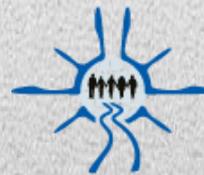




**FOSTER
SOCIAL
INCLUSION**

Neuroeducation for social inclusion

Training module



**SOCIAL
PARTNERSHIP
CENTRE**

by Social Partnership centre

*KA2 Strategic Partnerships for Adult Education – Exchanges of Practices
"Foster Social Inclusion:
volunteering, social entrepreneurship and art for social inclusion"
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The training module description

Neuroeducation for social inclusion

Neuroeducation is one of the fields of neuroscience, looking for methods to help people change attitudes, thinking and behavior.

According to the definition of the World Health Organization: "Health is physical, mental and social well-being and not merely the absence of disease or infirmity." Contribution to the improvement of social inclusion of single mothers and women who have been unemployed for 12 months or more, through the development of social, emotional and spiritual intelligence while applying special neuroeducational methods (NEM), which have been developed on the basis of international research by the Lithuanian author Marija-Mendelė Leliugienė.

Specific target audience: Single mothers and women who have been unemployed for 12 months or more.

In this context target audience is as specified above, but the training module is also suitable for other target groups such as refugees, emigrants, etc.

The Group: from 8 to 12 training participants

Duration: 1 – 2 months.

Trainer: certified neuroeducator and assistant with pedagogue / psychologist / art therapist / social worker/pedagogue or other equivalent education

Main goal

To develop the social, emotional and spiritual intelligence using neuroeducational methods (NEM).

Detailed objectives:

- to strengthen self-confidence
- to motivate to take responsibility for their actions
- to help understand their powers of the consciousness
- change attitudes, thinking and behaviour
- to develop creativity and intuition
- learn to recognize and accept emotions
- help get rid of chronic stress and its consequences, reduce depression
- help to concentrate and relax in order to realize one's vocation /self-realization sphere
- develop communication skills
- learn to choose and decide
- to help identify a career path
- help to discover own strengths that can be used in a professional way

The training is to develop key skills:

- social intelligence competences
- spiritual intelligence competences
- emotional intelligence competences
- personal competences
- communication competences
- creativity competences

METHODOLOGY

NEM METHODS:

1) Exercises / tests

These are additional components of education that are specifically designed to achieve the desired educational goal. Exercises are designed for relaxation, concentration, emotions recognition, control and release. The tests are for self-examination, “how and where I am”, “I am here and now”. NEM tests and exercises help to perceive, assimilate and become aware of knowledge about emotional and spiritual hygiene, to see reality, to internalise humanistic values, to change attitude and mindset.

2) Meditation

Meditation helps in stress and negative emotion management and allows for a deeper, more subtle self-exploration.

3) Visualizations

The seven visualisations are the main motivational keys that could help a person to go through his/her thinking process, sometimes even resulting in mindset/attitude permanent changes, helps to understand, comprehend, assimilate and realise the importance of emotions management, and enables person to take full responsibility for their decisions.

4) Verbal codes

Verbal codes are phrases used for self-awareness/self-perception, self-integration, perception of reality, mindset and behavioural correct

5) Art therapy

Art therapy methods were developed by taking into account the goals of psycho-emotional and spiritual health, emphasizing the person’s own decision to change his/her attitude and way of living.

Knowledge

- self-knowledge
- neuroeducational methods

Tips for facilitators

HOW TO COMMUNICATE WITH WORKSHOP PARTICIPANTS: GUIDELINES FOR FACILITATORS

1. BASIC PRINCIPLES

The main goal of the facilitator is to help each person and the whole group together to achieve certain goals set out in the module description, using all five neuroeducational methods. Since group dynamics play an important role in the human healing process and can facilitate the therapeutic process, it is important to choose appropriate teaching methods, taking into account the overall atmosphere of the group, the problems of the participants, the social challenges experienced by the participants.

2. FACILITATORS' TASKS

- help to achieve training goals
- guide the group through the meeting processes
- consider the needs of the group as a whole
- to acquaint participants with neuroeducational methods, techniques that will be used during training
- provide the necessary tools for the implementation of tasks
- to ensure the emotional comfort of the participants

3. EFFECTIVE TRAINING

As the main goal of the training module is to develop the social, emotional and spiritual intelligence using neuroeducational methods (NEM). In order to achieve the goal, training must be conducted by a qualified neuroeducator, as special knowledge is required in the application of these training methods.

For training to be effective:

- the neuroeducator must clearly set out the tasks and provide the tools to do so.
- the process needs to be monitored and help if needed is provided.

- after completing the necessary tasks to help understand and integrate the experiences of the participants.

4. STRENGTHENING SOCIAL SKILLS, HARNESSING GROUP POTENTIAL

Group work can provide sense of community and reduce feelings of isolation. Communication in a supportive environment is an important factor in reducing social exclusion.

Social skills can be strengthened in these ways:

- give participants the opportunity to ask questions
- create an environment where all participant feels encouraged to share their opinions, experiences and emotions. Individuals with similar experiences can provide support to each other through listening and sharing strategies to help with solving problems
- prepare opening and closing activities, as these create a sense of intimacy among participants.

Training programme

STAGE I	Preparation of workshops;
STAGE II	Neuroeducational Workshops;
STAGE III	Presentation of the workshops results;
STAGE IV	Evaluation.

STAGE I Preparation of workshops

- Group introduction to the concept of neuroeducation, presentation of NEM methods, presenting the activities that will be carried out during the training.
- Associative metaphorical cards (OH and others) are used to warm up the group and build trust among the group members, to actualize emotions, as well as to help diagnose the special needs of the group and are used as a group work methodology. Participants sit in a circle and take one card at a time. Metaphoric associative cards are a set of pictures of the size of a postcard or a playing card depicting landscapes, animals, household items, life situations, abstract paintings, fairy-tale characters, people (adults and children) and interactions between them. Each participant names what they feel when they see this card? Who/what is the card associated with? This reflects the current situation and well-being of the participant. Participants freely choose how to associate the problem, symptom or themselves with the picture, this reflects the current situation and well-being of the person.
- Some specific non-verbal videos are shown, then a discussion takes place about the feelings which arise while watching this video, also how everyone understands the information differently.
- Once the neuroeducator gets to know the group members, identifies and evaluates the overall group potential, goals, and opportunities, then the most appropriate activities are selected to help the group fully benefit from the training.
- Each member of the group fills out the questionnaire about their feelings, fears, defines the situation they are in and wants to change what they expect from the training.

STAGE II Neuroeducational Workshops

Structure of each neuroeducational activity:

1. Greetings and discussion of moods (10-15 minutes)
2. Workplace preparation (5 minutes)
3. Concentration exercises (5 minutes)
4. Theoretical part (10-15 minutes)
5. Practical part and reflection (2-3hours) detailed below
6. Farewell (5-10 minutes)

Workshop 1 – Practical part activities for the development of **emotional intelligence (2,5 hours)**

Method and duration	Goals	Training appliances	Process
<p>Art therapy session “Drawing negative emotions with colors “</p> <p>20-30 min</p>	<ul style="list-style-type: none"> -Teach to recognize emotions by stimulating emotional memory -Develop self-confidence -Teach to overcome negative emotions -Develop sensitivity, "inner hearing" -Get rid of negative emotions and painful memories 	<p>A3 drawing sheets 12 color gouache Brushes of various sizes, Water jars Paper napkins Tablecloth Aprons.</p>	<p>Participants are asked to remember unpleasant situations, to recognize and name the emotions they experienced then. After listening to yourself, intuitively choose colors for each emotion you want to express. Expressively draw to overcome negative emotions. Performing a ritual by destroying drawn negative emotions. Reflections in progress.</p>
<p>Art therapy session "Transformation"</p> <p>10-15min. + 15 min reflection</p>	<ul style="list-style-type: none"> -To develop concentration, imagination and creativity 	<p>A3 drawing paper (one sheet for each participant) Colored pencils or gel pens, Plasticine glue to attach the</p>	<p>Participants choose from 2 different colored pencils and expressively draw with a non-dominant hand. To discover what is hiding under the "messy drawing" a symbol or an object. The highlighted symbol or item needs to be marked with a pencil of a different color. Then the participants think of the name or symbol of a discovered object and create a</p>

		sheet to the table .	message to the public in first person. Then shows the drawing to the group members, say its name, and read the message to the public. E.g. - I, the ship, say 'll take you to the other shore.
<p>Exercise/test method "I want, I can, I do" 1,5 hours</p>	<p>-Teach to evaluate own desires, opportunities and activities.</p>	<p>Writing sheets of paper (4 for each participant), colored pens</p>	<p>Participants are given four sheets and four pens of different colors. The first stage of the exercise - On the first sheet, the participants write down the "Sheet of my dreams and goals" and vertically list the three most important dreams and the three main goals. In the second - "I want" and vertically write and number your wishes. The facilitator emphasizes that participants write everything that comes to mind. In the third - "I can" and vertically write and number what you can do. In the fourth, I "do" and list everything that everyone does in life. Second stage of the exercise - The facilitator invites participants to check that the dreams they have written correspond to the goals. Corresponding to any dream and any goal is underlined in one color. The facilitator emphasizes that the dream is almost the same as the goal, the only difference is that the dream will remain just a dream if nothing is done. Next, the facilitator invites participants to take the other three sheets "I Want", "I Can", and "I Do". Participants are encouraged to count how many statements they have written in each of the three columns. Everyone tells the results. The third stage of the exercise - After taking pens of different colors, underline solid sentences that come out reading all three sheets horizontally. The statements in the different columns are most often overlapped because the participants do not know their purpose and the desires are scattered and do not match what they can and do. Participants are invited to repeat the exercise from the beginning. In most cases, repetitive results are great, emphasizing the importance of having a goal, how to achieve it, and taking responsibility for how you live, how you spend time, what you do and what you don't.</p>

Workshop 2 – Practical part activities for the development of social intelligence (2,5 hours)

Method and duration	Goals	Training appliances	Process
<p>Art therapy session “Acquaintance by colors”</p> <p>Applied during the first session as a method of acquaintance.</p> <p>20-30 minutes + 30 minutes reflection</p>	<ul style="list-style-type: none"> -To teach to relax and concentrate on the task. -Teach to listen to yourself, choose colors intuitively for emotion and feeling. -Teach emotions and feelings to paint in color. -Teach to follow the rules and say compliments. -To develop imagination, intuition and creativity. 	<p>Sheets of A3 (A4) size paper. Colored pencils or 12-color gouache. Brushes, water containers, paper napkins.</p>	<p>Everyone sits in a circle, looking at the group members and listens to themselves: what feelings, emotions arise when looking at each participant. Each member intuitively selects the color (s) to draw other participant. Drawings for the group are shown later. Then everyone shares how they managed to listen to themselves, choose a color for the emotion, draw the participants with colors. Emotions and feelings are named. A compliment is said.</p>
<p>Art therapy session “Tiptoeing”</p> <p>20 minutes + 30 minutes reflection</p>	<ul style="list-style-type: none"> -To develop understanding of one's own and others' limits, dignity and tolerance. - To develop communication skills in two, responsibility for one's actions, adherence to rules. 	<p>A2 format drawing sheets (one sheet for two participants), 12 color gouache, paper napkins, tablecloth for table, aprons.</p>	<p>Draw in a pair by fingertips. Each participant chooses only one color to create a picture. Visually (in invisible lines) divide the sheet into three parts: the middle part - "neutral waters". The left and right parts of the sheet are the personal space of each participant. Participants must take responsibility for communication by drawing with their fingertips ("tiptoeing"). They draw in pairs, sitting in front of each other in silence. Participants name their experiences and describe the differences when there was "tiptoeing" in neutral territory, when "tiptoeing" was at a personal boundary, and when the partner himself crossed personal boundaries.</p>
<p>Visualization method</p> <p>(10 min + 20 min reflection)</p>	<ul style="list-style-type: none"> - Empower a person to take responsibility for own actions - Answer the personal query "what i want" 	-	<p>With a certain text neuroeducator helps to get into a particular image and visualize. Discussion in progress.</p>

Workshop 3 – Practical part activities for the development of **spiritual intelligence (2,5 hours)**

Method and duration	Goals	Training appliances	Process
<p>Art therapy session “My origin”</p> <p>30-60 min</p> <p>(Verbal codes method is applied as needed)</p>	<ul style="list-style-type: none"> -To help assimilate and become aware of personal values passed down by the family -Develop imagination -Strengthen self-confidence -To reveal spirituality and creativity, inner natural powers -Facilitate changes in attitudes and adjustments in thinking 	<p>A4 format sheet, colored pencils, pens.</p>	<p>Sheet A 4 is placed horizontally and divided into four sections. Start filling from the bottom right. The following is completed clockwise: 1. What I received from my grandparents; what I received from my father; what I got from my mother; what i give to others i. The answers must reflect the constitution of the body, the characteristics of the character, the values, the relics of the inherited family, the traditions, etc.</p>
<p>Meditation “I am the tree of life” combined with art therapy session</p> <p>10 min meditation + 60-90 min art therapy session</p> <p>(Verbal codes method is applied as needed)</p>	<ul style="list-style-type: none"> - Development of subconscious powers -Help to assimilate and become aware of truth, wisdom, meaning of life, family as values. -Enable to acquire new knowledge: knowing "who I am" -Develop imagination -Strengthen self-confidence -Discover spirituality and creativity -Develop internal, natural powers for creativity and self-healing 	<p>A1 format sheet, gouache, brushes, water container.</p>	<p>Participants are invited to stand in a circle so that they can stand freely next to each other. This is important to have a personal space for their senses during meditation. They are asked to stand up comfortably and stably: feet shoulder-width apart, soles resting on the ground. A signal is then given to close their eyes, take a deep breath through the nose and exhale through the mouth. The facilitator reads the text of the contemplation in short sentences, and the participants all repeat it together in a low voice. The facilitator says the text. Second part. Participants are invited to paint their tree of life. Participants are asked to observe imaginary scenes and symbols, emerging emotions, states of memories, then choose colors and draw in a relaxed way. The drawing is shown to the group participants, the experiences experienced are named and described.</p>
<p>Exercises/tests methods session</p>	<ul style="list-style-type: none"> - Check how everyone loves themselves 	<p>Sheet of paper and pen</p>	<p>Give the participants a task to write 30 good words about</p>

<p>“30 good words”</p> <p>3minutes + 15 min reflection</p>	<p>-Help to develop / revitalize one of the most important powers of human consciousness To love and be loved</p>		<p>themselves in 3 minutes</p>
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Workshop 4 – Practical part activities for the development of personal, communication, creativity competences (2 hours)

Method and duration	Goals	Training appliances	Process
<p>Art therapy session "My Kingdom"</p> <p>2 hours</p>	<ul style="list-style-type: none"> -For better understanding of yourself, others and the environment, - safely express negative feelings or emotions, - recognize your thoughts, emotions and feelings, - have the opportunity to change the behavior and thinking. - to express emotions and better understand them, to transform and change the emotional state from unfavorable to desired. - develop communication skills 	<p>Drawing paper, paints (watercolor or gouache), pencils, markers or chalks, colored plasticine.</p>	<p>Each participant names their current emotional state and draws a figure on the sheet with a non-dominant hand (possibly with their eyes closed) - as they wish, as the hand leads. The facilitator then "leads" to an imaginative journey, during which he sees his land, world, kingdom when he climbs a mountain. (Imagination journey takes place with eyes closed) In the space (figure) he has defined, everyone draws the kingdom they have seen. On the next page, write down the name of your kingdom (country), the three laws of that kingdom, what makes it special, what it would advertise to tourists, and what is strictly forbidden in it. Then a sharing takes place, everyone tells about their kingdom and receives a gift from each participant. Write down the gifts you receive and give to others. From all the gifts (received and gifted) choose what you want, what you need most and draw in your kingdom (can be molded from plasticine). From all the gifts, choose the one that is most excited or most needed at the moment.</p>

STAGE III Presentation of the workshops results

The training is completed as in introductory meeting in a circle, using associative metaphorical cards. Each participant chooses a card and tells how he or she feels at the moment. Discussion in progress.

STAGE IV Evaluation

Participants are handed out the questionnaire where they write how they feel at the moment, what has changed in their lives, what they have implemented, what they have not, what they have applied in real life. This allows you to measure the change by comparing the feelings and situations described during the first and last session.

Certain tests are performed and based on personal reflection, the participants together with the specialist, decide whether the participants want/need further neuroeducational sessions or whether they will improve and pursue their goals on their own.

ENJOY THE TRAINING!



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