

# **“SHARED MOMENTS”**

**Open Dialogue Approach in Youth Work  
Scenarios**



The presented set of scenarios has been developed as one of the results of the small-scale partnership project entitled: "Let's Talk - Open Dialogue method at work with youth with fewer opportunities" (official project number: 2022-1-PL01-KA210-YOU-000083783).

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We present to you beautiful scenarios, which have been developed by our team during shared journey of discovering, learning, touching and feeling the Open Dialogue Approach as a product of our project "Let's Talk - Open Dialogue method at work with youth with fewer opportunities" . Open Dialogue approach has been developed and implemented in the 1980s for therapeutic work with patients facing mental crisis. Many years of research, promoting the approach and humbly observing its effects on a daily basis have led to the fact, that the approach is known and used in everyday work not only in the north of Finland but also in many corners of the world, including Poland. The Open Dialogue approach focuses on communication, giving a voice to all participants and it is based on the value that each of us, through our individuality, diversity, difference and uniqueness, brings new insights to the dialogue.

I encourage you to read, use, modify, get inspired by the scenarios of proposed activities. Our proposal aims to enrich the therapeutic tools for working with therapeutic groups, families and individuals, with a special focus on young people (including youth with fewer opportunities). Presented exercises show how important the voice of each group, participant or family member is, how enriching the therapeutic process is to see the perspective of each participant, and how important it is to learn to be open to others' vision and perception of the world and the processes.

Acknowledging yourself, your values, your path in life, while being open to the same components in others, with whom you walk through life is one of the basic goals, which guided our work on the exercises.

We will be honoured if you will make use of our proposals.

Melania Dominiak  
“Let’s Talk” project coordinator

# ORDER AND AUTHORSHIP OF PRESENTED SCENARIOS

1. "Building relationships through the metaphor of a bridge and a road" - Dorota Janułowicz
2. "The point is to overcome anxiety" - Dorota Maślanka
3. "What: Emotions! When? Here and now" - Lena Chmielewska
4. "The other" - Katarzyna Wolska-Kumosińska
5. "The social network map" - Jenna Pihkapuro, Marjo Saarela, Piia Pajari, Satu Piipo
6. "You have a superpower!" - Magdalena Jarzecka
7. "Warm-up questions" - Magdalena Jarzecka
8. "A box for difficult days" - Melania Dominiak
9. "Family resource store" - Liliana Olejnik
10. "This is me" - Beata Maniak
11. "Monster University" - Marlena Walas
12. "In starring roles..." - Aleksandra Pacura
13. "Let's create a painting" - Magdalena Dratkiewicz

## BUILDING RELATIONSHIPS THROUGH THE METAPHOR OF A BRIDGE AND A ROAD

OBJECTIVES	The main objective is to make patients aware of the ways and quality of establishing interpersonal relationships with people - through the metaphor of a bridge and a road.
SUPPORTING MATERIALS	Pens, dry erase board, flipchart, paper, media player/CD video, photos or pictures of selected bridges and roads in different parts of the world, circumstances and levels of difficulty
METHODS	Discussion, case analysis, brainstorming, group and individual work, therapeutic and psycho-educational interviewing
OUTCOMES/RESULTS	<ul style="list-style-type: none"><li>• Awareness of recognising own resources and difficulties in entering into relationships</li><li>• Identifying own and others' needs in building relationships</li><li>• Experience of coming together - through analysis of one's own metaphor</li><li>• Community building</li></ul>

### BRIDGES

- What kind of bridge could you be?

### REFLECTION

- What does such a way of establishing and maintaining relationships/through such bridge say about you?
- How do you feel about others in this situation/being such bridge?
- What do others think of you/of such a bridge?

### PATHS

- Which path are you taking to this bridge and why?

## STEPS:

### INTRODUCTION

Discuss definitions:

- Explanation - a short talk about what a bridge and a road is. What are the tasks and in what context will the family and others use it?
- Bridge - definition, what is it in culture, what does it serve people for, can it connect or divide something?
- Road - definition, what is it in culture, what does it serve people for, can it connect or divide something?

### BRIDGES

- Show photos or footage, drawings of bridges from different parts of the world, with different construction, texture, etc.
- Ask each participant to choose the bridge that is closest to them/represents them somehow.
- Ask them to think about why this bridge is their representation.
- Discuss the choice of pictures and the reasons for these choices.

### REFLECTION

- What does this way of establishing and maintaining relationships/by such a bridge say about you?
- What do you feel about others in this situation/being such a bridge?
- What do others think of you/as such a bridge?

### PATHS/ROADS

- Show photos, recordings or drawings of roads and paths from different parts of the world, with different construction, texture, etc.
- Ask each participant to choose the route that is closest to them.
- Ask them to think about why this road is their representation.
- Discuss the choice of images and the reasons for these choices.

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## ASK THE QUESTION:

1. WHY THIS PARTICULAR ROAD LEADS TO THIS PARTICULAR BRIDGE?
2. WHETHER THESE BRIDGES AND ROADS HAVE SOMETHING IN COMMON/SOMETHING DIFFERENT?
3. HOW A BRIDGE AND THE ROAD LEADING TO THE BRIDGE CAN BE BUILT?
4. WHAT VALUE A HEALTHY RELATIONSHIP BASED ON TRUST HAS TO THE FAMILY AND FRIENDS?

## ADDITIONAL MATERIALS:

- Definitions
- Photos
- Quotes, metaphors

## TRY IT YOURSELF

## BRIDGES





## THE POINT IS TO OVERCOME ANXIETY

OBJECTIVES	<ul style="list-style-type: none"><li>• To make participants aware of the similarities and differences in the way they experience anxiety and the situations associated with it</li><li>• Identifying the link between thinking and feeling anxious</li><li>• Exploring individual ways to alleviate anxiety</li><li>• Training in expressing one's own needs and understanding the needs of others</li></ul>
TIME	40 minutes
MATERIALS	Sheets of paper

### METHODS:

- Discussion, brainstorming, lecture, individual work, group work

### STEPS

#### INTRODUCTION:

Living with anxiety is not easy. Millions of people around the world struggle with it every day and look for ways to overcome anxiety but being able to control anxiety can be difficult and learning to do so is a process, which can take a long time. While it is not possible to control anxiety in one day, there are some ways which can help to combat it.

In order to make combating anxiety achievable, one needs to review their perception of threats and their own coping capacities. Reducing anxiety happens in two ways: by reducing the sense of threat and by increasing the sense of one's own coping capacities.

If you want to reduce insecurity, follow these tips.

- Check if you perceive adequately what seems to be threatening to you.
- Evaluate the likelihood of something you are very worried about actually happening in reality.
- Refer to your own previous experiences.

To increase your sense of self-efficacy, take a look at the following proposals:

- Review your beliefs about your own abilities, skills and capacities.
- Remind yourself what helps you to cope with difficulties.
- Recall all situations in which you managed to deal with something that was causing anxiety in you.

## GROUP DISCUSSION

### EXERCISE:

Recall a situation that you have recently been very afraid of or one that you are currently afraid of. Write down what you are afraid of. Then estimate the likelihood of it actually happening.

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The following questions will help you to estimate the danger:

- How many times in your life has the situation/event that you are very afraid of actually occurred?
- How did you manage to deal with it?
- What helped you then?
- Who has been your support/who have you asked for help?

# NOTES

GROUP DISCUSSION/SHARING OF OWN EXPERIENCES

KEY CONCEPTS

Anxiety, anxiety reduction, automatic thoughts, perception of reality, self-efficacy

## WHAT? EMOTIONS! WHEN? HERE AND NOW!

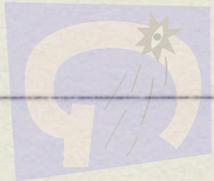
TIME	10-20min
OBJECTIVES	The main objective of the exercise is to provide a 'here and now' perspective as an essential part of open dialogue therapy
MATERIALS	Pens, post-it notes, list of simple and complex emotions
METHODS	Discussion, individual work, brainstorming

### STEPS

Each member of the meeting including the therapists, is given a list of simple and complex emotions, sticky notes and writing utensils. Everyone then individually chooses as many emotions as they feel at that moment and writes them down on a sticky note. The next step is to discuss the emotions of the meeting members. The therapists emphasises, that the reason for this exercise was to focus on what is happening 'here and now' and present this as an important element of open dialogue therapy.

ANOTHER VERSION OF THIS ACTIVITY	The exercise can be used at the beginning of the meeting, but also at the end, in order to be able to compare the change in the emotional states of the participants in the meeting.
KEY CONCEPTS	Emotions, child's emotions, emotional development

# NOTES



## “THE OTHER”

TIME	40 minutes
OBJECTIVES	Reflecting on the concept of otherness, confronting otherness, being open to otherness.
MATERIALS	None
METHODS	Dialogue, conversation

## STEPS

### Task 1.

For about 10 minutes, look at the world (at a particular situation, a particular daily activity of yours) through the eyes of a fly.

### Discussion :

- What could you take from the world of the fly into your world/reality?
- What can you see from the fly's perspective?
- What is your position in the world?
- Are you different?

### Task 2.

For about 10 minutes, look at the world through the eyes of someone close to you (look at a specific situation, activity).

### Discussion:

- What can be seen from this person's perspective?
- What do you feel when you see a familiar situation from another perspective?
- What surprised you?

### Summary:

- What is otherness?
- Can otherness be a value?
- What difficulties does being different generate?

### ANOTHER VERSION OF THIS ACTIVITY

- Present a familiar life situation from the perspective of a TV presenter.

### KEY CONCEPTS

- Otherness, openness to otherness

## NOTES

## THE SOCIAL NETWORK MAP

OBJECTIVES	Naming people in the social network and exploring the quality of relationships
MATERIALS	<ul style="list-style-type: none"><li>• Color pens / markers</li><li>• Papers</li></ul>
METHODS	<ul style="list-style-type: none"><li>• Writing</li><li>• Drawing</li><li>• Speaking</li></ul>

### STEPS

Write the client's name in the middle of the paper inside of a circle. Divide the paper in four sectors, for example:

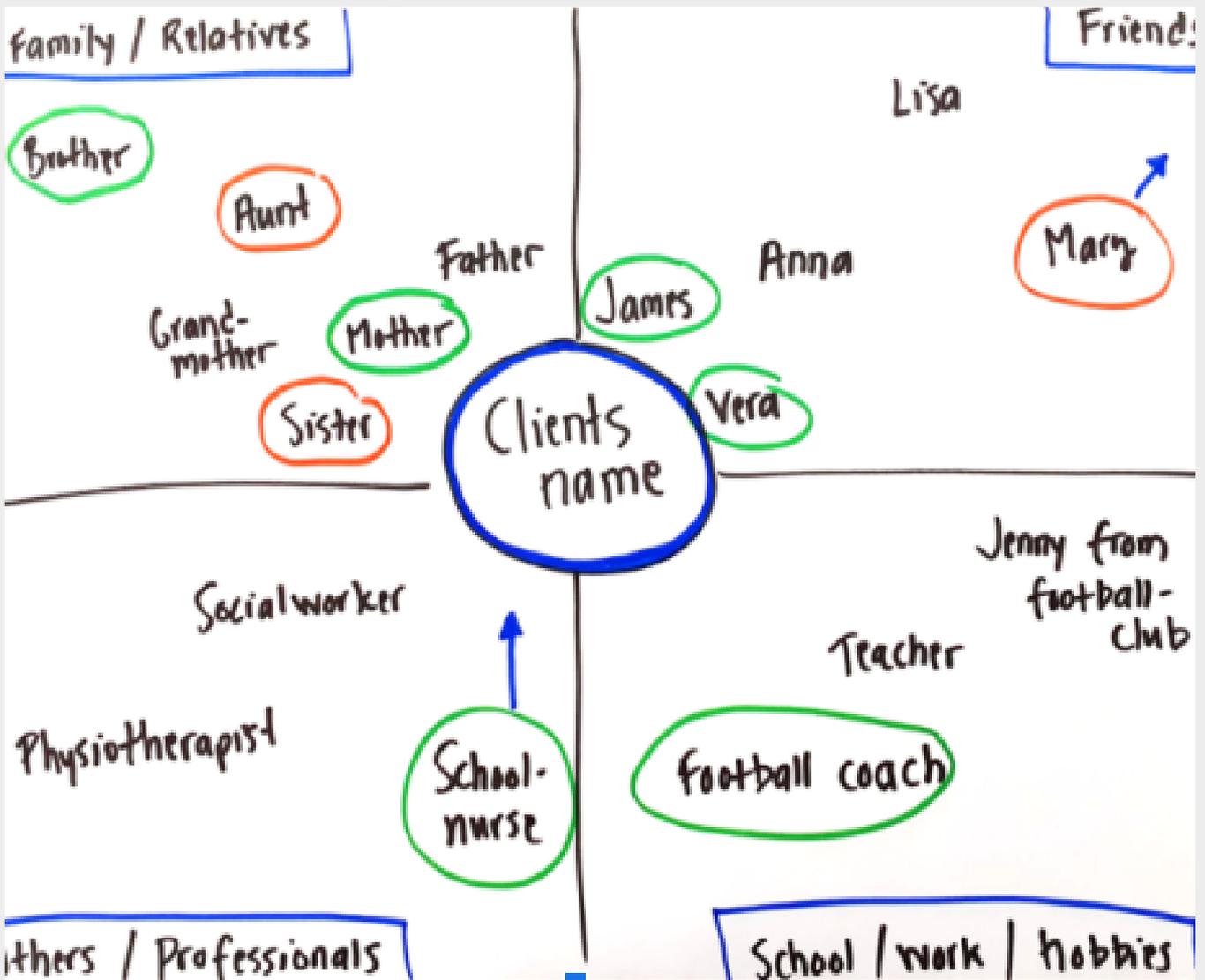
1. Family/relatives
2. Friends
3. School/work/hobbies
4. Others/professionals

Start adding names. The closer the names are to your name, the more meaningful they are to you.

Circle the names with red colour to who are negative recourse, green to positive resources.

You can add arrows to represent the changes of the relationships. Arrow towards you: the relationship is getting closer. Arrow away when person is getting distant.

You can add symbols to describe the person or the relationships.



**LEARNING OUTCOMES:**

The map provides a visual representation of one's own network of connections. It helps to understand the quality, quantity and proximity/distance in relationships with others. It also shows trends of change in relationships.

**RESOURCES**

The client, the treatment team or therapist, (if necessary) members of the client's social network.

**NOTES**

## YOU HAVE A SUPERPOWER!

TIME	15 minutes
OBJECTIVES	<ul style="list-style-type: none"><li>• Strengthening self-esteem</li><li>• Identifying one's own strengths</li><li>• Building a positive self-image.</li></ul>
MATERIALS	<ul style="list-style-type: none"><li>• Printed templates (preferably on a thicker paper, e.g. from a technical block - they can already be cut out) of the crown or a badge</li><li>• Stationery</li><li>• Scissors, glue or stapler (to fasten crowns together), double-sided tape (to stick badges on)</li></ul>
METHODS	Individual work

### STEPS

- Choose a template - a crown or a badge - before the session (or leave the choice to the participants).
- Everyone is given one sheet with a printed crown/badge and depicts (by drawing, writing, etc.) their strength/attribute/attitude/superpower on it.
- When discussing the exercise, participant puts on a crown or sticks a badge. You can then use one of the phrases:

"I crown myself to a king/queen of ..... because....."

"I appoint myself a king/queen of ....."

"I am great/excellent at ....."

- It is suggested for the facilitators to open the round.

## ANOTHER VERSION OF THE ACTIVITY

- Prepare cards with the participants' names in advance.
- Everyone draws a name card and prepares a crown/badge for that person, drawing/describing on it their strengths/attitudes/values.
- When discussing, we put on the crown/stick the badge to the person for whom we have prepared it. You can use the following phrases:

„ I crown you a king/queen of ..... because ....."

"I appoint you a king/queen ....."

"You are great/excellent at....."

"To me you are the king/queen of ....."

KEY CONCEPTS	strengths, self-esteem, advantages
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## NOTES



## WARM-UP QUESTIONS

TIME	15 minutes
OBJECTIVES	<ul style="list-style-type: none"><li>• Building positive relationships</li><li>• Building the atmosphere of trust, openness, mutual acceptance.</li></ul>
MATERIALS	<ul style="list-style-type: none"><li>• Cards with pre-prepared questions</li><li>• A box from which a question can be drawn</li></ul>
METHODS	Group work

### STEPS

- Everyone draws a card with a question (attachment 1) and answers it.
- Then the others answer the same question.
- It is recommended for the facilitators to start the round.

### ANOTHER VERSION OF THE ACTIVITY

Depending on the age of the patients/clients, it can be suggested that they come up with and write the questions on the cards themselves.

### KEY TERMS :

- Integration
- Trust
- Openness

## ADDITIONAL INFORMATION / ANNEXES I

### Annex 1 - sheet with prepared questions

What's your favourite memory?	What was the first thing you thought of this morning?
What is your favourite place to be?	What is your biggest dream?
What do you do when you are sad?	What's the nicest thing that's happened to you in the past week?
Who is the first person you share your happiness with?	What is one thing you think is missing in the world?
How do you show that you are angry?	What is your dream holiday?
What is your favourite dish?	List three qualities of your character.
What do you like to do in your free time?	Tell me, what are you good at?
What item would you take to a desert island?	What would your dream room look like?
Name three people who are important to you.	What are your passions?
What helps you to calm down?	What do you value in people?

## A BOX FOR DIFFICULT DAYS

TIME	40 minutes
STEPS	<p>First, we introduce the participants to the topic of internal and external resources. We highlight the importance of resources to cope with difficult moments. What are they? Where do they come from in our lives? How do we take care of them? How often do we use them?</p> <p>In the next step, participants reflect on their personal resources and write them down or draw them on handed-out sheets of paper.</p> <p>In order to inspire participants, the facilitator lays out on the table various pre-prepared objects, showing them one by one and giving them meaning: e.g. a glass ball: the shape, surface which, when passed from hand to hand, can help to focus on the present moment and can be a support for getting grounded.</p> <p>In the next step, the facilitator distributes boxes, to which the participants can choose and pack the objects prepared by the facilitator. It is important that participants give them meaning and talk about how a particular item can help them cope with difficult times/moments?</p> <p>The next step is for participants to present their resources and items, which you can find in their box. It is important to emphasise to the participants, that this is just the beginning of participant's work with the box, which needs constant replenishment with new items and - above all - BEING USED. That's why it is important to come back to this activity and the box once in a while and to ask about new resources or objects, its usefulness, its causality. It is good to talk with participants about the placement of the box, how to fill it in and where it should be located so that it is easily accessible. It is important for all participants to exchange their ideas, maybe they will become an inspiration for others? Or maybe participants will notice that difficult moments in life happen to everyone, even the strong ones?</p>
ANTHER VERSION OF THE ACTIVITY	<p>If participants have difficulty with working with concrete objects, the box can be in our mind/imagination. In this case, we encourage participants to imagine a box with an intention "FOR THE DIFFICULT MOMENTS OF MY LIFE JOURNEY", into which they will pack and always have access to their skills, imagination, friends, their safe place.</p>
KEY CONCEPTS	Difficult moments, emotions, external resources, internal resources.
MATERIALS	A box for each participant, diverse objects/items (balls, pens, little toys etc.)

## MATERIALS:

- Boxes, coloured paper, markers, colourful hair bands, stones, dices, small games, small colouring books, dried flowers, hearts cut from the paper, tissues, glass balls, templates with information and space for participants to fill in with a phone number to their friend/family member etc.
- A4 papers
- Pens
- Soft, relaxing music in the background

## OBJECTIVES

- Identification of one's own internal and external creative resources
- Recognising existing resources, which participants have and used during a stressful event in the past
- Identifying what resources participants have and can use when they are having a bad day

I wish you a very successful creative search. And remember: "The sky is the limit".

## NOTES

## FAMILY RESOURCE STORE

TIME	40 minutes
OBJECTIVES	Revealing family resources through: <ul style="list-style-type: none"> <li>• Acknowledging the unique characteristics of each member of the family,</li> <li>• Reducing polarisation in the family, caused by black and white thinking</li> <li>• Creating awareness that there is always more than one way to perceive a situation</li> </ul>
MATERIALS	Large sheet of paper x 2, markers/pens
METHODS	Work in groups, discussion

### INTRODUCTION:

Sometimes it is difficult for people to take another person's point of view into account, especially if they have different values and ways of experiencing a situation than we do. This can be a source of deepening misunderstandings, worsening relationships and tension among acquaintances as well as close friends or family members. Antagonism can spill over to many levels, where we start to not only devalue someone's approach, but the whole person, attributing negative intentions or even traits to them. It is then worth redirecting attention to the importance of diversity when faced with understanding and solving different problems. In the following exercise, we will focus on the strengths and resources of each family member in order to emphasise the value of each individual in the context of the benefits of the family system, and to realise that sometimes there are several equivalent solutions to the same problem and everyone has the right to choose their own way.

### STEPS:

1. Greeting, referring to the previous meeting, a round of "what do I start with today". If necessary, discussion on the topics brought by the family (10-15 min.)
2. Proposing and explaining the 'Family Resource Store' exercise. (5min.) The family is divided into 2 teams. The task for each team will be to list the unique personal qualities of each member of the opposing team and reflect on how they enrich the family. (10- 15 min.)
3. Presentation of work results, forum discussion on the importance of resources in the context of everyday difficulties and obstacles (15 -20 min)
4. Debriefing round, setting the topic for the next meeting, identifying who do we invite from outside of the family. (5-10 min.)

ANOTHER VERSION OF THIS ACTIVITY	The exercise can be done individually. Everyone draws a name of the family member from a pool of papers and focuses on their individual qualities, which they appreciate and which are unique for them.
KEY CONCEPTS	Resource work, empowerment, self-empowerment, invalidation, acceptance, tolerance of a different points of view, flexibility, openness

NOTES

## THIS IS ME

TIME	40 minutes
OBJECTIVES	Self-reflection, reflection on the role of well-being in people's lives, self-assessment
MATERIALS	Papers, pens, supporting sentences
METHODS	Conversation, discussion

### STEPS

#### The task:

- Write a letter to yourself. (the form of the letter is to complete the following sentences):
- \*I am unusual, because ...
- \*I can ...
- \*I am happy when ...
- \*I managed to ...
- \*I have worked out for myself and am proud of ...

#### Discussion:

- Was it difficult to complete the sentences? What did I find out/learned about myself?
- What have you gained from this exercise?

ANOTHER VERSION OF THIS ACTIVITY	Write a letter to yourself ( the form of the letter will be only three words) or draw some positive symbol for yourself.
KEY CONCEPTS	Perspectives of self-perception.

## MONSTER UNIVERSITY

TIME	45 minutes
OBJECTIVES	<ul style="list-style-type: none"> <li>• Raising awareness that anxiety and fear are natural emotions</li> <li>• Learning to recognise and name one's own fears</li> <li>• Developing skills to deal with feelings.</li> </ul>
MATERIALS	<ul style="list-style-type: none"> <li>• A4 paper for each participant</li> <li>• Crayons/colors</li> <li>• A card with the inscription "Monster University" printed in advance by the facilitator(s)</li> </ul>
METHODS	<ul style="list-style-type: none"> <li>• Individual and group work</li> <li>• Discussion</li> </ul>

### STEPS

- The facilitators introduce the purpose and the flow of the exercise.
- Each participant receives a piece of paper and crayons
- Participant's task is to draw their fear/anxiety in the form of a monster - about 5 minutes.
- Each person in turns briefly introduces their monster; the monster goes to the "University" and the participants think together about how to take care of this fear/anxiety. - 5 minutes per person.
- It is recommended for the facilitators to be the first to present their work.
- Summary of the exercise.

ANOTHER VERSION OF THIS ACTIVITY	Instead of drawing, fears/anxiety can be made with plasticine, blocks, using the tear-out method etc.
KEY TERMS	Fear, anxiety, emotions, feelings

# NOTES



## IN STARRING ROLE...

TIME	20 minutes
OBJECTIVES	<ul style="list-style-type: none"><li>• Reflecting on what happened during the meeting, what it meant to each of the participants individually, how each person perceived others during the meeting.</li><li>• Sharing ones perspective on the reception of the meeting with others.</li></ul>
MATERIALS	<ul style="list-style-type: none"><li>• A4 papers</li><li>• Crayons</li><li>• Markers</li></ul>
METHODS	Drawing, presentation, discussion

### STEPS

Participants are asked to entitle the therapeutic meeting which has just been finished, as if it was the title of the movie they have just watched. Everyone receives a sheet of paper, on which they design a poster for their movie - a drawing/symbol of what was the most important for them during that particular meeting. The title of the movie is also written on the poster.

Supporting questions:

- What today's meeting was for me about?
- What was the most important to me in today's meeting?
- What did I observe during today's meeting?
- Is there a thought/conclusion I would like to take away with me?
- How did I see/perceive other participants of today's meeting?

After completing the artwork, each person presents their perspective on the completed meeting to the others.

## ANOTHER VERSION OF THIS ACTIVITY

A more elaborate variant of the exercise involves the priority of sharing reflections by the other participants, before the author of the poster speaks. Participants begin by saying:

„When I look at your poster I see...”

In this version the author of the poster speaks only at the end, referring to the reflections/associations/interpretations of the other participants. This option also includes, of course, a discussion of the work by all of the participants.

## KEY CONCEPTS

- reflection
- perspective
- summary

## NOTES

A large, light-colored rectangular area with horizontal lines, intended for taking notes. The area has a decorative border on the left side with circular patterns and a small white mark in the top right corner.

## LET'S CREATE A PAINTING

TIME	around 10 minutes (the more repetitions, the more fun)
OBJECTIVES	Boosting imagination, listening to each other, observing, creating together
MATERIALS	Space is needed - the bigger the better. The exercise can be done indoors or outdoors.
METHODS	Theatre therapy (improvisation)

### STEPS

Everyone sits down on one side and comes up with a name/title of the painting, which will appear in front of them.

The participants will make a picture/painting of themselves (from their own bodies). When someone has an idea of who they will be in the painting, they just stand up and say, e.g. "I am a butterfly" and then start moving like an imaginary butterfly and place themselves in a chosen spot and position. After they stop in a pose, then the next person who has an idea stands up, says who they are, moves as they feel and join any place in the "painted picture" and the next person, and so we continue ...

It is important to speak and move only after the previous person already finished their "painting" (performance). If 2 or more people have an idea at the same time, someone has to step aside - this will teach participants to wait, listen to themselves, observe, notice, compose...

Not everyone has to be in the picture, only those who feel they want to. When the picture is ready, a moment for reporters follows.

People who are not in the picture can take 'pictures' with their imaginary cameras. If we have an idea for the next image we start to play again from the beginning.



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