

# Learning to Fly with Your Mind: Supporting Undiagnosed Neurodiversity

The reflexive method to prevent the  
hikikomori phenomenon

Module n. 2  
N. 2023-1-IT02-KA210-ADU-000150723



# OUTSIDE



Co-funded by  
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

# LEARNING TO FLY



To curb the phenomenon of school dropout and contain the spread of the hikikomori phenomenon, the school system must be concerned with analyzing and taking into account the potential of each individual, adjusting its tools to accommodate and enhance the diversity of the individual.

- ☐ This is what we desire but what to do in the meantime?
- ☐ How to support young people who are drifting away from school and relational life?
- ☐ How to help them spread their wings?



# LEARNING TO FLY

*«Thought makes possible action accompanied by conscious purpose»*

John Dewey

Telling someone how they should think is equivalent to telling them how to breathe.

However, the most appropriate mode of thinking for children at risk of hikikomori is reflective thinking.

**Learning to fly** is a method based on reflective thinking to help those who are moving away from social life to reframe negative and hypercritical thoughts.

The goal is to stimulate awareness and, subsequently, action.



# THE CURRENT OF CONSCIOUSNESS

## **We cannot stop thinking.**

We are immersed in an automatic and chaotic stream of thought made up of memories, mental representations, dreams, reveries, etc.

The current of consciousness is a boundless cloud in which we are constantly immersed.



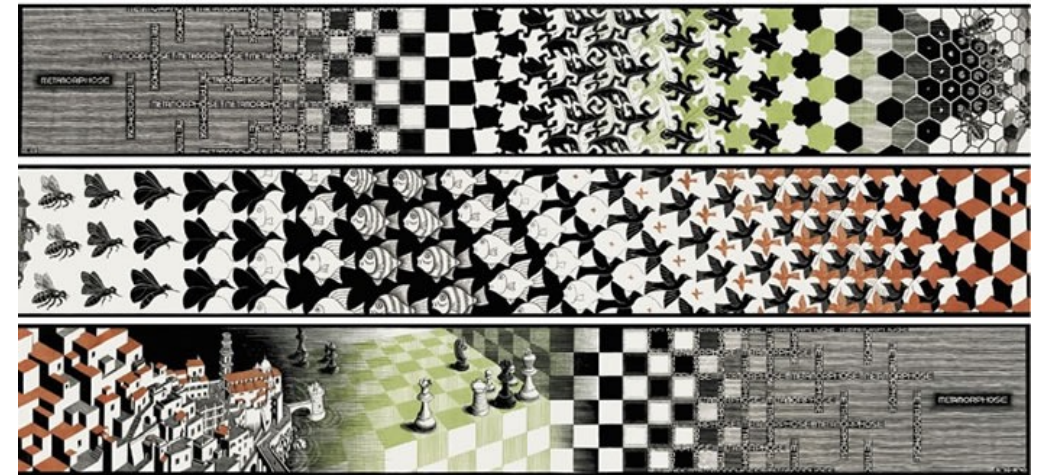


# REFLECTIVE THINKING

Reflective thinking is sequential. Each thought rests on the one that precedes it and gives birth to the next.

Reflection implies a consequence of ideas, a consecutive order in which each idea determines, stimulates, and germinates a new idea.

Reflection creates development, change, evolution, transformation.



# THINK IT OUT!

The chain of thoughts comes from somewhere, tends toward a conclusion, aims to resolve an issue.

Reflective thinking drives inquiry to arrive at a solution.

Reflective thinking begins when we investigate the value, reliance, truthfulness of a theory, phenomenon, behavior, or choice we have made.



# THE PHASES OF REFLECTIVE THINKING



State of doubt and perplexity from which thought originates.



Research and investigation to find the materials that will resolve the doubt and guide to the solution.

# TRAINING SESSION



Co-funded by  
the European Union

N. 2023-1-IT02-KA210-ADU-000150723



**OUTSIDE**



# Guided reflection exercise: Climbing a tree. Step 1



**Scenario:** You are walking in unfamiliar territory and come to a fork in the road.

You stop and think: what is the right path?  
How to resolve the doubt?

There are **two** alternatives:

1. Go blindly and hope for luck
2. Discover the evidence that points to the right path



# Guided reflection exercise: Climbing a tree. Step 1



You can climb a tree (metaphorically) and sweep your eyes for signs and directions (a path, a road sign, smoke in the distance, a downhill slope, etc.)

That is, to reflect in order to uncover facts that lead you to the choice of the way forward.

When there is uncertainty, we always climb a tree to find a new point of view from which to examine the facts and connect them and then decide.



# Guided reflection exercise: Climbing a tree.

## Step 2



**Scenario:** It is Monday morning. You are walking to school. You come to a fork in the road: one road leads to school and another takes you home.

You stop and think: which is the right road? How to resolve the doubt?

There are **two** alternatives:

1. Take the road that leads to school and enter
2. Go back home





# Guided reflection exercise: Climbing a tree.

## Step 2



You can climb a tree and think about the **pros** and **cons** of the two alternatives.

**Alternative 1:** You decide to enter school:

- What advantages would you have?
- What people would you be pleased to meet?
- What people would it bother you to meet?
- What would bother you? Why?
- What risks would you take?
- What opportunities might you take?
- Can you tell an unpleasant event related to school?
- Can you tell a positive event related to school?





# Guided reflection exercise: Climbing a tree

## Step 3



- Which path did you choose?
- Why?
- Are you really sure?
- If you had acted impulsively, without thinking, would your choice have been the same?



# Exercise: Reflection for action



The origin of reflective thinking is in doubt, in perplexity. Questions to be answered channel thinking into a well-defined path that, if pursued, can lead to positive outcomes.

Thinking is the ability to make connections.

The selection and ordering of action directives is difficult for young people. The professional activity of adults establishes a regularity of acts to be performed. Young people, on the other hand, may lose motivation, may fail to create a plan of action or remain immobile in the face of choice. The risk is to close the door to one's room for too long.



# Questions for action



- Think about school subjects, from math to history. What do you connect them to? How much do you reflect on what you study?
- Think now about the subjects, the extracurricular topics you reflect on. What are they? What do you like to think about?
- Find at least 5 topics on which, every day, your thinking is directed.



# Questions for action



**Put them in order of importance.**

- Among these intellectual activities, which ones do you put into practice?
- Which ones, on the other hand, would you like to put into practice but are currently unable to do so?
- What obstacles have you overcome?
- In what ways could you overcome these obstacles?





# Questions for action



**Identify two practical activities you could do this month.**

- What actions should you take to get to the goal?
- Who could support you?
- Who could share your interests?
- What activity could you start with?





# OUTSIDE

Activating Strategies to fight Hikikomori Condition

2023-1-IT02-KA210-ADU-000150723

# THANK YOU!

Antonia Castellani: [a.castellani@skillupsrl.it](mailto:a.castellani@skillupsrl.it)

Maria Chiara Di Francesco: [mc.difrancesco@skillupsrl.it](mailto:mc.difrancesco@skillupsrl.it)

Asia Silvestri: [a.silvestri@skillupsrl.it](mailto:a.silvestri@skillupsrl.it)

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by  
the European Union