

# Appendix A

## The Wellbeing Playlist

### Extension activities

#### Lesson 1 - Exploring music, movement and emotional states

##### Additional warm up game:

##### Connecting rhythm game: 'Lap, clap, click, click' (5-10mins)

Ask your pupils to sit down, keeping the circle. Set up a rhythm by slapping your lap with both hands then doing a clap in front of you, followed by a click with your fingers on your right hand and then a click with your fingers on your left hand. Establish the rhythm with the group so they feel a connection.

**Lap - clap - click - click**

**Lap - clap - click - click etc.**

Continue until the group gets it in a unified rhythm, everyone is **lap, clap, click, click**-ing at the same time!

Next, one person performs the rhythm, and passes it on to the next the person on their left. Everyone is responsible for keeping a regular rhythm, keeping focused and energised.

Extension 1: try starting the pattern again, except the 2 x **clicks** will be replaced with somebody's name across the circle. This effectively passes on the chain to that other player and they then must start the sequence again, starting with a different name and passing on to another player.

Extension 2: Keeping the same rhythm, still in a circle, pupils stand up and form a pair with the person standing next to them. Their task is to make up a rhythm with 8 counts. Each count needs a sound and a movement. This can be with their feet, body percussion and/or vocal sounds e.g. **foot stamp x 2, finger click x 2, high five clap x 2 and a vocal whoosh with arms for 2 x counts**. Go around the circle - everyone is responsible for keeping the rhythm.

##### Extension activity:

##### Roller coaster of emotions (30 minutes)

Invite pupils to give examples of when emotions can swing from one extreme to another, e.g. fear to joy and love to hate. Ask pupils in groups to pick two contrasting emotions and devise and act out a scenario that portrays the two emotions. They must be able to show the journey and demonstrate how they switch from one extreme emotion to another.

Ask the other pupils as an audience to identify which emotions they could see portrayed. Were they convincing? How could they have improved their scene?

## Lesson 2 - Exploring frozen images and tension states to express emotion

### Additional warm up games:

#### Anyone who... (5mins)

The class sits in a circle. Remove your own chair from the circle and stand in the middle to start the game by saying: 'Anyone who... walked to school today?' Anyone sat in the circle who walked to school, then gets up and swaps chairs. All the people who share that attribute must swap places with someone across the circle (and not with their neighbour), leaving a new person left in the middle to repeat the process. Keep going until everyone is warm. Other examples include: *anyone who is wearing black shoes, loves house music, got angry in the last week.*

Similarly, you could do this exercise by asking students to stand up, step forward in the circle or put their hands up.

#### Sense of place (5 mins)

Have your playlist ready. In small groups, each group chooses a leader (they will each take it in turns to lead). The leader will choose a location, e.g. beach, or scary forest, wherever the music reminds them of. They then take the others on a physical journey moving and walking through that space.

Pupils should position themselves in a diamond-like formation. The group should move as one, following the leader's movements closely. The group should change the leader every time a different piece of music is played. Each leader changes the location without telling the rest of the group, and everyone in the group should have a go at leading and guessing the location. Pause to reflect how it felt to be the leader, to be led, and to be in someone else's shoes.

#### Musical statues (5-10mins)

Explain you want the pupils to walk around the room, weaving in and out of each other and not walking in a large circle. Next, explain you will play different pieces of music and you want the music to influence how they walk or move. *Where is your weight? Does the music remind you of somebody you know?*

When the music stops, they need to hold a position representing that emotion in their body. Encourage them to use facial expressions. After a few practices, when the music is paused, ask individuals to explain how they are feeling and how it affected their body.

### Extension activity:

#### Wellbeing as a frozen image (10 minutes)

Each group is given their emotion writing work from lesson 1. They re-familiarise with it and then pass their writing to another group, pointing them to explore one particular phrase or statement from the writing. They read the statement together and close their eyes to try and visualise what they have read. Pupils share thoughts and then create a group physical image which encapsulates the statement.

Each group then shares their frozen image with the class.

- *What's the story of this image?*
- *Who do you think the people are?*
- *What are the emotions being depicted?*

## Lesson 3 - Perfecting the ultimate playlist

### Additional warm up game:

#### **Mood market (5-10mins)**

A memory game about responding to our emotions. In the circle the first person says, *'I was so happy I went to the market and I got some cheese.'*

Model the first few responses with the group along the lines of; *'I was so happy I went to the market and got some cheese, but I was so angry I shouted my head off.'*

The next person says, *'I was so happy I went to the market and got some cheese, but I was so angry I shouted my head off and I was so excited I danced around with a cucumber.'*

The more imaginative the responses, the better!