



ADULT LITERACY

FROM CREATING JOYFUL LEARNING
EXPERIENCE INTO ACTIVE CITIZENSHIP

Trainer's Toolkit –

Methods for Joyful Teaching

Neurolinguistic programming (NLP)



1. Neurolinguistic programming

1. Description

Neurolinguistic programming (NLP) it's an alternative psychological approach to communication., to the individual development



Its name comes from the concept that there is a connection between the neurological process (neuro), the language (linguistic) and the behavioural patterns deriving from direct experience (programming) and considering these patterns as fundamental to achieve some goals during one's life.

The practical goal of NLP is to understand how some people manage to achieve certain results: this is done through analysis, learning and modelling, that is, the voluntary acquisition of some particular behaviours).

Through analysis we should be able to pin down a behavioural model, which should be replicated in the patient through the acquisition of the models considered as effective. Besides the models acquired by other people, there are others, of which the patient is already in possession, derived by his positive past experiences.

The practice of detecting and reproducing behavioural models can be of two kinds: intuitive or analytical. In the first case the modeling occurs through unconscious imitation of the behavioural schemes of a model: this happens, for instance, within the relationship between a child and its parents, who are imitated and used as a benchmark without any awareness on the child's side.

What the analytical modeling concerns, instead, is that it provides for a meticulous collection of information related to the strategy implemented by an individual to get to a certain result. Through listening to the interlocutor experiences, we deduce the key mechanisms of the skills we are searching for and after this, we try to put it in practice.

This kind of method, if extended to education has a deeper influence on the individual, in that it mainly implies, the focus on the emotional side of an individual.

We try to do all of our best to stress the positive emotions of the people we are helping to transform it into something concrete, that they can benefit from. We basically have to teach them how to make a good use of their emotions and feelings to guide their deeds, to know their weak points and enable them to face this and turn it into something that help them in their lives, instead.

2. Practical exercises / How did you use it for the adult literacy project?

This method is not only useful for our beneficiaries, but also for ourselves, in that, it leads to a deeper knowledge and awareness of our own inner side, also what the unconscious one. And to do this, that is, to help people, using this method, we first need to know ourselves the best, to recognize our boundaries and use them to help us, rather than let them restrain us.

If this kind of exercise is done in a good way, the degree of empathy and harmony between the operator and the individual will be at its most and both parts will be able to make the most of it.

1 EXERCISE: FAST PHOBIA TECHNIQUE

This technique of change is very important to eliminate intense fears and phobias. This technique uses the **continued dissociation** both kinesthetic and visual. Read it before you try it, if you wish, with a fears of medium intensity.

To find the intensity of fear is recommended to use a **range of 1 to 10**, when 0 means no fear and 10 means phobias with perspiration, quickened pulse, small breathing and concentration focalized only on the fear.

- 1) Decide an **“anchor lifeline”**. It’s important to have an anchor that cause a pleasant emotional state. So as to in case of difficult and necessity to get out of strong fears, we have a tool at your fingertips.
- 2) Discover the fear. Recover a past event wherein you have a fear or phobia of medium intensity.
- 3) Create a setting of theatre and watch the movie. Here we express the dissociation’s concept. In the classic version of Fast Phobia Technique imagine to see yourself form the projection room, where you are relaxed and comfortable. Imagine seeing yourself seated in the parterre who watch the movie and the scene that caused the fear.
- 4) From the projection room you watch the movie to the end, so that you understand that there is an ending and that everything can go quiet.
- 5) Now you image to watch the movie from the final scene and you say **“ok, I’m alive”**. Imagine to watch the movie back to beginning, just like a silent movie, maybe in black and white for example as Charlie Chaplin’s movie, with walk backward, opposite exclamation...
- 6) The purpose of classic technique is that you can evaluate with a range of 1 to 10 how be fearful this situation.

Very often the impact falls dramatically and this happens because you create a mental confusion, emotive and visual dissociation. The next step is to try the fears associated with that situation.

The Fast Phobia Technique is often a **“oneshot”** technique. To be effective is important to try this technique with a professional coach.

2 EXERCISE: CHANGE PERSONAL HISOTRY

This is a process used to remove negative emotion in the past and to give ability to past experience, or better to perceptionand memory of them.

The Change Personal History use a timeline with kinesthetic anchor retracing the past event on the timeline giving resource to difficult time and recognizing that you done all you can with resources available at that moment.

That is a Change Personal History's scheme using kinesthetic anchor:

- 1) Create a unpleasant situation and evaluate with a range from 1 to 10 with a lower-middle rate for the first time you try this technique. It concerns a past situation that you don't want in the future.
- 2) Think about the situation that you want to leave in the past. Think about what you feel and what annoy you, when you be in emotional intensity, define your negative situation and press together thumb and index of the right hand.
- 3) Relax and shake your body, this is important to distract sensations inside you. Now you press again the fingers and evaluate if pressing thumb and index came back the unpleasant situation.
- 4) Imagine an hypothetical timeline when, for example, at your left there is your past and at your right there is your future and when you stay there is the present.
- 5) Came back and retrace the past. What have you do is to notice the different emotional intensity in your past.
- 6) Break up this state, you create a diversion or stand up-
- 7) Now you look for a different resource useful for you and your past. You remember situation, you feel emotions in your body and when you feel strong emotion press your thumb and index of your left hand.
- 8) Separate your fingers and shake your body. Now, try the anchor pressing the fingers to know if you attached your resources to kinesthetic anchor.
- 9) Now you are ready to came back to your past, recalling at your left different moments. You keep the anchor and, pressing the fingers, you observe, live watch different moment of your past. Now you could realize a collapsing anchor for each event in the past.
- 10) Remember each moments and diffuse your resources. You arrive to the present and release the positive anchor.
- 11) Now you came back in the past and you notice if yourself have more resource than now. Observe if your thought created clarifying connection and if you be light.
- 12) As last step, you find the anchor with the left hand and address to your right, to your future line and diffuse the resource of the positive anchor.

3. Lessons we learned / Recommendations

When you deal with people whose lives have been quite rough on, you might happen to make, unwillingly, huge mistakes. One of the first things to make clear, besides trying to teach them their weaknesses and negative emotions can turn into real advantage points, is that of telling them that we are all there to learn something, and learning implies making mistakes, from which we can all learn.

Coming to the mistakes, it is heartily recommended not to underline it when it occurs. If somebody did something wrong just show them it is not a big deal and tell them it is easy for everybody to make a mistake. If it deals with a word they didn't say or spell correctly, just show them the correct option, and may be tell them most people make that mistake all the time. It will help their self-esteem. Tell them they have the possibility to try an try over again until they got to the aim.

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