

Arts for skillyouth



MANUAL



2024

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About

Title: Arts for Skillyouth Manual

Project Name: Arts for Soft Skills:
Leveraging the power of
interdisciplinary arts to strengthen
young people's soft skills

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Published: July 2024

Every effort has been made to verify the accuracy of the information contained in this toolkit. All information was believed to be correct as of November 2023. Nevertheless, the Consortium Members Kipriakos Organismos Kentron Neotitas - KOKEN, Youth Information Center -Municipality Kordelio Evosmos - Greece, and Eastern Theatre Foundation - Poland cannot accept responsibility for the consequences of its use for other purposes or in other contexts.

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This project has been funded with support from the European Commission under the Erasmus+ Programme.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

[Project Number: 2023-1-CY02-KA210-YOU-000164877]

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ARTS FOR SKILLYOUTH MANUAL

The present manual contains practices and resources on how arts can be utilized to enhance soft skills such as Communication skills, Leadership skills, Teamwork skills, Problem-solving skills, Critical thinking skills, Time management skills, empathy, sense of responsibility, integrity, self-esteem, self-management, motivation, flexibility, sociability, and decision making.

This manual is target to youth workers and young individuals between 18-30 years old, and target to enrich the soft skills, particularly those of communication, adaptability and teamwork

This manual will offer non-formal activities and techniques for three arts: Photography, Drawing and Dancing that can be used by youth workers and young individuals to enhance their soft skills.

The manual is available for revisiting and support youth workers and young individuals in identifying ways to enhance their soft skills through interdisciplinary arts.

Kipriakos Organismos Kentron Neotitas (KOKEN) – Cyprus

KOKEN, Leading Partner, is a non-profit, nonpartisan, NGO which forms the central coordinating body of 63 Youth Clubs in urban and rural areas of Cyprus. The organization successfully coordinates, supports, and provides expert guidance to volunteer groups who actively participate in youth clubs.



Youth Information Center – Municipality Kordelio Evosmos – Greece

The primary objectives of the YOUTH INFORMATION CENTER- Municipality of Kordelio - Evosmos on issues concerning youth are the following:
1. Activating youths and advocating their participation in on-going events in the city, 2. Promoting diversity and its wider acceptance. 3. Developing a European conscience.



Eastern Theatre Foundation – Poland

The Eastern Theatre (Fundacja Teatr Wschodni) is promoting awareness about the performing arts' impact on the environment and climate change. Activities: Theatre performances, arts, festival productions, education projects for young people, workshops, international youth exchanges, training courses for young artists, art managers, culture workers and volunteers, culture-social inclusion projects run with local communities, local leaders and public institutions.



The European Union has designated 2023 as the European Year of Skills, recognizing the importance of strengthening the skills of young adults.

Soft skills are vital for employment, retention, and advancement in one's career path.

They are transferable across employment opportunities and beneficial to individuals in all aspects of life and enable individuals to live independently and productively within a society.

Thus, the Arts for Soft Skills project will focus on strengthening young adults' soft skills, particularly in team work, adaptability and communication, using interdisciplinary arts.

Aligned with the European Year of Skills 2023, the Arts for Soft Skills project aims to strengthen the soft skills of youth workers and young individuals aged 18 to 30.



Arts for Soft Skills: Leveraging the power of interdisciplinary arts to strengthen young people's soft skills

The main goal is to prepare youth workers and young individuals to exploit their skills effectively.

Objectives

- To upskill and reskill young adults'(18-30) soft skills in communication, and adaptability through interdisciplinary arts
- To offer non-formal training to participants and provide opportunities for them to develop their communication, participation, self-esteem, confidence, and talent through arts
- To integrate interdisciplinary arts into promoting and enhancing adaptability and other interpersonal soft skills demanded in the labour workforce
- To bolster the skills of young individuals, helping them align with workforce skill needs and improve their employability

Target Group

- Youth workers
 - Young adults aged 18–30, including: Volunteers, Artists, Direct beneficiaries of young
 - Individuals and people with limited opportunities seeking to improve their soft skills (communication, teamwork, creative thinking, adaptability, collaboration, self-confidence)
-

Literature Review

Photography, Painting and Dancing:
How arts enhance soft skills

PHOTOGRAPHY, PAINTING AND DANCING: HOW ARTS ENHANCE SOFT SKILLS

Soft skills are also called “life skills,” “twenty-first-century skills,” “socio-emotional skills,” or “people skills”. They are general traits that are not specific to any job, helping employees excel in any workplace as well as everyday situations and interpersonal interactions.

Soft skills are important for just about every job because they describe how we relate to and deal with our environment and the people around us. Among them there are: Leadership, Teamwork, Communication, Problem-solving, Time management, Adaptability, Creativity, Interpersonal skills, Emotional intelligence, Conflict resolution, Critical thinking, Decision-making, Stress management, Self-motivation.

There is a well-established body of evidence concerning arts related activities and themes of personal development, skills, identity, belonging, social inclusion, social cohesion, health and wellbeing.

Over recent years, there has been increasing representation within society amongst young people. At the same time, arts related activities have gained increasing prominence as a means for young people to express themselves, and research highlights links between improved health and social action such as volunteering or participating in a political campaign as a result of engaging with the arts.



Soft Skills & Dancing

What is specific for the dance education activities, it is often difficult for learners to identify and articulate in words the skills you are cultivating.

Yet many of the implicit soft skills found inside contemporary dance practices and movement practices are regarded as the most important skills needed currently in society – creativity, flexibility, dealing with complexity and uncertainty, understanding and appreciating differences, patience and perseverance, to give a few examples.



Soft Skills & Dancing

Among the various educational outcomes mentioned related to soft skills above, which can be achieved by dance education, we would like to focus on 3 aspects in future research:

- Creative Self-expression

Creative self-expression is the artistic pursuit of emotions. This way to express yourself calls to your heart, mind, and cognizance. Creative self-expression is about presenting yourself as an individual; it's the action that defines your uniqueness, your essence.

In terms of dance and movement, self-expression is directly related to imagination – when the learner/dancer tends to perform an emotional or intellectual message in a corporal-movement way of communication – nonverbal communication.

In this case, the expression has an individual approach and it is not necessary to have a partner or audience – self-expression dance and movement can be performed by the learner just for himself and for his satisfaction, joy, and creativity. Some examples of creative skills are: Imagination, Curiosity, Experimentation



Soft Skills & Dancing

- **Nonverbal communication** (as part of communication soft skill competence) - is a soft skill that is essential for building both personal and professional relationships. It is the transfer of information through body language, facial expressions, gestures, created space, and more. Nonverbal communication is dependent on expressions and physical movements as opposed to verbal communication.

Dance and movement are performed solo, in couples, and in groups, when it comes to communicative function, it is always considered on a social level – in relationships with other people who can receive the message.

- **Self-awareness (as a part of emotional intelligence)** - is about understanding ourselves, how we see our values, passions, aspirations, fit with our environment, reactions (including thoughts, feelings, behaviors, strengths, and weaknesses), and impact on others.

Researchers found a relationship between self-awareness with higher job and relationship satisfaction, personal and social control, and happiness; it is negatively related to anxiety, stress, and depression. A subcategory of the term is external self-awareness – ability to understand how other people view us, in terms of those same factors listed above.

Our research shows that people who know how others see them are more skilled at showing empathy and taking others' perspectives. In the context of dance educational activities self-awareness is related to the ability to control your own body and be aware how to perform interactions based on your own intentions.

Soft skills & Painting

Some of benefits and soft skills that youth can develop through painting are:

- **Communication:** The most important skill that is unleashed with the art of painting is communication. Specifically, the conveyance of a message that is captured and interpreted either accurately, or in a more abstract form. By performing painting, we can render messages and information that we cannot with speech or other means.
- **Cooperation:** A skill that every human should possess. A necessary asset to be considered a member of a team and develop a spirit of cooperation and respect. Through painting we can develop the skills of collaboration through group expression and interaction.
- **Good manners:** Proper behaviour is considering a necessary skill in all processes and stages of our lives. Painting commit, us to a calmness and kindness most of the times. We are able learning to respect and accept the art and diversity of others.
- **The ability to hear:** With the rapid development of technology we are used to give only commands. In this way, we have forgotten to listen and communicate by whatever means we have at our disposal. In this case, the art of painting.
- **Empathy:** The ability to put yourself in the other person's shoes and see from their perspective becomes one of the most difficult skills. The process of recognizing opposing views and accepting them can be easier through the practice of various arts, as well as painting.

Soft skills & Painting

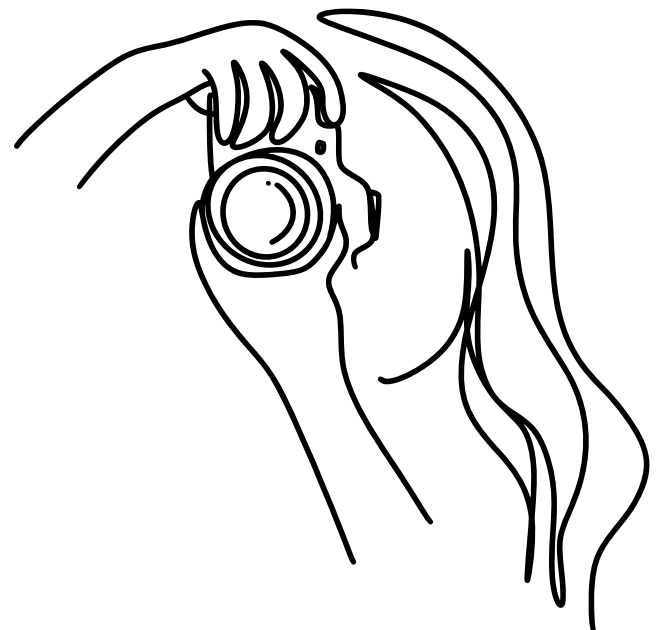
- **Problem solving:** In our daily lives we are possessed by stress and infinite problems. Arts practice, like painting helps us to escape from the stressful environment for a while and clear our minds. So later, we can think more clearly and find productive solutions.
- **Critical thinking:** It is also one of the most important skills throughout our lives. Critical ability means processing and filtering information. Then, you have to decide how and where using them. The arts help us broaden our "critical" horizons and practice our critical thinking and processing.
- **Self-confidence:** This skill is absent in most of the people. It is difficult to conquer, and if we can manage it, it will never be at 100%. This skill comes with gradual praise. As a result, continuous and intense effort. When we motivate a child to continue painting, even with not so great achievements, we encourage him to continue pleased.
- **Self-Motivation:** Self-motivation is one of the most powerful skills for achieving success. A motivated professional can overcome adversity, learn to improve and recognize their strengths, boost optimism, project a more confident self-image, and experience greater overall happiness in their work and life. When you engage in arts you love like painting, you praise yourself.

Soft skills & Photography

The use of photography by an educational system, and several methods of the field, as it is the Photo voice model, it's an immersive learning method that promotes active-real-world problem solving, shows unique virtues in the interdisciplinary aspect, and advances student-driven teams and high-impact learning experiences.

Also, by using the Photo voice model, one can influence personal development and change, the experience of success, long-term memory, relationship skills, academic skills, problem-solving, and well-being. All these variables facilitate psycho-emotional changes allowing the participants to speak out, share knowledge and ideas and learn from each other by using pictures.

An educational model that uses the photographic tool to take advantage of educational aspects that are currently available to almost everyone and can contribute to meaningful learning and better communication between students, contributing to a positive learning environment.



Soft skills & Photography

In today's world, photographs have become an essential communication tool to define our multiple identities, stories, existence, culture, and the sociopolitical world.

The photographs can function as a language in today's visual language, expresses the personal world (cognitive and emotion), and help to gain self-awareness and self-identity on the way.

Photography contributes to gaining self-awareness and self-identity and can reduce anxiety. Especially with Photo voice methodology they can acquiring photography skills; telling stories and sharing ideas through photography; creating a research database; proposing critical projection; group work; social activity; influence on public policy and increased awareness of personal and community matters.



Photography and enhancement of soft skills: Photography can be a powerful tool for cultivating the following wide range of soft skills in young people:

Creativity:

Expression: Photography encourages individuals to express their creativity by capturing unique perspectives, framing, and compositions.

Problem-solving: Finding interesting subjects, angles, and lighting conditions requires creative problem-solving skills.

Communication:

Visual communication: Photography is a visual language, and creating compelling images involves effectively conveying a message or story without using words.

Feedback: Sharing and receiving feedback on photographs can improve communication skills.

Critical Thinking:

Observation: Photography involves keen observation of the surroundings, training individuals to pay attention to details.

Analysis: Evaluating the composition, lighting, and overall aesthetics of a photograph requires critical thinking.



Patience:

Waiting for the right moment: Photography often involves waiting for the perfect lighting, composition, or capturing a decisive moment, fostering patience in young individuals.

Attention to Detail:

Precision: Adjusting camera settings, focusing, and framing all require attention to detail to ensure a high-quality photograph.

Editing: Post-processing activities involve careful attention to detail to enhance the final image.

Empathy:

Perspective: Photography encourages individuals to see the world from different perspectives, fostering empathy and understanding.

Capturing emotions: Photographing people or situations requires sensitivity to emotions and the ability to convey them through images.

Adaptability:

Changing conditions: Photographers often need to adapt to changing weather, lighting conditions, and unexpected situations, promoting adaptability.

Time Management:

Planning shoots: Organizing photo shoots, considering time constraints, and managing equipment require effective time management skills.

Post-processing: Editing and organizing a collection of photos involve managing time efficiently.

Self-Expression:

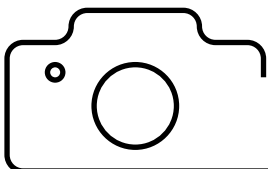
Personal style: Photography allows individuals to develop a unique style and convey their personality through their work, promoting self-expression.

Confidence:

Presentation: Showcasing photographs in exhibitions or online platforms can boost confidence in young photographers.

Accepting critique: Receiving constructive criticism and learning from it can enhance confidence and resilience.

By engaging in photography, young people can develop a holistic set of soft skills that can be valuable in various aspects of their personal and professional lives. The process of capturing and sharing images can be a rewarding journey that fosters personal growth and skill development.



Activities

This manual will offer non-formal techniques and activities for three kind of arts:

- Photography
- Painting
- Dancing

that can be used by youth workers and young individuals to enhance their soft skills.



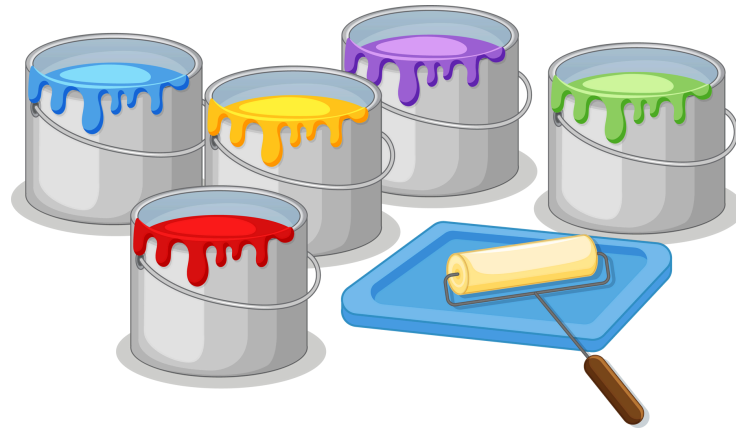
Photography



In this section we use photography as a tool of engagement and cultivation of soft skills.

Photography Activity No 1

“Choose your color”



Description of the activity:

In this activity we use the power of colors and how we can approach them as a basic element in a photograph.

Materials/tools we need:

Digital camera or a phone with camera
Laptop and a projector

Duration of the exercise:

1,5 hours (10 min preparation, 50 min implementation, 30 min presentation)

Photography Activity No 1

“Choose your color”

Instructions for the implementation:

We define five colors for the exercise: Yellow, Red, Blue, White, Orange
We divide our participants in five teams (3-4 people in each team, depending on how many people we have in the group), and give each team the name of one color. So we have Yellow team, Red team, Blue Team, White team and orange team.

Every member of the team has to take one photo with an element which has the color of its team's name.

The photos have to be different, you can't take a photo with the same element (so each group have to communicate with its members and choose which photos to present)

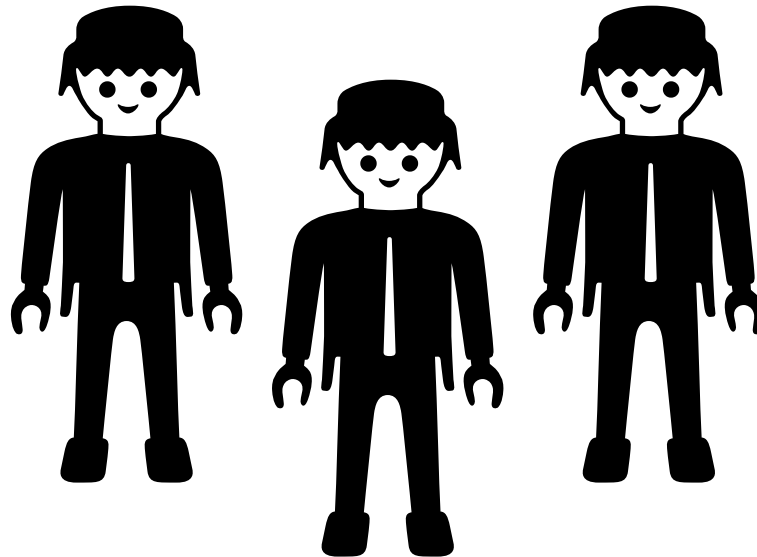
At the end of the activity, every team leader has to present to the group the photographs of the teams' members and discuss with the group: challenges of the activity in the implementation and the communication, and what they gain as knowledge from it.

Soft Skills that we cultivate with this exercise:

Creativity, self-confident, attention to details, communication skills, leadership skills

Photography Activity No 2

“Figures tell a story”



Description:

In this activity the power of digital storytelling is been used as a practice of self-expression and creativity

Materials/tools we need:

Digital camera or a phone with camera, laptop, projector

10 -15 figures: playmobil/plush or other. One for each participant

Cardboards, pencils, pens

Duration of the exercise:

2 hours (10 min. preparation, 80 min. implementation, 30 min presentation)

Photography Activity No 2

“Figures tell a story”

Instructions for the implementation:

Participants choose a figure to be the protagonist in their story

Participants take a pen and a piece of paper. In 15 min they have to prepare a short story that will include the figure of their choice. They also have to give a name to the ‘story’. They can create the story by making some drafts of the pictures: what to include, how to create the scene, how they will put the figure in the scenery.

They have to tell the story with only 6 pictures

With the camera/mobile each participant walks around the venue/garden/building and starts to create the story that is imagined through the figure. Participants can use several elements of the environment around in order to create a powerful story through their images (40 min).

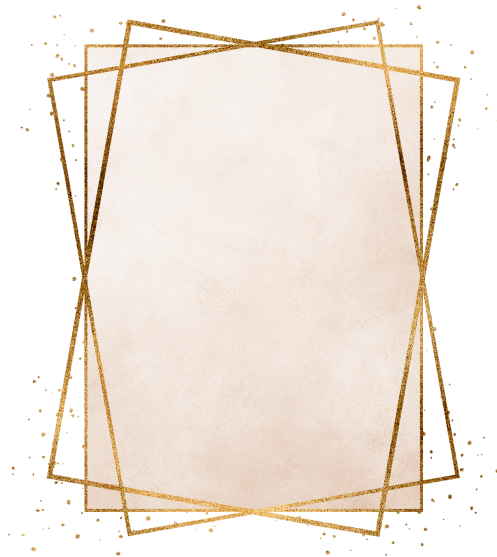
At the end of the activity, each participant will present his/her own story to the group. After the presentation, will follow a reflection session in order to discuss challenges during the creation of the story and what lessons learnt.

Soft Skills that we cultivate with this exercise:

Imagination, creativity, self-expression, confidence, communication skills, time management, problem solving, decision making

Photography Activity No 3

“Choose your frame”



Description of the activity:

In this activity the real time photo shooting will help the participants to understand the importance of overcoming obstacles in the creation of a picture as they imagine it.

Materials/tools we need:

Digital camera or a phone with camera, laptop, projector
Space for creation, nature or a building

Duration of the activity:

1,5 hours (10 min preparation, 50 min implementation, 30 min presentation)

Photography Activity No 3

“Choose your frame”

Instructions for the implementation:

All the participants will be divided into groups of two people

A small discussion between the participants will help break the ice. Ask each other what do you like in photography, favourite book, favourite movie, hobbies, favourite sweet....Before the start of the photo shooting, participants will have 5 minutes to observe the space and start to think about the frame of their photos that they will create.

The one of each group will be the model and the other the photographer. By the use of a mobile phone or a digital camera the photographer will choose a spot, and will give instructions to the model on how to pose, how to react and will take some shots. Later the photographer A will choose the best 3 photos of the session to present to the whole group of participants.

Then the model will take the role of the photographer B and the Photographer A will be the model! They will follow the same procedure: the photographer will choose a spot, and will give instructions to the model on how to pose, how to react and will take some shots. Later the photographer B will choose the best 3 photos of the session to present to the whole group of participants.

Soft Skills that we cultivate with this activity:

Creativity, self-expression, communication skills, time management, problem solving, decision making

Photography Activity No 4

“Shapes around us”



Description of the activity:

In this activity we use the shapes around us and how we can use them as the basic theme in a photograph.

Materials/tools we need:

Digital camera or a phone with camera

Laptop and a projector

Printed or digital several shapes that we are looking to see in a photo, to present to the participants (Square, circle, cylinder, cross, cube, cone, triangle, heart)

Duration of the activity:

1, 5 hour (60 min. implementation, 30 min. presentation)

Photography Activity No 4

“Shapes around us”

Instructions for the implementation:

We define 4 shapes for the exercise: e.g cube, square, cone cylinder
Every member of the team has to work alone. The task is to take 3 photos. Each photo will include one of the four shapes that we already present to the group.

The participant has to find 3 elements in the environment around, that has the shapes of the exercise.

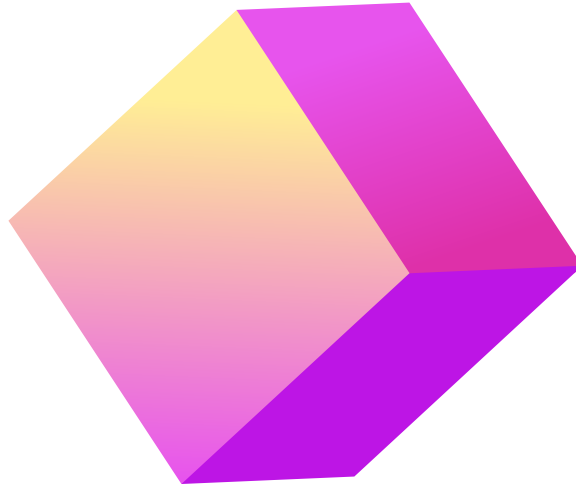
At the end of the activity each participant has to present the 3 photos and discuss with the group the challenges of the activity.

Soft Skills that we cultivate with this activity:

Creativity, self-confident, attention to details, communication skills

Photography Activity No 5

“The angle”



Description of the activity:

In this activity we observe a thing, or a person and we try to highlight it from different angles.

Materials/tools we need:

Digital camera or a phone with camera

Laptop and a projector

Several objects from the venue (you can bring also same stuff from home)

Duration of the activity:

1 hour (40 min for implementation, 20 for presentation)

Photography Activity No 5

“The angle”

Instructions for the implementation:

Each participant chooses a subject or a person

After the observation of the subject, each participant will experiment by photo shooting from different angles.

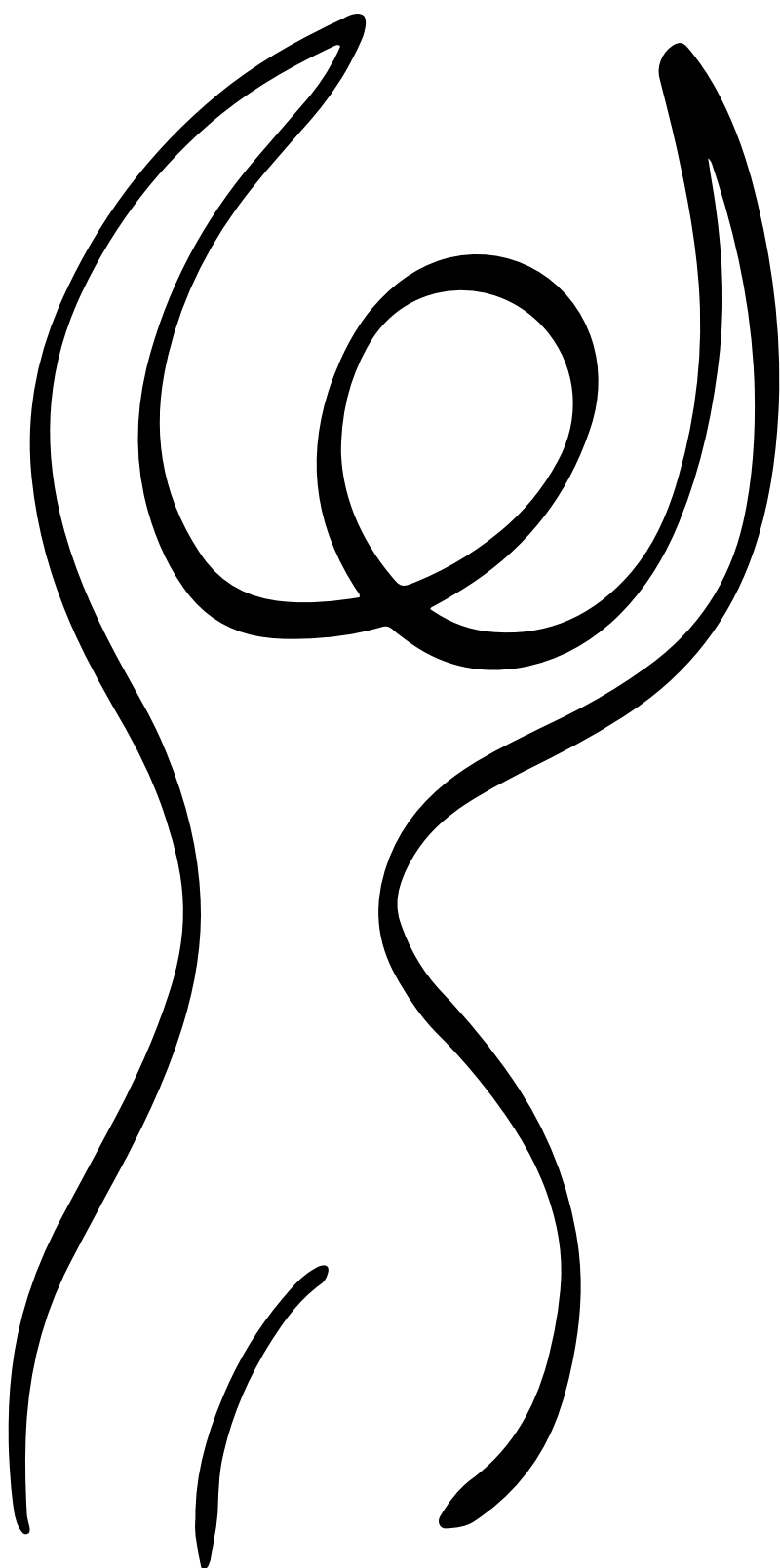
The main scope is to take 3 pictures of the same subject/or person from 3 different angles.

At the end of the photo shooting, participants will present their pictures and have a reflection of the procedure

Soft Skills that we cultivate with this activity:

Imagination, creativity, self-confident, attention to details, presentation skills

Dancing



In this section, we use dance practices as a tool of engagement and cultivation of soft skills.

Dancing Activity No 1

“Weightlessness”



Description of the activity:

The supportive activity can be used as an introduction or closing of all-day-long dance and movement workshops, as well as used separately from other actions. A group exercise that allows us to feel our bodies strongly in a new quality through relaxation techniques. Opens the space to build trusting relationships in a group of people and accept others' caring of us. Also, direct gently to find a way to communicate nonverbally and, as a result, be listened to in the group where every voice is important.

Materials/tools we need:

- optional foam mattresses or blankets - one per group
- optional - speaker for background music
- participants wearing comfortable/sports clothes

Duration of the activity:

1-1,5 hour

Dancing Activity No 1

“Weightlessness”

Instructions for the implementation:

- split your participants into groups of 5 people
- divide roles among participants: one person is lying down and relaxing the body; others are taking: left leg, right leg, both hands, head
- participants one by one in each team are starting to manipulate the parts of the body's lying person
- participants in charge of manipulating do not use voice, communicate in a nonverbal way with each other actions, and try to coordinate the manipulations together
- one of the participants can take the person lying on his back in a 'table-pose', and the others continue to manipulate various parts of the body
- after 15 minutes change the roles in groups with no verbal communication

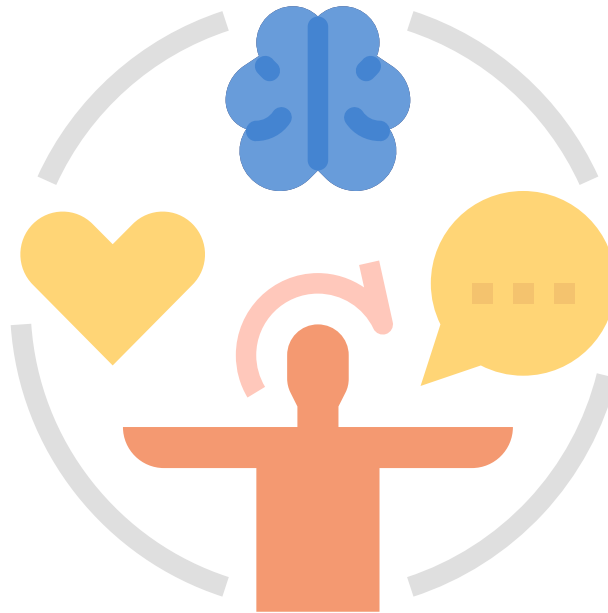
All the time participants communicate with each other nonverbally and try to find the consensus in the questions: how to manipulate a body, what is the way of that manipulation and how much attention shall we give to a portion of the body.

Soft Skills that we cultivate with this activity:

Creativity, self-confidence, awareness, communication skills, leadership skills

Dancing Activity No 2

“Change!”



Description of the activity:

Physical, intellectual, and emotional activity, which develops the participants' imagination and awareness of the uniqueness and beauty of human nature that unblocks, in turn, the fear of self-presentation

Materials/tools we need:

- participants wearing comfortable/sports clothes
- the size of the venue should allow all the groups to not interfere with each other

Duration of the activity:

25 minutes

Dancing Activity No 2

“Change!”

Instructions for the implementation:

- split your participants into groups of 5 people
- all the participants in each group make a circle (A, B, C, D, E), suppose, that A comes in the middle of the circle and starts to move in their way;
- then, each person who stayed in the circle may say: “Change!” in the random moments of A’s moving;
- “change” means that A should find a new way to move. The change can be in different levels or specific styles of movement, changing may touch the different styles of dancing as well as direction – no limits;
- this practice shall be repeated five times to allow the next participants to be in the circle.

Each person in the circle should lead the others for 5 minutes or more.

Soft Skills that we cultivate with this activity:

creativity, self-expression, adaptability, stress management.

Dancing Activity No 3

“Create a dance figure (Follow me)”



Description of the activity:

The activity is related to body language and movement, which helps to put yourself in a lead position in a safe place.

Recommended for 15-20 participants. In case of more participants, it may take more time.

Materials/tools we need: -

- participants wearing comfortable/sports clothes
- the size of the venue should allow all the groups to not interfere with each other

Duration of the activity:

110 minutes (25 minutes for creation + 45 minutes for presentation)

Dancing Activity No 3

“Create a dance figure (Follow me)”

Instructions for the implementation:

- split your participants into groups of 5 people
- each team is taking one topic prepared by a facilitator in advance or invented by the participants on the spot
- One person in each group tries to build a static or dynamic dance figure from the other participants to present the topic given by the facilitator (~ 5 minutes)
- each of the participants has to create a static or dynamic image ('living statue') and use the bodies of other participants in the group
- we repeat the same task for each participant in a group
- presentation of all the static and dynamic figures and feedback from others participants for the creators - comments and opinions (what I like? what I do not like? what does it mean for me?)

Soft Skills that we cultivate with this activity:

self-confidence, time management, decision-making, teamwork, leadership, communication, creativity.

Dancing Activity No 4

“Elements”



Description of the activity:

The individual activity practiced in a big group aimed to raise the level of imagination, creativity, and self-awareness. Movement is following the background music associated with 4 elements.

Materials/tools we need: -

- participants wearing comfortable/sports clothes
- speaker and device for background music
- background relaxation music: 4 different motives associated with 4 elements: wind, water, fire, ground. You may add more (be creative)

Duration of the activity:

30 minutes

Dancing Activity No 4

“Elements”

Instructions for the implementation:

- all participants move freely around the space
- the facilitator is telling the story about 4 elements to raise the concentration and imagination of the participants
- participants follow the music with their movement in order to represent elements by their movement and body posture
- in the last part of the session, the facilitator may introduce interactions between participants if they are already familiar with each other. Interactions can have physical contact
- last 5 minutes of the activity is dedicated for debriefing to share feelings, self-observations.

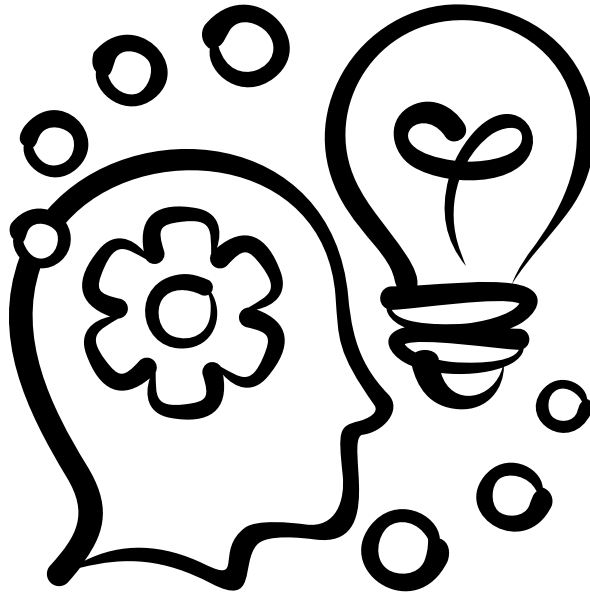
* Key moment: to realise and comment on our own intentions, feelings and movements, not the others. And try to do it without any evaluations and judging.

Soft Skills that we cultivate with this activity:

self-expression, self-awareness, creativity

Dancing Activity No 5

“Initiative”



Description of the activity:

the group activity, where each person has a chance to take the lead, check and develop their soft skills, first of all, is leadership, meanwhile other participants explore adaptability.

Materials/tools we need:

- participants wearing comfortable/sports clothes
- the size of venue should allow to host all the participants

Duration of the activity:

1 hour

Dancing Activity No 5

“Initiative”

Instructions for the implementation:

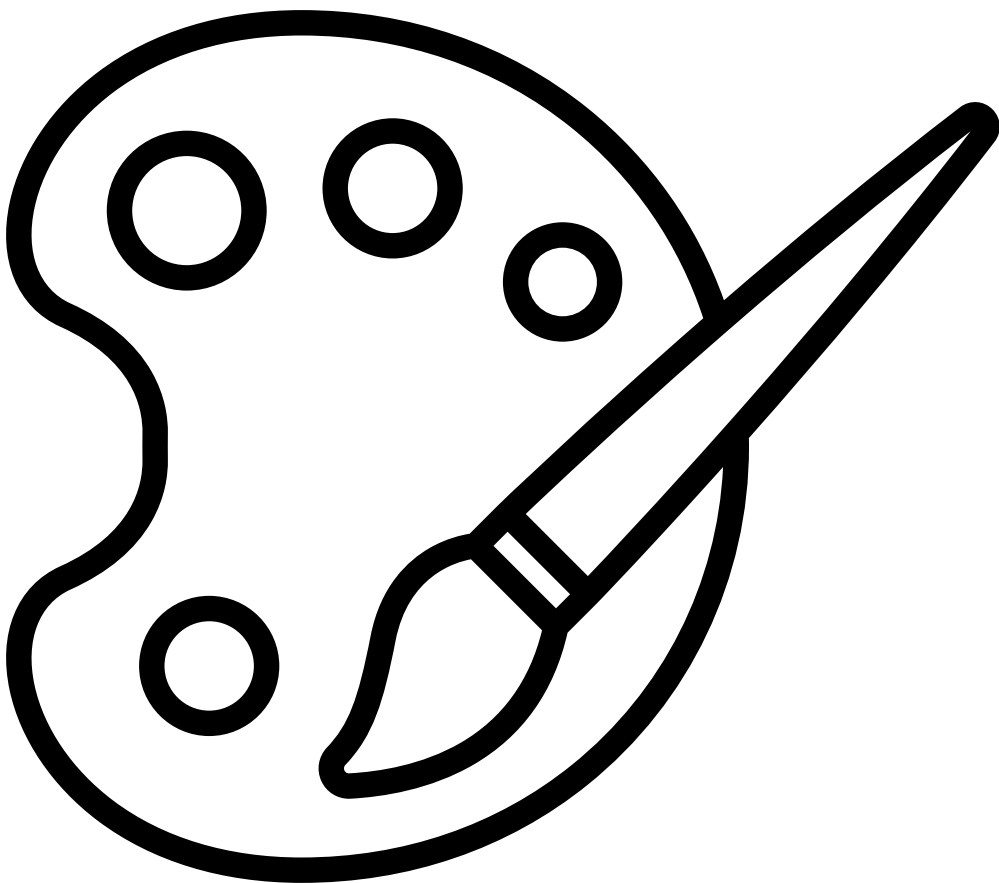
- all the participants stay in a circle
- one person takes the lead and proposes any movements (no speaking) at the same time, other participants try to repeat this action in their own way, but similar to the movement that was shown.
- 3-5 minutes for one person to be the leader of the group. Then, the next participant enters with his/her initiative, as long as the participants or initiative will finish.

* Movements could be so different, let your body speak: be more static, come to the centre of the circle, turn around, interact with your partner, or roll on the floor – feel free and do whatever you want, but the important is to find a way to be repeatable for others.

Soft Skills that we cultivate with this activity:

leadership, teamwork, adaptability, creativity, stress management

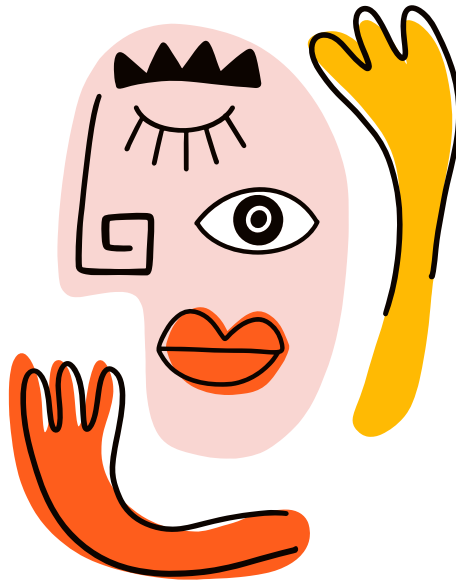
Painting



In this section we use painting practices as a tool of engagement and cultivation of soft skills.

Painting Activity No 1

“Pointillism”



Description of the activity:

In this technique, looking at a single dot has no effect, but when you look at the entire work from afar, you can see how the dots join together and an image is created. When we look at the paintings from a distance, they seem to be what we are used to see in a painting, with beautiful landscapes and colors, but as we get closer, we begin to notice that they are made up of dots.

Materials/tools we need:

Photocopy paper or aquarelle block or cardboard or small canvas

Rings or tempers or acrylic colors or markers or pastels or wooden bowls (depending on what you have)

pallet or paper plate

Kitchen paper towels or roll or canvas

glass with water

disposable tablecloth or cloth & wet hand wipes

pencil with rubber or brush, rubber

Painting Activity No 1

“Pointillism”

Duration of the activity:

2 hours

Instructions for the implementation:

Place the cloth or tablecloth first, and then give the colors.

Take a piece of paper and choose a theme, slightly draw a large outline, without much detail. You can draw a simple design (flower, heart, etc.). Also, you can create without an outline if you feel confident in yourself and this is best for developing your imagination.

Take cotton swabs and a plastic saucer, think about what colours you want the work done with and place the paints away from each other.

You take a cotton swab, dip it in the paint, touch it and continue, start working on one area at a time, such as background or foreground, and then move on to the next.

If one piece is orange, using red and yellow dots on it, right next to the other they will look with an optical illusion the color we want.

If it is green we will put blue and yellow, if it is purple, blue and red.

Dip the cotton swab in the paint, make dots a few times, and again dip and repeat. In case of mistake take a wet hand wipe and fix it.

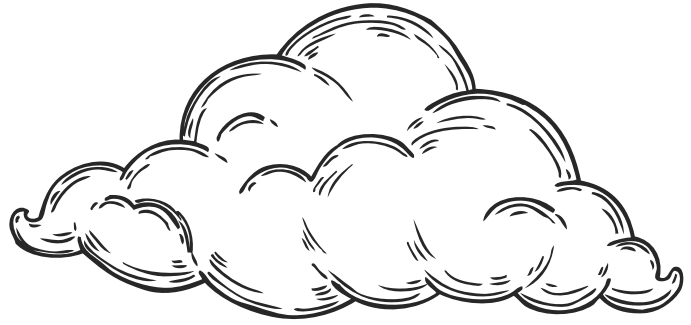
If you make the dots next to (or on) each other (depending on what color you want to make), patiently it will fill the design evenly and become a perfect project!

Soft Skills that we cultivate with this activity:

Imagination, creativity, self-expression, alternativity, extroversion, collaboration

Painting Activity No 2

“Sketch”



Description of the activity:

Drawing made by very simple and fast lines, mainly as a first attempt to synthesize the basic elements of a future work.

Materials/tools we need:

Design block with matte paper, many pencils in various sizes, eraser.

Duration of the activity:

2 hours

Instructions for the implementation:

Exercise and improve your hand-eye coordination!

Start with simple forms and thin lines.

Edit, double-check corners and angles, add volume and solid lines to your drawing.

Make a lot of pointlessly, fast sketches.

details, contrast, and focus.

Repeatedly practice and learn from your errors.

Soft Skills that we cultivate with this activity:

Self-esteem, flexibility, creativity, attention to detail, Self-expression

Painting Activity No 3

“Texture Painting with Yarn”



Description of the activity:

Drawing lines that will eventually create a pattern/shape by joining them together can expand our ingenuity and creativity

Materials/tools we need:

Yarn, cardboard, oil paints

Duration of the activity:

2 hours

Instructions for the implementation:

We start by cutting yarns in various sizes

Dip the yarns into the oil paints

We begin to form various lines with threads that in the end will surprise us with the designs we will have created

We discuss how from a simple yarn such an inventive painting was created

Soft Skills that we cultivate with this activity:

Communication, Adaptability, Creativity

Painting Activity No 4

“Painting with closed/blindfolded eyes”



Description of the activity:

Blindfolding and painting without sight strongly cultivates our empathy for people who are blind

Materials/tools we need:

Ribbon to tie eyes, painting brushes, canvases, painting colors

Duration of the activity:

2-2,5 hours

Painting Activity No 4

“Painting with closed/blindfolded eyes”

Instructions for the implementation:

We blindfold each other with ribbons

We sit in front of the canvases carefully

We start dipping our tools into the colors and painting blindly

When the painting is finished, we open our eyes and see our paintings

We discuss each other the degree of difficulty we experienced

We discuss the results of painting

Realizing how difficult it's for blinds to creative without sight

Soft Skills that we cultivate with this activity:

Empathy, Dependability, Communication skills, Patience, creativity,
Adaptability

Painting Activity No 5

“Acrylic Pouring”



Description of the activity:

Using the Acrylic Pouring technique, painters can add color to pools, puddles, and patterns resembling marbles. Pouring produces a flawlessly even, glossy paint coating that is devoid of imperfections. Beginners especially like it since it makes it possible for artists to quickly produce paintings with striking, modern effects.

Materials/tools we need:

Canvas, acrylic paint, pouring medium, liquid silicone, water, cups, stirring sticks, torch, gloves, plastic to cover your workspace

Duration of the activity:

2 hours

Painting Activity No 5

“Acrylic Pouring”

Instructions for the implementation:

Prepare your workspace by covering it with plastic and mixing pouring paint. Pour the paint into different cups and add desired colors. Stir each cup well. Add water to thin the paint and add silicone to separate color layers. Use lubricant like silicone, but ensure it doesn't affect the color or go rancid. Stir again until well mixed.

Grab an empty cup and add your different colors in any order you like until your cup is half full.

Turn the canvas face down on the cup, holding them tightly, and ensure the cup is standing upside down on the canvas without causing excessive spillage.

Add a base color around the cup, such as white, to the canvas, and use a palette knife to spread the paint across the canvas, allowing you to choose any color.

Release the paint by lifting the cup and allowing it to flow across the canvas, adding it to the corners and sides, and don't be afraid to let it drop off the sides, as plastic was used initially.

Use the torch to create the little cells in the paint and to pop air bubbles that formed during the pouring. Wear gloves and tilt the canvas to create various paint patterns. Once satisfied, use the torch to pop any new air bubbles, then use the torch to finish.

The painting process requires at least two days to fully dry, preferably in a laid-down position to prevent paint movement.

Soft Skills that we cultivate with this activity:

Creativity, flexibility, attention to details

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