SESSION 11

Stress Management: My Creative Coping Toolbox

Project nr. 2025-2-NL02-KA210-YOU-000368916

ART FORM USED	Music + Drawing / Visual Arts

TOTAL DURATION	MAIN OBJECTIVE	SESSION PURPOSE
90 minutes	Recognise stress responses, discover personal and interpersonal resources, and transform them into realistic coping strategies through music and drawing.	A connected journey: music and inner weather → guided lighthouse imagery → visual resource route → creative coping toolbox → one manageable next step.

Materials

Two short, gentle instrumental excerpts; speaker and volume control; A3/A4 paper; coloured pencils, markers or pastels; sticky notes; folders or envelopes; chairs; optional quiet space. Prepare silence as an alternative to music.

Session at a Glance

NO.	ACTIVITY	TIME	FOCUS
11.1	Listening to My Inner Weather	15 min	Music-to-mark awareness
11.2	My Guiding Lighthouse	20 min	Guided imagery and drawing
11.3	From Storm to Shore	25 min	Mapping coping resources
11.4	My Creative Coping Toolbox	20 min	Turning resources into actions
11.5	One Sound, One Step	10 min	Integration and evaluation

Methodological Basis

Inspired by the supplied “Rehber Fenerim!” lighthouse activity. This youth-work adaptation uses music, symbolic distance, a continuous visual narrative and practical coping planning. Every stage carries its drawing or symbol into the next.

11.1 WARM-UP: LISTENING TO MY INNER WEATHER — 15 MIN

Purpose

To notice how music influences energy, sensation and imagery and produce visual marks that become the weather in the lighthouse story.

Instructions

1. Introduce choice: participants may listen, observe silently or use gentle movement; eyes can stay open.

2. Play a gentle instrumental excerpt for 45–60 seconds. Invite each person to draw a colour, line or shape that represents their response.

3. Play a second contrasting but non-intense excerpt. Invite a second mark; avoid labelling either response positive or negative.

4. In pairs, participants may describe their own marks. Listeners observe without interpreting.

5. Invite each person to circle one weather mark to carry into the next activity.

Facilitator Prompt

“There is no correct way to hear music. Notice a colour, shape, movement or silence, then let your pencil respond. Choose one mark that could become the weather over a sea.”

Reflection Questions

1. How did your response differ between the two excerpts?

2. Can the same music affect people differently?

3. What sound might help you pause when stressed?

Transition: “You have drawn a kind of inner weather. Let us imagine that this weather now belongs to a sea, and that a boat is travelling through it.”

11.2 MY GUIDING LIGHTHOUSE 20 MIN

Purpose

To explore stress and support through a fictional boat-and-lighthouse image. Participants use their weather mark as the starting point for a drawing that will be developed throughout the session.

Timing & Setup

2 min introduction; 6 min guided imagery; 7 min drawing; 3 min voluntary exchange; 2 min transition. Keep music low or use silence. Pause 5–10 seconds after each short section.

Guided Imagery — Read Aloud

“Look at the weather mark you chose. Imagine that it is the weather over a sea. You may picture a boat, or simply listen. [Pause] The boat is travelling across the water. Notice its size and shape. [Pause] The weather begins to change. Perhaps the wind grows stronger or the waves become less predictable. There is no need to make it frightening. [Pause] A light appears in the distance. It comes from a lighthouse. Choose how far away it is, how it looks and how bright it shines. [Pause] This light does not remove the sea. It helps the boat notice a possible direction. What might it represent: a trusted person, a skill, a value, a safe place or a pause? [Long pause] Imagine one small step the boat could take. It might slow down, change course, rest or ask for help. [Pause] Notice the chair, the room and the paper in front of you. Return when you are ready.”

Drawing Guidance — Say Explicitly

“Draw your sea and boat. Use your earlier marks as waves, wind or sky. Add a lighthouse or another guiding light. Show one thing the boat might need: a harbour, map, anchor, crew or any symbol you choose. You may label your lighthouse, but sharing is optional.”

11.2 MY GUIDING LIGHTHOUSE — CONTINUED 20 MIN

Instructions

1. Invite participants to sit comfortably with their weather mark nearby. Offer eyes-open listening, a fictional character, silent drawing or observation as alternatives.

2. Play a quiet instrumental track if welcomed. Read the guided script slowly over about six minutes, allowing pauses. Never intensify the storm or demand personal disclosure.

3. Invite seven minutes of drawing: use the chosen weather mark for the sea or sky; add a boat, a lighthouse and one detail showing what the boat might need.

4. Offer three minutes of optional paired witnessing. Partners ask permission before viewing and never interpret another person's image.

5. Use the final two minutes to identify one guiding resource and retain the drawing for the next activity.

Facilitator Prompt

"The lighthouse does not have to stop the storm. It can offer direction. Your light might represent a person, place, skill, value or something else. You decide."

Reflection Questions

1. What could help the boat find direction?

2. Could the boat have more than one guiding light?

3. What is one small action it might take next?

Transition: "Your image contains the weather, the boat and a possible guiding light. Now let us extend this same drawing into a route with additional resources."

11.3 MAIN ACTIVITY: FROM STORM TO SHORE — 25 MIN

Purpose

To extend the lighthouse drawing into a route of coping resources, distinguishing supports that are available from those that require help or preparation.

Instructions

1. Place the weather mark and lighthouse drawing side by side. Identify which elements represent challenge, signal or support.

2. Extend the landscape by drawing a possible shore, route, obstacles and resting points.

3. Add three kinds of resources along the route: inside me (skills or creativity), around me (trusted people or services), and in my environment (quiet space, routine or music).

4. Choose one point where the boat could make a realistic adjustment. Add an arrow or symbol to show that step.

5. Invite voluntary paired sharing of one symbol, without interpreting another person's drawing.

Facilitator Prompt

"A guiding light may help us orient ourselves, but a boat may also need a map, a crew or rest. What could make this journey more manageable?"

Reflection Questions

1. Which supports were already in your picture?

2. Which resources need preparation or another person?

3. What small adjustment could the boat realistically make?

Transition: "We now have a visual map of possible resources. Next we will turn three of these symbols into concrete coping tools that can be used in everyday life."

11.4 CREATIVE TRANSFORMATION: MY COPING TOOLBOX 20 MIN

Purpose

To translate three resources from the visual map into small, feasible coping actions, including a creative or music-based option.

Instructions

1. Circle three useful symbols in the lighthouse-and-route drawing.

2. On a fresh sheet, draw a toolbox, three pockets or a playlist cover. Translate each symbol into an action: “When I notice ___, I can try ___.”

3. Include one grounding or sensory action, one creative or music-based action, and one social or environmental support.

4. Mark each tool “available now”, “needs preparation” or “needs support”. Make any unrealistic action smaller.

5. Add a colour, symbol or title. Sharing one tool is optional.

Facilitator Prompt

“A coping tool should be small enough to try. It is okay if one tool involves asking for help, and it is okay if a tool works on one day but not another.”

Reflection Questions

1. Which tool could you use in two minutes?

2. What if music is not helpful in that moment?

3. Which resource depends on someone else?

Transition: “You have transformed a guiding image into possible actions. Let us choose one early signal and one step that you could realistically take.”

11.5 EVALUATION & CLOSING: ONE SOUND, ONE STEP — 10 MIN

Purpose

To consolidate the full creative journey into a personal signal–resource–action plan and close with grounding.

Instructions

1. Arrange the weather mark, lighthouse drawing, resource route and toolbox in order. Notice how each grew from the previous step.

2. Complete a small card: “When I notice ___, I can try ___; if I need more support, I can ___.”

3. Choose a sound quality, a short piece of music or silence that could support this next step.

4. Invite optional sharing of one word, image or sentence. Passing is welcome.

5. Close by noticing the floor, the chair and one object in the room.

Facilitator Prompt

“We cannot always control the weather, but we can notice signals, find resources and choose a next step. Keep what works for you and adapt what does not.”

Reflection Questions

1. What changed between your first mark and your toolbox?

2. Which resource surprised you?

3. What is one realistic step you could try this week?

Transition: “Take your toolbox with you as a set of choices, not rules. You can change the tools as your needs change.”

Facilitator Principles

Voluntary participation	Listening, imagery, drawing and sharing are always optional.
Symbolic distance	Use a fictional boat and everyday situations; do not request crisis disclosures.
Music choice	Keep volume gentle; offer silence and a quiet space.
Non-interpretive witnessing	Only the creator decides what colours, images or symbols mean.
Consent and inclusion	Ask before viewing or displaying art; provide accessible alternatives.
Coping and safeguarding	No single tool works for everyone. Pause and follow organisational support procedures if distress emerges.