COURSE BROCHURE | ERASMUS+ TRAINING

Art Therapy for Wellbeing and Communication

Use inclusive art-based activities to support wellbeing, self-expression, communication and meaningful participation in educational settings.

LOCATION	LANGUAGE	FORMAT	DURATION	COURSE FEE	OID
Madeira	English	On-site	6 days	€580	E10201112

€580 per participant for 6 days in Madeira, Portugal. Check current editions, fee and inclusions before booking.

Course description

Art-making can create non-verbal routes to expression, reflection and connection in educational and community settings. This experiential course introduces educators, trainers and other professionals to practical art-based activities that can support wellbeing, communication, creativity and participation.

Through drawing, painting, collage, modelling, digital creativity and collaborative projects, participants will explore how artistic processes can help learners express experiences, develop emotional vocabulary, strengthen social interaction and participate in inclusive group activities. They will be able to adapt activities to different ages, abilities and cultural contexts, paying attention to choice, consent, sensory needs, boundaries and psychological safety.

Participants will design a realistic art-based activity or programme for their own context and consider responsible facilitation, observation, reflection and referral boundaries.
The programme is educational and experiential. It does not qualify participants to provide clinical art therapy or to diagnose, treat or assess mental-health conditions.

Who the course is for

For educators

Educators, trainers, community workers, wellbeing or inclusion staff and creative professionals interested in non-clinical art-based approaches to communication and wellbeing. The course is particularly relevant for professionals supporting diverse learners and seeking inclusive activities that encourage choice, self-expression, social connection and participation.

At a glance

Course level: Basic to Intermediate Professional Literacy

Prerequisites: No previous art or therapeutic training is required. Participants should understand that the course presents non-clinical art-based educational and wellbeing practices.

Working language: English. Please **contact the team** if you are unsure about the course level or working language.

CURRICULUM FOCUS
Art-Based Wellbeing & Expression / Inclusive Communication & Participation / Safe Facilitation & Programme Design

View the course, current editions and fees

02 / INTENDED LEARNING OBJECTIVES

Learning outcomes

The following learning outcomes describe the course's intended direction and objectives. The trainer adapts activities, examples and participant work to the group's goals, experience and learning needs.

01 **Foundations & Professional Boundaries** - Explain key principles of art-based wellbeing practice and distinguish educational or facilitative activity from clinical art therapy, diagnosis and treatment.

02 **Art-Based Expression & Communication** - Facilitate creative activities that support self-expression, reflection, emotional vocabulary and non-verbal or verbal communication.

03 **Inclusive & Sensory-Responsive Design** - Adapt materials, instructions, pacing and participation options to different abilities, sensory preferences, ages and cultural contexts.

04 **Group Process & Psychological Safety** - Establish choice, consent, boundaries, respectful sharing and appropriate debriefing within individual and group creative activities.

05 **Observation, Reflection & Responsible Documentation** - Use non-diagnostic observation, participant reflection and responsible documentation to review engagement and improve future activities.

06 **Art-Based Programme Design & Application** - Design a structured art-based activity or short programme with a clear purpose, suitable materials, facilitation guidance and an implementation plan.

07 **European Peer Exchange & Institutional Transfer** - Compare art-based wellbeing and communication practices with European peers, exchange professional approaches and identify strategies that can be adapted to participants' own institutions.

Transfer to practice and intended impact

The programme supports participants in connecting the course learning with their own professional context. Participants consider how relevant approaches, activities or tools could be adapted to their learners, priorities and institutional settings.

1. **Identify a relevant professional need:**
   Consider which learner need, classroom challenge or institutional priority the course learning could help address.
2. **Adapt the approach to your setting:**
   Select the activities, tools or approaches that can realistically be incorporated into your own professional context.
3. **Decide what progress would look like:**
   Consider how changes in practice, learner engagement, learning outcomes or another relevant result could be recognised.

03 / COURSE PROGRAMME | DAYS 1-3

Learning Activities & Training Schedule

SUNDAY / DAY 1

Flexible self-preparation followed by an in person European exchange session, **at 18h30.**

MONDAY - FRIDAY / DAYS 2-6

08:30 - 13h30

5h of training per day · 30h total

This is a typical timetable, subject to the provider's discretion.

DAY 1

Cross-Cultural Exchange, European Educational Context & Course Orientation

- Pre-Session work: Self Preparation to reflect and share your institution's context, cultural background & completion of the Cultural Quiz.
- Welcome, networking and cultural exchange between participants and Erasmus+ team.
- Icebreaking activities and sharing of European core values.
- Open space for participants to share ideas and discuss current challenges in the Education sector; collaborative opportunity to exchange future goals.
- Course briefing and planning.

DAY 2

Foundations, Boundaries & Safe Creative Space

- Explore the role of art-making in expression, communication, reflection and wellbeing.
- Distinguish clinical art therapy from non-clinical educational and facilitative art-based practice.
- Establish principles of choice, consent, boundaries, confidentiality and psychological safety.
- Experience low-pressure creative activities and reflect on the participant perspective.
- Identify the needs and professional contexts participants want to address during the course.

DAY 3

Materials, Media & Creative Exploration

- Explore drawing, painting, collage, modelling and selected digital creative approaches.
- Compare materials according to sensory qualities, accessibility, cost and learning context.
- Adapt instructions to reduce performance pressure and support experimentation and choice.
- Practise facilitating a short art-based activity without interpreting or diagnosing participants' work.
- Reflect on facilitator language, pacing and the management of materials and space.

04 / COURSE PROGRAMME | DAYS 4-6

Learning Activities & Training Schedule

DAY 4

Emotional Expression, Communication & Group Connection

- Use metaphor, colour, image and story to support emotional vocabulary and reflection.
- Explore non-verbal and verbal communication through individual and paired creative activities.
- Facilitate collaborative art processes that support connection, participation and respectful dialogue.
- Practise optional sharing and debriefing without forcing disclosure or assigning meaning.
- Analyse case scenarios involving boundaries, emotional responses and appropriate support or referral.

DAY 5

Inclusive Art-Based Programme Design

- Develop anonymised participant profiles representing varied abilities, sensory needs and communication preferences.
- Adapt activities for neurodiversity, special educational needs, language differences and different ages.
- Sequence creative activities with a clear purpose, opening, production phase, reflection and closure.
- Draft an art-based wellbeing or communication activity for the participant's own context.

DAY 6

Observation, Reflection & Institutional Transfer

- Use participant voice, non-diagnostic observation and reflective questions to review engagement and participation.
- Develop responsible notes or documentation (without claiming clinical or therapeutic outcomes).
- Present the proposed activity or programme and refine it through peer and trainer feedback.
- Reflect on learning, complete course evaluation and certification.

ADAPTABLE TRAINING

This programme is a planned framework. Specific activities, sequence, exercises and timings may be adapted by the trainer or provider to each group/edition.

COURSE RECORDS

Daily summary and attendance sheets record the schedule and a short account of each day's work, validated by the trainer and signed by the participants.

Edition-specific evidence: Learning Together maintains signed daily training and attendance records. This brochure describes the course framework; additional verification can be based on the records of the particular edition.

05 / LEARNING APPROACH & METHODOLOGY

Learning Together Methodology

Learning Together courses combine guided input supported by presentations and multimedia resources with practical experimentation, creative workshops, case-based learning and hands-on tools. Participants connect the learning to their own professional situations and progressively develop an applied outcome, which may take the form of a presentation, project, session plan, action idea, reflection or another relevant output.

Peer / trainer feedback supports refinement throughout the process, while European exchange encourages participants to compare practices, perspectives and approaches across different educational contexts.

Methods applied in this programme

Experiential Art-Making & Reflective Practice

Participants engage in individual and collaborative art-making activities, using guided reflection to examine creative processes, emotional expression, facilitation techniques, emotional safety and their potential applications in educational settings.

Inclusive Facilitation & Case-Based Learning

Guided discussion and case scenarios help participants adapt activities, encourage choice, establish boundaries, respond to varied needs and recognise situations requiring specialist support.

Art-Based Learning Design & Practical Application

Participants develop an art-based learning activity with clear educational objectives, suitable materials and inclusive adaptations. Through short facilitation simulations, they practise delivering instructions, managing participation and responding to different learner needs.

Collaborative learning, peer exchange and reflection

Participants work with European colleagues, compare professional contexts, exchange approaches and reflect on how the learning can be transferred to their own institutions.

> **Illustrative example: Designing an Inclusive Art-Based Wellbeing Session**
>
> Imagine an educator planning a short creative session to support communication and connection within a diverse group. Participants define a realistic educational or wellbeing purpose, select accessible materials, design a sequence that offers choice and psychological safety, and prepare reflective questions and facilitator boundaries. They review the session through learner profiles and peer feedback before planning its use in their own context. This illustrates one possible application; actual activities may vary.

An adaptable learning experience

Learning Together courses are delivered by trainers with relevant professional & pedagogical experience, **who are fluent English speakers**. The trainer may vary by edition, adapting the activities to the group's professional context and learning goals.

Meet our trainers and explore our approach

06 / PRACTICAL INFORMATION & SUPPORT

Everything you need for your training

Your course materials and participant work

Participants receive access to course materials, including slides, presentations, worksheets and exercises made available for the sessions, through a dedicated online folder.

Depending on the activities, groups may also develop action plans or presentations. The output varies with the programme, trainer and group.

Materials to bring: None

Course package

Includes training sessions, digital materials, practical resources, administration and course-week support, welcome kit, coffee breaks and course documentation. Cultural activities and an orientation session **depend on the edition selected** (flights, accommodation & other personal arrangements are not covered).

Check fees and inclusions for your selected course.

Documents & certification

We issue Certificate of Attendance, invoice and support agreed Erasmus+ mobility documents, including Europass Mobility records. Certificate issuance follows the attendance conditions.

Send any additional school forms to our team in advance. Explore document guidance.

Provider & quality

Learning Together operates through registered organisations in every country where services are provided, each with its own Erasmus+ Organisation ID (OID). Our programmes combine clearly defined learning outcomes, participatory methodologies and practical activities, with participant evaluation & feedback at the end of the training.

Provider OIDs: Portugal E10201112 · **Spain** E10417947 · **Poland** E10419682

FROM INTEREST TO A CONFIRMED BOOKING

01
Pre-enrol

Share your course & preferred dates. Pre-enrolment is non-binding; wait for written confirmation before making non-refundable travel bookings.

02
Confirm your place

Our team will confirm availability by email. Complete final enrolment and billing details to secure your place.

03
Plan your travel

Once your booking is confirmed, you can plan your travel. Before travelling, check materials required, timetable and activities in your selected edition.

YOUR NEXT STEP

Ready to plan your course?

Check the current dates, duration, fee and edition status on the course page, then start your pre-enrolment or contact us!

View course & editions ↗ | Pre-enrol ↗

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