



INTEGRATION MAP

**GOOD PRACTICES FOR SOCIAL AND
PROFESSIONAL INCLUSION**



Co-funded by the
Erasmus+ Programme
of the European Union

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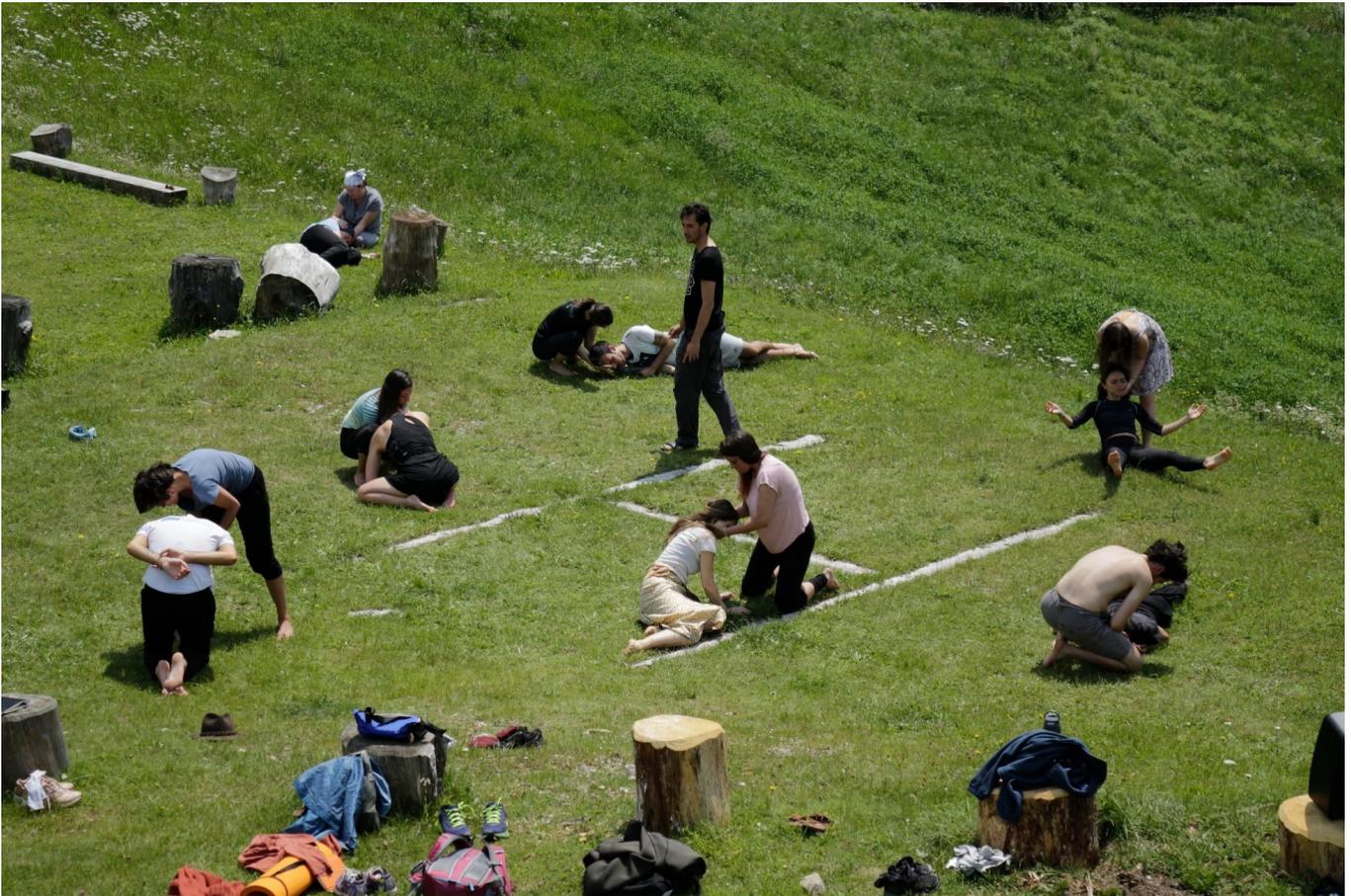


The present booklet is a tool that can be used to enhance the impact of Non-Formal Learning (NFL) in preparing young people for their personal, social and professional development towards inclusive communities. It is also a tool for underlining the importance of Youth work and increasing its quality. The creation of the booklet "Integration Map. Good Practices for Social and Professional Inclusion" is a result of the project "Intregation Map", a KA 1 mobility of youth workers co-financed by the European Commission.

The booklet represents a methodology that aims at developing the capacities of youth workers to create transformational and sustainable learning environments for social and professional inclusion of young people with fewer opportunities. The content is based on literature review and practical experiments and experience during the project. This booklet opens new opportunities in the youth sector, especially by incorporating the suggested innovative methodologies.

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This publication reflects the views only of the author, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.



1

ABOUT THE PROJECT

Many of the problems of modern society are emerging because people have become increasingly isolated and disconnected from each other. The main problem identified in the youth sector that we want to address through our project is the following: limited knowledge, skills and tools, as well as lack of motivation, in working with young people with fewer opportunities and young people socially and professionally excluded.

Therefore, the "Integration map" project aims to develop the resources and skills of youth workers, to create learning environments that are transformative and sustainable to help young people to be included in social and professional life.

The objectives of our project are:

1. Increase knowledge on the social connection and professional inclusion of young people with fewer opportunities for 22 youth workers during the project period.
2. Improve skills in guiding and empowering young people with fewer opportunities on the path of professional inclusion and social connection for 22 youth workers, during the project period.
3. Increase the motivation of 22 youth workers to work with disadvantaged young people for their social and professional inclusion during the project period.
4. Provide 22 youth workers, during the project period, with non-formal, innovative and quality educational tools, belonging to a method that favors the inclusion of young people with fewer opportunities.
5. Offer opportunities for cooperation and support among peers to youth organizations and youth workers, promoting the improvement of the quality of European youth work.

The project activities are based on social and professional inclusion of disadvantaged young people. We are going to use a wide variety of holistic education based methodology, experiential activities and non-formal education methods such as: teambuilding games, get to know Theoretical presentations (regarding social and professional exclusion and inclusion, Individual differences - glimpse at personality types; Personal Treasure Box of Disadvantaged youth; Hidden Resources of the Disadvantaged; Discovering and Exploring the path for Social Inclusion; Discovering and Exploring the path for Professional Inclusion), Debates, self-reflection, Journaling, brainstorming, mentoring, deep listening and facilitation, workshops and many more. The learning activities are based on several principles: learning by doing, challenge by choice, participation, responsibility, freedom and autonomy. We will provide peer to peer learning, trainers' guidance and feedback.

The project will produce tremendous impact at personal and professional level upon the participants. Some outcomes will be:

- increased capacity to create educational activities for social and professional inclusion for disadvantaged young people
- greater understanding and responsiveness to the challenges disadvantaged young people deal with in the modern society
- increased motivation to work in the youth field
- higher involvement in education for inclusion field

Some of the outcomes and impact at the organizations level are:

- better quality of their educational offer (activities)
- increased number of social and professional inclusion-based initiatives
- increased capacity to develop European projects and partnerships (more Erasmus+ projects)
- increased capacity to innovate

CHAPTER 2

YOUTH WORK IN EUROPE

“We have a powerful potential in our youth, and we must have the courage to change old ideas and practices so that we may direct their power toward good ends.”

~ Mary Mcleod Bethune

Youth work is defined differently in European countries, it is taking different forms and is implemented via different activities. A Resolution of the Council and of the representatives of the governments of the Member States, meeting within the Council on youth work is offering a definition of youth work that summarizes the experiences of 27 members of European Union: “Youth work takes place in the extracurricular area, as well as through specific leisure time activities, and is based on non-formal and informal learning processes and on voluntary participation. These activities and processes are self- managed, co-managed or managed under educational or pedagogical guidance by either professional or voluntary youth workers and youth leaders and can develop and be subject to changes caused by different dynamics.” (source: Resolution of the Council and of the representatives of the governments of the Member States, meeting within the Council on youth work, Brussels, 18 and 19 November 2010) .

According to the reports from 27 European Union countries, “Youth work is also defined by its broader more societal aims which are participation in democratic societies, prevention and social inclusion and cohesion: even though some youth work activities are more focused on certain broad objectives than others. For example, some youth work activities put more emphasis on the aims of emancipation, empowerment and participation, whilst others are more focused on prevention” (source: Dunne, A., Ulicna, D., Murphy, I., Golubeva, M. (2014). Working with young people: the value of youth work in the European Union. Available at http://ec.europa.eu/youth/library/study/youthwork-report_en.pdf).

European Commission, with the support of the SALTO-YOUTH Inclusion Resource Centre, developed and launched in 2014 the Erasmus+ Inclusion and Diversity Strategy in the field of Youth. This strategy applies in the youth part of Erasmus+ and encourages youth organisations and other structures to use international mobility projects for the young people with fewer opportunities they are working with. Other initiatives such as the Paris Declaration by EU member states, reinforcing political attention and allocation of resources to counter violent radicalisation of young people, entitled “Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education” (For the main points of the declaration see this document: <https://ec.europa.eu/epale/en/resource-centre/content/declaration-promoting-citizenship-and-common-values-freedom-tolerance-and>.) . These are the latest initiatives with a strong focus on groups of young people with fewer opportunities. At the programme level, The Erasmus+ national agencies and SALTO Inclusion are organising inclusion courses and networking seminars each year to support youth workers in carrying out projects with young people with fewer opportunities.

The Council of Europe’s activities in the field of youth have been guided by the action plan “Building cohesive societies” and the Agenda 2020, driving the Council of Europe youth policy agenda. The Youth Department held training, capacity-building and awareness-raising activities on social inclusion. These processes led to the adoption of a series of recommendations by the Committee of Ministers, such as Recommendation CM/Rec(2015)3 on the access of young people from disadvantaged neighbourhoods to social rights (elaborated in the framework of the ENTER! Project), Recommendation CM/Rec(2016)7 on young people’s access to rights and a Recommendation CM/Rec(2017)4 on youth work. Representatives of youth groups experiencing exclusion (such as Roma, LGBTIQ young people experiencing homelessness, young refugees and others) have organised study sessions with the support of the Education and Training Division in the European youth centres in Strasbourg or Budapest for many years and, through that, have strengthened advocacy actions for these groups of young people with fewer opportunities. The European Youth Foundation supports many projects on social inclusion of young people across the signatory states of the European Cultural Convention. Campaigns such as “All different – All equal” and the No Hate Speech Movement are convincing hearts and minds to stand up against racism, intolerance, xenophobia, exclusion, bullying, hate

speech and discrimination and for building a more inclusive, participative and respectful European society.

In the newly adopted EU Youth Strategy 2019-2027, it is also mentioned among EU Youth Goals /#3/ about building INCLUSIVE SOCIETIES. It is acknowledged that One third of young people in Europe are at risk of poverty and social exclusion. Many do not have access to their social rights. Many continue to face multiple discrimination, experience prejudice and hate crimes. New migratory phenomena brought several social and inclusion challenges. Therefore, it is crucial to work towards the fulfilment of the rights of all young people in Europe, including the most marginalised and excluded. Goal: Enable and ensure the inclusion of all young people in society.

Finally, social inclusion of young people has been among the three thematic priorities of the EU-Council of Europe youth partnership's work for several years. The partnership has been carrying out research in support of the work of the partner institutions and for the youth sector actors. The work on social inclusion began with a mapping exercise that culminated in the report "Finding a place in modern Europe". This report was launched at a meeting of youth sector stakeholders and young people experiencing social exclusion themselves. A series of thematic youth knowledge books and almost all research initiatives supported by the EU-Council of Europe youth partnership tackle social inclusion of young people from the perspective of youth work, evidence-based youth policies and developing better knowledge and understanding of young people. This research is presented to practitioners and policy makers, gets picked up in many local, national and transnational initiatives and informs public debate on youth policy and social inclusion in Europe.

CHAPTER 4

ABOUT ERASMUS+ PROGRAMME AND YOUTHPASS



Erasmus+

Youthpass

Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the period 2014-2020. Education, training, youth and sport can make a major contribution to help tackle socio-economic changes, the key challenges that Europe will be facing until the end of the decade and to support the implementation of the European policy agenda for growth, jobs, equity and social inclusion.

Europe needs more cohesive and inclusive societies which allow citizens to play an active role in democratic life. Education, training, youth work and sport are key to promote common European values, foster social integration, enhance intercultural understanding and a sense of belonging to a community, and to prevent violent radicalisation. Erasmus+ is an effective instrument to promote the inclusion of people with disadvantaged backgrounds, including newly arrived migrants.

The Erasmus+ Programme is designed to support Programme Countries' efforts to efficiently use the potential of Europe's talent and social assets in a lifelong learning

perspective, linking support to formal, non-formal and informal learning throughout the education, training and youth fields. The Programme also enhances the opportunities for cooperation and mobility with Partner Countries, notably in the fields of higher education and youth.

Source: Erasmus+ Programme Guide 2018, page 5 More information on Erasmus+ programme:

<https://ec.europa.eu/programmes/erasmus-plus/>

Youthpass is a way for participants in the Erasmus+ Programme to describe what they have done and to show what they have learnt. Firmly based on principles of non-formal education and learning, it is a tool and document which puts the Key competences for Lifelong Learning into practice.

More about Youthpass:

<https://www.youthpass.eu/>

CHAPTER 5

INNOVATIVE METHODOLOGY FOR TRANSFORMATIVE SOCIAL AND PROFESSIONAL INCLUSION

Youth workers need to understand well the policy context in which they operate, and to use the opportunities it provides to support young people in overcoming barriers to social inclusion. In this sense, both the European Union and the Council of Europe have adopted several political documents that frame the national and local work on social inclusion and are a real support to youth workers. The most notable initiatives of the European Union are the Europe 2020 strategy and the accompanying Platform against Poverty and Social Exclusion, Youth Employment Initiative, the EU Youth Guarantee, and the EU Youth Strategy 2010-2018 with the accompanying Work Plan for Youth 2016- 2018. The EU Youth Report includes a specific chapter on social inclusion of young people and the one published in 2015 highlighted that socially excluded groups of young people are very diverse and outreach requires better planned policies and interventions. The European Commission, with the support of the SALTO-YOUTH Inclusion Resource Centre, developed and launched in 2014 the Erasmus+ Inclusion and Diversity Strategy in the field of Youth. This strategy applies in the youth part of Erasmus+ and encourages youth organisations and other

structures to use international mobility projects for the young people with fewer opportunities they are working with. Other initiatives such as the Paris Declaration by EU member states, reinforcing political attention and allocation of resources to counter violent radicalisation of young people, entitled “Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education” (For the main points of the declaration see this document: <https://ec.europa.eu/epale/en/resource-centre/content/declaration-promoting-citizenship-and-common-values-freedom-tolerance-and>.) . These are the latest initiatives with a strong focus on groups of young people with fewer opportunities. At the programme level, The Erasmus+ national agencies and SALTO Inclusion are organising inclusion courses and networking seminars each year to support youth workers in carrying out projects with young people with fewer opportunities.

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WAY OF COUNCIL



Aim

Focus of intention and energy on the common values, fears and aspirations that make us human;

Reminds people that they are more alike than different and capable of finding common ground;

Allows for all sides to be heard in a context of mutual respect and trust;

Fosters a sense of contentment that leads to an atmosphere of safety and confidentiality;

Type

Group activity

Time

60 - 120 minutes

Settings

In a circle, outside or inside

Resources

A candle, a talking object and natural and ceremonial objects surrounding the candle in the middle of the circle, mats and blankets for sitting.

Description

It is a modern practice derived from many ancient forms of coming together and communicating in a circle. The practice of deep listening without judgment fosters an atmosphere of respect for one's self and for others and promotes empathy, dissolving barriers to cooperation, understanding, and community. Using a set of simple intentions, or ground rules, Council can lead to common ground, beyond opinions, prejudices or preconceived ideas.

Methodology step by step

The basic practice of Council is simple: a group of people sits in a circle. Drawing on indigenous traditions of using a talking piece, an object is passed from person to person in a group sitting in a circle which grants the holder solid permission to speak. Each one has a voice, speaks from their heart and all the others listen. The Way of Council invites active participation in the process. The Councils draw on the life experience and wisdom of all participants to generate new understandings of the problem and new possibilities for solutions. It brings together the ancient wisdom of community and the contemporary value of respect for individual gifts, needs, and differences.

The Council keeper- Each Council is facilitated by a person, who is leading the process. This person presents the principles and elements of the Council to the participants. This person opens and closes the Council and will be the only one allowed to speak, besides the speaker holding the talking object.

The intentions of Council are:

- When listening, to listen from the heart, without the need to analyze, agree or disagree – “Listening from the heart”;
- When speaking, to speak from the heart, naming what is alive right now – “Speaking from the heart”;

- To be lean of expression, going to the essence of what needs to be spoken – “Speaking the essence”;
 - To be spontaneous, trusting what comes, rather than what one has rehearsed or what one thinks should be said – “Spontaneity”;
- To keep and not to share outside of the Council what is shared during the process – “Confidentiality”. While rotating the Talking object people are not forced to speak. Each one can pass the object without speaking. After making full circle and coming back to “The Host”, the object can be given back to the ones that didn’t speak first round but now want to speak. The Talking object is circling the Council until the last person shares and no one has more to speak.

Debriefing questions

The Council is a great way for developing group relations, trust, openness and deep self-discovery. Each Council can have a certain question or topic to be discussed.

Some of them can be:

- What are your intentions from this meeting/group/training?
- Share a story that changed you in a way?

Where are you in this moment of your life?

What is in your heart?

FEELING THE EXCLUSION



Aim

To experience a new perspective on exclusion

Type

Group activity, meditative process

Time

60 - 90 minutes

Settings

In a calm and quiet room

Resources

A candle, lighter

Description

The activity encourages people to reflect on a situation where they felt excluded and to help them realise that everyone has felt excluded sometimes in their lives and that they are not alone. It supports the understanding that we have someone who is able to understand us and help us to overcome our fears regarding exclusion and to fulfil our needs to feel more included.

Methodology step by step

Step 1. Sit in a circle on the floor with closed eyes. If there are more than 20 people, create two circles in separate rooms.

Step 2. Have a first guided meditation to recollect a personal moment when one felt excluded. The facilitator should introduce breathing exercise with a calm voice to enable participants to focus on their past, to search for the moment when they felt excluded.

Step 3. Sharing everyone's story (all participants have eyes closed except the person speaking): When a participant receives the candle and lighter, he or she should open his/hers eyes. Participant lights up the candle and briefly shares the personal story of exclusion.

Those in the circle who feel empathy with the speaker should raise their hand.

After sharing the story, speaker turns off the candle, passes it to the next person and closes his/her eyes. Continue until everyone in the circle shares a personal story.

Step 4. Have a second guided meditation to recognise the unmet need behind the personal experience of exclusion and to experience the possible fulfilment of this need.

Debriefing questions

Does anyone want to share what was the need you had?

Did you find the unmet need? Was it answered in this exercise? If not, how can we help you to find the need or to fulfil your need?

**Aim**

To develop non-verbal communication skills, motor skills, imagination and cooperation among youth

Type

Pair activity

Time

20 - 30 minutes

Settings

Outdoor or indoor

Resources

Something to cover the eyes (scarves, etc.) Clay, Chairs and tables

Description

This activity encourages young people to develop their imagination, motor skills, cooperation and non-verbal communication. It can be applied in non-formal or formal settings and it can be adapted to any specific age by choosing less or more complicated topic.

Methodology step by step

Step 1. Divide participants into pairs and let them sit opposite to each other.

Step 2. Tell the participants to cover their eyes. Participants don't have the permission to speak at all. Introduce the topic (for example, peace) by short storytelling (e.g. imagine that you are a famous artist and you have a task to create a symbol of peace...).

Step 3. Provide to each participant 3 pieces of clay and explain them what is it.

Afterwards, give them instruction to create a symbol of peace in 5 minutes. Remind them that they cannot speak meanwhile.

Step 4. Instruct the participants to put their piece of art to their right side.

Step 5. Give them 5 more pieces of the clay. Give instructions to put their hands on the table, to find their partner's hands and together grab other 5 pieces of the clay. Now they have to create together another symbol of peace in 5 minutes.

Step 6. After they finish creating the second piece of art let them open their eyes and to combine all pieces of art together, to create one artwork.

Debrief

How was to work with eyes closed?

How was to work together without speaking?

What was more difficult for you, to work alone or together with your partner? Why?

Do you agree or disagree on the symbol with your partner, what does it mean to you?

Why? What have you learnt from this exercise?

5 RHYTHMS (ESTATIC DANCE)



Aim

- To creatively express aggressiveness and vulnerability, emotions and anxieties, edges and ecstasies;
 - To reconnect one to cycles of birth & death and hook person to humanity and the spirit of all living things;
 - To create connection and community within the group context;
- To facilitate deep and unending exploration, moving the dancer beyond self-imposed limitations and isolation into new depths of creativity and connection.

Type

Individual

Settings

Create a room with enough space for all the participants. You can use mats (in order to allocate personal space for each dancer). The floor should be comfortable for dancing barefoot or lying down (wooden floor, carpet etc.). Use suitable audio system.

Time

30 - 60 minutes

Resources

Large space, speaker and piece of music

Description

Five Rhythms is a dynamic movement practice—a practice of being in your body—that ignites creativity, connection, and community.

It is a movement meditation practice devised by Gabrielle Roth in the late 1970s. It draws from indigenous and world traditions using tenets of shamanistic, ecstatic, mystical and eastern philosophy. It also draws from Gestalt therapy, the human potential movement and transpersonal psychology. Fundamental to the practice is the idea that everything is energy, and moves in waves, patterns and rhythms.

Roth describes the practice as a soul journey, and says that by moving the body, releasing the heart, and freeing the mind, one can connect to the essence of the soul, the source of inspiration in which an individual has unlimited possibility and potential.

Methodology step by step

Invite people to where comfortable cloths; to dance barefoot and to relax. Give instruction about the practice.

You may introduce following guidelines:

1. Move however you wish
2. No talking on the dance floor
3. Respect yourself and one another
4. Ecstatic Dance is a Drug & Alcohol Free Space

Debriefing questions

How was this experience for you?

What moved inside?

Which rhythm was the most natural for you?

Which rhythm was the hardest to connect with?

MUSIC SHARING



Aim

To bring different cultures together around music

Type

Game

Settings

Big room or appropriate outdoor space

Time

60 minutes

Resources

Computer or smartphone with internet connection and a soundsystem

Description

This activity is designed to bring different cultures together around music and to raise awareness of the influence and the impact that music can have on the participants' mood.

Methodology step by step

Step 1. One day before the activity ask each participant about one traditional song of their country and one popular song they think everyone would like.

Step 2. On the day of activity: create a circle and explain to the participants when they hear the song, if they know it, they should enter the circle centre and dance, or, if they don't like the song to turn back (looking out of the circle). DJ should play each song, beginning with a traditional song of each culture.

Step 3. Participants who know the song go to the centre and dance, those who don't like the song should turn back as described.

Step 4. DJ plays mainstream songs at the end to show that we have something in common, we expect that everybody will dance on it.

Debrief

How did you feel when you were dancing?

How did you feel when you turned your back?

What do you think is common for each song?

Can you explain how music can bring different cultures together?



BROKEN SCANNER

Aim

To raise awareness of youth that it's possible to have different perspectives and interpretations of the same topic

Type

Group activity

Settings

Indoors - room, conference hall, classroom etc.

Time

30 - 60 minutes

Resources

Pens and paper, chairs if available

Description

The game is simple and easily adaptable to different topics or age groups. It will show that, despite the fact that all the participants have started with the same picture, the end result is different. In a concrete and visible way, it will demonstrate how everybody perceives the information in a different way. Activity can help participants realize that it is possible to see the same thing differently and become more open about the other's point of view, encouraging dialogue and intercultural communication.

Methodology step by step

Step 1. Make a circle sitting on the floor or chairs with the paper in front of you. Do not inform participants that, in the end, the pictures will be compared.

Step 2. One person starts drawing a picture and the person on the right simultaneously copies that picture. The action continues until the last person stops drawing. Participant can only copy from the person on their left side and cannot look at the pictures other participants are drawing.

Step 3. When the last person finishes drawing we compare the drawings. Give the group the time to observe all the works and the differences between the first and the last one, as well as between all of them separately.

Step 4. Open a discussion as an introduction to debrief. What differences can you see between the pictures? What do you believe has caused the differences?

Step 5. If wanted, the game can be repeated multiple times with different levels of difficulty (more or less details etc.).

Step 6. Debriefing

Debriefing questions

Point out any differences in the pictures.

Compare the first and the last picture. What has changed?

Does this reflect any situation in our society? If yes, explain which one. What have you concluded from this exercise?



AUTHENTIC MOVEMENT

Aim

To promote self-exploration and improve mental health;

To focus attention on the present and act out inner emotions;

To allow people to connect with their body and mind and let their inner experiences move them;

To express feelings and emotions through improvised dance movement.

Type

Individual and pair work

Settings

Often the experience of Authentic Movement feels like a meaningful game and is great fun. At other times movers and witnesses experience intense feelings and deep insights provoked by the wisdom of their own bodies. Create safe and welcoming environment for the participants. Prepare them emotionally and mentally for the

practice. Use a warm and well ventilated space with suitable audio system and comfortable for moving floor.

Time

60 - 120 minutes

Resources

Large space, speaker and piece of music

Description

Authentic Movement is an expressive improvisational movement practice that allows a group of participants a type of free association of the body. It was started by Mary Starks Whitehouse in the 1950s as "movement in depth". Intrigued by Jung's principles of 'active imagination' Whitehouse integrated her knowledge of dance and Jungian psychology into an experimental psychotherapy done through a group process where participants engage in spontaneous expressive movement exploration. This process later became known as Authentic Movement (AM).

Authentic Movement can be a discipline itself and can be used as a part of many different practices and teachings. Teachers and trainers adapt the practice in their own ways. Practices such as Movement Meditation, Contemplative Dance, Creative Movement Method, or Somatic Psychology use Authentic Movement as part of their training.

Methodology step by step

When starting a basic AM session, participants start in a comfortable position, eyes closed to feel their inner body-mind processes. After that, they wait for stimuli to arise within them, and follow each impulse expressing a movement or a sound. Individuals move through the space entirely free from any direction or expectation. This allows people to explore psychological processes as they turn into kinaesthetic responses to movement or sound.

The movement becomes 'authentic' when the individual is able to allow their intuitive impulses to freely express themselves without intellectual directive, as opposed to movement initiated by conscious decision making – a distinction which may appear clear, but practically a challenge. Individuals simply pay attention to what they feel at a sensory level, since "the core of the movement experience is the sensation of moving and being moved."

In the Authentic Movement aspect of Whitehouse's approach, the moving participants (movers) are passively observed by a witness, who 'contains' the experience of the mover by witnessing their movements without judgement, projection or interpretation. In this way the witness is also an active participant, as witnessing is a practice in observing one's own sensations and impulses while observing the mover's.

Debriefing questions

How was this process for you?

How did you feel?

What did you discover about yourself?



Aim

To replace still meditation with a dynamic one;
To bring a person closer to nature and her/his body;
To strengthen concentration, increase awareness, and connect to the present moment.

Type

Individual

Settings

Make sure you have comfortable clothes and shoes on you. Try this activity in the nature, in the wild or even in a park.

Time

30 - 120 minutes

Resources

No need

Description

After a long day sitting in a desk at school or an office, seated meditation might seem unappealing. On days when you want to get out into nature, try walking meditation instead.

Walking meditation, also known as mindful walking, is an active practice that requires you to be consciously aware and moving in the environment rather than sitting down with your eyes closed.

Methodology step by step

Begin by standing still and becoming aware of your body and how it feels. Allow your knees to bend very slightly and feel your hips as your center of gravity. Take a few deep belly breaths and bring your awareness into the present moment.

Now begin to walk slightly more slowly than your normal pace, maintaining an almost imperceptible bend in the knees. With each step, be aware of the gentle heel-to-toe rhythm as each foot makes contact with the ground.

Breathe naturally and fully, deeply filling your lungs with every inhale, but being careful not to strain or struggle in any way. Allow your eyes to focus softly ahead of you, taking in as much of the periphery as comfortable. Try to maintain a soft body and breathing awareness as you walk naturally and easily. When your attention drifts away from the sensations of walking and breathing, take notice of those thoughts, moods, or emotions without judgment and gently guide your awareness back to the present moment, back to the walking.

Continue this mindful walking for anywhere from 5 to 20 minutes or longer if comfortable.

When it's time to end the meditation, allow yourself to come to a gentle halt. Pause—once again experiencing yourself standing still—as you feel the earth beneath your feet. Take a few deep breaths as this session comes to close. Slowly return to your regular activity.

Debriefing questions

What did you observe, smelled, touched, saw, tasted, heard?

How were you feeling during the walk?

What did you learn from this activity?