



CREATIVE NONVERBAL TECHNIQUES FOR GROUP COHESION AND SOCIAL INCLUSION

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ABOUT

The International Organization for Migration (IOM) states that “successful integration is a dynamic and multidirectional process that entails mutual adaptation between migrants and the host society, grounded in the principles of protecting fundamental rights, respect, tolerance and non-discrimination. This is a multifaceted issue that encompasses the inclusion of migrants in economic, psychological, social, linguistic and civic domains, along with the empowerment of host communities and other local stakeholders to embrace and work alongside migrants.” (1)

In France and Spain, a variety of projects are underway to support the integration of migrants and vulnerable people across multiple domains: language acquisition, professional integration, educational inclusion, access to housing, cultural and social activities, administrative assistance, and even health and wellness. (2)

Language training is frequently regarded as a crucial tool for integration, influencing success in various other domains.

However, it encounters several challenges that are frequently overlooked. IRFAM – Institute for Research, Training and Action on Migration, has recognized four of them:

- the logic of standardization and profitability dictated by society
- meritocracy, which integrates language acquisition with attaining “deserved” status
- the requirement to attend classes, occasionally viewed as condescending
- identity recognition, which may result in a dismissal of the dominant language. (3)

IRFAM outlines the requirement to attend courses:

The teaching methods employed draw inspiration from traditional schools. Although adaptations are made to eliminate the more infantilizing elements, adult learners may perceive these classes as an abstract period, detached from their everyday concerns. This educational experience reflects a model akin to that of a child who is learning and whose success is desired. Learning difficulties can also be perceived negatively, leading individuals to feel incapable of overcoming these challenges and, as a result, struggling to integrate socially. They may internalize the stigma often assigned to them by the dominant class, leading to a reluctance to persist due to the anticipation of failure (Goffman, 1975).

To enhance the adaptation of language courses to the needs and capabilities of migrants, the Council of Europe specifically advises training language instructors “so that their courses are not merely ‘foreign language courses’ but emphasize recognizing the social, intercultural, and psychological aspects of teaching and learning within a migration context.” (4)

In this context, the organizations On Continue and Eduplus have chosen to combine their expertise through a streamlined partnership project (KA210), supported by the European Union through the ERASMUS + program. Our shared goal is to encourage the application of non-verbal creative techniques with groups of individuals in vulnerable situations (people with disabilities, those in precarious circumstances, older people, or any other group for whom language barriers or learning difficulties act as a barrier) to enhance social inclusion and group cohesion. The initial phase of our work involves cataloging and subsequently categorizing the various techniques that can be employed. We present to you the findings of our research in the following pages.

OUR STUDY

To shift away from conventional teaching methods, we adopted more innovative approaches. For instance, drama workshops have been recognized for their beneficial impact on learning, enhancing learners' motivation and self-assurance. (5) Consequently, we aimed to explore whether additional techniques could be applied in teaching migrants and other vulnerable people, emphasizing non-verbal methods that can be implemented from the initial lessons.

The mapping methodology employed is grounded in a systematic approach that encompasses data collection, categorization, and adaptability. To do so, we segmented the research into multiple phases. Initially, we concentrated on examining the outcomes of prior Erasmus+ projects related to the topic. This strategy enabled us to utilize existing knowledge by compiling information on the methodologies that were tested and their respective results. Following our review of Erasmus+ resources, we broadened our online search, specifically targeting France and Spain, with the objective of identifying initiatives and techniques that tackle regional or local challenges in social integration.

Initially, we discovered that not all of the identified techniques are appropriate for classroom instruction; numerous methods that involve physical and non-verbal activities are frequently utilized in therapeutic environments that necessitate specialized training.

In our research, we discovered various techniques that can be utilized through very basic exercises without the need for specialized training, including mindfulness, meditation, improvisational theater, dance, movement and other creative activities. For extended or more complex sessions, the specific training of professionals remains essential.

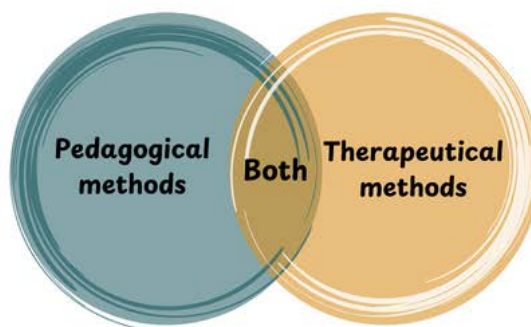
While investigating, we categorized the identified methods into three distinct groups: educational activities, therapeutic activities and hybrid activities.

Creative Techniques

- Visual learning
- Art-Based learning
- Auditory learning
- Improvisational theatre
- Theatre
- Embodied learning

- Miming and role-playing
- Dance and movement
- Clowning
- Laughter exercises
- Puppetry
- Mindfulness practices
- Meditation

- Breathwork
- Outdoor Education
- Garden-Based Learning
- Forest Bathing



- Art Therapy
- Theater of the Oppressed
- Therapeutic Theater
- Biodanza
- Laughter Therapy
- Contact Improvisation
- Yoga
- Tai Chi / Qi Gong
- Sound Healing



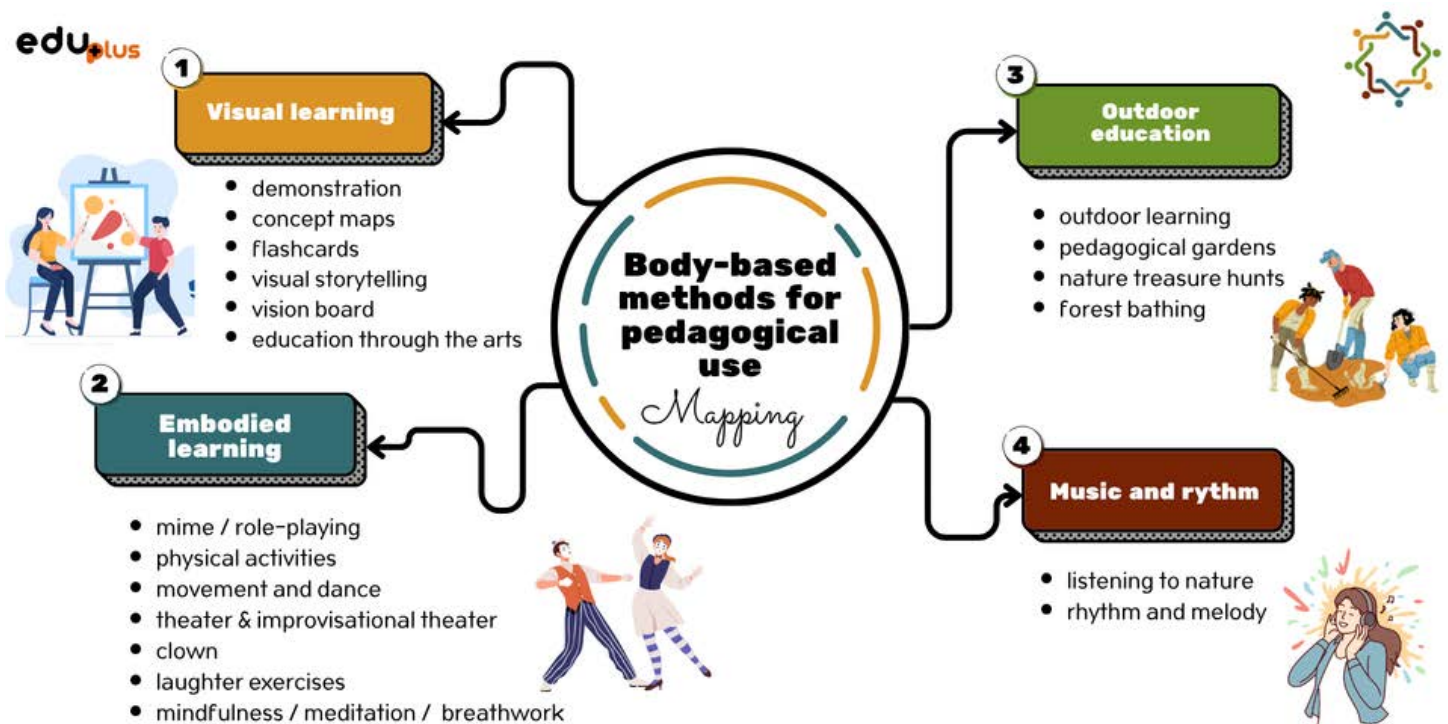
- Dance and movement therapy
- Somatic experience
- Sensory awareness (Charlotte Selver)
- Trauma release exercises (TRE)
- Psychodrama
- Authentic movement
- Feldenkrais method
- Bioenergetics
- Butoh dance theater
- Alexander technique



TEACHING STRATEGIES

Of all the methods we mapped, we identified that some of them are suitable for pedagogical purposes.

We have categorized the various teaching methods into specific groups: visual learning, embodied learning, outdoor learning and Rhythm and sound-based learning. This framework was developed to establish a clear and effective structure that illustrates the diverse ways these methods enhance the learning experience. By organizing methods in this manner, we can more effectively address different learning styles and preferences.



VISUAL LEARNING

The theory of learning styles – visual, auditory and kinesthetic – has sparked debate among scientists and is occasionally labeled as a neuromyth. However, there is agreement on the benefits of a multimodal approach, which integrates various channels to enhance learning, such as linking an image with a sound. The visual component thus assumes a pivotal role: it enhances comprehension, bolsters memory retention, fosters creativity, aids in the processing and organization of information and enriches communication. With this perspective, here are some activities for incorporating the visual element into teaching:

1. The exhibition

Demonstration serves as an effective instructional method in visual learning. It involves a sequence of actions executed by the teacher to exemplify a technique or process. Typically, it is paired with illustrations or objects that enable students to visualize the process clearly. Additionally, it may be enhanced by verbal explanations to strengthen comprehension. The effectiveness of this method is rooted in its utilization of the brain's capacity to swiftly process visual information, facilitating learners' understanding and retention of the concepts introduced.

2. Concept maps

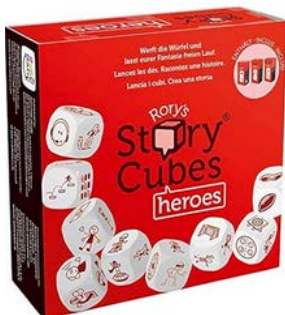
Mind maps serve as a potent tool that aids the brain in assimilating information through structural and visual elements. They can be utilized to organize and memorize vocabulary at the conclusion of a sequence, summarize grammatical explanations, structure written outputs or coordinate collaborative efforts. To enhance team spirit, collaborative mind maps can be created online or in small groups.

3. Flashcards

Flashcards are an excellent method for memorizing substantial amounts of information in an enjoyable manner and they become even more effective when created by the learners themselves. When used consistently, they serve as a valuable resource for reviewing and retaining concepts or vocabulary acquired in class.

4. Creative card games and visual storytelling

Visual storytelling is a method that employs visual components to convey a narrative in an engaging and unforgettable manner. It integrates images, videos and various visual tools to build a storyline. This approach depends on emotional involvement, enhanced retention and clarity. In educational settings, this method can be adapted to create a comic strip, for instance, or to develop a photo novel. Numerous card games also incorporate visual elements as prompts for storytelling. Students craft a narrative by adhering to somewhat flexible guidelines, fostering collaboration, creativity and enthusiasm. Examples include games like Speech or My Story Cards. Following a similar concept, story cubes featuring icons are also highly effective.



VISUAL LEARNING (CONTINUED)

5. The inspiration board

Frequently utilized in personal development, the vision board aids in clarifying projects and initiating action. In an educational setting, it can serve as a collaborative tool at the start of training. Students can articulate their motivations and objectives while enhancing their sense of belonging to the group.

6. Education through the arts

To foster a welcoming atmosphere in the first class and encourage group dynamics, various arts-based activities, especially drawing, prove to be effective. Here are three examples. In the **drawn selfie** activity, students are invited to create a self-portrait on a small card. All the drawings will subsequently be compiled on a single board and showcased in the classroom. **The Class Totem** should consist of individual drawings where students depict their traits and what defines them. These drawings are then cut into various shapes to form a totem that will be displayed on the wall. For the final activity, the instructor must first sketch a tree trunk and branches on a large sheet of paper or cardboard. Each student is then required to cut a piece of paper into the shape of a tree leaf and illustrate a skill or strength they contribute to the group. The leaves are then affixed to the branches to create the **class skills tree**.

Incorporating the arts into education enables participants to convey their thoughts beyond linguistic limitations, enhance their self-esteem, re-engage with the learning process through a more playful and less formal approach and cultivate transversal skills such as self-reflection and cultural awareness.



EMBODIED LEARNING

Embodied learning is an educational method that asserts our cognitive processes are significantly shaped by our physical bodies, in contrast to classical cognitivism, which divides the body and the mind. To facilitate effective learning, especially in language acquisition, the educator should aim to incorporate movement and sensory experiences. A variety of activities can be implemented:

1. Pantomime / role-playing

Mime, valued for its playful nature, serves as a vital tool in education. For instance, after delving into a lexical field (such as sports) during a language lesson, the instructor can invite students to take turns miming a word for the group to guess. To enhance memorization, it is advisable to link gestures with speech, enabling the information to be anchored through multiple sensory channels. Once the individual or team mimes are completed, the entire class can collectively repeat the learned words, accompanied by the corresponding gestures. Role-playing activities, on the other hand, immerse students in scenarios that closely resemble reality, where the body plays a crucial role through posture, gestures or actions. To optimize the effectiveness of this approach, it is important to promote genuine physical staging and to prevent the exercise from being confined to a mechanical recitation of prepared dialogues.

2. Games

Although widely embraced in childhood education, physical games often diminish in adult teaching methodologies. They may be viewed as juvenile or misaligned with established learning objectives. Nevertheless, the advantages of play extend beyond childhood. Games can alleviate stress, foster creativity, and enhance interpersonal relationships within groups by promoting collaboration and shared enjoyment. These aspects are vital for social inclusion and group cohesion. Numerous physical games necessitate minimal or no language, making them accessible to individuals at all levels of language proficiency.

3. Dance and motion

The advantages of dance and movement on the brain are extensively recorded. Dance aids in alleviating stress, generating serotonin (the hormone associated with well-being) and forming new neural connections in regions of the brain linked to long-term memory and spatial awareness. (10) Nevertheless, the beneficial impacts of dance extend beyond these biological factors. It also serves as a significant means for fostering self-confidence, personal expression and creativity among diverse groups (migrant adults, individuals with disabilities, survivors of violence etc.) (11)



4. Theater and improvisational theater

Classical theatre consists of staging a play, whereas improvisational theatre depends on unscripted performances, conducted without advance planning. Both methods hold significant value for audiences in sensitive circumstances. They aid in alleviating stress, fostering creativity and empathy and enhancing self-assurance. (12) Numerous programs provide theatre workshops designed for particular groups, including migrants or individuals with disabilities. (13)

5. The craft of clowning

Clowning is defined as a "form of expression centered on the portrayal of humorous and extravagant characters, aimed at eliciting laughter, as well as emotion and contemplation." Although less common than dance or theater, clowning can still be effectively utilized with individuals in vulnerable circumstances. Various initiatives provide workshops for refugees and individuals with disabilities. (14, 15)

6. Laughter exercises

The advantages of laughter on the brain are well-documented, including enhanced memory, decreased stress, reinforced neural connections and stimulated creative thinking. However, it is important to note that "the body does not differentiate between spontaneous laughter and simulated laughter. We obtain the same physiological and psychological benefits." Introducing laughter exercises to vulnerable populations can create favorable learning environments and enhance group cohesion. For instance, laughter workshops have been conducted for Syrian refugees in Lebanon and for individuals with disabilities in Belgium. According to the organization Joie de Rire, which provides these workshops, "Practiced in a group, laughter strengthens friendships. It allows you to let go, makes you happier and more energetic, and fosters a more positive mindset, enabling you to view stressful situations from a different perspective."

7. Mindfulness, meditation, and relaxation techniques

These three techniques share several benefits, including the reduction of stress and anxiety, enhancement of concentration, development of self-awareness (understanding one's own mental and emotional processes), improvement of overall well-being and positive impacts on the brain areas associated with attention, memory, and emotions. (18)



EXPERIENTIAL EDUCATION IN NATURAL SETTINGS

Outdoor learning, also known as outdoor education, encompasses experiential learning activities conducted outside, using the environment as a resource for education. Although numerous studies emphasize its advantages for children, outdoor learning provides considerable benefits for adults as well, including decreased stress, heightened focus, enhanced creativity, improved physical health and better cognitive performance. Various teaching strategies are based on outdoor learning.

1. Outdoor learning

According to the Paris Academy, "this innovative teaching method involves stepping outside the traditional classroom to engage in learning within a nearby natural environment. The objective is to enable students to discover the world around them while fostering their creativity, curiosity and comprehension of the surrounding ecosystem. This approach not only creates an inspiring educational atmosphere but also promotes physical activity and encourages free exploration." (19) While this method is predominantly applied with children, its use with adults is less frequent.

2. Garden-based learning

An educational garden is a designated area within a learning institution, aimed at fostering education and raising awareness. However, garden-based learning can be done in any garden. Students can engage in the processes of planting, caring for and harvesting plants, guided by teachers or activity coordinators. This hands-on experience enables the exploration of various subjects in a practical and interdisciplinary way, including natural sciences, mathematics and language development. For adults, numerous initiatives have emerged, such as intercultural gardens, which facilitate connections between migrants or refugees and local community members. (20)

3. Nature treasure hunts

Treasure hunting is an enjoyable and informative activity that entails searching for items or hints in a natural setting, typically utilizing a map or clues.

Treasure hunting can manifest in various ways, including geocaching, which employs technology like smartphones to find concealed caches in natural settings. This activity enjoys popularity among both children and adults and has been utilized, for instance, to familiarize a group of newly arrived migrants with a neighborhood in Lisbon. (21)

4. Forest bathing

Forest bathing, known as "Shinrin-Yoku" in Japanese, is a soothing therapeutic practice that began in Japan during the 1980s. It entails a mindful and sensory engagement with a forest setting. Participants are encouraged to wander freely through the woods, utilizing all their senses while engaging in relaxation and breathing techniques to reestablish their connection with nature. This practice can be beneficial for individuals in vulnerable circumstances, aiding in stress reduction, mood enhancement and creativity stimulation. For instance, the Action Foundation, which supports migrants in England, has provided forest bathing experiences for refugee women, resulting in noticeable positive outcomes. (22)



EDUCATION THROUGH MUSIC AND SOUNDS

Music and sound offer a universal way to communicate and connect beyond words. When used in education, they open spaces where individuals can express emotions, explore creativity and experience belonging. Music encourages self-expression and confidence, especially for learners who may struggle with verbal or traditional forms of learning.

Benefits for social inclusion

Music creates shared experiences that transcend social, linguistic, and cultural boundaries. When people sing, play or move together, they synchronize their rhythms and emotions, reinforcing trust, cooperation and a sense of unity. Group musical activities cultivate respect and equality, as every sound, voice, or gesture contributes to the whole. These shared moments of creativity and harmony foster empathy and mutual understanding, breaking down barriers of difference. For individuals at risk of isolation — due to disability, cultural background or social disadvantage — music becomes a space of participation and recognition.

Music stimulates both hemispheres of the brain, improves memory and attention and promotes the development of language and non-verbal communication skills. It enables communication where words may fail and offers a way to reconnect with community and the wider world. Ultimately, music in education promotes inclusion by transforming diversity into resonance, turning learning into a collective experience of listening, creating, and belonging.

1. Listening to nature

This approach is intricately linked to nature education and invites participants to engage with their surroundings through a multi-sensory experience. The aim is to improve concentration, focus and observation skills and foster a deeper understanding and respect for the environment. This approach focuses on the conscious perception of both sound and silence as essential parts of communication. By listening to natural sounds and silences, participants become more aware of their own presence within the ecosystem and the interdependence between humans and the natural world. If nature is not accessible, it can also be done through activities such as sound meditation, silent walks or attentive listening.

2. Rhythm and melody

Music serves as a universal language—much like dance or laughter—and can therefore foster inclusion and connection among participants. Working with rhythm helps individuals attune to the natural cycles and pace of life, while exploring melody invites a sense of openness and lightness in perceiving the world.

In France, for instance, the Habitat et Humanisme association “provided amateur and exiled artists the chance to learn songwriting and melodic composition, from arrangement to performance.” (23) Integrating music into education can also be advantageous for participants as it enhances concentration and creativity. Collaborative musical activities foster teamwork, communication and respect for others. Ultimately, utilizing songs can also aid in language acquisition.

3. Body percussion and movement-based rhythm

Using the body as an instrument — through clapping, stomping, snapping or rhythmic gestures— helps participants experience rhythm physically and collectively. It combines movement, coordination and attention, inviting everyone to participate regardless of age or musical ability. The synchrony created through shared rhythm enhances group cohesion and mutual understanding, while promoting energy, focus and a joyful sense of unity.

EDUCATION THROUGH MUSIC AND SOUNDS (CONTINUED)

4. Voice and vocal expression

The human voice is one of the most accessible and powerful tools for learning and connection. Through humming, chanting or vocal improvisation, participants explore sound as a way to express emotions and communicate beyond words. This approach strengthens self-confidence, listening skills and emotional awareness, as every participant can contribute regardless of musical training or language barriers. Singing or sounding together helps individuals feel heard and valued, while also promoting empathy and a sense of belonging within the group.

5. Musical dialogue and improvisation

Musical dialogue invites participants to interact through sound, using call-and-response exercises, echo games or free improvisation. This approach cultivates active listening and empathy, as each person must tune in to the other before responding. Improvisation encourages creativity, spontaneity and emotional expression while strengthening trust and cooperation within the group. Through this shared creative process, participants learn that communication can take many forms beyond verbal language.

6. Collective singing and songwriting

Singing or composing songs together transforms musical creation into a shared experience of identity and collaboration. Writing lyrics or melodies about themes such as inclusion, diversity or emotions enables participants to express shared values and collective stories. By giving voice to a common message, group singing reinforces emotional bonds and strengthens the sense of community.

7. Intercultural music exploration

Exploring the musical traditions, rhythms and instruments of different cultures opens pathways to empathy and mutual respect. By listening to and performing music from various backgrounds, participants experience diversity as enrichment rather than difference. This method nurtures curiosity, openness, and understanding across cultures, allowing participants to connect through a shared emotional language that transcends borders and words.



ALTERNATIVE EDUCATIONAL SYSTEMS

Several alternative education systems utilize nonverbal or body-based approaches, often integrating various methods such as art, movement and music. Nevertheless, these systems mainly concentrate on early childhood and school education, rather than adult education. Adult educators could benefit greatly if they got inspired from such methodologies.

1. Waldorf Education

Rooted in the philosophy of Rudolf Steiner, this approach highlights the incorporation of the arts, physical movement and experiential learning within the curriculum. It employs nonverbal techniques such as rhythmic movement, drawing and crafts to foster cognitive and emotional growth. Waldorf schools focus on the education of the "whole child," intertwining body, emotion, and mind throughout the learning experience.

2. Montessori education

Founded by Maria Montessori, this educational philosophy promotes sensory learning through interactive activities that engage both the body and mind. Children work with materials that activate their senses and enhance their motor skills, nurturing independence and self-exploration. This approach harmonizes the body and mind, assisting students in developing their cognitive skills, fine motor abilities and emotional regulation through active engagement.



3. The Reggio Emilia approach

It is an educational philosophy centered on preschool and primary education, emphasizing children's innate curiosity and promoting exploration through diverse expressive languages, such as movement and art. It advocates for nonverbal communication as a means for children to convey their thoughts and emotions.

ALTERNATIVE EDUCATIONAL SYSTEMS (CONTINUED)

4. Woodland education programs

Forest schools and outdoor education programs utilize nature-based experiential learning to combine physical activity, emotional development and cognitive skills. In this environment, students participate in activities like climbing, building and exploring, which foster a connection with the natural world and promote physical and emotional resilience. Through their interactions with nature, students cultivate self-confidence, problem-solving abilities and a greater awareness of their physical bodies and emotional conditions.



5. Trauma-sensitive educational strategies (TIES)

These are pedagogical strategies that acknowledge the influence of adverse childhood experiences and various forms of trauma on student learning and development. These instructional methods aim to address and alleviate the effects of trauma by fostering a supportive environment that emphasizes emotional well-being and encourages effective learning. By applying trauma-informed principles, educational institutions strive to establish environments where all students feel secure, valued and empowered to achieve success.

HYBRID TEACHING AND THERAPEUTIC APPROACHES

Certain techniques can be applied in both educational and therapeutic settings. However, they should only be provided by professionals who have undergone specialized training.

1. Art therapy

Art therapy is a therapeutic method that employs creative activities, including painting, drawing, and sculpting, to assist individuals in expressing their emotions and examining their experiences. By engaging in the creative process, participants can gain a deeper understanding of their thoughts and feelings, promoting healing and personal growth within a nurturing environment.

2. Theatre of the Oppressed

Theatre of the Oppressed (TO), created by Augusto Boal in the 1970s, is an interactive form of theatre designed to empower marginalized groups and facilitate social change. This methodology invites participants to investigate and confront oppressive societal structures through role-playing, improvisation and dialogue. Through theatrical exercises, individuals gain insight into their own experiences and the dynamics of power, cultivating a sense of agency and collective action within their communities. The objective of this approach is to convert spectators into active participants, allowing them to imagine and enact alternatives to their circumstances.

3. Drama therapy or therapeutic theater

Therapeutic theatre, also known as drama therapy, employs theatre and performance techniques as therapeutic instruments to promote healing, mental well-being and personal growth. Participants take part in role-playing, improvisation and storytelling, which enables them to delve into profound emotions and acquire fresh perspectives on their experiences within a nurturing group environment.

4. Biodanza

Biodanza is a method of guided movement and dance aimed at enhancing emotional expression, connection and overall well-being. Developed by Rolando Toro in the 1960s, it invites participants to articulate their emotions, engage with others and delve into self-awareness through nonverbal and creative means. By incorporating music, dance and group dynamics, Biodanza cultivates a profound connection with oneself and the broader community, with the goal of harmoniously uniting body, mind and spirit.

5. Laughter therapy

Laughter therapy, also known as laughter yoga, is a therapeutic approach that employs intentional laughter to facilitate emotional healing and enhance mental well-being. Created by Dr. Madan Kataria, it integrates playful exercises with yogic breathing techniques to stimulate voluntary laughter, which can lead to the release of endorphins and promote relaxation. This therapy is founded on the principle that the body does not distinguish between genuine and simulated laughter. Both types of laughter yield comparable health benefits, strengthen social bonds and cultivate a sense of community and joy.

6. Contact improvisation

Contact improvisation is a dance style developed by Steve Paxton in the 1970s that focuses on spontaneous movement and physical interaction among participants. Dancers investigate balance, weight sharing and touch, resulting in a fluid and dynamic experience that promotes connection, communication and creativity in the present moment. This practice encourages openness and responsiveness, enabling individuals to express themselves while interacting with others in a collective movement experience.

7. Yoga

Yoga is a comprehensive practice that integrates physical postures, breath regulation, and meditation to enhance physical, mental and spiritual wellness. By fostering mindfulness and flexibility through diverse postures and breathing methods, practitioners can elevate their overall health, alleviate stress, and attain a state of inner tranquility.

8. Tai Chi

Tai chi is a traditional Chinese martial art that focuses on slow, fluid movements and deep breathing to enhance both physical and mental health. Frequently referred to as "meditation in motion," tai chi fosters relaxation, balance, and flexibility, while also promoting mindfulness and a deeper connection with oneself and the surrounding environment.



9. Qigong

Qigong is a traditional Chinese discipline that integrates gentle movements, breath regulation and meditation to cultivate and harmonize life energy (qi). This comprehensive approach enhances physical health, emotional wellness, and spiritual development, enabling practitioners to establish a profound connection with their bodies and enhance their overall vitality.

10. Sound healing

Sound healing is a therapeutic approach that utilizes sound frequencies, music and vibrations to encourage relaxation, balance and overall well-being. By incorporating a range of tools such as singing bowls, tuning forks and vocal toning, sound healing seeks to alleviate stress, enhance emotional health and support personal transformation. This practice creates a soothing environment that is beneficial for healing and self-exploration, establishing it as a significant resource in both therapeutic and educational contexts.

NONVERBAL THERAPY TECHNIQUES

Certain techniques should be applied mainly contexts with therapeutic purposes. They should only be provided by professionals who have undergone specialized training.

1. Dance and movement therapy

Dance movement therapy, also known as dance movement psychotherapy, involves the psychotherapeutic application of movement and dance to enhance the intellectual, emotional and motor functions of the body. This approach integrates movement and dance with therapeutic techniques designed to foster emotional, social and cognitive integration. It encourages individuals to articulate their feelings through physical movement, aiding them in managing their emotions and enhancing their mental well-being. Dance therapists establish a secure environment for participants to delve into their emotions and engage with others.

2. Bodily experience

Somatic Experiencing, developed by Dr. Peter Levine, is a therapeutic method centered on the body, aimed at assisting individuals in processing trauma. It emphasizes the awareness of physical sensations and incorporates the mind-body connection to alleviate traumatic stress. By fostering gentle awareness and attunement to bodily sensations, somatic experiencing facilitates emotional healing and encourages a restoration of balance and well-being.

3. Genuine movement

Created by Mary Starks Whitehouse, the Authentic Movement (AM) approach is a type of expressive movement therapy that integrates movement with profound psychological exploration, allowing participants to convey their inner experiences through spontaneous movement in a secure setting.

4. Feldenkrais method

The Feldenkrais Method is an educational system focused on gentle movement and heightened body awareness to improve physical function and mental well-being. Developed by Moshé Feldenkrais, it encourages participants to become aware of their habitual movement patterns and explore new ways of moving. This process helps to integrate body and mind, reducing tension and increasing flexibility, while promoting emotional balance and cognitive clarity.

5. Butoh dance theater

Butoh is a form of Japanese dance theatre that embodies non-verbal techniques, focusing on slow, controlled movements to convey deep emotions and complex themes. Emerging in the late 1950s, Butoh encourages performers to explore their bodies' relationship with space, time and their inner experiences, often addressing themes such as mortality, nature and the human condition. By emphasizing physical expression over verbal communication, Butoh creates a profound and introspective experience for both the dancer and the audience, making it a powerful non-verbal method for exploring human emotion and connection.

6. Alexander Technique

The Alexander technique, created by Frederick Matthias Alexander (1869–1955), is an alternative therapy based on the idea that poor posture causes a range of health problems. This method teaches individuals to become more aware of their body mechanics, promoting improved posture, movement efficiency and overall well-being.

7. TRE (Tension & Trauma Release Exercises)

TRE is a set of exercises designed to release deep muscular tension and trauma stored in the body. Developed by Dr. David Berceli, TRE uses gentle, controlled tremors to allow the body to release stress and trauma, naturally bringing the nervous system back to balance. It is a non-verbal approach that connects the physical body with emotional healing, encouraging relaxation and restoring mental clarity.

CONCLUSIONS AND RECOMMENDATIONS

These methods are all useful for integrating the body into learning and promoting a multisensory approach. However, not all of them are suitable for the classroom, the target audience, or the professional leading the session.

The purpose of our classification is therefore to differentiate between teaching methods that can be used by teachers and facilitators without specific prior training, methods that are both educational and therapeutic, and finally therapeutic methods. The latter should only be offered by professionals and in specific cases.

As part of our project, we will therefore focus on teaching methods that can be applied by as many trainers as possible and to as diverse an audience as possible. Some of these methods are frequently used with children but rarely with adults. However, the benefits are the same. Their use with a vulnerable audience such as our target audience therefore depends on the trainer.

For them to be effective, certain key principles must be taken into account:

- **Don't be discouraged if learners are not responsive the first time or times this type of activity is offered to them. With time, they will become more and more comfortable. It will therefore be necessary to offer the same type of activities several times, with variations.**
 - **Start with the most accessible and fun activities.**
 - **Never force learners to participate. It is essential to give them the choice to stand aside and observe the activity (it should be made clear that they should not "judge" their classmates) and join in when they feel ready.**
 - **Always demonstrate the activity and participate with the learners whenever possible. This will help to clear up any confusion that may exist in the instructions (especially if the participants' language skills are limited) and eliminate any hierarchy that may exist in the class.**
 - **Encourage participants to be kind to each other and to themselves.**
 - **Focus on the activity itself rather than its potential "artistic" nature.**
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LINKS

Organisation Internationale des Migrations — Integration des migrants et cohésion sociale [Migrant Integration and Social Cohesion] (French) : <https://www.iom.int/fr/integration-des-migrants-et-cohesion-social>

Institut de Recherche, de Formation et d'Action pour les migrations — La formation linguistique des migrants à la recherche d'un emploi : piège ou tremplin [Language Training for Job-Seeking Migrants: Trap or Springboard?] (French) : <https://www.irfam.org/la-formation-linguistique-des-migrants-a-la-recherche-dun-emploi-piege-ou-tremplin>

Conseil de l'Europe [Council of Europe] (French) : <https://rm.coe.int/16802fc3ae>

SINGA — 25 projets qui favorisent l'inclusion des nouveaux arrivants en France [25 Projects Promoting the Inclusion of Newcomers in France] (French) : <https://wearesinga.org/blog/25-projets-qui-favorisent-linclusion-des-nouveaux-arrivants-en-france/>

Le théâtre en classe de FLE dans l'enseignement secondaire espagnol [Theatre in FLE Classes in Spanish Secondary Education] (French) : <https://gerflint.fr/Base/Espagne10/bahillo.pdf>

Le jeu, de l'enfance à l'âge adulte [Play, from Childhood to Adulthood] (French) : <https://www.lapogee.ca/blogue/le-jeu/>

La danse comme vecteur d'inclusion et de santé [Dance as a Vector for Inclusion and Health] (French) : <https://la-possible-echappee.fr/la-danse-comme-vecteur-dinclusion-et-de-sante/>

6 bienfaits du théâtre sur notre cerveau [6 Benefits of Theatre on Our Brain] (French) : <https://hautlescours.fr/post/6-bienfaits-theatre-cerveau/>

Le théâtre, terre d'asile pour les migrants en France [Theatre, a Place of Asylum for Migrants in France] (French) : <https://www.infomigrants.net/fr/post/13966/le-theatre-terre-dasile-pour-les-migrants-en-france>

Atelier clown pour personnes en situation de handicap [Clown Workshop for People with Disabilities] (French) : <https://www.monthealon.org/les-activites/les-actions-culturelles/atelier-clown-pour-personnes-en-situation-de-handicap/>

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**Promoting non-verbal techniques
to foster social inclusion
and group cohesion**

Coordination of the project

On Continue, Martinique (France)

Project partner

Eduplus, Tenerife (Spain)



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