



TEACHING NOTES

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SAMPLE PAGES

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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

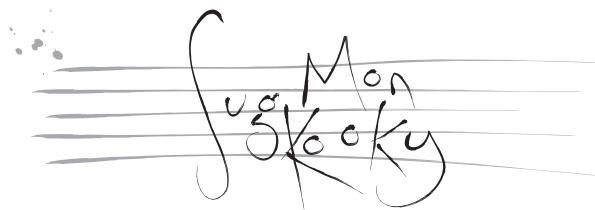
PLAY PAUSE UNWIND 2

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
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AND
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in association with





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Play Pause Unwind Workshops

Staff De-stress • Unwind & Inspire Teacher Training
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2nd Edition.

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CONTENTS

INTRODUCTION	1
TEACHING NOTES	5
01 Welcome 2	7
Preliminary wind-down	
02 New Beginnings	8
New beginnings	
03 One World	10
Empathy	
04 Say No To Bullying	12
Say no to bullying	
05 The Archer	14
Going for goals	
06 The Windmill	16
Getting on and falling out	
07 Fireworks Night	18
Self-awareness	
08 The Igloo	20
Changes	
09 The Autumn Lake	22
Good to be me	
10 The Beach	24
A short visualisation	
11 The Fairground	26
A long visualisation	
12 Unwound Sound 2	28
Bonus track	
SCRIPTS	29

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 dimensions such as heart rate, blood pressure, and thoughts as well as mental dimensions such as feelings, attitudes, and beliefs.

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NEW BEGINNINGS



OVERVIEW:

You take a walk from your house and enjoy the sights and sounds of your neighbourhood, looking for stimulation and innovation.

You feel ready to embrace positive suggestions and seek exciting new beginnings.



MAIN SEAL LINKS & LEARNING OUTCOMES:

Self-awareness

- ▶ I can take responsibility for my actions and learning.
- ▶ I know that feelings, thoughts and behaviour are linked.

Managing feelings

- ▶ I can change the way I feel by reflecting on my experiences and reviewing the way I think about them.
- ▶ I know that I can seek support from other people when I feel angry, worried or sad.

Motivation

- ▶ I know and can overcome some barriers to my learning such as feelings of boredom and frustration and know when to keep trying or try something different.

Empathy

- ▶ I can recognise the feelings of others.
- ▶ I can be supportive to others and try to help them when they want it.

Social skills

- ▶ I feel that I belong to and am valued in my class, school and community.
- ▶ I know how to be friendly – I can look and sound friendly, be a good listener, give and receive compliments and do kind things for other people.



KEY QUESTIONS FOR DISCUSSION:

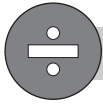
What new beginning would you like to make?





English, communication and languages

Describe how you felt when you tried something completely new • Write a description of someone you know in your community • Compose a poem about being a leaf carried on the breeze – where would you go? • Say 'hello' and 'goodbye' in as many ways as you can in the MFL you are learning • Describe the view from your window in the MFL you are learning.



Understanding mathematics

Conduct a survey of people passing your building. In ten minutes, how many people did you see? How many were on their own? How many pre-school children did you see? What different types of transport did you see? Use a graphing package such as Starting Graph to present the results as a bar or pie chart (link with ICT).



Scientific and technological understanding, ICT

Research a major invention, e.g. internal combustion engine, light bulb, computer, penicillin. How was it a new beginning? • Design an invention that could be a new beginning for yourself and others.



Historical, geographical and social understanding, RE

Role play greeting people in as many different ways as you can, e.g. friendly, happy, welcoming, impatient, nervous, shy. Describe how you felt about the positive greetings and how you felt about the negative ones. Discuss the effect this has on you, your community and society in general • Describe how you would recreate the Earth if you could give it a new beginning • Compare how different religions view the end of a life as a new beginning, e.g. resurrection in Christianity, reincarnation in Hinduism, rebirth in Buddhism.



Understanding physical development, health and well-being

Move around the room like a leaf being tossed around on the breeze in Autumn. Imagine what you might see and where you will land • Talk about what you are looking forward to and think of something new you would like to try.



Understanding the arts

In pairs, one person must describe the view from the nearest window for the other person to draw • In pairs, draw a picture of your partner. Discuss how it felt to draw and to be drawn. What was easy? What was hard? What did you like least of all? What did you like best of all? • In groups, use drawings, photos and objects to create a collage of your local community.





02 NEW BEGINNINGS

You find yourself at home, dressed in comfortable old clothes, surrounded by your favourite books and music. Familiar pictures and ornaments are on the walls and surfaces. You know where everything is. For a while you feel comfortable and satisfied but as time ticks by, you begin to stretch and yawn, getting up a little restlessly to look out of the window. Outside, the sky is blue and the sun is shining. Small white clouds are scudding across the sky, blown by a fresh breeze. The breeze is moving through the trees and grass – the leaves are dancing and tossing as they move this way and that and the blades of grass are bending gracefully. There are people outside in brightly coloured clothes, walking, cycling and driving. Everyone looks contented as they move about their business, the breeze ruffling their hair and clothes. You start to wonder who they are and where they are going. You seem to have caught the restlessness of the breeze and you decide to get out of the house for a change.

You pick up the key and place it in your pocket. Stepping outside, you close the door and begin to walk. You're looking for stimulation and innovation, so you keep eyes and ears open. You're prepared to see new sights, listen to creative thoughts or hear sound advice. You let go of any fixed ideas, happy to go where the breeze blows you, trusting in the outcome. You smile and say, 'Thank you', to no-one in particular, because you sense that something special is about to happen.

Quite suddenly, you become more aware of the people around you and you want to meet them. You smile in greeting and they smile back. You walk a short way with some, greet others in passing or stop for a while to chat. You feel happy that you have this opportunity and enjoy the variety of people that you meet. Each one is valuable in their own way. Some help you, while others need your help.

As you continue to walk, you feel as though you are walking out of the past, taking with you only the knowledge and experiences that you value most. Forgiving any wrongs, acknowledging mistakes or regrets and leaving them behind. You belong in this moment, absorbing new ideas and making appropriate changes – living fully in this moment. You realise too, that this moment is also the foundation for the future and you feel excited, knowing that there are to be many more of these influential moments to come.

In your pocket is the key. It reassures you of where you've come from, the nest you can fly from with confidence or choose to return back to. You finish your walk feeling calm and confident, ready to embrace positive suggestions, make necessary changes and seek exciting new beginnings.



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