



Listening in the Classroom School Staff Training Day

Duration: Approx 2hrs

Location: Meeting room, classroom.

Participants: Teachers, Teaching Assistants, nominated staff for well-being, Senior Leadership and Parents (parents possibly separate training as an offer from schools).

The aims and values of this training are to set a clear understanding of the Liquid Listening ethos and how Musical Hydrotherapy practices can be used in the classroom setting as a form of mental wellbeing, sound awareness, musical skill and increased SEMH development.

Programme

- **Welcome and introduction.** What is Liquid Listening, a quick guide to what the company is and our values and aims. What is our involvement with your school and what projects are upcoming. An introduction to Lawrence and his experiences as a music teacher, sound practitioner with SEND students and a consultant for Liquid Listening. What are the benefits of today's training? Our aim is to promote sound teaching over music teaching and eradicate the fear of being a "non musician" in a teaching capacity. To give you skills to build upon for achieving relaxation/sound awareness in the classroom and creative sound projects for students to work on.
- **What is your School like?** A space to find out what already happens at the school. What is a normal day like for you, every education setting is different, which levels of development stages are your students at (LD, ASD, PMLD, VI/HI). Are you using any similar practices that we can build on or incorporate? What are your biggest concerns with the sound environments in your school (too noisy, disruptive/screaming students, building works etc...)

- **What is Musical Hydrotherapy and how can we replicate it on dry land?** We discuss the differences between pool activities and class based activities. The pool hydrotherapy sessions may only involve a small percentage of students per term/year but the class based activities are for everyone. How do these activities fit into the school curriculum and the day? What are the obstacles stopping you from including them?
- **Practical activities part 1** (staff being students) Silence in the room shortly followed by a single sound source (adults to take turns creating the sound). Bloom, in a dark room each person takes turns to add a note into the app to create a soundscape.
- *Short Break*
- **Practical activities part 2** (staff being students) Loopy app, using a looper to record sounds (vocals, environmental sounds, silly sounds). Vibro Speaker on resonance board or tables, staff to physically engage with the sound
- **Going Forward** Ideas for end of class/day relaxation, using sound activities to be creative (recordings, live sound instrumental and vocal). How to use sound activities in a non formal accreditation within a students EHCP. Take time out of your day even if it's just one minute. Allocating Ambassadors for the school, people responsible for practice sharing (Can be attached to an email thread with me to have a continued line of support for their school).

FAQS

- ***When can we do this?***
Typically at the end of a lesson or the end of a day although any time that a class has become over noisy or out of control. You can make each activity last a minute or 10 minutes!
- ***Can I use them repeatedly?***
It is recommended that you use these activities on a regular basis and integrated as part of your typical school day. The more you

make time for them, the more the students become attuned to the practice of quiet listening

- ***What if students are being noisy/There's no way my student will be quiet for this?***

In the world of SEN it is almost impossible to have silence! The silence is really meant for the staff and environment, students are encouraged to be quiet but some students will always find it impossible and that's ok. These activities are about creating the atmosphere and giving opportunity, with repetitive practice even the most vocal of students can become attuned to periods of quiet.

- ***My students can't do things on their own***

If there is an activity using vocals or instrument play that you think your student can't do, simplify it and they can be a part of it. For instrument play, use hand over hand techniques to aid creativity. Vocalising doesn't have to be singing, it can be throat noises, breathing patterns, squeaking etc...

Every student can contribute sound in their own way, even if it's the sound that their wheelchair makes when it moves.

- ***I can't play an instrument/I'm not a musician***

These activities are focused on sound, not traditional music. By leading these activities you are encouraging sound making in any form that it comes in, don't get caught up in the idea of creating "perfect/beautiful noises".

- ***I can't share this equally with all of my students in one go***

It is ok for students to not interact with each activity, every time. As long as students have the opportunity to participate throughout a term, it's just as important to passively listen to peers and gain audience listening skills.