



PLAY



PAUSE



UNWIND

# TEACHING NOTES

TO ACCOMPANY THE SERIES OF AUDIO TRACKS

**SAMPLE PAGES**

complete set of teaching notes  
and audio tracks available from:

[www.playpauseunwind.co.uk](http://www.playpauseunwind.co.uk)

Now available in the PLAY PAUSE UNWIND series:

**PLAY PAUSE UNWIND**

Welcome  
The Maze  
The Castle  
Not Angry Anymore  
The Pool  
The Island Paradise  
The Dancer  
The Campsite  
The Snow  
No-one Is Ever Lost  
The Rainbow  
Unwound Sound

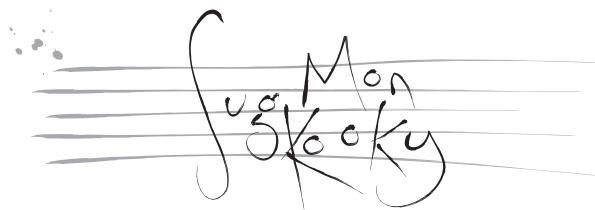
**PLAY PAUSE UNWIND 2**

Welcome 2  
New Beginnings  
One World  
Say No To Bullying  
The Archer  
The Windmill  
Fireworks Night  
The Igloo  
The Autumn Lake  
The Beach  
The Fairground  
Unwound Sound 2



# TEACHING NOTES

BY  
LORRAINE RAMET  
AND  
ANGELA BULLARD-MEADEN



in association with





**LORRAINE RAMET (BSc [Hons], PGCE, NPQH) is an Inclusion Manager and Deputy Headmistress with over 18 years' teaching experience. Her work as PSHE Subject Leader; Healthy Schools Coordinator and her successful implementation of SEAL has contributed to her school being awarded National Healthy Schools status and Ofsted Grade 1 – Outstanding.**



**ANGELA BUILLARD-MEADEN (MCSP, MMACP, MAACP) is Practice Principal at Essex Physiotherapy Clinic and a member of the Health Professions Council. She is a lecturer in musculoskeletal physiotherapy; a clinical educator and is a regular broadcaster for the BBC on health matters. Angela regularly hosts relaxation workshops for children and adults.**

**Play Pause Unwind Workshops**

Staff De-stress • Unwind & Inspire Teacher Training  
Classroom Chillout • Unwind Art • Peer Massage

Book now at: [www.playpauseunwind.co.uk](http://www.playpauseunwind.co.uk)

2nd Edition.

© 2010 Play Pause Unwind Ltd.

# CONTENTS

<b>INTRODUCTION</b>	<b>1</b>
<b>TEACHING NOTES</b>	<b>5</b>
<b>01 Welcome</b> Preliminary wind-down	<b>7</b>
<b>02 The Maze</b> Motivation	<b>8</b>
<b>03 The Castle</b> Feeling safe	<b>10</b>
<b>04 Not Angry Anymore</b> Managing feelings	<b>12</b>
<b>05 The Pool</b> Relaxation for the body	<b>14</b>
<b>06 The Island Paradise</b> Relaxation for the mind	<b>16</b>
<b>07 The Dancer</b> Overcoming inhibitions	<b>18</b>
<b>08 The Campsite</b> New beginnings	<b>20</b>
<b>09 The Snow</b> Relationships	<b>22</b>
<b>10 No-one Is Ever Lost</b> Self-awareness	<b>24</b>
<b>11 The Rainbow</b> Good to be me	<b>26</b>
<b>12 Unwound Sound</b> Bonus track	<b>28</b>
<b>SCRIPTS</b>	<b>29</b>

# INTRODUCTION

## **WELCOME TO PLAY PAUSE UNWIND**

Play Pause Unwind is a series of therapeutic relaxation visualisations relevant to real-life situations. Each track combines narrative, music and sound effects to create a complete life-enhancing journey. The visualisations can be listened to as a stimulus for discussion to help develop children's social and emotional literacy, or simply as an aid to relaxation after lunch or at the end of a busy day. The tracks can also be used as a cool down at the end of a P.E. lesson or as a starting point for lessons across the curriculum.

The visualisations are designed to be accessible to children, adults and all ability levels.

This teaching pack details the main focus for the Social and Emotional Aspects of Learning (SEAL) and provides suggestions for how each track can be used across the curriculum. The SEAL themes covered are:

### **Self-awareness**

Self-awareness enables children to have some understanding of themselves. They know how they learn, how they relate to others, what they are thinking and what they are feeling. They use this understanding to organise themselves and plan their learning.

### **Managing feelings**

In managing feelings, children use a range of strategies to recognise and accept their feelings. They can use this to regulate their learning and behaviour, for example managing anxiety or anger, or demonstrating resilience in the face of difficulty.

### **Motivation**

Motivation enables learners to take an active and enthusiastic part in learning. Intrinsically motivated learners recognise and derive pleasure from learning. Motivation enables learners to set themselves goals and work towards them, to focus and concentrate on learning, to persist when learning is difficult and to develop independence, resourcefulness and personal organisation.

### **Empathy**

Being able to empathise involves understanding others; anticipating and predicting their likely thoughts, feelings and perceptions. It involves seeing things from another's point of view and modifying one's own response, if appropriate, in the light of this understanding.

### **Social skills**

Social skills enable children to relate to others, take an active part in a group, communicate with different audiences, negotiate, resolve differences and support the learning of others.

## WHY TEACH RELAXATION?

Primal human survival relied on our instinctive reactions to stress but these instincts are largely at odds with our now relatively safe but hectic modern society. From birth, we gradually learn from our peers how and when to override the natural instincts of crying, fleeing or fighting. However, life deals out different stresses and we don't all get the education that we need, often leaving us ill-prepared to cope with everyday situations. The negative physiological effect this has can impact dramatically on our health and affect our life chances. Moreover, without direction, many seek release in quick fix solutions such as over-eating, drinking, smoking or taking drugs which seriously compound the negative effects on physical and mental health, so learning how to properly relax is a vital life skill, essential for our long-term health, well-being and success.

For those going through a stressful experience a relaxation session can be an invaluable aid to successfully coping with a situation. However, as well as being a REactive skill, relaxation is also a PROactive skill, physically and mentally preparing us for the inevitable ups and downs of everyday life at home, school or work. People with special needs such as physical disabilities, attention deficit or autistic spectrum disorders often find everyday situations more stressful than others, so relaxation can be a highly therapeutic way for them to learn strategies for recognising and managing their emotions.

Anxiety, anger and depression all impair our ability to process information effectively. When relaxed, we free our 'working memory', greatly increasing our capacity to learn and improving the effectiveness of integrated social and emotional strategies. This results in greater success in education and work, improvements in behaviour, and enhanced social cohesion.

The great thing about teaching relaxation is that it is learnt through experience – the more you do, the better you get – so not only will your students feel the benefit, you will too!

## WHAT IS RELAXATION?

The word 'relaxation' is often used as the opposite of tension. Relaxation is a physical process where muscles relax, as well as physical dimension, thoughts as well as mental state. It is a state of calmness and tranquility which is achieved through various techniques.

**SAMPLE PAGES**  
complete set of teaching notes  
and audio tracks available from:  
[www.playpauseunwind.co.uk](http://www.playpauseunwind.co.uk)

**FEELING SAFE****OVERVIEW:**

You are exploring an old castle. You climb a tower and imagine the history of the castle.

*You feel protected within the strong castle walls.*

**MAIN SEAL LINKS & LEARNING OUTCOMES:****Self-awareness**

- ▶ I can identify, recognise and express a range of feelings.
- ▶ I know that feelings, thoughts and behaviour are linked.

**Managing feelings**

- ▶ I can stop and think before acting.
- ▶▶ I have a range of strategies for managing my worries and other uncomfortable feelings.
- ▶▶ I know what makes me feel good and know how to enhance these comfortable feelings.

**Empathy**

- ▶ I know that all people have feelings but understand that they might experience and show their feelings in different ways or in different circumstances.
- ▶ I can understand another person's point of view and understand how they might be feeling.
- ▶ I value and respect the thoughts, feelings, beliefs and values of other people.

**Social skills**

- ▶ I feel that I belong to and am valued in my class, school and community.

**KEY QUESTIONS FOR DISCUSSION:**

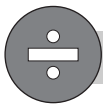
Who or what makes you feel safe? Where do you feel safest and why?





## English, communication and languages

Create a mind map using synonyms of the word 'safe' and people or things that make you feel safe, and use it to write a description of the place where you feel most secure • Research Old English phrases and use them in conversation (link with History) • Write a story from the viewpoint of a medieval castle inhabitant (link with History) • Compose and perform a medieval bardic poem or ballad to convey some important news in the kingdom (link with History and Music).



## Understanding mathematics

Look at images of castles to identify the geometric shapes required to construct them, then draw a castle by fitting together and drawing around geometric shapes (link with ICT).



## Scientific and technological understanding, ICT

Working in small groups, design and build a catapult. Measure how far each group's catapult can fire a variety of projectiles to determine which is the most effective design • Use software with a geometric shape tool to draw a castle (link with Maths).



## Historical, geographical and social understanding, RE

Investigate castle defences, e.g. moats, stone walls, round towers. What was a good location for a castle and how did they make use of their environment? Use this information to design and build a model castle with surrounding grounds (link with Art) • Compare your lifestyle with the lifestyle of a medieval castle inhabitant. Does your home offer you as much protection as a castle? Which lifestyle would you feel safest in? • Research medieval religious festivals. Which ones do we still celebrate today? How do our celebrations differ?



## Understanding physical development, health and well-being

Play 'Castle Conquest' (rules downloadable from the Play Pause Unwind Zone) • Play Charades by acting out various castle activities (link with History) • Investigate medieval health, cleanliness and medical beliefs (link with History, Social Understanding and RE). In what ways are we more healthy, or less healthy, now?



## Understanding the arts

Imagine you are at the top of a castle tower looking down. Illustrate your bird's eye view • In small groups, design and build a model castle (link with History and Geography) • Listen to some medieval music, then compose and perform your own medieval tune or ballad (link with Communication).





### 03 THE CASTLE

You have just arrived in a small, old town, tucked away in the hills on the west coast. It is afternoon in mid-summer. It is warm and pleasant and you decide to explore. Following a narrow road down hill you round a bend and there in front of you is the sea. A beautiful horseshoe shaped bay, with shallow, grass-topped cliffs reaching down to a beach. The afternoon sun is glinting on the water and you can just see white tops to the waves as they break on the beach.

High above the beach on a rocky outcrop, stands an old castle. Built of grey stone, it stands massive, walled and turreted – guarding both the bay and the town around it.

You walk down towards the castle, leaving the road and following a grass track across the cliff. As you get closer, you notice steep grass banks leading up to the castle walls, rising from a now dry, deep moat around the base. The closer you get, the higher the castle walls seem. You walk around the base of the walls and clamber up to a rocky track which leads through the archway into the castle. As you walk under the arch, you notice that the walls are at least two metres thick – solid and comforting. Heavy wooden doors are today open in welcome.

Inside the walls is a cobbled courtyard with many doors leading to the rooms inside the castle. You choose a small door at the base of a circular turret. Turning the heavy metal ring, you lift the inside latch and push the door open. You begin to climb the stone staircase holding a heavy metal rail. The staircase spirals up and round, up and round, up and round. Small slit windows give you glimpses of the sea and the countryside around the castle as you climb. At the top of the stairs you step off onto the stone platform, feeling the warm air on your face again. From the top of the tower you look out over the turret walls and can see for miles around. You see the pleasant green countryside beyond the town and the bay in front. And beyond the bay is the open sea. The breeze from the sea ruffles your hair and whispers stories of battles fought and won, of kings and nobles, of soldiers and servants, of children born, growing up in the security of these walls. Of festivals and singing, danger and loss, love and laughter. You breathe deeply, feeling grounded into the stone, for now you are part of the history of this place. You are the link from the past to the future, here in the present moment. The stone around you is solid, protecting and comforting.

You take a last look around you and then turn and walk back down the stairs. Down and round, down and round, down and round. You step onto the cobbles of the courtyard in the heart of the castle and pause for a moment. The calm and safety of the castle will remain with you.

But the sunshine calls from outside and you walk back out across the cobbles and through the gates into the afternoon sun. You feel bright and alert, a spring in your step, ready for the rest of the day.



**PLAY PAUSE UNWIND**

LISTEN TEACH WORKSHOP BLOG BUY CONTACT

For free resources, expert advice,  
teacher training, classroom workshops  
and much more, visit:  
**[www.playpauseunwind.co.uk](http://www.playpauseunwind.co.uk)**

PLAY PAUSE UNWIND 2 S.E.A.L. LINKED  
PLAY PAUSE UNWIND CD + TEACHING NOTES  
PLAY PAUSE UNWIND GLOBAL MESSAGE

The central graphic is a large, dark blue oval with rounded corners, resembling a remote control. At the top, the text 'PLAY PAUSE UNWIND' is written in a colorful, playful font. Below this, there are six icons representing different services: a musical note for 'LISTEN', a graduation cap for 'TEACH', a group of people for 'WORKSHOP', a speech bubble for 'BLOG', a shopping cart for 'BUY', and an envelope for 'CONTACT'. In the center, there is a white text box containing the website's purpose and URL. On the left side, there are three circular buttons: a red play button, a green pause button, and a blue refresh button. At the bottom, there are three CD/DVD covers with arrows pointing left and right, and their respective titles: 'PLAY PAUSE UNWIND 2 S.E.A.L. LINKED', 'PLAY PAUSE UNWIND CD + TEACHING NOTES', and 'PLAY PAUSE UNWIND GLOBAL MESSAGE'.