



## CREATIVE AGORA

### Learning Module 2

#### Section 1: Introduction

<b>Title of the Module</b>	<b>MODULE 2: Health and wellbeing for participatory arts educators</b>
<b>Summary description (max 100 words)</b> This is a very brief summary to describe the Module on the website.	Module 2 introduces issues of well-being and mental health care for artists and art educators in the context of the uncertainty of the post-Covid times. It introduces techniques and methods you can use to take care of balance in your artistic work, and that you can introduce to adult learners and mentees.
<b>Introduction to the Module (max 2000 words)</b> Describe here in more detail: <ul style="list-style-type: none"> <li>• What the Module covers</li> <li>• Context: Why it is relevant to Community Leaders and Facilitators</li> <li>• How they can use the materials provided.</li> </ul> Draw upon the material developed for the LTT and show how it ties together to address the Learning Objectives of the Module	<p>The specific nature of artistic work exposes those who perform it to many stressors. In recent years, the burden of the Covid 19 pandemic and the complete inability of very many artists to practise their profession has added to the burden of the creative process itself or the stress of performing art. This time has forced many artists to change their profession or focus more on educational activities.</p> <p>We also have to take into account the fact that most artists and independent arts educators do their work as freelancers or are self-employed. This exacerbates feelings of uncertainty about tomorrow and increases the stresses of functioning in everyday life. Another aspect is that many people in the artistic and creative professions have acquired their knowledge and competences informally and non-formally and therefore do not have the formal training needed to apply for full-time employment in cultural institutions. Nevertheless, these people sometimes have a wealth of experience and professional knowledge to share with others.</p>



	<p>In this module, we have approached the issue of well-being, mental health and work-life balance from two perspectives:</p> <ul style="list-style-type: none"> <li>● as a resource for artists and educators to support their artistic and professional development</li> <li>● as an educational resource that artists and arts educators can use in their work with their mentees.</li> </ul> <p>This module provides knowledge on:</p> <ol style="list-style-type: none"> <li>1. How to create and use tools to self-diagnose one's well-being in the context of the professional work of artists and arts educators.</li> <li>2. How to prepare a diagnostic tool for your students and mentees.</li> <li>3. How to counteract your own professional burnout in your artistic work.</li> <li>4. What techniques and methods to use to maintain well-being in your artistic professional life.</li> <li>5. What knowledge and methods you can introduce your students to, so that they develop their well-being and work-life balance.</li> </ol> <p>It includes links to further resources and self-assessment questions for you to reflect upon what you have learnt.</p> <p>See also two Case Studies here:  <u><a href="#">I was getting burned out and I was lovin' every second of it (insert links)</a></u>  <u><a href="#">Psychological support for artists and theatre workers.</a></u></p>	
<p><b>Learning Objectives</b> List up to maximum 4 Learning Objectives for the Module.</p>	<p><b>LO2.1</b></p>	<p>Use breathing techniques to reduce tension and stress</p>
	<p><b>LO2.2</b></p>	<p>Create individual action plans to achieve well-being in artistic work</p>
	<p><b>LO2.3</b></p>	<p>Diagnose and prevent professional burnout</p>
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## Section 2: Learning Activities

### ACTIVITY ONE:

<b>ACTIVITY TITLE</b>	<b>Are you at risk of professional burnout in your artistic work?</b>
<b>Aim/ objective of the activity</b>	To introduce the issue of professional burnout. To prepare and conduct a survey on the risk of professional burnout in artistic and educational work. To help make participants aware of the dangers of the effects of professional burnout and the need for measures to counteract professional burnout.
<b>Duration</b>	1.5 hours
<b>Andragogical Methods used.</b>	Group exercise
<b>Preparation for the activity</b>	The questionnaire itself can be implemented as part of an in-person workshop, as an online survey after the online workshop, or as self-assessment material. For the in-person workshop you will need a workshop room, paper, pens, and a printed survey for participants, and technical equipment to display the presentation.
<b>How to implement the activity. Step by step</b>	Description for conducting a workshop with participants in-person or online.  1. Greeting and introduction of the workshop participants. Ice-breaking exercise - for example the "Keys" exercise - participants show their keys and share information about themselves in this context.  2. Presentation and information on the definition of professional burnout and its symptoms. See video here <a href="https://youtu.be/h6r5IR1TKos">https://youtu.be/h6r5IR1TKos</a>



	<p>3. Discussion on the professional situation of artists based on the professional experiences of the workshop participants.</p> <p>4. Survey of workshop participants (based on the sample questions available here - link to <u>Professional Burnout Questionnaire</u>)</p> <p>5. Summary of the results of the survey and discussion with the participants about the symptoms of professional burnout and how to counteract it.</p>
<b>Tips for the trainer</b>	<p>It is very important to create a friendly and safe atmosphere during the workshop. Participants need to feel safe to answer the survey questions honestly and truthfully. If you encounter issues that are of concern which you cannot deal with, be prepared to suggest that the mentee gets professional counselling or psychological help.</p>
<b>Materials</b>	<p>Sample questionnaire with a set of questions.</p>
<b>Equipment and facilities</b>	<p>During in-person workshops - printed questionnaire, paper and pen, presentation equipment. During online workshops - prepared survey (for example using Google Forms). Computer and internet access.</p>
<b>Links to online tools and resources</b>	<p>Articles on artists' professional burnout: <a href="https://watercolormisfit.com/burnout-what-does-it-look-like-to-an-artist/">https://watercolormisfit.com/burnout-what-does-it-look-like-to-an-artist/</a> <a href="https://www.artsy.net/article/artsy-editorial-artists-share-advice-preventing-burnout">https://www.artsy.net/article/artsy-editorial-artists-share-advice-preventing-burnout</a></p>



**Self-assessment questions:**

<b>Question 1</b>	1. Do I know what professional burnout is in artistic life and what are its symptoms?
<b>Question 2</b>	2. Am I at risk of professional burnout myself?
<b>Question 3</b>	3. Do I know how I can help my mentees to recognise the risks associated with professional burnout?

**ACTIVITY TWO:**

<b>ACTIVITY TITLE</b>	<b>Learning breathing techniques to help reduce stress and tension.</b>
<b>Aim/ objective of the activity</b>	To learn the basic knowledge of proper breathing as a tool in reducing tension and stress. Information on how to learn to breathe consciously and in a controlled manner. Introduction of exercises and examples of specific breathing techniques.



<b>Duration</b>	3 hours
<b>Andragogical Methods used.</b>	Learning by doing
<b>Preparation for the activity</b>	Finding a safe space in which to perform physical movement-based exercises unhindered. Selecting comfortable clothing.
<b>How to implement the activity. Step by step</b>	<p>Introduction of theoretical information about the human anatomical structure related to breathing.</p> <p>Introduction of the concept of diaphragmatic breathing.</p> <p>A set of introductory exercises - "Find the source of your breath".</p> <p>Video tutorial <a href="#">Breathing with Venno 1</a>.</p> <p>Discussion of the most stressful situations in the professional lives of artist educators.</p> <p>A set of breathing exercises - 'Breathing an effective tool to combat daily professional stress'.</p> <p>Video tutorial <a href="#">Breathing with Venno 2</a>.</p> <p>The importance of constant change in breathing patterns. Breathing as part of relaxation techniques.</p> <p>A set of breathing exercises - Evening relaxation through breathing</p> <p>Video tutorial <a href="#">Breathing with Venno 3</a>.</p>
<b>Tips for the trainer</b>	In addition to the video tutorials provided, trainers can draw on their own experiences with breathing in the context of their performance, sport or yoga practice.
<b>Materials</b>	<p>Theoretical introduction (available here) and 3 video tutorials (available here)</p> <p><a href="https://youtu.be/WfqgIUfwcHo">https://youtu.be/WfqgIUfwcHo</a></p> <p><a href="https://youtu.be/hE-XbIFG_hA">https://youtu.be/hE-XbIFG_hA</a></p> <p><a href="https://youtu.be/LGqIRE67yMI">https://youtu.be/LGqIRE67yMI</a></p>



<b>Equipment and facilities</b>	Computer with internet access.
<b>Links to online tools and resources</b>	<a href="https://www.lifeandbreath.coach/transformational-breath">https://www.lifeandbreath.coach/transformational-breath</a>

**Self-assessment questions:**

<b>Question 1</b>	Do I know where it comes from (I know the anatomy of the human body) and how to control my breathing?
<b>Question 2</b>	Am I able to apply stress-reducing breathing techniques in difficult work situations?
<b>Question 3</b>	Do I know and can I use breathing techniques during relaxation?



### ACTIVITY THREE:

<b>ACTIVITY TITLE</b>	<b>Creating individual action plans to achieve well-being in artistic work.</b>
<b>Aim/ objective of the activity</b>	Acquire the skills to diagnose needs and create tailored action plans for the recipient to achieve well-being and work-life balance.
<b>Duration</b>	2 hours
<b>Andragogical Methods used.</b>	Self-evaluation and reflective learning
<b>Preparation for the activity</b>	Prepare questionnaires in paper or electronic form diagnosing the work and life situation of the mentee. 1. The survey on the work situation (Link to Work_Situation_Questionnaire) 2. A questionnaire diagnosing daily behaviour habits (Link to Behaviour_Diagnosis_Questionnaire )
<b>How to implement the activity. Step by step</b>	There should be two surveys at the beginning. Whether in-person or online, the mentee should write the answers to the questionnaires themselves.  Then the answers are analysed. Firstly, the professional situation of the mentee is analysed. How do they work? How do they earn an income from it? Whether he or she is passionate about his/her work? Where are the threats and where are the opportunities? Can opportunities still be diagnosed?

	<p>The stage of diagnosing the work situation is followed by a diagnosis of the mentee's larger surroundings. His or her life situation. This is especially important for artists and freelancers where separation of professional and personal life is basically impossible. They most often work from home and their creative process is closely linked to their emotional life.</p> <p>The diagnosis stage is followed by a stage of making recommendations for changes in work and often life habits. This stage is based on coaching methods of asking open questions. At this stage, nothing should be suggested or recommended to the mentee. (List of sample questions here) Conclusions are then drawn in discussion with the mentee.</p> <p>We move on to the stage of creating a list of recommendations. Here the working method is more based on mentoring. The mentor can draw on his/her own knowledge of the specifics of working life in the CCIs sub-sector and his/her life skills. The creation of an individual action plan for the mentee follows. It is very important that it is as personalised as possible exactly to the actual needs of the mentee.</p>
<b>Tips for the trainer</b>	<p>This exercise should be carried out as an individual one-to-one consultation. The requirement is to create a safe environment in which the mentee trusts the tutor and is completely honest, also with himself/herself. In situations where we as trainers see that our mentee needs the support of a specialist in psychiatry or psychology, we immediately redirect to such a specialist.</p>
<b>Materials</b>	<p>Sample "Occupational questionnaire"          Sample "Private life questionnaire"          List of sample open questions</p>
<b>Equipment and facilities</b>	<p>Computer with internet access, e.g. goggle survey, during in-person workshops printed questionnaires, pen, safe space.</p>



<b>Links to online tools and resources</b>	<a href="https://musicindustrytherapists.com/anxietyrelief_selfisolation/">https://musicindustrytherapists.com/anxietyrelief_selfisolation/</a>
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**Self-assessment questions:**

<b>Question 1</b>	Can I create my own questionnaire about the mentee's work and life situation?
<b>Question 2</b>	Can I ask open questions to get to know the mentee better?
<b>Question 3</b>	Can I create an individual action plan to change the work and life situation of the mentee in close cooperation with the mentee?



### Section 3: Online Tools & Resources

#### 1. Essential resources

Title	Type of resource	Description	Link	Relevant Learning Objective
Touring and Mental Health	book	This book aims to help musicians and those working in live music to identify, process and manage the physical and psychological difficulties that can occur on the road or as a result of touring.	<a href="https://www.touringmanual.com/">https://www.touringmanual.com/</a>	L.O 2.3 and 2.1
How Do You Deal with Stress and Burn-out as an Artist?	blog article	Case study on how artists cope with stress.	<a href="https://artsake.massculturalcouncil.org/stress-and-burnout/">https://artsake.massculturalcouncil.org/stress-and-burnout/</a>	L.O 2.3
8 Ways Artists Can Handle Stress During Stressful Times	blog article	Practical advice on how to counteract stress in artistic work.	<a href="https://www.artworkarchive.com/blog/8-ways-artists-can-handle-stress-during-stressful-times">https://www.artworkarchive.com/blog/8-ways-artists-can-handle-stress-during-stressful-times</a>	L.O.2.3
How Artists Can Protect Their Mental Health	blog article	Article on how Artists can protect their Mental Health.	<a href="https://www.artworkarchive.com/blog?search=mental+health">https://www.artworkarchive.com/blog?search=mental+health</a>	L.O.2.2



## 2. Additional Resources

Title	Type of resource	Description	Link	Relevant Learning Objective
3 Ways to Deal with Overwhelm as an Artist	blog article	Discussion of overload factors in the artist's work.	<a href="https://might-could.com/essays/3-ways-to-deal-with-overwhelm-as-an-artist/">https://might-could.com/essays/3-ways-to-deal-with-overwhelm-as-an-artist/</a>	L.O.2.3
5 Ways Artists Can Handle Stress	blog article	5 Ways Artists Can Handle Stress	<a href="https://canscapes.com/blogs/news/how-to-handle-stress-for-artists">https://canscapes.com/blogs/news/how-to-handle-stress-for-artists</a>	L.O 2.2 and L.O 2.3
Mental Health Support	collection of useful links	Examples of activities to support musicians and those working in the events industry on mental health and well-being in UK.	<a href="https://musiciansunion.org.uk/health-safety-wellbeing/mental-health-and-wellbeing/mental-health-support">https://musiciansunion.org.uk/health-safety-wellbeing/mental-health-and-wellbeing/mental-health-support</a>	L.O 2.3

### Section 4: Self-reflection in applying the learning

	Question	Applies to Learning Objective/s
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<b>Question 1</b>	Are there mental health support initiatives for artists in your country similar to those in the examples?	L.O.2.3
<b>Question 2</b>	Which of the above ways of coping with stress do you find most useful for you?	L.O.2.1.
<b>Question 3</b>	Can you breathe more consciously? Can you apply breathing relaxation techniques to yourself? With your pupils?	LO.2.1
<b>Question 4</b>	Do you know the 3 stages of professional burnout? Would you be able to diagnose them yourself? In your pupils?	LO.2.2 and LO.2.3
<b>Question 5</b>	Have you acquired the ability to create individual action plans to achieve artistic wellbeing?	L.O 1.1 and L.O 1.2 and L.O 1.3