

Experiential Psychodrama Training

Sending organisation: Association of Psychologists in Bulgaria



Hosting organisation: EOS DEVELOPMENTAL SA

01-10.09.2025, Athens, Greece



Course Introduction

Course focus:

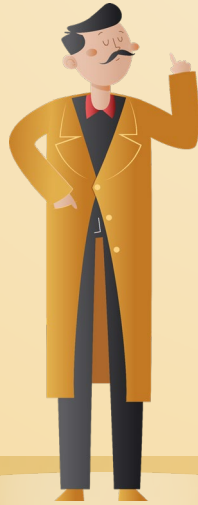
- experiential learning through psychodrama and sociometry
- development of personal, social and professional competences through group-based process
- espractical application of psychodramatic methods in educational, youth and community work contexts
- relevance for psychologists, trainers, educators and youth workers

Learning outcomes:

Participants will be able to:

- demonstrate understanding of the basic principles of psychodrama and sociometry
- apply psychodramatic techniques in group, educational and youth work settings
- facilitate experiential learning processes in a safe and inclusive way
- work with roles, emotions and group dynamics using psychodramatic methods
- transfer psychodrama-based activities to their professional practice

Why Psychodrama for Personal and Professional Development?



- increasing need for experiential and participatory approaches when working with groups
- importance of self-awareness, emotional expression and role awareness in professional practice
- limitations of purely verbal or lecture-based approaches in addressing complex human processes
- relevance of psychodrama for psychologists, educators, trainers and youth workers



Reflection question: Which situations in your current professional practice would benefit from a more experiential and role-based approach?

Principles of Experiential and Psychodramatic Learning



01

Active participation and learning through action

02

Personal experience as a core learning resource

03

Learning as a relational and group-based process



04

Personal responsibility, choice and role awareness

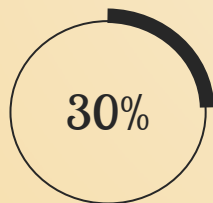


Short discussion:

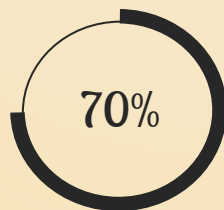
How do these principles appear in your professional practice and work with groups?



Psychodramatic and Experiential Learning Approaches



Theory



Practice

- learning through action and enactment
- integration of reflection and experiential practice
- role-based and group-centred learning processes

experiential input → psychodramatic action → reflection and integration

Mini-task:

Match one psychodramatic or experiential approach to a real group situation you currently work with.

Day 01

Name Orientation, Group Formation and Psychodramatic Framework



Orientation & Psychodramatic Framework

1. What is Psychodrama according to Jacob Levy Moreno?



2. Core elements of psychodrama: 🧩

- ❖ Protagonist
- ❖ Director (facilitator)
- ❖ Auxiliary egos
- ❖ Stage
- ❖ Audience

3. Key principles:

- 🌟 Spontaneity and creativity
- 📹 “Here and Now” experience
- 🎭 Learning through action (experiential learning)

Group Formation & Creating Psychological Safety

Activity 1: “Social Atom of Expectations”

Objective: Initial connection and group mapping

Instructions:

Participants position themselves in the room according to:

- Previous experience with psychodrama
- Level of curiosity or uncertainty

Short sharing in small groups (3-4 people):

- *Why did you choose this position?*
- *What are you hoping to gain?*

Activity 2: Creating a Group Contract

Small group discussion:

- *What makes a space feel safe for me?*
- *What helps me participate actively?*
- *How should we handle vulnerability and confidentiality?*

→ Collective integration into one visible group agreement.



Day 02

Roles, Identity and Social Context



Role theory in psychodrama developed by *Jacob Levy Moreno* suggests that personality emerges from the roles we play in life.

Key concepts:



Role

a pattern of behavior
expressed in a
particular situation



Role repertoire

the range of roles a
person can access



Role development

learning new roles
through experience



Social context

family, culture and
environment shape
our roles

Three role categories:



Exploring Personal Role Repertoires

Activity 1: “My Role Map”

Objective: Increase awareness of personal role systems

Instructions:

1. Participants draw a **role map** with themselves in the center.
2. Around the center they write roles they occupy in life, for example:
 - Professional roles
 - Family roles
 - Social roles
 - Inner roles (“inner critic”, “dreamer”)

Short group sharing (3-4 people):

- Which roles feel strong?
- Which roles feel underdeveloped?
- Which roles create tension?

Activity 2: Role Sculpture

Objective: Explore identity through embodied expression

Instructions:

1. Participants choose **one important role** from their map.
2. Using body posture and movement, they **create a physical sculpture** of that role.

Others observe and briefly reflect:

- What do you see in this role?
- What energy does it express?



Role Dynamics and Social Context

Activity 3: Role Reversal Exercise

Participants work in pairs

Steps:

1. Person A presents a challenging role from their life.
2. Person B takes the role of that role ("the demanding boss", "the protective parent").
3. Participants reverse roles and experience the situation from both perspectives.

Reflection questions:

- *What did you discover about the role?*
- *What changed when you reversed roles?*

Activity 4: Role Sculpture

Group exercise:

Participants stand in a circle and complete the sentence:

"A role I want to strengthen during this training is..."

Participants choose Optional **short enactment** of the new role with support from the group.



Day 03

Psychodramatic Process and Group Dynamics



The Psychodramatic Process

The structure of a psychodrama session, developed by Jacob Levy Moreno, typically includes **three main phases:**

1. Warm-up

Preparing participants emotionally and cognitively
Building spontaneity and readiness for action

2. Action

The psychodramatic enactment on the stage
Exploration of personal situations through roles and scenes

3. Sharing / Integration

Group reflection and emotional connection
Linking the experience to personal insights



Key idea:

Group dynamics influence the depth of the psychodramatic process.

Warm-Up and Group Activation

Activity 1: “Find Your Connection” (Sociometric Warm-Up)

Objective: Increase group cohesion and awareness of similarities.

Instructions:

Participants move around the room and form small clusters according to prompts:

- “Find people who share a similar learning motivation.”
- “Find someone whose professional background is different from yours.”
- “Stand closer to people you feel comfortable working with today.”

Short reflection in pairs:

- What helped you connect with others?
- What influenced where you stood?

Activity 2: The Human Timeline

Objective: Explore personal and professional journeys.

Instructions:

Participants place themselves along an **imaginary timeline** across the room:

- Beginning of interest in psychology / personal development
- First experience with experiential learning
- Current stage in professional or personal growth

Participants briefly share **one important moment** that shaped their journey.



Experiencing Group Dynamics



Activity 3: Mini Psychodrama in Small Groups

Objective: Participants form groups of **4-5 people**.

Steps:

- 
1. One participant volunteers to present a short situation.
 2. The group selects **auxiliary roles**.
 3. The scene is enacted for **5-7 minutes**.
 4. Short reflection within the group.

Focus:

Observing how the group supports the protagonist.



Activity 4: Group Reflection Circle (Whole group discussion)

Guiding questions:

1. What role did the group play in the process?
2. What helped create emotional safety?
3. What dynamics did you observe between participants?

Integration:

How group processes influence learning in psychodrama.



Day 04

Core Psychodramatic Techniques

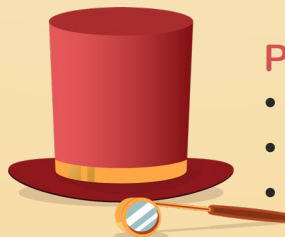


Core Psychodramatic Techniques

Key techniques in psychodrama, developed by Jacob Levy Moreno, help participants explore experiences through action and role work.

Main techniques:

- ♥ **Role Reversal** – the protagonist takes the role of another person to experience their perspective
- ♥ **Doubling** – another participant expresses possible inner thoughts or feelings of the protagonist
- ♥ **Mirroring** – the protagonist observes their own behavior enacted by someone else
- ♥ **Soliloquy** – the protagonist verbalizes inner thoughts and emotions aloud



Purpose:

- Increase awareness
- Deepen emotional understanding
- Discover new perspectives and responses

Practicing Psychodramatic Techniques

Activity 1: Role Reversal in Pairs

Objective: Develop empathy and perspective-taking.

Instructions:

1. Participants work in pairs.
2. **Person A** briefly describes a situation involving another person (colleague, family member).
3. **Person B** plays the role of that person.
4. Participants **switch roles** and enact the situation again.

Reflection questions:

- *What did you discover from the other person's perspective?*
- *Did your understanding of the situation change?*

Activity 2: Doubling Exercise

Guiding questions:

1. One participant shares a short personal situation.
2. Another participant stands next to them as the **double**.
3. The double expresses possible inner thoughts or feelings, such as:
 - "Maybe a part of you feels..."
 - "I imagine you might also be thinking..."

The protagonist confirms, adjusts, or expands on what resonates.



Observing and Integrating Action



Activity 3: Mirroring Demonstration

Process:

1. A volunteer enacts a short real-life situation.
2. Another participant **mirrors the scene** by replaying the protagonist's role.
3. The protagonist observes from the outside.



Reflection questions:

- What did you notice while observing yourself?
- Did anything surprise you?



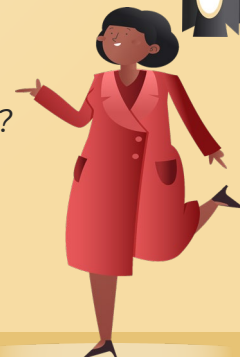
Activity 4: Short Scene Using Techniques

Create a short psychodramatic scene and apply at least **two techniques**, such as:

- ★ Role reversal
- ★ Doubling
- ★ Mirroring
- ★ Soliloquy

Group reflection:

- Which technique was most powerful?
- How did the technique change the understanding of the situation?



Day 05

Core Psychodramatic Techniques



Sociometry and Group Processes

Sociometry is a method developed by Jacob Levy Moreno to explore relationships, connections, and dynamics within groups. It helps reveal patterns of **attraction**, **distance**, **trust** and **cooperation**.

Key sociometric concepts:

Choice – whom we feel drawn to or prefer to work with

Mutuality – reciprocal connections between group members

Group network – the invisible relational structure within a group

Sociometric exploration – using space and movement to map relationships

Purpose in training:

1. Strengthen group cohesion
2. Increase awareness of group dynamics
3. Support trust and collaboration

Practicing Psychodramatic Techniques

Activity 1: Spectrogram Exercise

Objective: Explore similarities and differences within the group.

Instructions:

Participants position themselves along an **imaginary line in the room** based on prompts such as:

- Level of experience with experiential learning
- Comfort level with role-play activities
- Energy level today

Participants briefly share with neighbors **why they chose that position**.

Activity 2: Step Into the Circle

Objective: Discover shared experiences within the group.

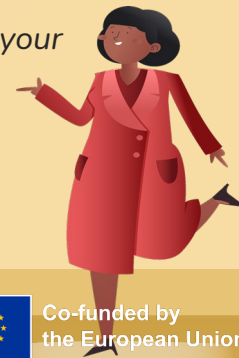
Participants stand in a circle. The facilitator invites them to **step into the center** if a statement applies to them.

Examples:

- “Step in if you enjoy learning through action.”
- “Step in if you sometimes feel nervous about performing in front of a group.”
- “Step in if you hope to use these methods in your professional work.”

Reflection:

1. What did you notice about the group?
2. Were there any surprising connections?



Exploring Group Dynamics

Activity 3: Sociometric Mapping

Objective: Visualize group relationships.

Instructions:

Participants move around the space according to prompts such as:

- Stand closer to people you would feel comfortable collaborating with.
- Stand near someone you would like to know better.
- Create small clusters based on shared interests.

Participants briefly discuss in their clusters:

- *What brought us together?*
- *What common themes do we share?*

Activity 4: Group Reflection

Facilitated discussion with the whole group.

Guiding questions:

- ★ What patterns did you observe in the group connections?
- ★ How did movement in the space influence your awareness of others?
- ★ How can sociometry support learning and group development?

Integration:

Understanding group structure helps facilitators create more effective experiential learning environments.



Day 06

Body, Emotion and Spontaneity



Body, Emotion and Spontaneity

In psychodrama, the body plays a central role in accessing emotions and spontaneous responses. According to Jacob Levy Moreno, **spontaneity and creativity** are key forces that support personal growth and transformation.

Key ideas:

Spontaneity – the ability to respond in a new way to an old situation or in an adequate way to a new situation

Body awareness helps access emotions that may be difficult to express verbally

Movement and action can unlock creativity and authentic expression



Goal:

Reconnect body, emotions and spontaneous expression.

Activating Body and Emotion

Activity 1: Body Warm-Up – “Moving Emotions”

Objective: Increase body awareness and emotional expression.

Instructions:

Participants move freely in the room while the facilitator invites them to explore different emotional states through body movement:

- Curiosity
- Confidence
- Uncertainty
- Joy
- Tension

Participants notice:

1. How their posture changes
2. How movement influences emotion

Reflection in pairs:

- Which emotion felt easiest to express?
- Which one felt unfamiliar?

Activity 2: Emotional Sculptures

Objective: Express emotions through physical form.

Examples:

Participants work in **small groups (3-4 people)**:

1. One participant creates a **body sculpture** representing an emotion (fear, excitement, determination).
2. Other group members observe and try to identify the emotion.
3. The group may add **additional roles or positions** to expand the sculpture.

Discussion:

- What did the body communicate without words?
- How did the group influence the emotional expression?

Developing Spontaneity

Activity 3: Improvisational Role Exercise

Objective: Encourage spontaneous responses.

Instructions:

Participants form pairs. The facilitator provides **simple spontaneous scenarios**, such as:

- Meeting an unexpected mentor
- Receiving surprising news
- Supporting a friend in difficulty.

Participants respond **immediately through action**, without planning.

Focus:

Staying present and allowing spontaneous reactions.

Activity 4: The Spontaneity Circle

1. Participants stand in a circle.
2. One participant steps into the center and begins a **simple action or gesture**. Another participant joins and builds on the action.
3. The activity continues with new participants joining and transforming the scene.

Reflection:

- What helped you feel spontaneous?
- What blocked spontaneity?
- How did the group energy influence your response?



Day 07

Personal Development and Inner Processes



Personal Development in Psychodrama

Psychodrama supports personal growth by exploring inner experiences through action. According to Jacob Levy Moreno, insight often emerges when individuals **externalize internal conflicts and roles**.



Key ideas:

1. Inner roles shape thoughts, emotions, and behavior
2. Conflicting roles may create tension (inner critic vs. inner supporter)
3. Enactment allows participants to **see, feel and transform** inner processes



Goal:

Increase self-awareness and develop more supportive inner roles.

Exploring Inner Roles

Activity 1: Inner Role Mapping

Objective: Identify personal inner voices and roles.

Instructions:

Participants individually write **down inner roles they experience**, such as:

- Inner critic/Inner supporter
- The achiever
- The protector
- The dreamer

Participants place these roles around themselves on the floor (using papers or cards).

Reflection in pairs:

- *Which roles are most active in your life?*
- *Which role would you like to strengthen?*

Activity 2: Role Dialogue

Participants work in pairs.

1. One participant chooses two inner roles.
2. The roles are placed in two chairs.
3. The participant moves between chairs and speaks from each role.

Focus:

Understanding the dialogue between inner parts.



Integrating Inner Resources

Activity 3: Strengthening the Supportive Role

Participants select a **resourceful role** they want to develop.

★ The group helps by acting as **auxiliary roles** that support the protagonist.

Example prompts:

- *"What does this role say to you?"*
- *"How does this role stand or move?"*



Activity 4: Reflection Circle

Group sharing:

1. What insight did you gain about your inner processes?
2. What role would you like to bring more into your life?

Day 08

Educational and Professional Applications



Psychodrama in Learning and Professional Contexts

Psychodramatic methods can be applied in **education, coaching, leadership development and team facilitation.**

Applications include	Key benefit
Experiential learning	Learning through:
Conflict resolution	
Leadership training	action
Professional role development	reflection
Reflective practice	group interaction

Exploring Inner Roles

Activity 1: My Professional Role

1. Participants identify an **important professional role** they occupy (teacher, manager, therapist).
2. They create a **short role presentation** using posture, gesture and voice.

Group members reflect:

- *What strengths do you see in this role?*
- *What challenges might this role face?*



Activity 2: Workplace Scenario

Participants work in small groups.

Each group creates a **short workplace scenario**, such as:

- Managing a difficult conversation
- Giving feedback to a colleague
- Supporting a team member

Participants apply psychodramatic techniques like **role reversal or doubling**.

Reflection and Transfer

Group discussion:

1. How could psychodramatic techniques support your work environment?



2. What did you learn about your professional role?



Day 09

Environmental and Outdoor Psychodrama

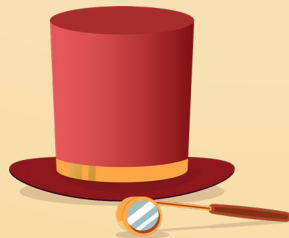


Working with Space and Nature

Outdoor psychodrama uses **natural environments** and **physical space** to deepen experiential learning.

Nature can support:

- Creativity and spontaneity
- Reflection and emotional openness
- Symbolic exploration



Outdoor Experiential Activities

Activity 1: Nature Symbol Exercise

Participants walk silently in nature and **choose a natural object** that represents their current state.

Examples:



A stone



A leaf



A branch

Participants share in small groups:

- *Why did you choose this object?*
- *What does it represent for you?*



Activity 2: The Life Path Walk

Participants create a **symbolic path on the ground** using natural elements.

The path represents:

- Past experiences
- Present challenges
- Future aspirations

Participants walk their path and briefly share their reflections.

Group Process in Nature

Activity 3: Collective Sculpture

Participants create a **group sculpture** using their bodies and elements from nature to represent:

- The group journey
- Collaboration
- Shared learning

Reflection:

- *What role did you take in the sculpture?*
- *What does the sculpture express about the group?*



Day 10

Evaluation, Integration and Transfer of Learning



Integrating the Learning Journey

Integration is an important part of experiential learning.

Participants reflect on:

- Personal insights
- Skills developed
- Changes in perspectives

The goal is to connect learning experiences to future practice.

Reflecting on the Training

Activity 1: Personal Learning Timeline

Participants create a **visual timeline of the 10-day training**, marking:

- Key moments
- Important insights
- Significant emotional experiences

Participants share in small groups.

Activity 2: The Role I Take Forward

Participants identify **one role or skill** they want to bring into their future work or life.

They briefly present this role to the group.



Closing Group Ritual

Activity 3: Group Appreciation Circle

Participants share:

1. One appreciation for the group
2. One learning they will take with them

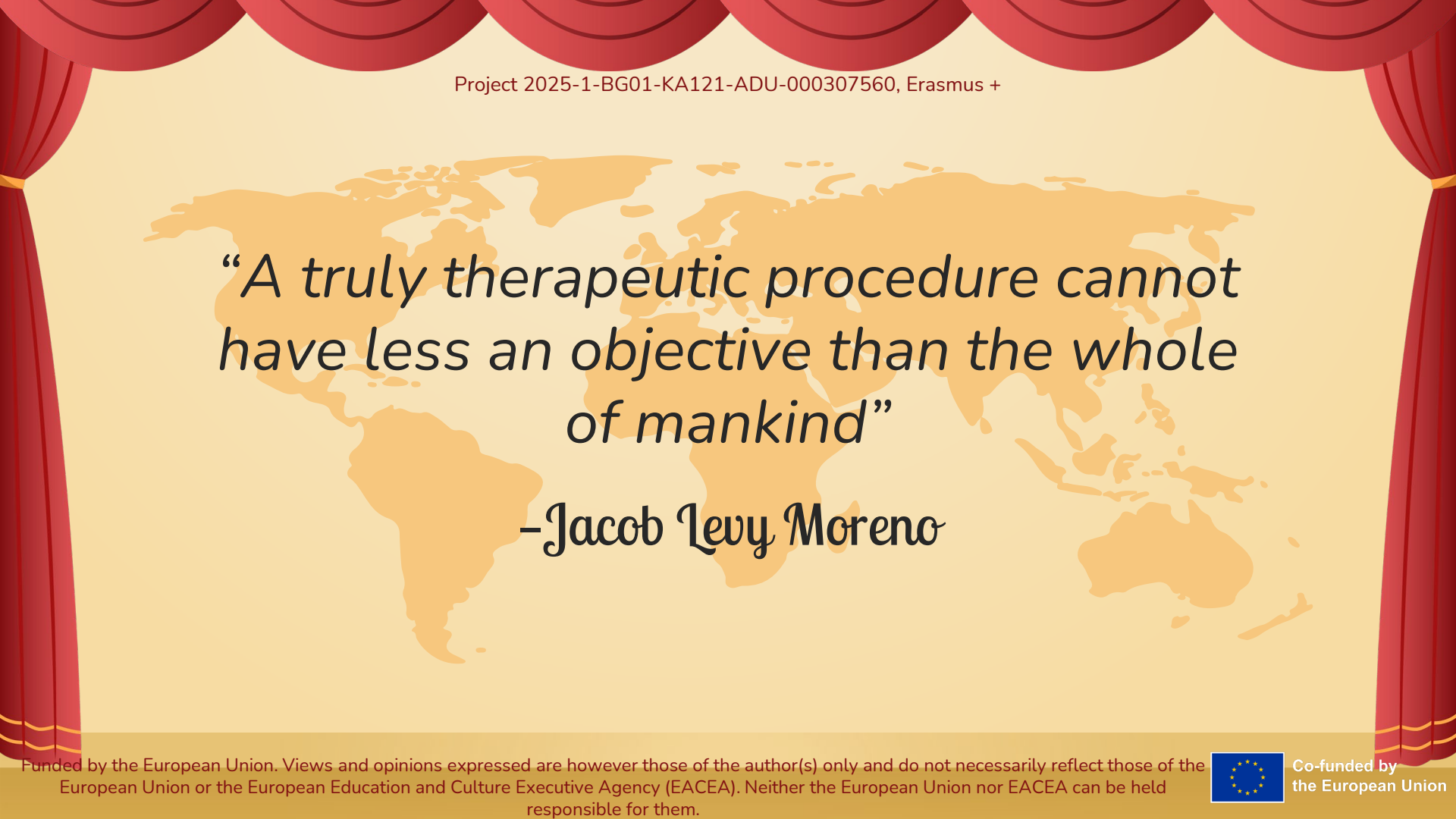


Final Integration

Facilitator invites participants to reflect:

- *What has changed for you during these 10 days?*
- *How will you apply this learning in your life or professional work?*





*“A truly therapeutic procedure cannot
have less an objective than the whole
of mankind”*

–Jacob Levy Moreno

Project 2025-1-BG01-KA121-ADU-000307560, Erasmus +

Thank You for Being Part of This Journey

Over these 10 days, we shared experiences, roles, emotions and insights that made this learning space alive.

