact that the respondent is asked to rate their state (estimate the severity of each symptom). The grading scale is represented by seven gradations. Between the pairs of words are the numbers 3-2-1-0-1-2-3. The respondent's task is to choose and mark the number that most accurately reflects their condition at the time of the examination.
- Each category is characterized by 10 pairs of words. Ten times presentation of polar words-characteristics of the same category allows to obtain more reliable data.

Бланк тесту диференціальної самооцінки функціонального стану (САН)									
1	САМОПОЧУТТЯ ХОРОШЕ	3	2	1	0	1	2	3	САМОПОЧУТТЯ ПОГАНЕ
2	ПОЧУВАЮ СЕБЕ СИЛЬНИМ	3	2	1	0	1	2	3	ПОЧУВАЮ СЕБЕ СЛАБКИМ
3	ПАСИВНИЙ	3	2	1	0	1	2	3	АКТИВНИЙ
4	МАЛОРУХОМИЙ	3	2	1	0	1	2	3	РУХЛИВИЙ
5	ВЕСЕЛИЙ	3	2	1	0	1	2	3	СУМНИЙ
6	ГАРНИЙ НАСТРІЙ	3	2	1	0	1	2	3	ПОГАННИЙ НАСТРІЙ
7	ПРАЦЕЗДАТНИЙ	3	2	1	0	1	2	3	РОЗБИТИЙ
8	ПОВНИЙ СИЛ	3	2	1	0	1	2	3	ЗНЕСИЛЕНИЙ
9	ПОВІЛЬНИЙ	3	2	1	0	1	2	3	ШВИДКИЙ
10	БЕЗДІЯЛЬНИЙ	3	2	1	0	1	2	3	ДІЯЛЬНИЙ
11	ЩАСЛИВИЙ	3	2	1	0	1	2	3	НЕЩАСНИЙ
12	ЖИТТСРАДІСНИЙ	3	2	1	0	1	2	3	ПОХМУРИЙ
13	НАПРУЖЕНИЙ	3	2	1	0	1	2	3	РОЗСЛАБЛЕНИЙ
14	ЗДОРОВИЙ	3	2	1	0	1	2	3	ХВОРИЙ
15	БЕЗУЧАСНИЙ	3	2	1	0	1	2	3	ЗАХОПЛЕНИЙ
16	БАЙДУЖИЙ	3	2	1	0	1	2	3	СХВИЛЬОВАНИЙ
17	ЗАХОПЛЕНИЙ	3	2	1	0	1	2	3	СУМОВИТИЙ
18	РАДІСНИЙ	3	2	1	0	1	2	3	ЗАСМУЧЕНИЙ
19	ВІДПОЧИВИЙ	3	2	1	0	1	2	3	ВТОМЛЕНИЙ
20	СВІЖИЙ	3	2	1	0	1	2	3	ВИСНАЖЕНИЙ
21	СОНЛИВИЙ	3	2	1	0	1	2	3	ЗБУДЖЕНИЙ
22	БАЖАННЯ ВІДПОЧИТИ	3	2	1	0	1	2	3	БАЖАННЯ ПРАЦЮВАТИ
23	СПОКІЙНИЙ	3	2	1	0	1	2	3	ЗАКЛОПОТАНИЙ
24	ОПТИМІСТИЧНИЙ	3	2	1	0	1	2	3	ПЕСИМІСТИЧНИЙ
25	ВИТРИВАЛИЙ	3	2	1	0	1	2	3	ТАКИЙ, ЩО ШВИДКО СТОМЛЮЄТЬСЯ
26	БАДЬОРИЙ	3	2	1	0	1	2	3	В'ЯЛИЙ
27	МІРКУВАТИ ВАЖКО	3	2	1	0	1	2	3	МІРКУВАТИ ЛЕГКО
28	РОЗСІЯНИЙ	3	2	1	0	1	2	3	УВАЖНИЙ
29	ПОВНИЙ НАДІЙ	3	2	1	0	1	2	3	РОЗЧАРОВАНИЙ
30	ЗАДОВОЛЕНИЙ	3	2	1	0	1	2	3	НЕВДОВОЛЕНИЙ

Test of differential self-assessment of functional state

The purpose of the work: o determine the level of well-being, activity and mood of a person, to study the impact of the training-workshop on the participants.

Work progress

1. The person being examined is given an instruction in which it is indicated that they should compare their condition with the scale 3-2-1-0-1-2-3 of each pair of signs.
 - o For example, the numbers 3-2-1-0-1-2-3 are located between the pair of statements «FEELING GOOD» i «FEELING BAD».
 - o The number «0» corresponds to an average feeling of well-being, which the examinee cannot attribute to either bad or good.
 - o The number «1», which is to the left of «0», reflects well-being - above average, and the number «3» – corresponds to excellent well-being.
 - o The same numbers in this row, standing to the right of the number «0», similarly characterize the well-being of the subject below the average.
 - o Thus, each line of this questionnaire is consistently considered and evaluated.
2. **During the processing of the results, all grades are recoded into a series from 1 to 7, and:**
 - o the number «3» of the scales 3-2-1-0-1-2-3, which corresponds to **poor well-being, low activity** and **bad mood**, acquires the value **1**;
 - o the number «0» is evaluated as **4** points;
 - o the number «3», which reflects **good health, high activity** and **good mood**, is evaluated as **7** points.

Наприклад:

	7	6	5	4	3	2	1	
ПОЧУВАЮ СЕБЕ СИЛЬНИМ	3	2	1	0	1	2	3	ПОЧУВАЮ СЕБЕ СЛАБКИМ
	1	2	3	4	5	6	7	
ПАСИВНИЙ	3	2	1	0	1	2	3	АКТИВНИЙ

Test of differential self-assessment of functional state

3. The result of the research results analysis is the sum of the values of the points on separate scales «Well-being», «Activity», «Mood».
4. The sum of points is calculated according to the test key.
 - **Well-being** the sum of points for questions: 1, 2, 7, 8, 13, 14, 19, 20, 25, 26.
 - **Activity** the sum of points for questions: 3, 4, 9, 10, 15, 16, 21, 22, 27, 28.
 - **Mood** the sum of points for questions: 5, 6, 11, 12, 17, 18, 23, 24, 29, 30.

The sum obtained on each scale is in the range from 10 to 70 and allows to reveal the individual's functional state at the moment of time according to the principle:

- < 30 points – **low** score;
- 30 – 50 points – **average** score;
- 50 points – **high** score.



Test of differential self-assessment of functional state

Calculation of the average arithmetic value of the differential self-assessment test of functional state results filed **at the beginning** of the training-workshop showed the following results

- Well-being – 30 points.
- Activity – 31 points.
- Mood – 33 points.

Дисциплина: спорт, предмет: развитие тесту дифференциальной самооценки функционального состояния - интерпретация САФ

Время тесту дифференциальной самооценки функционального состояния (для заполнения)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	Самочувствие общее	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
2	Понимание себя сейчас	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
3	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
4	Малоподвижность	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
5	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
6	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
7	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
8	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
9	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
10	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
11	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
12	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
13	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
14	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
15	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
16	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
17	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
18	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
19	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
20	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
21	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
22	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
23	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
24	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
25	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
26	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
27	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
28	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
29	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
30	Психика	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3

* partially presented filled WAM questionnaire forms

Methods



Art therapy — is a methodology that uses the arts (painting, sculpting, writing, drama, music, etc.) to help clients, on the one hand, recognize, explore and express emotions and thoughts, and on the other hand, to use art to solve psychological problems.

Art therapy advantages

- Creative activity as a therapeutic intervention restores the client's sense of control over their own life, a sense of purpose, confidence through self-expression and external support.
- Art causes various psychological, physiological, social and behavioral reactions.
- Art therapy is effective in overcoming traumatic experiences, post-traumatic stress disorders and depression.

- Increased production of neurotransmitters and endorphin level.
- Reduction of depression, negative emotions, anxiety and stress.

Methods

Bread therapy — is a psychotherapeutic practice that uses baking as a form of stress relief, trauma healing, and self-expression.

Bread therapy advantages

- Repetitive hand movements, the effect of kneading dough, and bread-making in general – are associated with creative activity, causing physiological changes commonly referred to as the relaxation response, as in meditation, yoga or tai chi.
- Physical relaxation leads to freedom from anxious thoughts, improved self-esteem, increased perception of control over life and recharges thoughts.
- Baking bread in a group, in a family circle, also satisfies social needs, for example, creates a sense of togetherness and support.
- From the therapy point of view, the process of baking bread, in which there is regularity, care, feeding, raising – is a process of connection with internal parental figures, who, on the one hand, provide us with love and support, feed, grow, and, on the other hand, – they teach us this, by which they change our attitude towards other people and towards ourselves.



Methods

Body-oriented therapy — a psychotherapy approach that works with psychological problems through procedures of physical exercises and physical contact.



Physical exercises and practices act as a tool for:

- deepening contact with one's own body;
- obtaining a safe new interaction experience;
- establishing a connection between thoughts, emotions and bodily sensation;
- teaching self-regulation practices;
- activation of internal resources.

Body-oriented therapy advantages

- Prevention of psychosomatic diseases caused by chronically «squeezed» emotions and experiences in the body. Working in a bodily approach allows to release these experiences and prevent their impact on the human body.
- Greater speed, compared to exclusively conversational psychotherapeutic methods. Answers from the body sometimes come almost instantly and the improvement of the condition occurs much faster.
- The basis of work in the bodily approach is the idea of a person's own ability to cope with the difficulties of life. Working with the body helps to activate the client's capabilities and help them to rely more on themselves.
- It increases sensitivity, relaxation, a sense of fullness of life. Reestablishing contact with one's own body gives an experience of more intense perception and acceptance of oneself, knowledge of one's desires and readiness to follow one's inner calling.

Process

- Practical work with the group began with a **bread therapy** session.
- Teaching people, who are in the state of unidentified loss, to bake bread on their own, especially when children participate in the process, gives them the opportunity to create new family traditions and rituals.
- Baking bread is a gentle but effective tool for switching to a state of «here and now». It helps to get out of the state of frustration caused by the situation of the obscurity (when a loved one is in captivity or missing) and the lack of ability to influence this situation.
- The bread therapy session provided an opportunity, through contact with creativity, to start the process of relaxation and decrease the level of tension, contributed to the establishment of an atmosphere of trust and greater openness of communication between the participants of the training-workshop.



Process

- After baking the bread, another session of **culinary therapy** was held – making borscht according to a 500-year-old Ukrainian recipe.
 - The purpose of this session was to strengthen awareness of one's national identity, build and strengthen contact with one's Kindred.
 - In the state of prolonged stress that accompanies an unidentified loss, contact with the system at the level of the nation and one's own family is a source of inner support and resources.
 - This culinary therapy session was combined with a **psychoeducational session**.
 - In the conditions of usual activities for the participants, the trainer gave a lecture on the stress' impact on the human body and psyche, the search for resources' sources among those available for all everyday household tasks.
- A separate **psychoeducational session** was held on the topic of systemic family psychology.
 - The trainer introduced the training-workshop participants to the theory of systems, the laws of existence and functioning of family systems, and their properties.
 - Talked about the family systems' characteristics and boundaries, the structure of the family system and the roles in it distribution of.
 - The trainer talked about the changes in social roles that take place in a family experiencing a loss, gave recommendations on re-evaluating and redistributing tasks, responsibilities and roles in the family in case of temporary and in case of irreversible loss.

Process

In addition, the following **art therapy** methods were used in working with the group



- **Metaphorical associative cards.** The therapeutic effect of using metaphorical associative cards is achieved due to the fact that a person fills metaphorical images with personal content and can work with the awareness and transformation of this content.
- The use of metaphorical associative cards during the training-workshop was determined by their ability to intrapersonal work, namely:
 - identification of external resources;
 - identification of internal resources of the psyche;
 - elucidation of the action of resources mechanisms (conditions, methods, motives);
 - search for new resources – external and internal;
 - changes in resource use stereotypes.

Process

In addition, the following **art therapy** methods were used in working with the group

- **Mandala** as a method of art therapy consists in using a picture that is drawn in a circle, but can go beyond it.
- Each mandala is a process of development and psychic changes in the inner reality of the individual.
- In the framework of the training-workshop, the use of mandala therapy was conditioned by the ability of this method to stimulate the process of self-identification, integration and self-healing.
- An important psychotherapeutic task of the mandala is to promote the psychological balance of the individual, both during the drawing process and after its completion.
- Whole and complete mandala pattern provides integration and stability to the inner structure of the self, which is a difficult or impossible task for people experiencing an unidentified loss.

- **Vocal therapy**, as one of the medical and health-improving methods of art therapy, uses the principles of singing and a special system of vocal exercises aimed at resonant acoustic stimulation of the vital organs' activity, optimization of higher nervous activity, and increasing the body's defenses.
- The mechanism of the of singing healing effect increases the human body reserve capabilities, corrects impaired functions.
- During the training-workshop, the participants worked with their voice – they gave a loud sound series, which made it possible to relieve tension in the protective points of the human system.
- In addition, the vocal therapy session helped relieve tension in those dynamics that arose during the therapeutic work, related to grief, sadness, anxiety, feelings of helplessness, etc.

Process

In addition to the above, sessions of **body-oriented therapy** were held with the group

- Techniques performed included those involving individual performance and those involving physical contact and group interaction.



Process

Body-oriented work was directed to

- Performing **group cohesion** techniques in order to form a psychological **state of belonging** (feeling of being not alone in one's grief) or group identity.
 - Group identity is the basis of cohesion processes, it underlies the needs of a person to belong to a group.
 - A sense of belonging is a powerful resource for people experiencing an unidentified loss, provides them with additional supports and helps stabilize the psycho-emotional state and healthy living through the grieving process.
- Performing techniques for **grounding** (awareness of oneself and the environment, connection with the basic realities of life; energetic contact with the ground, a sense of support that provides good stability and the ability to move) and rooting (sense of security, feeling of the ground under the feet).
 - Grounding is an important part of the process of overcoming the consequences of trauma, because the better a person feels their contact with reality («the ground»), the stronger they hold on to it, the more stress this person can withstand and the stronger feelings they can cope with.

Also, with the use of *body-oriented*, *art therapy* and *mindfulness* techniques, during the training-workshop with the group, work was carried out on:

- | | | |
|---|---------------------------------------|---|
| ➤ reduction of stress level; | ➤ mental and physical tension relief; | ➤ resource recovery; |
| ➤ building and strengthening internal supports; | ➤ release of emotional tension; | ➤ search and development of internal resources. |
| | ➤ relaxation; | |

Process features

- Among the participants of the training-workshop were wives and mothers of the captives and missing persons, widows of fallen soldiers. As a result, it was necessary to use such tools that would be equally effective in working with different categories of experiences and points of tension.



- In the process of work, dynamics related to various experiences and feelings were raised among the participants. However, the trainers monitored these processes and provided the necessary support and assistance in recovery and stabilization of the condition in a timely manner.
- All of the above was possible thanks to the high level of the trainers professionalism, who have extensive experience in working with trauma, a large practical toolkit and work in a comprehensive approach.

Process features

➤ A favorable factor that had a positive effect on conducting the training-workshop was that the trainers were a man and a woman. Coaches took on the roles of significant adults, embodying the archetypal figures of ideal parents. Good and strong, who provided the participants with support and the opportunity, on the one hand, to completely relax for a while, allow themselves to experience all their emotions and cry, and on the other hand, to activate their own inner adult part. The presence of «ideal parents» gave participants the opportunity to share their experiences, ask difficult questions and even simply receive supportive physical contact through hugs. Thanks to this, even those of the participants who did not have similar positive experiences of relations with their own parents were able to feel support and support from a significant adult figure.

➤ Considering the reason for which the participants came to the training-workshop, for some time the whole group showed misunderstanding and unwillingness to perform the activities suggested by the trainers. However, thanks to the experience and expertise of the trainers, trustful communication was formed between them and the participants. In the process of performing each technique, the participants, despite their previously expressed reluctance to perform the technique, felt the effect of the work they were performing. Due to this, the confidence in the trainers increased, and the resistance of the participants gradually, gently and naturally decreased.

Process features

Before the start of the work, the trainers noted physical signs of trauma, increased background anxiety and stress, signs of suppressed emotions and feelings in all participants, namely:

- shallow breathing (with the diaphragm);
- stiffness and tension in posture or a bent back when standing and sitting;
- poor contact between the feet and the ground in a standing and sitting position;
- inhibition of movements and general lethargy;
- vague facial expressions or excessive tension of facial muscles, constantly clenched jaws;
- non-verbal signs of isolation and aloofness, protective gestures (crossed arms and legs, avoiding eye contact, «wandering» gaze);
- gestures of confusion and attempts to regain control over oneself and the situation (beating the rhythm with fingers, rhythmic shaking of body parts).

During the entire training-workshop, the trainers monitored the participants' condition. And already on the second day there were noticeable and obvious changes in the condition of the participants:

- breathing became deeper (with the stomach) and calmer;
- even, but mobile posture;
- feet stand firmly on the ground, pressed against it with the entire surface in a standing and sitting position;
- lethargy and tension disappeared, movements became more energetic, but smoother;
- facial expressions reflect different emotions, don't freeze, in a state of rest – the face is relaxed;
- non-verbal signals of openness to communication (arms/legs not crossed, hands open with palms up, an interested look at the interlocutor);
- a comfortable, relaxed sitting on the entire surface of the seat (a sign of a feeling of peace and comfort).

Process features

- The location was perfect for the training-workshop. In addition to the opportunity to be in touch with the national identity and to be in healing contact with the ground and nature, there was enough space on the territory of the complex for the participants to have the opportunity, if necessary, to be alone with their processes



Calculation of the average arithmetic value of the differential self-assessment test of functional state results filled *in the end* of the training-workshop showed the following results

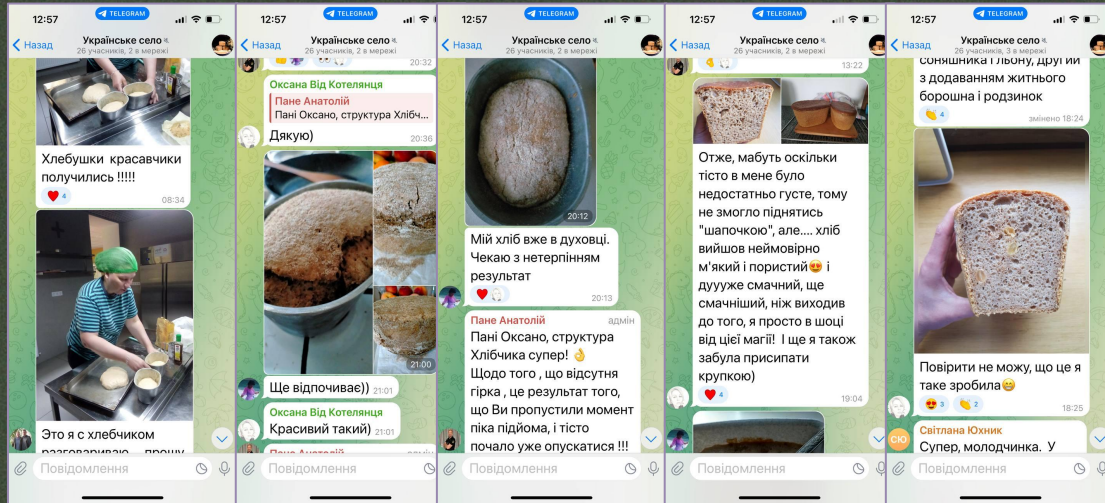
- **Well-being – 56 points**
(at the beginning - 30 points).
- **Activity – 50 points**
(at the beginning - 31 points).
- **Mood – 53 points**
(at the beginning - 33 points).

[illegible]

* partially presented filled WAM questionnaire forms

Further accompaniment of the participants

- At the end of the training-workshop, all participants were given a baker's kit as an initiation into a new role and an encouragement to bake their own bread as a new family tradition or a way to relax and restore resources through immersion in the creative process.
- Work with the participants continues even after the training-workshop is over.
- A joint chat in the Telegram messenger was created for participants of the training-workshop and trainers.



- In the chat, participants actively discuss the process of baking bread, share successes in developing baking skills and their feelings, have the opportunity to communicate with trainers, ask them questions.
- Thanks to this, the continuity of psychotherapeutic intervention in the process of resource restoration is ensured.

- Also, «Mindfulness Practices Online» meetings will be held once a month with the participants of the training-workshop.

Work with children

- Trainer Iryna Yevchenko worked with the children
- The age of children involved in the work: from 3 to 12 years.
- Two 15-year-old girls wished to stay at the training for adults.



Work with children

First day

- Acquaintance with the participants was conducted using the exercise «Name».
- The exercise «Tell the truth...» allowed the children to continue getting to know each other.
- The activity «The wind blew» was a delight, because the children not only learned more about each other, but also had the opportunity to run.
- «Looking for a friend» exercise: everyone has to put an ad in the newspaper about looking for a friend.
 - One girl drew a picture of her dad (who is currently in captivity) and she approached the coach and quietly said «That's my dad, I want him to be my friend». The trainer provided the girl with professional support.
- Work with children continued with mobile games.



Work with children



Second day

- The work began with the exercise «Sculpture». The children formed two teams and guessed the emotions of the other team's «sculpture».
- Then there was a «talent show» – the children sang and recited poems.
- The «Tangled Chains» exercise was used as a physical activity, during which the individual characteristics of the children manifested themselves: willpower, perseverance. The coach, based on the observation, gave some advice to the children of adolescence.
- The older children were excited by the exercise «Giovanni's Secret» – a team competition, followed by a joint discussion of the results.
- The team exercise «Samurai. Dragon. Princess» was liked so much that the children did not want to stop the game.

Work with children

Conclusions

- There were several playgrounds on the territory of the training-workshop, where children played with pleasure. There they talked about themselves and their families.
- In general, all the children managed to make friends with each other, the older ones supported the younger ones. Children didn't show signs of deviant behavior.
- According to the psychologist's observation, it is possible to recommend individual work with one girl and one boy of younger teenage age.
 - The boy has excessive shyness, closedness.
 - The girl insists too much on fulfilling her wishes, is not ready to take into account the opinion and wishes of others, gets annoyed and offended when the group does not support her, but when there are difficulties in completing tasks (for example, the «Tangled Chains» exercise), she shows a weak will and leaves the group.



Conclusions

- The significant improvement in the condition of the participants during the training-workshop and the continuation of this process even after its completion prove the effectiveness of the program.
- The methods and tools chosen by the trainers made it possible to effectively work to improve the condition of both adults who had different points of stress and anxiety, as well as children of different ages.
- The obtained results showed both the effectiveness of the conducted program and the need to scale it up – holding similar two-day training-workshops in all regions of Ukraine for the most vulnerable population groups.
- Scaling up and conducting such trainings on an ongoing basis throughout the country will contribute to the creation of mentally healthy, stress-resistant and motivated groups of people who will be interested in implementing local initiatives related to providing assistance to vulnerable and unprotected population groups.