



Therapeutic play Program

Tembo's

(8-16 year Old's)

Muhimbili Hospital

Paediatric Oncology

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THERAPEUTIC PLAY PROGRAMME

Introduction

This therapeutic play program has been created to explore the most challenging issues relating to being an 8 – 16 year old, diagnosed with cancer and admitted to hospital in Tanzania. Each of the 12 sessions has a different level of emotional intensity which is colour coded. These sessions should be conducted by a trained professional who understands the therapeutic process and is sensitive to the needs of children.

Sessions have a clear structure, within that there is freedom for creative expression and discussion. Creative play methods including; Storytelling, Music, Creative visualisation, arts and crafts have been combined with medical educational materials and child life techniques to meet the all of the psycho social needs of this target group.

The key elements to creating a therapeutic environment in the session are:

1. The therapist must develop a warm, friendly relationship with the child, in which good rapport is established as soon as possible.
2. The therapist must accept the child exactly as he is.
3. The therapist establishes a feeling of permissiveness in the relationship so that the child feels free to express his feelings completely.
4. The therapist is alert to recognize the feelings the child is expressing and reflects those feelings back to him in such a manner that he gains insight into his behaviour.
5. The therapist maintains a deep respect for the child's ability to solve his own problems if given an opportunity to do so. The responsibility to make choices and to institute change is the child's.
6. The therapist does not attempt to direct the child's actions or conversation in any manner. The child leads the way; the therapist follows.
7. The therapist does not attempt to hurry the therapy along. It is a gradual process and is recognized as such by the therapist.
8. The therapist establishes only those limitations that are necessary to anchor the therapy to the world of reality and to make to the child aware of his responsibility in the relationship.

Virginia Axline's (1974) eight basic principles of child centred play therapy.

This program was created and written by Leone Ellis –Certified Play Therapist -over a 4 year period (2009-2013) of working at the paediatric oncology ward. The sessions and activities have been chosen for their local sustainability in buying resources wherever possible. All books have been translated and adapted for this population. The children chose the therapeutic aims by demonstrating, responding and showing what they needed.

1. Session contents

This program has been designed to be run one session per week - for 1 hour -for 12 weeks in numerical order. Then start back at 1 again. Each session has a therapeutic aim:

1.1 Dragon DVD

This session is to educate the children about their illness and treatment and to answer any confusing questions they may have. We use play dough or card to make dragons.

1.2 Medical procedure

This is an interactive group discussion to enable children to share their experiences of medical procedures and to attempt to normalise them. We colour in photo copied pictures of hospital procedures.

1.3 Journey to hospital

The purpose of this session is to get to know how far the children have travelled and for them to talk about home. Making them feel less alone in their experience of being far away. We draw on a long piece of paper a journey from home to hospital as a group.

1.4 All about me

The purpose of this session is for everyone to get know each other. Giving the children, a sense of who they are away from home. Also informing staff, about the child's background and home life. The children fill in an all about me sheet and then draw a picture of their family or home.

1.5 Emotional education

The object of this session is to teach the feelings word to enable them to talk about them to alleviate inner stress and anxiety. The children cut out and make a 'feeling faces' wheel.

1.6 Self-esteem

The objective of this lesson is to help the children to understand the power of positive thinking and how they can feel better about who they are even if disfigured or amputated. To help them accept themselves as they are now. The children colour and write on a photo copy of 'stomping boots and rising stars' saying the good things and the things that hold them back in life.

1.7 Personal goals

This session is to discuss future social and professional goal s. It is to give the children hope for the future and to motivate them to get better. The group cut out pictures from magazine and create a collage of their imagined future.

1.8 Worry or wish doll

An opportunity to share a wish or a worry or to pass it on to someone else to hold for you to alleviate the burden. The children make little people out of lolly sticks, pipe cleaners and fabric they wrap their wish or their worry note up inside the doll.

Diagram: Wish dolls



1.9 Feathered messenger

Using guided imagery and art to provide children with the opportunity to consider a message they would like to pass on to a loved one or friend that is far away or has died. Each child in the group draws or cuts out a picture of a bird and decorates it with feathers, sequins and pens. Writing a message privately or for all to see.

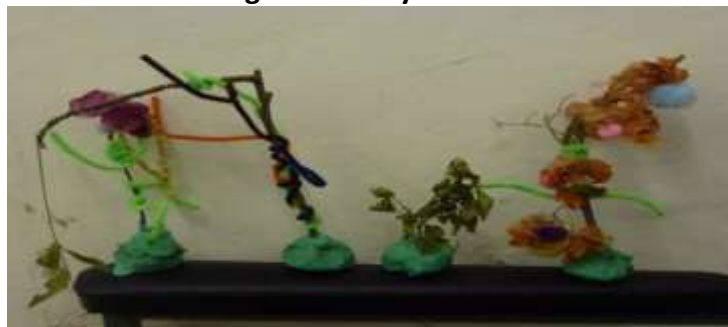
1.10 Fruit sensory

The purpose of this session is for children to explore and engage their senses and try new things. This activity is particularly designed so the blind children can join in and excel. We play a huge group game of tasting, smelling, and touching fruit and guessing what fruit it is. Then the children draw the fruit.

1.11 Worry Tree

A creative visualisation to relax the children's body and teach them a tool to use to unburden their worries or in times of stress, fear or pain. After the relaxation and story the children paint a picture of a tree or make one using play dough, pipe cleaners and real sticks and leaves.

Diagram: Worry tree's



1.12 Coloured butterfly

Reading a book about a child dying and a caterpillar changing into a butterfly the children then using colours that represent different feeling colour on paper to express in a non-verbal, creative way how they feel about their life at the moment.

2. Resources Needed To Run the Tembo's Program

2.1 Books and issues they address

s/n	Title of Book	Description
1	The little tree	coping with disfigurement after an illness or amputation
2	A Huge bag of worries	share your problems with someone you trust it can help
3	On the wings of a Butterfly	exploring death and dying
4	Badger's goodbye	Saying goodbye to a loved one
5	Lucy has a tumor	what happens to Lucy when she is treated for a tumour
6	Tom has lymphoma	what happens to Tom when he is diagnosed with lymphoma
7	Joe has leukaemia	what happens to Tom when he is diagnosed with lymphoma
8	No longer afraid	getting diagnosed and making the best of being ill in hospital
9	Chemo Casper	how chemo works
10	Fill your bucket	teaching children to be kind and considerate of others
11	Nyota yako	self-esteem building
11	All kinds of beliefs	discussing differences between religions, disabilities, appearance
12	All kinds of feelings	discussing what feelings are
13	Selfish crocodile	an unfriendly crocodile learns he needs to be nice to have friends
14	On a road in Africa	a journey down an African road to an animal orphanage
15	Journey home from Grandpa's	a journey down an African road to an animal orphanage
16	My dad is a pretzel	a book about parents occupations and yoga poses for children
17	Mulberry bush	children from different cultures getting ready for school
18	Lala salama	set by a lake in Africa a child and mother watch the father go out fishing
19	The Very Hungry Caterpillar	the life cycle of a butterfly, can play card game with story
20	Big cat babies	an educational book with great photos and simple facts
21	Handa's surprise	a story set in a rural village with fruit, and animals and a funny ending
22	We all went on safari	a counting book set in the Serengeti
23	The very hungry caterpillar	a book to read as a story or play card game
24	Big cat babies	an educational book with great photos and simple facts
25	Give me a yam	about and adventure and mums home cooking

Yellow and **orange** books can be read anytime just as stories. **Red** books are only to be read in a therapeutic setting.

2.2 Permanent items:

- ✓ Emotional wheel photocopies
- ✓ all about me sheets photocopies
- ✓ Stars and boots photocopies
- ✓ Medical procedure book
- ✓ Colour my life colour chart
- ✓ Transport cards
- ✓ Pain scale
- ✓ Paul and the dragon DVD
- ✓ DVD player
- ✓ Emotional flash card
- ✓ Boom box
- ✓ Relaxation CD's
- ✓ Mirror
- ✓ Ball
- ✓ Real medical kit
- ✓ Scissors

2.3 Consumables

(Items marked with # are imported by international volunteers)

- ✓ Paint#
- ✓ Sequins#
- ✓ Googly eyes#
- ✓ Lollipop sticks#
- ✓ Pipe cleaners#
- ✓ A4 white paper
- ✓ Play dough
- ✓ Sticks, leave,
- ✓ Glue sticks
- ✓ Old magazines
- ✓ A4 colour card
- ✓ Fabric squares
- ✓ Wool
- ✓ Strips of paper

3. Running Therapeutic Play Sessions

The sessions titled in **RED** cover the most sensitive and challenging issues that the children face. The **ORANGE** titled sessions touch on less sensitive issues and **YELLOW** is generally a fun educational session.

Before starting the first session at the check in circle create some rules with the group. Explaining that during these sessions we may talk about difficult or personal things so we need to take care of each other's feelings. Try to get the children to suggest them but make sure you include: no mocking each other, listening when someone is talking, not telling people outside of the group afterwards what other people said during the session. Write these up on a big piece of paper in Swahili on the wall or white board and remind them of them if they break them.

- Be as prepared in advance as possible make sure you have everything you need to hand and that you have made something from the art activity yourself first to demonstrate and to test it out.
- During the session make sure to keep an eye out for any children not understanding or struggling emotionally with the activity you are doing.
- Remember the purpose of the session this is the 'therapeutic aim'. Even if you have to adapt it as you go keep it in mind if possible. Alternatively if it's really not working out as planned then just try to have fun as fun is always therapeutic!
- The circle 'sharing' is often the most therapeutic part of the session and should always be done with care and attention. Try to keep the group together and encourage them to share their work or experiences with the group. Encourage but don't force any child ever to talk about their lives or their artistic work.
- Positive discipline of praise and encouragement is the main focus in this school but if a child is being very disruptive to the group then they can be asked to leave and go back to their carer or downstairs to the Sungura's class.

Ensure all creative work is named and dated and displayed on wall of class room for up to 1 month. Then take work down to include in memory books. Work from red sessions should not be displayed. It should be kept private and the child has a right not to put their name or include it in memory books. Only put a child's initial's and date on red session work.

1	Dragon DVD session	
	Therapeutic Aim: This session is to educate the children about their illness and treatment and to answer any confusing questions they may have.	Items needed:
10 am	Explain clearly: This is a therapeutic group. These sessions are to help you with any feelings you may have about being ill and in hospital. Together make some group rules to encourage sharing questions or worries. This is not a medical session we are not doctors. But we can help them to ask the Doctors any questions they may have. Explain that the this is a film about cancer and how one little boy imagines his cancer like a dragon and has many imaginings about what is going on inside of his body while he is getting treatment in hospital. It is his imagination of the battle that is going on inside his body. <ul style="list-style-type: none"> • The dragon is the cancer • The blue round things are medicine • The purple blobs are chemo 	
10.05am	Show DVD 25 mins	Paul and the dragon DVD, DVD player
10.30am	The most frequently asked questions are: <ol style="list-style-type: none"> 1. What causes cancer? 2. Did I do something to make me get cancer? 3. Who's fault is it? 4. Why does hair fall out? 5. Will I get better? 6. When can I go home? Make clear that it is nobody's fault it's nothing they or their parents did. And many studies are	

	<p>currently being done to find out the cause of children's cancer but right now no one knows the cause not even the cleverest people in the world!</p> <p>As to if they are going to get better, explain that the doctors and nurses are doing the best they can to make them better and that most children do get better.</p> <p>If a child asks about death tell them that you don't know about their individual case and that they should ask their Doctor.</p> <p>Try to end on a happy note of the fact that a lot of very clever people all over the world are trying to find the cure for cancer and that they are in the right place.</p>	
10.45 am	<p>Give the children some plastacine or play dough and tell them to make their own a dragon. Give them 20 mins or so with warning 5 mins before time is up. For those that have time ask them to make a person to stand next to the dragon.</p> <p>Ask the children:</p> <ul style="list-style-type: none"> • Ask them what the person might be feeling when in faced with a dragon? • What does the person feel like doing? • Do they want to say something to the dragon? <p>Imagine you are hiding from the dragon but the dragon keeps coming to find you wherever you hide so the only way to get rid of it is to destroy it in some way. Make the person face the dragon head on and say what it wants to say.ie 'GO AWAY!' or 'I want to kill you!' or 'why are you here?'</p> <p>Then ask them after the count of 1-2-3 to destroy their dragon however they want. Dropping, Squashing, throwing on the floor ripping it up, pulling it apart, punching it, slapping it....however they want it doesn't have to be violent but it can be if they want.</p>	<p>Plastacine or play dough</p> <p>A4 coloured card glue, paper, scissors, felt pens.</p> <p>Photo copy of how to draw a dragon. A4 paper pencils.</p>

	<p>Or Make dragon card with opening mouths and sharp teeth. Demonstrate how they fold half a piece of A4 card in half and cut the mouth.</p> <p>Or give them the copy of how to draw a dragon and ask them to draw their own dragon.</p>	
2	<p>Medical Procedures Session</p> <p>Therapeutic Aim: This is an interactive group discussion designed to educate but also to normalise the children experiences at the hospital so they feel less alone.</p>	Items needed:
10 <i>5 mins</i>	Sit in a circle and sing a welcome song (hello everyone) with sign language. Check in circle of asking how they are feeling today. Throw a ball asking everyone to say their names.	
10.05 pm <i>10mins</i>	Read 'Nita goes to hospital' and 'Joe has leukaemia' book engaging with the children asking if they have every had any of these things done to them? What were they like?	Nita goes to hospital' and 'Joe has leukaemia' book.
10.15pm <i>10mins</i>	<p>Draw a grid with 6 squares on the white board.</p> <p>Go through one of the medical procedures book holding it up , Asking;</p> <ul style="list-style-type: none"> What is this? ie lumbar puncture, blood test, ultra sound, CT scan, x ray, line....any others that they come up with. <p>As they call them out write 6 different procedure in each one of squares on the board. Then hold up the pain scale pointing to the squares card and ask:</p> <ul style="list-style-type: none"> Have you ever had one? What was it like? What number on the pain scale did it hurt or not hurt? <p>Making sure each child in the group gets to have a turn at speaking if they want to. Emphasising that everyone is different and feels pain differently there is no right or wrong.</p> <p>Encourage them to share how they cope, what they think of or what they do to make themselves feel</p>	<p>Medical procedure books</p> <p>Laminated pain scale</p> <p>White board +marker</p>

	<p>better.ie praying, singing a song in their head when they are having an injection....holding hands with their Mum....</p> <p>Add the pain scale scores together and see which procedure comes out as the most painful.</p>	
10.25pm 30mins	Give out colouring in sheets of hospital procedures asking the children to colour them.	Pics of hospital procedures to colour
3	Journey to Hospital session	
	<p>Therapeutic Aim:</p> <p>The purpose of this session is to get to know how far the children have come from and for them to talk about home and where they are from. Making them feel less alone in their experience of being far away.</p>	Items needed:
10am 5mins	Sit in a circle and sing a welcome song (hello everyone) with sign language. Check in circle of asking how they are feeling today. Clap everyone's names.	
10.05am 15mins	Read 'on a road in Africa' and 'Journey home from Grandpa's' book. Asking the children if they have seen this or eaten that. Ask what colours the vehicles are in English.	on a road in Africa' and 'Journey home from Grandpa's' book
10.20am 15mins	<p>Hold up the card with many different forms of transport, train, trucks, cars, taxi's, bicycle, Ambulance, on foot...</p> <p>Ask the children what the cards are.</p> <ul style="list-style-type: none"> • Which ones did they have travel on to get to the hospital? • What happened on their journey? • How where they feeling? • Did they stop off somewhere? 	Laminated Transport cards

10.35am 20mins	Roll out a long piece of wall paper, paper and ask the children to draw the roads to the hospital. With home at one end and the hospital at the other. Encourage group participation sharing of space, drawing: trees cars houses, bikes, people...anything they saw on their way here. Or give each child an individual piece of paper and ask the children to draw something they saw on their journey or travelled in.	Large roll of paper, crayons or felt pens. A4 paper pens
4	All about Me session	
	Therapeutic Aim: The purpose of this session is to get to know The children and to get other to know them. Giving them a sense of who they are.	Items needed:
10am 5mins	Sit in a circle and sing a welcome song (hello everyone) with sign language. Check in circle of asking how they are feeling today. Throw a ball around the circle asking the children age, name and where they are from.	ball
10.05am 15mins	Read 'My daddy is a pretzel' or 'Mulberry bush' or 'All kinds of beliefs' book. Ask the children if they have anything in common with the children in the books. What do their father and mother do? What kind of hair and skin do they have?	My daddy is a pretzel and all kinds of beliefs mulberry bush books.
10.20am 15mins	Throw the ball around the room asking for things you like i.e. colours, foods, sports, games,... Then things you don't like.....Pass a mirror around look at their face, what colour eyes do they have ,long eye lashes or short eye lashes, big nose ,small nose, dark skin, light skin,.....	Ball, mirror
10.35am 20mins	Give out work sheets called all about me....encourage the children to think about who they are not to copy others. Tell to fill them in nicely helping them with words so they can be in their memory books. And/or ask the children to draw a picture of who lives at home. When this is done make a memory book work folder with them and this will be the first page.	Worksheets, felt pens, crayons A4 paper pens. Memory book box.
10.55am 5mins	End with a sharing circle of showing their pictures and telling us about it if they want. We will pass an instrument around the room keeping it as silent as possible as our ending ritual (sleeping instrument).	1 instrument

5	Emotional education session	
	Therapeutic Aim: The object of this session is to give words to feelings to enable children to talk about them to alleviate inner stress and anxiety.	Items needed:
10 <i>5mins</i>	Sit in a circle and sing a welcome song (hello everyone) with sign language. Check in circle of asking how they are feeling today.	
10.05pm <i>10mins</i>	Read 'all different kinds of emotions' books.	'All different types of Emotions' book.
10.15pm <i>10mins</i>	<p>Listen to 4 different types of music on a CD and discuss how they make you feel move around the room with scarves in time with the music or sitting down if tired or embarrassed.</p> <p>Explain to the children that there are many different feelings ask for examples give some examples. Act out feelings exaggerating them and get children to mimic you ask them to call out what you are feeling, i.e make and angry face and body posture, Make a sad face and pretend to cry, jump up and down in an excited way, hide your face in a scared way, peep out in a shy way, jump in a surprised way, smile and laugh in a happy way...Tell the children to copy you.</p> <p>There are many more feelings than this but here are some common ones... Hold up a card with a feeling on and ask the children;</p> <ul style="list-style-type: none"> • What is this child feeling? • Can you make that face? • What makes you feel like that? <p>Discuss other scenarios that might make them feel like this. Letting each child who wants to have a turn. If a child shares something you think is relevant ask the group 'do you ever feel like that?' Listening, and thanking a child when they share a story that is particularly hard to admit/share.</p>	<p>CD player and feelings CD.</p> <p>Laminated A4 Emotions cards</p>

10.25pm 30mins	Give out emotional faces wheel photo copy and scissors and pipe cleaners. Help the children create their own emotions face wheel. When they are finished go around the circle asking how people are feeling and get them to answer by showing the face on the wheel.	Photo copies of wheel scissors pipe cleaners
6	Self-esteem	
	Therapeutic Aim: The objective of this lesson is to help the children to understand the power of positive thinking and how they can feel better about who they are even if disfigured or amputated. To help them accept themselves as they are now.	Items needed:
10 5mins	Sit in a circle and sing a welcome song (hello everyone) with sign language. Check in circle of asking how they are feeling today.	
10.05pm 10mins	Read 'Fill my bucket book' book. Read this book clarifying and giving real life examples as you go along.	'Fill my bucket' book.
10.15pm 10mins	Explain: self-esteem is your opinion of yourself - how you view yourself and how you think others view you. If you have low self-esteem you have a negative self-image. It means you focus on the things you don't like about yourself. E.g. 'I am so ugly, skinny, stupid...' If you have high self-esteem you have a positive self-image, and feel good about yourself. E.g. 'I am so handsome, muscular, clever, popular...' It is normal for everyone to have some doubts about themselves, but try to be positive and be proud of the good things you like. Self-esteem is important in decision making. Good self-esteem will help you to make good decisions in a confident way. Ask children to give you some examples.... If a group of older boys came up to you and said come with us we are going to steal something. If you are feeling good and sure of yourself what decision might	

	you make? If you are feeling down and like you have no friends what decision might you make?	
10.25pm <i>30mins</i>	Give out photo copies of boots and stars asking the children to colour them in and write down some of the good things they think about themselves and some of the bad. You may need to write some examples up on the board but make it clear they need to choose the ones relevant to them and not just copy the board. Go around And fill in Rosenberg self-esteem scale for each child privately.	Rosenberg self-esteem scale x15. Stars and boots photo copy.
10.55pm <i>5mins</i>	<p>Ask the children to think of words they would use to say nice things about someone, help them as necessary e.g. friendly, kind, caring, helpful, honest, hard-working, brave, confident, clever, funny, nice, strong etc. write them on the board.</p> <p>Ask them to think about what things they like about the person sitting on their left, for a few minutes. They should come up with two nice words to describe that person.</p> <p>Go round the circle and ask each child to give the name of the person that are talking about and then the two things they like about them e.g. "I think John is clever and kind"</p> <p>Discuss how hearing nice things about themselves made them feel.</p>	White board + marker
7	Personal Goals Session	
	<p>Therapeutic Aim: This session is to discuss future social and professional goals . It is to give the children hope for the future and to motivate them to get better.</p>	Items needed:
10am <i>5mins</i>	Sit in a circle and sing a welcome song (hello everyone) with sign language. Check in circle of asking how they are feeling today.	
10.05am	Read 'Nyota Yako' book. Asking the children what they would like to be and why.	Nyota Yako

15mins		
10.20am 15mins	<p>A personal goal is something you aim to achieve in your life. It is a goal you set for yourself, about something you would like to happen or do in the future.</p> <p>Tell the children that this lesson is a very important part of life in general as it can help motivate us to carry on even when we don't feel like it. We all need a plan to work from and we need to know our ambitions and dreams so we can do our best to help achieve them.</p> <ul style="list-style-type: none"> • Ask the class to think about their personal future goals. Make some suggestions. • Encourage them to think about: <ul style="list-style-type: none"> ○ Career goals – What job do they want to do? Where would they like to work? How much money would they like to earn? ○ Social goals – Do they want to marry? Do they want to have children? Where would they like to live? <p>Ask the children to call out their goals and write them up on the board (if they want to, some goals can be personal).</p> <p>Put on some gentle music in the background: Ask the children to close their eyes, sit back , relax and not to speak Ask them to imagine what their lives will be like when they are in their mid\ late twenties Ask them to think about:</p> <ul style="list-style-type: none"> - Who will they be living with? - Will they be married? - Will they be employed? - What will their job be? - Who will their friends be? - What will they be doing in their spare time? <p>How will they achieve their goals? What are some of the steps to get you there?</p>	.

	Open their eyes and sit up.	
10.35am <i>20mins</i>	Ask each child to cut out pictures from magazines an image of themselves in the future. Sticking them into a collage on A4 white paper.	A 4 paper, glue scissors magazines
10.55am <i>5mins</i>	End with a sharing circle of showing their picture and telling us about it if they want. We will pass an instrument around the room keeping it as silent as possible as our ending ritual (sleeping instrument).	1 instrument
8	Wish / Worry doll making session	
	Therapeutic Aim: To share a wish or a worry or to pass it on to someone else to hold for you to alleviate the burden or to remember the wish to bring hope.	Items needed:
	Sit in a circle and sing a welcome song (hello everyone) with sign language .Check in circle of asking how they are feeling today.	
10.05pm <i>10mins</i>	Hold up emotion face cards hiding the words asking the children to guess the feelings discuss scenarios that may make them feel like this.	A4 Emotions cards.
10.15pm <i>10mins</i>	Read 'a Huge bag of worries' book to introduce the concept of sharing worries relives the burden.	'Bag of worries' book
10.25pm <i>30mins</i>	Ask each child to choose a stick, piece of cloth, a pipe cleaner and a piece of paper. Ask them to write a something that worries them or a wish they hope will happen on the paper. They hide it inside the doll as they make it.	lolly sticks, paper, pens, pipe cleaners, wool, sequins.
10.55pm <i>5mins</i>	End with a sharing circle of showing their dolls and telling us about it if they want. We will pass an instrument around the room keeping it as silent as possible as our ending ritual (sleeping instrument).	1 instrument
9	Featherd mesenger Creative visualisation	
	Therapeutic Aim: To use the arts and imagination to provide children with the opportunity to consider a message they would like to pass on to a loved one or friend that has died.	Items needed:

10am <i>5mins</i>	Sit in a circle and sing a welcome song (hello everyone) with sign language .Check in circle of asking how they are feeling today.	
10.05pm <i>10mins</i>	Read a book 'badgers goodbye'. Talking to the children about any times they have felt like badger.	Badgers goodbye book.
10.15am <i>10mins</i>	Lead the children through the creative visualisation with soft music playing.	Music machine, CD.
10.25am <i>30mins</i>	Ask the children to make a bird from card cut outs of shapes and glue, sequins....	Photo copies of birds, glue, sequins, leaves, feathers
10.55am <i>5mins</i>	End with a sharing circle of showing their birds if they want. We will pass an instrument around the room keeping it as silent as possible as our ending ritual.	1 instrument

Creative Visualisation script for feathered Messenger

Speak in warm quiet voice slowly pausing to give time for the children to picture the images in their mind.

“Get into a comfortable position either lying down or sitting up. Not touching anyone else. Close your eyes and breathe deeply and slowly. Feel the breath going in and out of your lungs. Focus on your breathing. And just listen to my voice.

You are warm and comfortable, you feel safe. Nothing can harm you. All worries are eased from your mind. Your spirit lifts, you feel relaxed and mellow. Your forehead relaxes, no frowning, your muscles unwind and you feel heavy. Your body feels heavy and you sink back.

Breathe in deeply, feel the air going down into your chest, spreading out in the body and into your tummy feel it going up and down.

Relax your muscles and to take away all tension. Relax your arms first your right arm now you're left; move on to your fingers; into your legs one at a time, then down to your feet. Now every area of your back. All the knots and muscle-aches and tensions are released. You feel heavier and more relaxed. Your breathing is deeper, your mind is rested.

Now imagine you are sitting high up on a hill top under a tree.... It's a beautiful day, the sun is shining, there is a gentle breeze, you are not too hot or cold you are just right. ...you are feeling calm and happy as you can see the view below.everything is small as you have climbed up very high...

As you look down you think of someone you are missing.. this could be a person you haven't seen for a long time or someone who has gone away...or died... you wish you could tell them something. Just as you wish this...a huge colourful, magical bird flies down from the sky and lands right in front of you!

You are very surprised but happy to see such a beautiful bird you know it is friendly and means you no harm..... you look at its colourful feathers...and tail... beak...feet... you notice what it looks like as it is so close you could almost touch it!.....then the bird hops up on to your shoulder...you feel the warmth of its soft feathers on your cheek and the weight of its feet on your shoulder... it chirps in your ear, that is a messenger bird who heard you wishing about wanting to pass a message to the person you are missing....

...it tells you it has the ability to fly to anywhere in the world. ...it explains that it will fly to deliver a message to whomever you choose it could be family members, friends, strangers in other countries, angels, God. Think of a message you want to give to someone.....Pause here for 1 minute..... You whisper the message to the bird and it flies off into the sky...you watch it go knowing your message is safe and will be delivered.

Slowly wiggle your fingers.... and your toes.... When you are ready slowly open your eyes and look around. Smile at the first person you see. Sit up.”

10	Fruit Sensory Session	
	Therapeutic Aim: The purpose of this session is for children to explore and engage their senses and try new things. This activity is particularly designed so the blind children can join in and excel.	Items needed:
10am <i>5mins</i>	Sit in a circle and sing a welcome song (hello everyone) with sign language. Check in circle of asking how they are feeling today.	
10.05am <i>15mins</i>	Read 'big cat babies' and 'Handa's Surprise'	'big cat babies' and 'Handa's Surprise' book
10.20am <i>15mins</i>	<p>Tell the children that today they are going to learn about their senses: taste, touch, smell, hearing, sight. To explore them we are going to use fruit. Ask them what is their favourite fruit? What colour is it? How does it taste?</p> <p>Show the children a bag that has 4 different fruits in it. Tell them that they are going try to guess what each one is Hold up each one in turn under a cloth ask them to call out what they think it is You have to ask all children to close their eyes and no peeping while you take the fruit around.</p> <p>Then pass the fruits around under a cloth or in a bag and see if they can use their sense of touch to guess what it is. Take it out and show everyone once you have been around the circle ta,da! Try it with all 4 fruits.</p> <p>Now ask them to close their eyes and sniff when you say and try to guess what it is,do the same with all 4 fruits. That was your sense of smell.</p> <p>Now close your eyes again and tap or slap each fruit near their ears asking them to guess what it is. That is hearing.</p>	

	<p>Now cut up the fruit into little pieces and wash the children's hands. Ask them to hold their hands out and give them one piece each into their hand tell them to eat it with their eyes closed. They have to guess what it is using their sense of taste.</p> <p>After counting dramatically 1..2..3...Take it out and show them, ta da! Do it with all 4 fruits. That was using the sense of sight.</p>	
10.35am 20mins	Now put the fruit in the middle of the room and ask them to draw it.	A 4 paper, pastels or felt pens
11	Creative visualisation, worry tree	
	<p>Therapeutic Aim:</p> <p>To relax the children's body unburden their worries and teach them a tool to use in times of stress, fear or pain.</p>	Items needed:
10am 5mins	Sit in a circle and sing a welcome song (hello everyone) with sign language .Check in circle of asking how they are feeling today. Clap their names.	
10.05am 10mins	Read the little tree book talking about any operations the children may have had.	'The little tree' book
10.15am 10mins	Lead the children through the creative visualisation with soft music playing	Music machine ,CD.
10.25am 30mins	<p>Ask the children to make a tree from sticks leaves, pipe cleaners, sequins play dough.</p> <p>Or</p> <p>Ask the children to remain quiet and to collect a piece of paper and felt tip pens, pencils or oil pastels. Tell them to draw an image of their tree or their garden. There is no right or wrong way to do it. They can put as much or as little detail as they want</p> <p>Give them 20-30 mins to do this warning half way through and 2 mins to end.</p>	<p>Sticks, play-dough, glue, sequins, leaves, flowers</p> <p>Paint ,paper ,oil pastels ,felt pens.</p>

10.55am <i>5mins</i>	End with a sharing circle of showing their trees if they want. We will pass an instrument around the room keeping it as silent as possible as our ending ritual.	1 instrument
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Creative Visualisation Worry Tree Script

Ask the children to lie down on the mats and turn on the ocean dawn relaxation CD.

Speak in warm quiet voice slowly pausing to give time for the children to picture the images in their mind.

Say this to the group:

“Get into a comfortable position either lying down or sitting up. Not touching anyone else. Close your eyes and breathe deeply and slowly. Feel the breath going in and out of your lungs. Focus on your breathing. And just listen to my voice.

You are warm and comfortable, you feel safe. Nothing can harm you. All worries are eased from your mind. Your spirit lifts, you feel relaxed and mellow. Your forehead relaxes, no frowning, your muscles unwind and you feel heavy. Your body feels heavy and you sink back.

Breathe in deeply, feel the air going down into your chest, spreading out in the body and into your tummy feel it going up and down.

Relax your muscles and to take away all tension. Relax your arms first your right arm now your left, move on to your fingers; into your legs one at a time, then down to your feet. Now every area of your back. All the knots and muscle-aches and tensions are released. You feel heavier and more relaxed. Your breathing is deeper, your mind is rested.

Imagine you are walking down a path, it can be whatever path you like, green?, or brown with bushes? at either side or open fields.....? On one side you come to a tree look carefully at the tree. Is it green or brown with big leaves or small ones?, have flowers on it or fruit?, what shape are the leaves? and how wide are the branches?

You stop at the tree and the tree tells you it is a worry tree, that it can take all your worries and things that trouble and keep them safe for you.... and take all the worries out of your mind... you hang them up in the branches of the tree one by one.....take the worries out of

your head and your heart....looking at them....one by one....until they are all out hanging in the branches of the tree..... and leave them there as you walk on down the path....

You come to a gate, you open it and step into a beautiful quiet garden. You know at once that this is your garden you can feel it in your heart. You are safe here .look around you what is in your garden..... You notice many wonderful things.... maybe a pool of water or a stream... or lots of flowers in every colour...trees, bushes ...the weather is just right not too hot or not too cold.....you may see some wildlife...birds...butterflies...or even bigger animals , they are all your friends nothing can harm you here....its your special place. You see a

bench to sit on and you go there and just look at the garden without any worries on your mind.....you feel light and peaceful.

Pause here.

It's time to go you know that this garden will always be here if you need it and that you can come back anytime.

Now you go back to the gate and walk back up the path to the tree where you left your worries. You look at them one by one.....you decide which ones, if any, you want to take back with you.

You walk back up the path.

Breathe slowly.

Feel your fingers and toes.

Feel the air going through your nose and filling your lungs.

Feel your chest rising and falling.

Come back into this room, hear the sounds around you.

Staying peaceful and relaxed, slowly open your eyes, and smile at the first person you see

12	Coloured Butterfly feelings	
	Therapeutic Aim: To express in a non-verbal, creative way how you feel about your life at the moment.	Items needed:
10am <i>5mins</i>	Sit in a circle and sing a welcome song (hello everyone) with sign language. Check in circle of asking how they are feeling today.	
10.05am <i>15mins</i>	Read 'on the wings of a butterfly book' carefully using clear language and gently reflecting back any thoughts and feelings a child may share.	'on the wings of a butterfly' book.
10.20am <i>15mins</i>	Show the children the colour card with the colours and the emotions they relate to explain that each colour represents a different feeling. Discuss when they might feel this. Show face expression cards too.	Colour card, emotions cards.
10.35am <i>20mins</i>	Ask each child to colour a cut out butterfly piece shaped piece of paper in with the colours that represent the feeling they are feeling right now about their life situation.	A 4 paper butterfly shapes, pastels or felt pens
10.55am <i>5mins</i>	End with a sharing circle of showing their paper and telling us about it if they want. We will pass an instrument around the room keeping it as silent as possible as our ending ritual (sleeping instrument).	1 instrument