COURSE BROCHURE | ERASMUS+ TRAINING

Move to Heal – Dance, Wellbeing and Stress

Discover how creative dance, rhythm, breathing and gentle movement can support educator wellbeing, self-expression and inclusive classroom activities.

LOCATION	LANGUAGE	FORMAT	DURATION	COURSE FEE
Multiple Locations	English	On-site	6 days	€480

6-day programme in **Madeira and Porto**. See the course page for current fees, inclusions and dates.

Course description

Movement and dance offer creative ways to reconnect with the body, express emotions and bring moments of calm, energy and enjoyment into everyday life. For educators facing demanding schedules and professional pressures, simple movement, rhythm and breathing activities can provide opportunities to pause, refocus and develop greater awareness of their personal wellbeing. These practices can also inspire engaging and inclusive learning experiences.

This practical course combines creative dance, gentle movement, rhythm, breathing and body awareness to support reflection, self-expression and professional self-care. Participants will practise guided movement, relaxation exercises, improvisation and collaborative activities, considering how different approaches can influence their personal experience of tension, attention and emotional expression. No previous dance experience is required, and activities can be adapted to different abilities, comfort levels and participation preferences.

Through experiential workshops, creative challenges and guided reflection, participants will develop a personal Movement for Wellbeing Plan and design short activities suitable for educational settings. They will analyse accessibility, learner choice, cultural sensitivity and emotional safety, ensuring that movement-based approaches can be applied responsibly within participants' own professional contexts.

Who the course is for

For educators

Teachers, trainers, school staff and other education professionals interested in creative movement, personal wellbeing and stress management. Particularly relevant for those seeking accessible ways to incorporate dance, rhythm, breathing and body awareness into everyday routines or inclusive educational activities. No previous dance experience is required.

At a glance

Course level: Basic to Intermediate Professional Literacy

Prerequisites: No dance experience required.

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

CURRICULUM FOCUS

Creative Movement & Body Awareness / Stress Management & Professional Wellbeing / Inclusive Movement for Education

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 **Body Awareness & Personal Signals** - Recognise personal signals of tension, energy and attention through gentle movement and body-awareness exercises.

02 **Breathing & Grounding Practice** - Practise simple breathing, grounding and movement activities that can support relaxation, pausing and refocusing.

03 **Rhythm & Movement Exploration** - Experiment with rhythm, tempo and different movement styles, reflecting on their role in personal expression and wellbeing.

04 **Creative Dance & Non-Verbal Communication** - Use guided improvisation, storytelling and creative dance to encourage self-expression, confidence and non-verbal interaction.

05 **Inclusive & Accessible Movement** - Adapt movement activities to different abilities, comfort levels and cultural contexts, respecting individual choice and participation preferences.

06 **Movement in Educational Settings** - Design short creative movement activities that support classroom transitions, participation and positive learning environments.

07 **Personal Wellbeing & Practice Planning** - Develop a realistic Movement for Wellbeing Plan with suitable activities for personal routines and professional practice.

08 **European Peer Exchange & Institutional Transfer** - Compare creative movement and wellbeing practices with European peers, identifying differences in educational approaches, learner needs and opportunities for adaptation.

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 to share ideas, discuss current challenges in the Education sector and collaborative opportunity to exchange future goals.
- Course briefing and planning.

DAY 2

Body Awareness, Choice & Grounding

- Establish participation agreements, personal boundaries and individual choices for movement activities.
- Recognise physical signals of tension, energy and attention through gentle body-awareness exercises.
- Practise accessible warm-ups, grounding and low-intensity movement sequences.
- Identify personal movement preferences and set a realistic wellbeing goal for the course.

DAY 3

Rhythm, Breathing & Movement for Refocusing

- Experiment with rhythm, tempo and different movement styles through guided activities.
- Practise gentle breathing and movement sequences for pausing, relaxing and refocusing.
- Compare energising and calming movement activities, considering individual responses and preferences.
- Adapt one short routine for personal or educational use.

04 / COURSE PROGRAMME | DAYS 4-6

Learning Activities & Training Schedule

DAY 4

Creative Dance, Improvisation & Non-Verbal Expression

- Practise creative dance and guided improvisation using simple movement prompts.
- Use rhythm, gestures and movement to develop non-verbal expression and interaction.
- Create short movement stories through individual and collaborative activities.
- Reflect on confidence, participation, cultural differences and personal boundaries, considering the option to observe rather than perform.

DAY 5

Classroom Movement, Accessibility & Wellbeing Routines

- Identify opportunities for using movement breaks, rhythm and creative activities within educational settings.
- Design short movement routines with clear purposes, accessible alternatives and voluntary participation.
- Consider classroom space, learner needs, cultural sensitivity and emotional safety when planning activities.
- Develop a draft Movement for Wellbeing Plan for personal or educational use.

DAY 6

Movement for Wellbeing Plan, Peer Practice & Transfer

- Facilitate or demonstrate a selected short movement or breathing practice with the group.
- Receive structured feedback on clarity, accessibility, choice and professional boundaries.
- Finalise a realistic personal or classroom Movement for Wellbeing Plan.
- Complete reflection, 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

Guided Body Awareness & Grounding

Participants practise gentle movement, breathing and body-awareness exercises to recognise personal signals of tension, energy and attention, considering individual comfort and wellbeing.

Rhythm, Creative Movement & Improvisation

Guided dance, rhythm exercises and creative improvisation encourage self-expression, storytelling and non-verbal communication through individual and collaborative movement activities.

Inclusive Classroom Adaptation & Planning

Participants design accessible movement routines, considering learner choice, classroom conditions, cultural sensitivity and educational purpose, and incorporate suitable activities into a practical wellbeing plan.

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: Creating a Choice-Based Movement for Wellbeing Routine**
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> Imagine an educator wanting a short movement routine that can be used personally or offered to learners without pressure to dance. Participants select a clear purpose, explore gentle movement and breathing options, design accessible alternatives and test the routine with peers. The final plan includes participation choices, boundaries and practical conditions for use.

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: Comfortable clothing & reusable water bottle recommended

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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