

<b>TEACH</b>		<b>Neurobiology</b> How do we learn?		s3	session plan <b>EQF level 5</b> units of L.O. TEACH 1 & 2
		<b>Objectives</b> <ul style="list-style-type: none"> <li>• xxx</li> </ul> <b>Methods</b> <ul style="list-style-type: none"> <li>• xxxx</li> </ul>			<b>Trainer</b>
			<b>Place</b>	xxx	
			<b>Time</b>	xxx	
<b>Content</b>	<ul style="list-style-type: none"> <li>- Anatomy (brain, neurones, synapses(s), waves)</li> <li>- Principles (wiring, plasticity, imitation, repetition, mirroring...)</li> <li>- Per-/, proprio-/, vestibular-/, intero-/, neuroception</li> <li>- The role of emotion, stress, relation, feedback</li> <li>- Unmet human needs, stress responses and protection mechanisms, polyvagal theory, co-regulation</li> <li>- The role of body, movement, language, play</li> <li>- The role of time (integration) and rest</li> </ul>			<b>Documents</b>	
				<b>Equipment</b>	-
<b>Activities</b>	<ul style="list-style-type: none"> <li>- Introduction round (eg. brainstorming) to gather the knowledge of the participants concerning neurobiology/the way we learn</li> <li>- Theoretical input</li> <li>- Video that explains wiring, neuronal connections, neuroplasticity etc. in a simple way</li> <li>- Practical exercises to experience the theory (play a game and find out in a group process after, what neurobiological processes happened in a reflection/feedback/discussion)</li> </ul> <p style="text-align: center; color: red;">not in this session: ?</p> <ul style="list-style-type: none"> <li>- Practical demonstration bullying – two ways to react (with anger to intensify, with consent to relax the situation)</li> <li>- Role play and trauma (trainees act as a person, they don't feel well with and define afterwards, what they felt and how they experienced the reactions from others)</li> </ul>				
<b>Preparation</b>					
xxx					