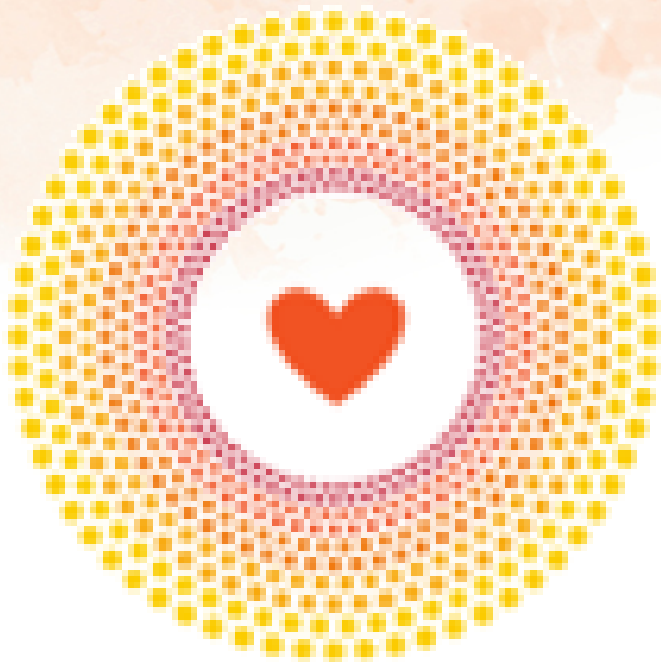




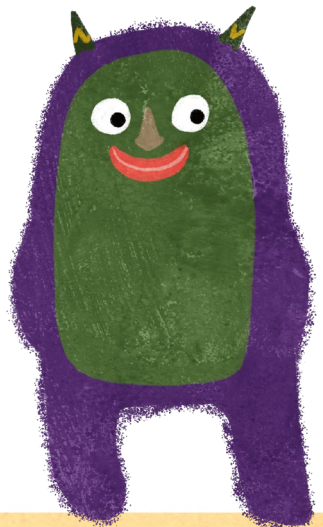
The Big Tree Therapeutic Dolls

New Stories and Characters



The Australian Childhood Foundation acknowledges Aboriginal and Torres Strait Islander people as the traditional custodians of the land and we pay our respect to their Elders past, present, and emerging.

Welcome back to the Big Tree!



BIG
TREE

Session Outline

- Doll Review- themes revisited
- Introducing Molly Snail & Percy Bee
- Therapeutic Story Ranges
- Molly Snail & Percy Bee Activities

Reflection

- What's your experience of the Therapeutic Dolls so far?



Original Four Dolls

Morten Monster



Ollie Monkey



Susan Kitten



Ellen Caterpillar



Original Big Tree Characters and Themes



Morten Monster

Key Themes:

Exploring Identity & Emotional Expression



Susan Kitten

Key Themes: Practicing Relaxation & Calm & Exploring Self Narratives



Ollie Monkey

Key Themes:

Nurture & Nourishment & Being heard & finding voice



Ellen Caterpillar

Key Themes:

Transformation & Increasing Adaptability

New Arrivals

Molly Snail



Percival Bee



Two New Big Tree Arrivals- Characters and Themes

Molly and Percy both left their backyard home and found their way to the Big Tree. This pair of Big Tree recent arrivals allow us to explore new themes associated with relocation and sudden change. These experiences are common for children who have endured trauma.



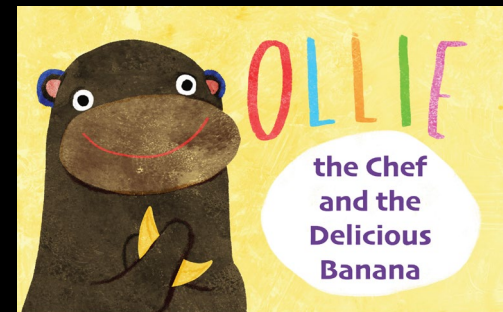
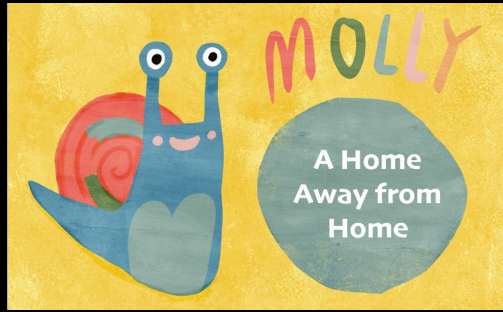
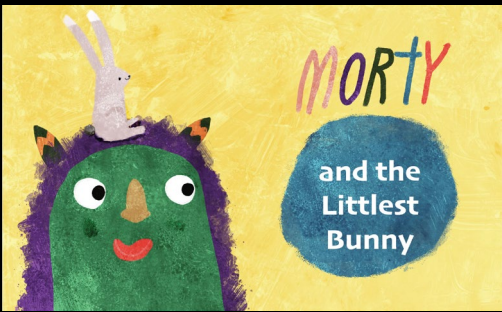
Molly Snail

Key Themes: How we Carry Home with Us & Life Story Exploration



Percy Bee

Key Theme: Orientating with love and care & Being part of a family



Big Tree Stories
12 stories related to the Big Tree Character's trauma recovery themes.
&
6 simple stories, perfect for the early years, related to Character themes.

Aims of the Stories

- They reference common themes associated with trauma recovery.
- They communicate and normalise protective responses.
- They communicate ideas about what children might need from their key adults.
- The set of 12 stories includes therapeutic questions on the final page related to story themes that could be posed to children and their key adults in therapeutic contexts.

Why Stories?

- Stories are simulations that allow us to experience other's lives through the world the story creates. Lisa Cron- Wired for Story
- Our brains 'on story' function differently. We are 22 times more likely to remember facts in a story than facts alone. Sarah-Jane Murray, TedEx 'Hardwired for Story', Nov 14, 2014
- Stories are ideas in action. They incite us into action. We carry them with us. Sarah-Jane Murray, TedEx 'Hardwired for Story', Nov 14, 2014

Morty Monster



The Day Morty' Face Fell Off- A Story about Changing Feeling Faces

Morty goes on a walk during which his face keeps falling off! He learns about his feeling faces with the help of a talking river and that his changing feelings are linked to his shifting facial expressions and what fun he can have with that.



Morty and the Littlest Bunny- A Story about Unwanted Identity and Hidden Strengths

Morty has internalised many messages of fear and rejection from those around him and often feels uncomfortable in his own skin. This is a story about a little bunny who challenges some of Morty's self-beliefs and expands how he knows himself.

Susan Kitten



Susan and the Sky Inside- A Story about Worries and Practicing Relaxation and Calm

Susan meets Franco the Sloth who validates her worries, introduces a simple breathing practice and tells her a story about how he learned to cope with strong feelings that swirl up in his life.



Susan and the Memory Blanket- A Story about Friendship, Feeling Seen & the Symbols of our Lives

Susan and Mabel are best friends. Susan feels like she is broken sometimes. Mabel finds a way of letting Susan know that all of her parts are loved and accepted.

Ollie Monkey



Ollie's Family Tree- A Story about Learning to Accept Nurture & Nourishment

Ollie arrives at the annual Big Tree Baking Exhibition. He steals some food and is caught by a pair of magpies. One magpie rejects him, while the other takes time to understand what lies beneath his behaviour. Ollie learns that he is worthy of care and finds a sense of belonging within the Big Tree.



Ollie, the Chef, & the Delicious Banana- A story about how adults can learn to better listen to children

A new café opens up in the Big Tree. The café's chef makes many attempts to win over Ollie's tastebuds. Along the way the chef learns about what it means to really listen and connect.

Ellen Caterpillar



Ellen and the Very Important Suitcase- A Story about the tricky business of Transformation

A kind butterfly helps Ellen with her big transformation. Ellen discovers that transformation can involve losses as well as gains and that some things about her will never change.



Ellen the Invisible Caterpillar- A Story exploring the different ways we try to keep ourselves safe

Ellen is threatened by a hungry kookaburra. She meets a caterpillar and a bee that show her the ways they keep safe. The bee helps Ellen realise that Ellen has her own clever way of keeping herself safe.

Molly Snail



A Home Away From Home- A Story about carrying home with us

Molly is forced from her home in the veggie patch and meets a worm who helps her realise that she is not as un-protected and powerless as she had thought.



The Lost and Found Day- A Story about healing from looking back at where we have been

Molly gets lost as she ventures away from the Big Tree. Sweetie the sugar glider spots Molly's snail trail and that helps Molly feel orientated and leads her home. Molly realises that looking back can help, and that others have trails that tell her about their lives.

Percy Bee



Percy Finds his Place- A story for anyone who has found it hard to find their place





Finding your right place is not always easy. Percy tries out many roles searching for how he belongs in his family. After much trying he finds a unique way to fit into his family that is great for everyone.



Percy and Amina- A Story about the relationships that help us feel orientated

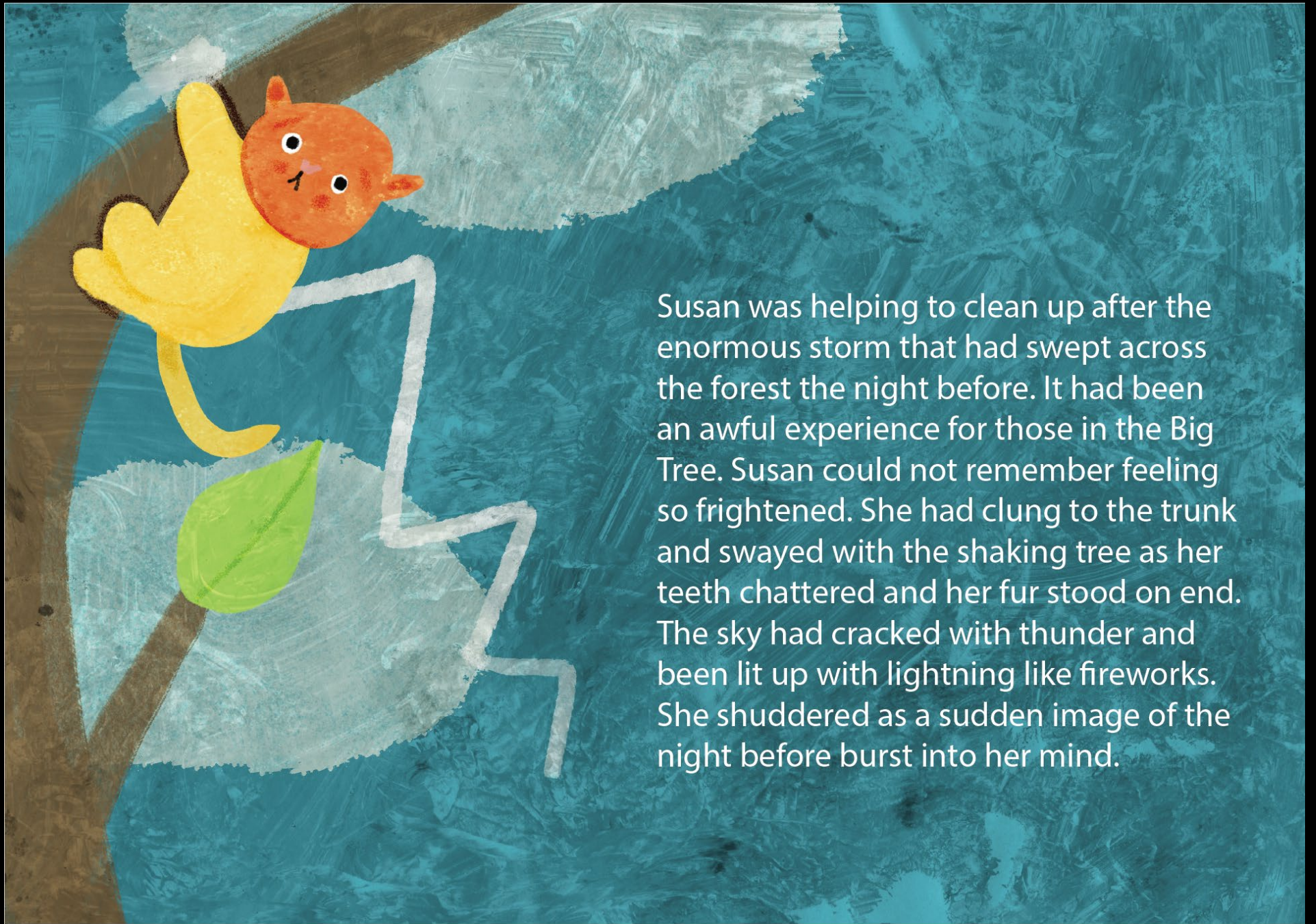
Amina has cared for Percy all of his life. Percy gets knocked off track on his first solo flight. He draws upon aspects of his most important relationship with Amina to help him find his way back home.

Overview Handout-Stories Summary Table

Character and Story Title	Story Theme/s	Story Summaries	Questions <u>For</u> Children
 <p data-bbox="616 171 744 307">The Day Morty's Face Fell Off</p>	<p data-bbox="810 171 998 307">A Story about Changing Feeling Faces</p>	<p data-bbox="1031 135 1472 378">Morty goes on a walk during which his face keeps falling off! He learns about his feeling faces with the help of a talking river and that his changing feelings are linked to his shifting facial expressions and what fun he can have with that.</p>	<ul data-bbox="1503 135 2509 378" style="list-style-type: none"> • Have you ever experimented with your feeling faces? How many do you think you might have? • How good are you at reading feelings on other people's faces? • How good are you at reading the feelings you face shows? • Sometimes people try to hide their feelings behind a face that doesn't match their feelings on the inside. Have you ever noticed this? What were the clues?
 <p data-bbox="616 492 744 599">Morty and the Littlest Bunny</p>	<p data-bbox="810 492 998 671">A Story about Unwanted Identity and Hidden Strengths</p>	<p data-bbox="1031 464 1472 735">Morty has internalised many messages of fear and rejection from those around him and often feels uncomfortable in his own skin. This is a story about a little bunny who challenges some of Morty's self-beliefs and expands how he knows himself.</p>	<ul data-bbox="1503 464 2356 678" style="list-style-type: none"> • Have you ever felt left out or lonely? • Have you ever felt like you don't want to be seen? • Have you ever felt misjudged like Morty? • What are your strengths? • What do other people see as your strengths? • Do you think you might have any hidden strengths like Morty?
 <p data-bbox="616 849 784 921">Susan and the Sky Inside</p>	<p data-bbox="810 821 998 992">A Story about Worries and Practicing Relaxation and Calm</p>	<p data-bbox="1031 821 1472 1063">Susan meets Franco the Sloth who validates her worries, introduces a simple breathing <u>practice</u> and tells her a story about how he learned to cope with strong feelings that swirl up in his life.</p>	<ul data-bbox="1503 821 2509 999" style="list-style-type: none"> • Is there anything that worries you? • Do you have someone to share your worries with? • Have you ever felt like there is a storm inside of you? • Did you know that you have a sky inside? • Did you know that you can breathe in ways to help calm your body down?
 <p data-bbox="616 1135 769 1242">Susan and the memory Blanket</p>	<p data-bbox="810 1135 998 1313">A Story about Friendship, Feeling Seen & the Symbols of our Lives</p>	<p data-bbox="1031 1135 1472 1349">Susan and Mabel are best friends. Susan feels like she is broken sometimes. Mabel finds a way of letting Susan know that all the parts of her are loved and accepted.</p>	<ul data-bbox="1503 1135 2509 1349" style="list-style-type: none"> • If you had a precious blanket that had symbols of the most important things in your life sewn on it, what would they be? • Who matters to you? • Who do you matter to? • Do you have someone in your life that you can talk with or just sit beside comfortably like Mabel?

Susan and the Sky Inside





Susan was helping to clean up after the enormous storm that had swept across the forest the night before. It had been an awful experience for those in the Big Tree. Susan could not remember feeling so frightened. She had clung to the trunk and swayed with the shaking tree as her teeth chattered and her fur stood on end. The sky had cracked with thunder and been lit up with lightning like fireworks. She shuddered as a sudden image of the night before burst into her mind.



Susan returned to school a few days later. Ever since the storm she had felt jumpy, and like her insides were a shaken up bottle of fizzy drink. She couldn't concentrate, and didn't feel comfortable anywhere. "Are you listening Susan?" her teacher asked with a scrunched up face. Susan jumped at the tone of her voice, and her body filled with energy. It told her to run. She hopped up and scurried out of school with her teacher yelling after her.

On and on she ran, over Stone Mountain and down through Fern Valley, before reaching a part of the forest that she had never explored before. The trail became overgrown and Susan suddenly felt lost. There was a rustle in the branches of a nearby tree. "Hello" smiled down the most gentle looking creature that Susan had ever seen. With the grace of a slow-motion gymnast the sloth came down from his branch.





Susan didn't know what to say. She had never met a sloth before. "I'm sorry to disturb you sir, my name is Susan." "I'm Franco" said the sloth. "You look like you could do with a rest and something to drink." Franco motioned towards two rocks. He gave Susan a warm mug of milk and the pair sat on the rocks and sipped their drinks together.



“What brings you to this part of the forest Susan?” Like gushing water, Susan’s story about the storm, her teacher, and how she had been feeling spilled out of her. “I’m worried that the storm is going to come back all the time,” she blurted out. “I constantly look up for signs of dark clouds. I’m hardly sleeping because if I’m asleep I can’t keep guard. I am trying to do everything I can to never feel like that again. I think I might be going crazy” she said at last.

“What you speak about is not unusual” said Franco. “I used to not like thunderstorms either” he said. “It took me a long time to get used to them.” “How did you do it” asked Susan quickly. “I learned some neat tricks from a traveling Snow Goose. I use them all the time now. It has slowed me down and evened me out.” Susan couldn’t deny it. Franco was the most chilled out creature that she had ever met.

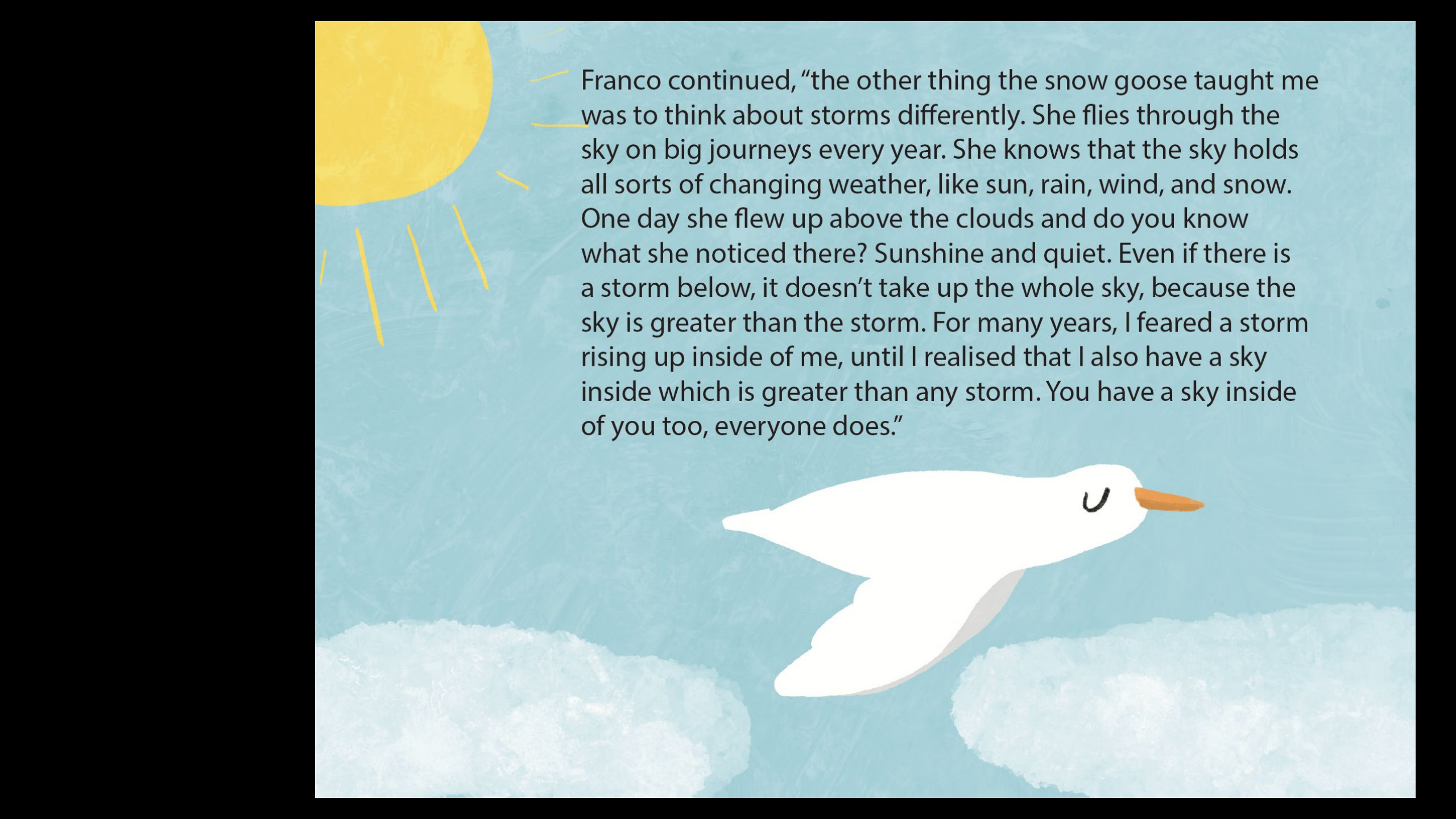




“What happens to your heart when you feel worried?” asked Franco. “It beeps really fast” said Susan, and feels like a runaway train” said Susan. “Ahh, that was the same for me” replied Franco. “Did you know that if we breathe out longer than we breathe in, we slow down our heart and that can help us feel like finding a friend or adult to support us, rather than running away. Let’s try it together. Put one hand on your belly, and the other on your heart. Then breathe in for 3,

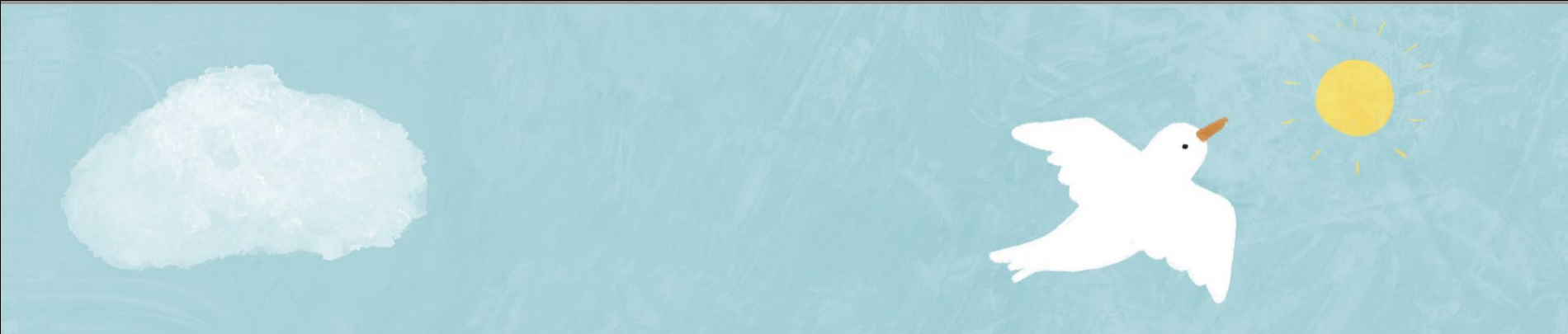


and out for 4.” Susan tried it and did feel different. “The more you practice this, the better it works,” said Franco. Just sitting next to Franco helped Susan feel better, maybe he was rubbing off on her?



Franco continued, "the other thing the snow goose taught me was to think about storms differently. She flies through the sky on big journeys every year. She knows that the sky holds all sorts of changing weather, like sun, rain, wind, and snow. One day she flew up above the clouds and do you know what she noticed there? Sunshine and quiet. Even if there is a storm below, it doesn't take up the whole sky, because the sky is greater than the storm. For many years, I feared a storm rising up inside of me, until I realised that I also have a sky inside which is greater than any storm. You have a sky inside of you too, everyone does."





Susan left Franco that day feeling like all the fizz inside of her had drained away. She went back every week after that to visit with Franco. They shared mugs of milk, practiced breathing and flying above the clouds within the skies inside of themselves. Susan became less worried about the chance of thunderstorms and more focussed on what was going on around her there and then. If a thunderstorm blew in she had some ways to help herself now, and getting in touch with her sky inside helped her know that better weather was always on its way.





Is there anything that worries you?

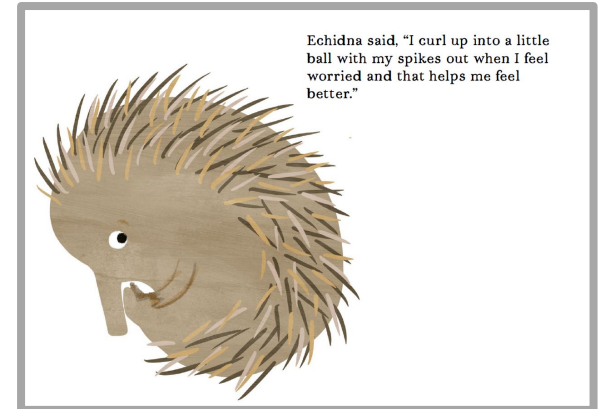
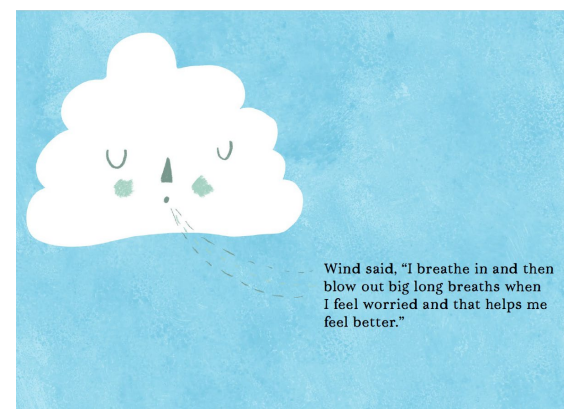
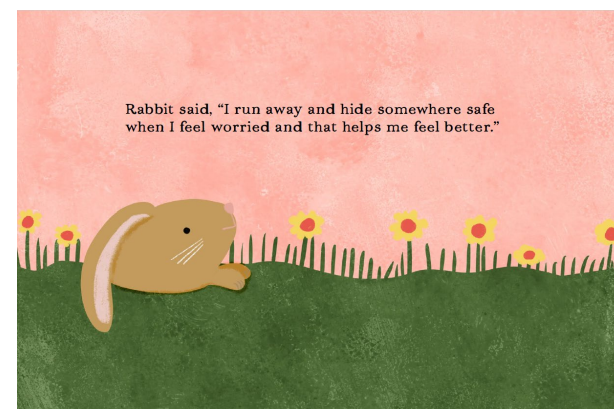
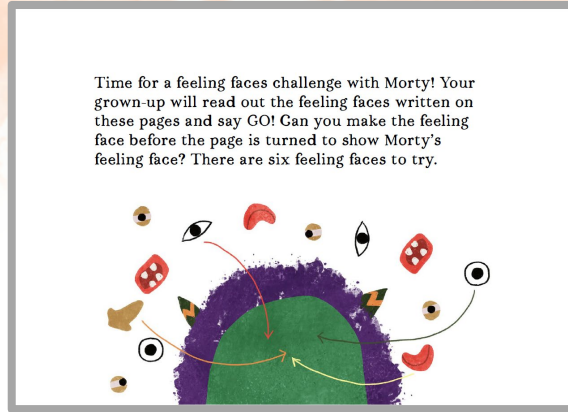
Do you have someone to share your worries with?

Have you ever felt like there is a storm inside of you?

Did you know that you have a sky inside?

Did you know that you can breathe in ways to help calm your body down?

Early Years e-stories- Morty Monster & Susan Kitten



Morty's
Feeling Faces
World
Championship



MORTY'S

Feeling
Faces World
Championship



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Applications for Younger Children



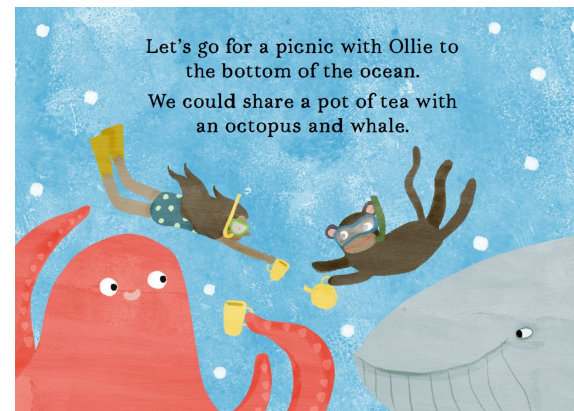
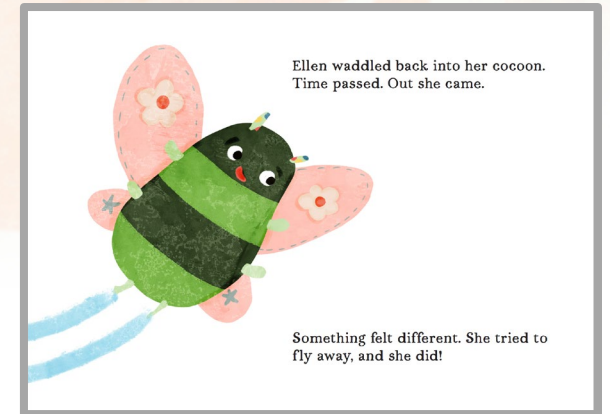
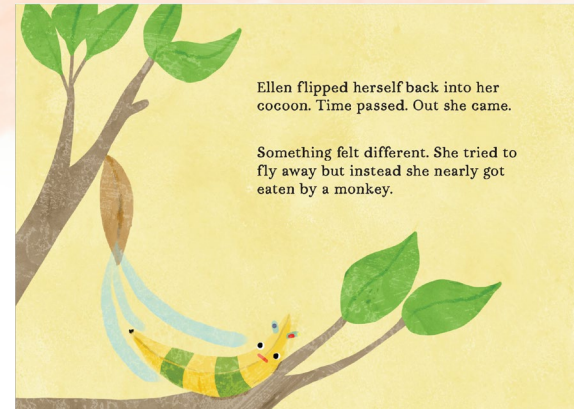
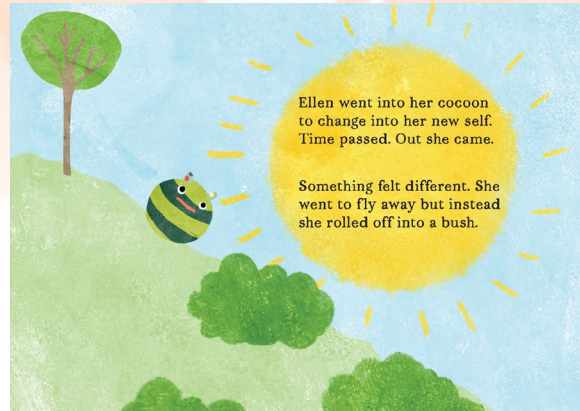
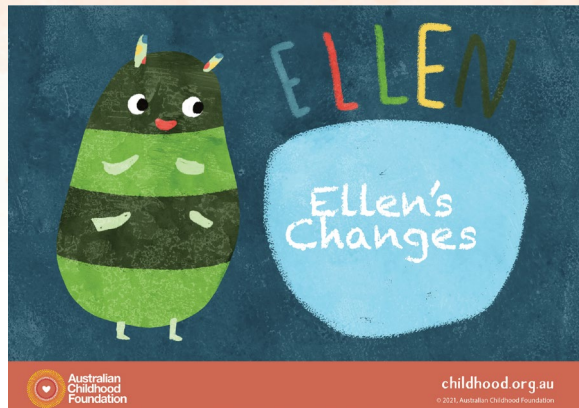
- Share your favourite feeling face from the story with everyone.
- Use your Morty doll to make the faces from the story.
- Let's take a photo of you and someone else standing next to Morty making the same feeling face together.
- Do you know any other feeling faces? Can you make them with your Morty doll?
- How many of the six feeling faces can you remember from the story? Can you show us any of the faces?
- Share a time when you wore one of the feeling faces from the story.

Applications for Younger Children

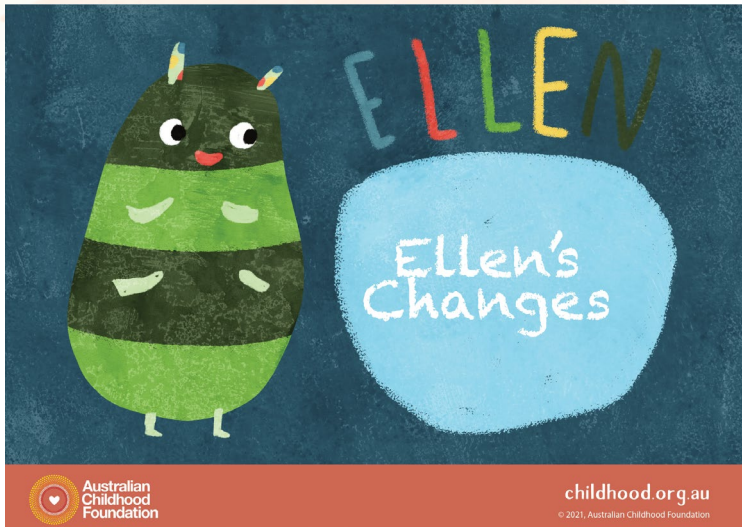


- Did you know that everyone feels worried from time to time?
- What character from the story are you closest to when it comes to what you do when you feel worried?
- Do you have any other ideas about what Susan could try to do if she starts to feel worried again?
- Let's read the story again and act out what the characters do when they feel worried.

Early Years e-stories- Ollie Monkey & Ellen Caterpillar



Applications for Younger Children



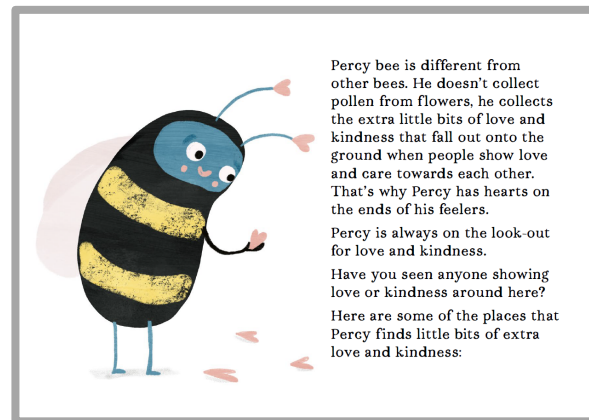
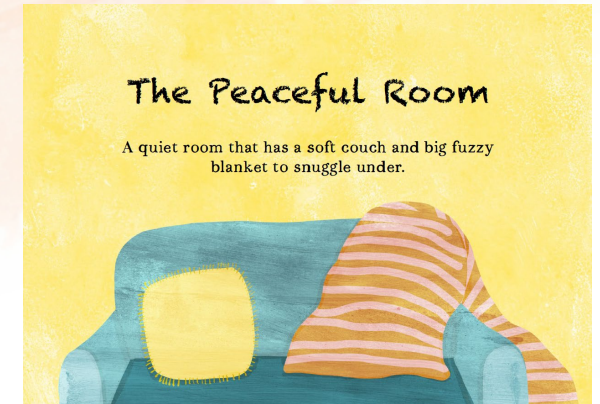
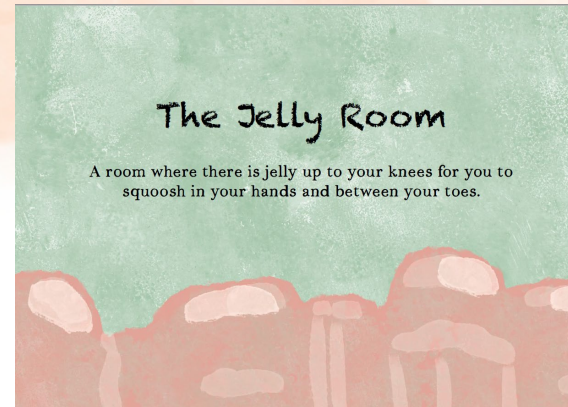
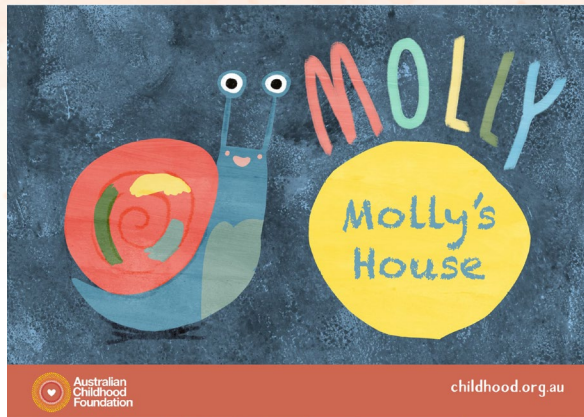
- Is there anything you would like to change into?
- We don't always get what we want on the first try. Is there anything that you have had to have more than one go at to achieve?
- Ellen never gives up. She wants to fly more than anything. Is there something you would like more than anything?
- Gather together a toy ball, banana, mobile phone, chook toy, and Ellen doll. Make them look like they do in the story. Use them to tell the story. See if the child/ren can put them in the same order as the story.

Applications for Younger Children



- Which place from the story would you most like to go to, for a picnic with Ollie?
- Who would you like to share a picnic with?
- Educators/Practitioners could set up picnic spots in line with the scene's from the story in their centres, encouraging shared play and imaginations.
- If you could bring a favourite food/meal from home to share with us, what would you pick?
- Share a picnic with children and their grown up/s in an imagined setting of the child/ren's choice.

Early Years e-stories - Molly Snail & Percy Bee



Percy's Collection of Love and Kindness



PERCY'S
Collection
of Love
and
Kindness



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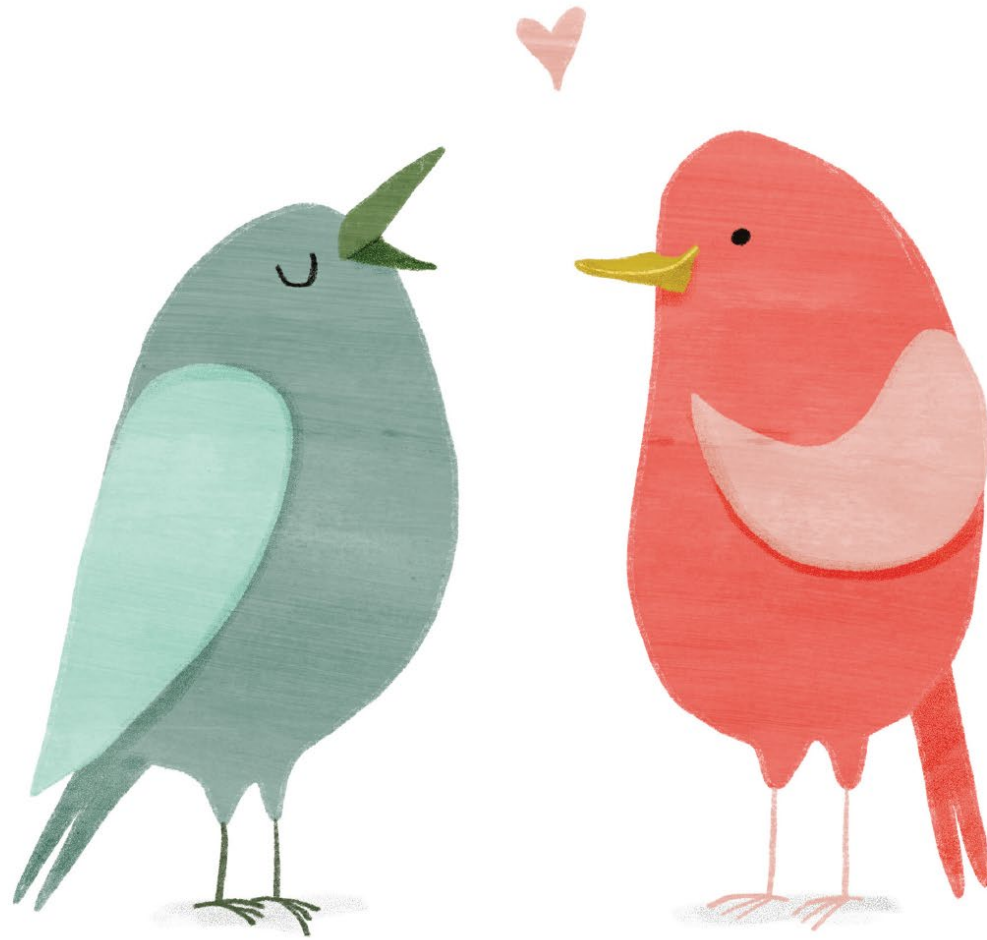


Percy bee is different from other bees. He doesn't collect pollen from flowers, he collects the extra little bits of love and kindness that fall out onto the ground when people show love and care towards each other. That's why Percy has hearts on the ends of his feelers.

Percy is always on the look-out for love and kindness.

Have you seen anyone showing love or kindness around here?

Here are some of the places that Percy finds little bits of extra love and kindness:



Every time someone says something kind to another person, extra little bits of love and kindness fall out.

Every time someone does something nice for someone else,
extra little bits of love and kindness fall out.

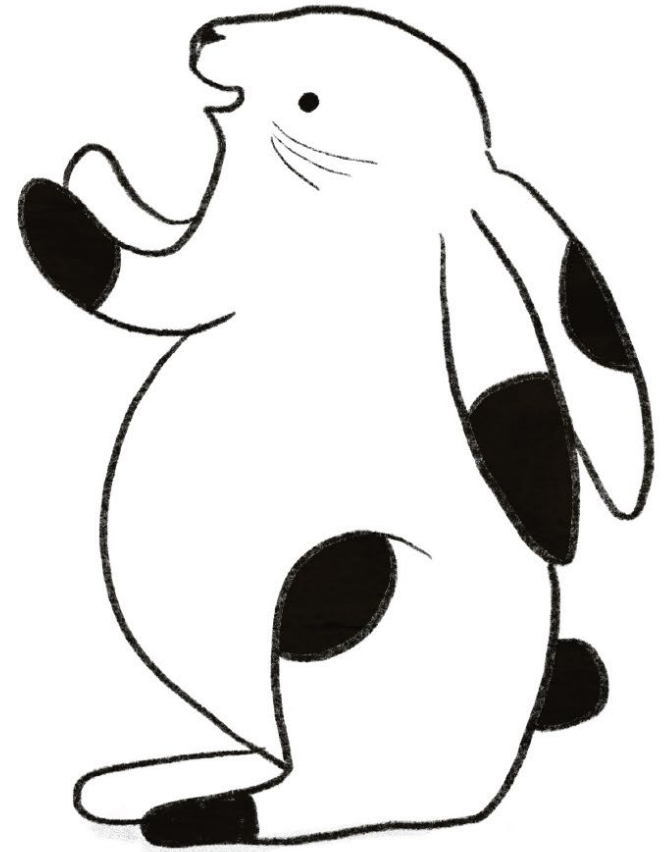




Every time people share a hug or
a smile, extra little bits of love
and kindness fall out.



Every time people play
kindly with each other,
extra little bits of love
and kindness fall out.



Every time someone gives someone a gift, they made or got for them, extra little bits of love and kindness fall out.





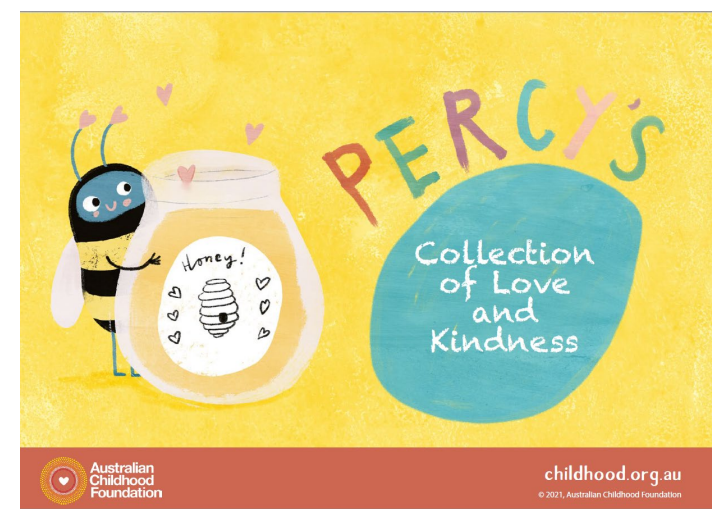
Percy collects all the little bits of love and kindness in his back pocket until he has enough to take back to his hive.

The tiny bits get put together and stirred into the honey the bees create and that's what makes the honey sweet.

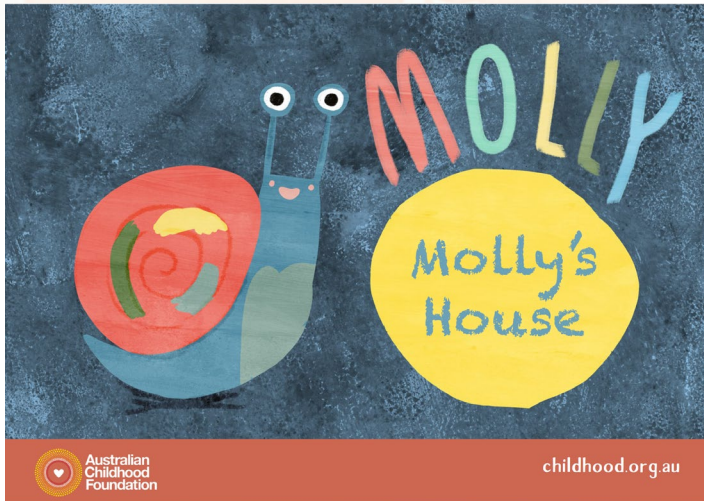
Next time you share love or kindness with someone be on the look out for Percy. He just might be around to scoop up the extra bits on the ground.

Applications for Younger Children

- Make Percy Bee 'Love and Kindness' headbands with pipe cleaners. Then everyone can be like Percy, on the lookout for little bits of love and kindness.
- Have some 'love and kindness' puff balls in your pocket and when you see a loving or kind exchange toss some on the floor close by.
- Print out, laminate and display as posters the five examples of interactions where Percy finds extra bits of love and kindness from the e-story.
- Create your own 'Love and Kindness' jar. Every time anyone notices love or kindness being shared add a puff ball.



Applications for Younger Children



- What room did you chose to visit in Molly's house?
- What did it feel like there?
- Were there any of Molly's rooms that didn't feel good to you?
- Where's your favourite place to be in the world?
- Each of the rooms in the story are easy enough to set up as areas in real life. You might like to give a child/ren the experience of touring Molly's rooms in real life?

Themes and Lenses

- The Big Tree Dolls have been designed with individual themes related to trauma recovery sewn into them. These themes can be evoked in sessions with children and the dolls can be used as tools for related exploration and play.
- There are approaches ACF privilege in our work with children and trauma, for example the importance of relationship and embodied enquiry. All of the dolls can be used with children in keeping with five kinds of approaches presented as five organising lenses.

Themes

&

Lenses



Morty

Exploring Identity &
Emotional Expression



Ollie

Nurture & Nourishment,
Being heard & finding voice



Susan

Practicing Relaxation & Calm
Exploring self narratives



Ellen

Transformation &
Increasing Adaptability



Molly

How we Carry Home with Us
Life Story Exploration



Percy

Orientating with Love and Care
Being Part of a Family



- Explore
- Evoke new narratives
- Embody
- Emotionally Connect
- Enhance Relationships

Snail Trail of My Day - ACTIVITY

An activity encouraging narrative memory and reflection.



This activity references the story 'The Lost and Found Day'

A Snail Trail of My Day

Introduction

This activity relates to Molly Snail's e-story 'The Lost and Found Day.'

Children who have experienced trauma can find it challenging to remember details of their experiences and/or the order in which events happened. This activity assists to build the skills of remembering an experience—beginning, middle, and end. In 'The Lost and Found Day' Molly flew into the sky looking down on where she had been that day. Below her was a shimmery silver line that showed her movements through the day, via her snail trail. What if we invited a child to remember where they had been that day by drawing their own 'snail trail' of the day? This line could be a map of the physical places the child has been to or it could be an 'emotion map' showing what the child has felt across the day.

Audience

Children or young people able to grasp the concept of 'a line' representing movements within their day.

Activity

When Molly was flying high in the air with Sweetie Sugar Glider she could see the silver, shimmery silver line she had left across her adventurous day.

Imagine if you had left a shimmery silver snail trail behind you today.

Could you create a snail trail of your day?

Some Snail Trail Options

- On white paper use white crayon for the line and then water colour paint over the top of the page to highlight the line on a page.
- Use a glitter pen or silver paint pen to create a silver, shimmery line of your day.
- Use a ball of yarn or string to create a trail in the space around you. Different pieces of material could be tied along the line to represent events or feelings that emerged during the day. The child or young person could also use body movements to express different parts of their day as they go along the line.



Snail Trails- ACTIVITY

An experiential exploration of how a child experiences their connection with their special people and a map showing how they consider the thread of their life alongside others who are important to them.



This activity references the story 'The Lost and Found Day'

Enhance Relationships

Snail Trails

Introduction

Snail trails are like silver threads that tell about the lives of snails. Threads that leave a trace. All of our lives leave traces. Imagine if we were all snails the overlapping, criss-crossing lines of our trails that we would leave in the world.

Audience

Primary school aged children and older

Materials

- A container of different types and colours of threads- eg string, cotton, wool, ribbon, raffia, silk, lace, elastic, ric rac, valcro lengths, etc.
- Scissors. A big piece of paper and PVA glue

Activity

Choose from the container of threads one that could be your thread. Choose from the container of threads others that could represent people who are important to you.

Get your big piece of paper.

Play around with how your thread and the rest of the threads that represent your important people go on the paper?

How long are each of the threads? How do they sit on the paper?

Dip your threads into PVA glue and then place them on the page where they feel right. Let the glue dry.

Stand back and look at the trails in your life. How does that feel to you?

A white heart shape contains a colorful snail with a blue body and a red and yellow shell. A dotted line trail extends from the snail's tail, leading down to a landscape illustration at the bottom of the page. The landscape features green hills, a blue path, and several trees with green foliage and brown trunks.

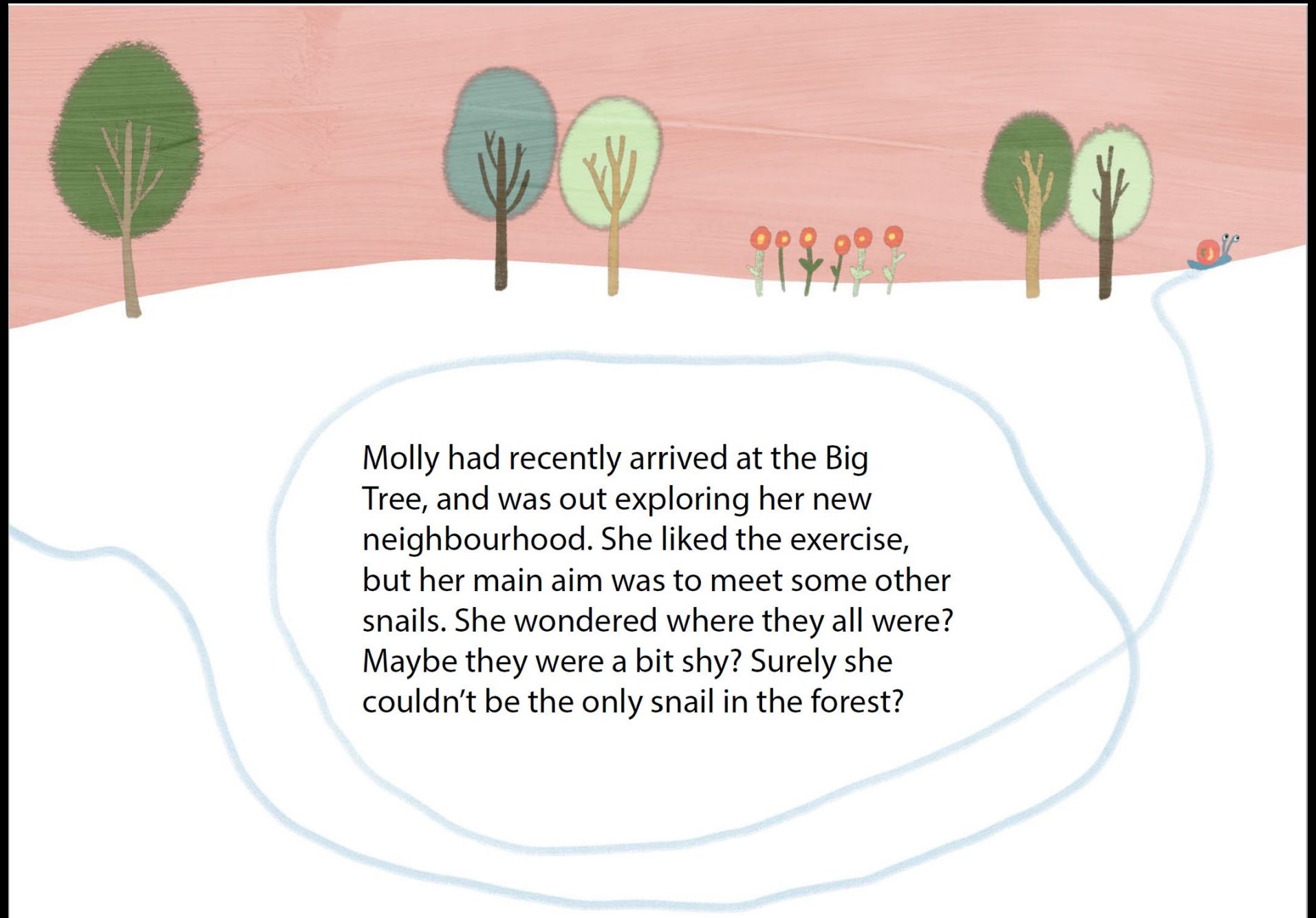
Australian Childhood Foundation childhood.org.au The Big Tree

The Lost and Found Day



MOLLY



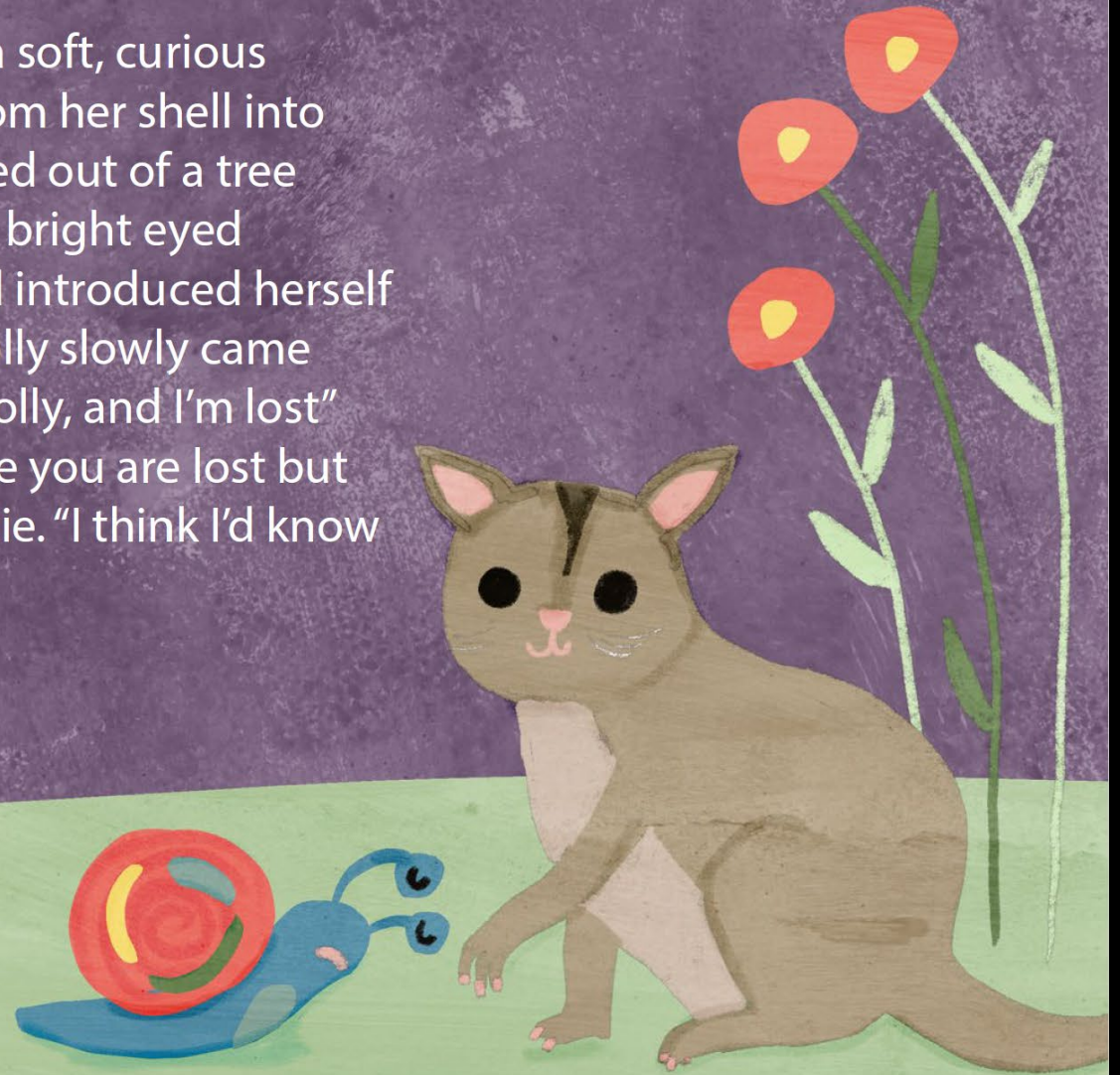


Molly had recently arrived at the Big Tree, and was out exploring her new neighbourhood. She liked the exercise, but her main aim was to meet some other snails. She wondered where they all were? Maybe they were a bit shy? Surely she couldn't be the only snail in the forest?

It was late afternoon when she gave up looking and decided to return to the Big Tree. At this point she realised something unsettling. She wasn't sure of the way back. It was getting cold and dark. A growing panic was building inside her. She was lost and the approaching night was making things around her seem spooky and threatening. Molly fled into her shell and started to cry.



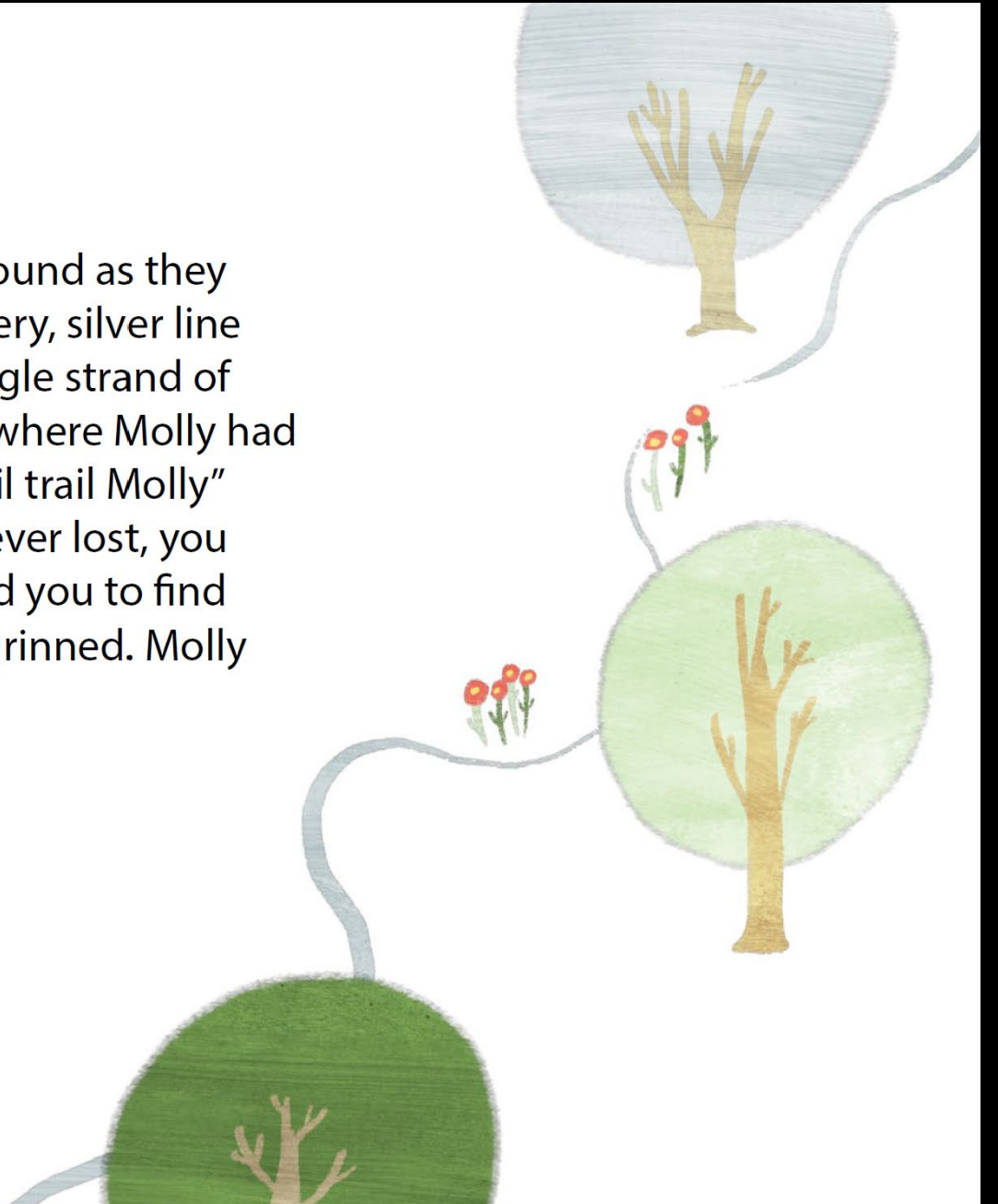
“Who’s that crying?” enquired a soft, curious voice. Molly snuck a look up from her shell into a set of shiny eyes that appeared out of a tree hollow high above her. A furry, bright eyed creature ran down the tree and introduced herself as Sweetie the sugar glider. Molly slowly came out of her shell. “My name is Molly, and I’m lost” she sobbed. “You might feel like you are lost but you’re not really” replied Sweetie. “I think I’d know if I was lost” Molly said wearily.



“Climb on my back and I’ll show you how you are not lost” said Sweetie. Molly hopped on Sweetie’s back and Sweetie ran up her tree then leapt off the highest branch with her wing flaps open. Molly gasped as the air whirred around them. They soared through the branches and skimmed over the land.



Sweetie pointed to the ground as they swooped about. A shimmering, silver line was below them, like a single strand of magic that led back from where Molly had met Sweetie. "It's your snail trail Molly" said Sweetie. "You were never lost, you just needed to look behind you to find your way again." Sweetie grinned. Molly felt overjoyed.





From the air Molly caught a glimpse of the Big Tree. "That's my tree" she yelled excitedly. The pair glided through a clearing towards the Big Tree. "Look," cried Molly. They gazed at the ground in wonder. In the light of the moon, were many strands of glittering snail trails that looked like a web of jewels laid across the land. Molly's eyes filled with tears. "I'm not the only one" she wailed into the sky.

“Thank-you for helping me Sweetie” said Molly. “My pleasure” replied Sweetie. “I know what to do now if I ever feel lost again” said Molly. Sweetie waved goodbye and took off into the night. Molly tucked herself into her favourite Big Tree cranny and curled up in her shell. She had never felt so lost and found all in one day.





Have you ever seen a snail trail? Maybe you and your parent/carer could go looking for some?

If you were a snail what would your trail look like? Would it be zig zaggy, or straight, or loopy or something else?

If you drew one continuous line, like a snail trail, that represented your day/week/year/life-what would it look like?

If you and all the important people in your life were snails, what kind of trails would everyone leave? Would your trails overlap or go in the same direction or something else? Where do you think these trails might go in the future?

Have you ever slowly come out of your shell? How were you brave enough to do that?

Molly's Life Story- ACTIVITY

A life story focused activity for a therapeutic intervention, inviting children to consider a timeline of their life.

A Life Story Activity with Molly Snail

Introduction

Within a challenging home environment, where a child's attention has been focussed on survival and outward surveillance, the opportunity to develop and explore their internal sense of self can be limited. The child may not have had parents that were able to hear her/his stories, or share memories, or help them make sense of who they are. This is where Life Story work can be helpful.

Therapeutic Life Story work helps children to focus on their history to make sense of how their past influences the way they know themselves today. It seeks to help children towards a coherent self-narrative.

Audience

7 years of age or older

Materials

Plasticine or air-dry clay and craft bits and bobs.

Activity

- 1** Unstick Molly's shell and roll it out length wise. This long length could be a timeline of Molly's life. Her rolled out shell has different parts, like chapters or segments of her life.
- 2** I wonder what different things have happened in Molly's life that have coloured her rolled out shell? Could we guess at a story about Molly's life just looking at her rolled out shell?
- 3** What if you could roll out a timeline of your life and think about the different chapters you have lived through? What colours and textures might make up your life story so far?
- 4** Try making your own timeline out of a long rolled out length of plasticine, or air-dry clay. You might like to stick things in the plasticine, like sequins or craft bits and bobs, or you might like to make indents in places with a pencil tip or something from nature.
- 5** Can you tell a story about your timeline?
- 6** Once your timeline is made you might like to roll it up into a shell and stick it onto your snail body that you also make out of plasticine or clay.

Option: If you don't have plasticine or clay you might like to try drawing or collaging your timeline?



As Slow as a Snail - ACTIVITY

A body based activity that practitioners could use with children to help them slow down and attune to the environment around them.

As Slow as a Snail

Introduction

Molly sees a lot of things that others in the forest miss. She glides along and notices new flower buds blooming, dew filled spider webs, and tiny ferns uncurling. Many other forest creatures miss these beautiful details because they are moving faster than she is. I wonder what it might feel like to slow down a bit like Molly Snail?



Audience

Kinder or Primary school aged children

Activity

Let's go outside to our nearest patch of grass and run from one end to the other end. We could pretend that we are cheetahs running fast.

- How many insects and birds and other garden creatures did you notice as you ran?

Now let's sit on the ground and count to ten. Then, for three minutes let's move slowly, like Molly Snail and look around and see what we see.

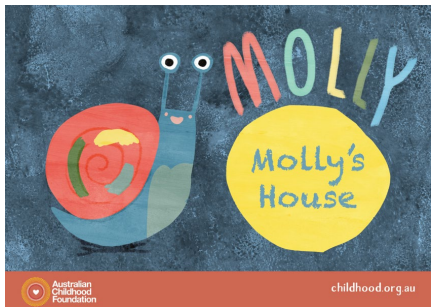
- How many insects, birds and other garden creatures can we notice when we travel like Molly?
- We might even spy one of Molly's cousins or friends or a snail trail as we look around?

- What does it feel like to slow down and travel like Molly Snail?

Inside Molly's House- ACTIVITY

An invitation for children to consider sensory based calming strategies.

If you had a home like Molly, with rooms inside that you could decorate and arrange however you like so that when you go into them you feel comfy and calm, what would your rooms be like?



This activity references the story 'Molly's House'

Explore

Inside Molly's House

Activity

Option 2 'Your House' Visualisation

Find a spot in the space you are in that feels right to sit and turn on your imagination. You might like to close your eyes, or just look down at the floor.

Imagine opening the front door of your 'Comfy and Calm' house. Is anyone with you? You go in. You head towards a room. You open the door and go in.

You look around. There are things in here that help you feel comfy and calm. What are they? Is there anyone here with you? Where would you like to be in the room? What would you like to do while you are here?

It's your choice if you would like to stay here or visit another room?

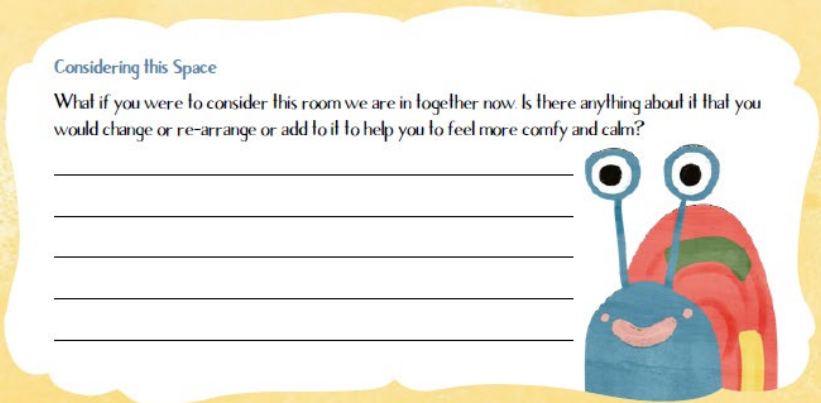
If you choose to visit another room, move to its door, open it, go in, and look around. There are things in here that help you feel comfy and calm. What are they? Is there anyone here with you? Where would you like to be in the room? What would you like to do while you are here?

Take a few minutes to keep visiting rooms or stay in a room until you are ready to come back to the space where your body is.

Take a few more moments to leave your 'Comfy house' and come back into this space. Your comfy house will always be there for you to visit again.

Considering this Space

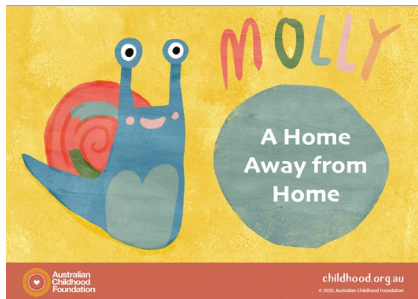
What if you were to consider this room we are in together now. Is there anything about it that you would change or re-arrange or add to it to help you to feel more comfy and calm?



Australian Childhood Foundation childhood.org.au The Big Tree

The Distraction Back There - ACTIVITY

A therapeutic activity for children who may have found themselves in a situation where they had to act to protect themselves or a family member.



Explore

The Distraction Back There

Introduction
This activity relates to Molly Snail's e-story 'A Home Away from Home'.
In 'A Home Away from Home' Molly made a distraction to give Harvey Worm a chance to move to safety. Many children who have experienced trauma, particularly Family Violence, have tried to protect those that they love. Distractions can be used by the child or young person to provide a circuit breaker to unwelcomed events.
Audience: This activity is designed for use by practitioners to aid conversations with children that they are working with therapeutically.

Activity Options

- Read- 'A Home Away from Home' with the child.
- Note- On page three and four of the story we see Molly throw a rock to distract the Giant Bird from eating Harvey Worm. Distractions attempt to remove attention from one thing on to another. Molly used the distraction to give Harvey Worm a chance to move to safety.
- Ask- Have you ever had to provide a distraction to keep you or someone you know safe? A friend- a sibling- yourself? If so, on the other page (provide edited page from 'A Home Away from Home') can you draw a picture or write some words about your story?
- Say- After Molly threw the rock she ducked into her shell- how smart was that?! Sometimes when we do something brave it can make our bodies feel like they need to hide. Has your body ever felt like that?

An illustration from the book showing Molly Snail on the left, a large red bird with a yellow wing in the center, and Harvey Worm on the right. Molly is throwing a rock towards the bird. The Australian Childhood Foundation logo, the website 'childhood.org.au', and 'The Big Tree' logo are at the bottom.

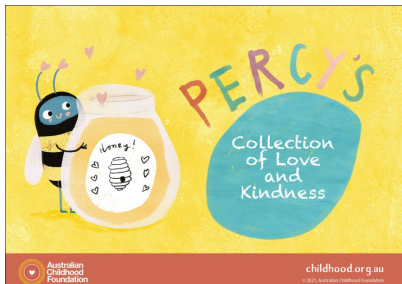
Explore

The Distraction Back There

A large white space for drawing or writing, with a dark blue cloud-like shape at the top containing three flowers (blue, yellow, and pink). At the bottom, there is a small illustration of Molly Snail, a red bird, and Harvey Worm, similar to the one in the first page. The Australian Childhood Foundation logo, the website 'childhood.org.au', and 'The Big Tree' logo are at the bottom.

Languages of Love and Care - ACTIVITY

Learning more about preferred love languages.



This activity references the story 'Percy's Collection of Love and Kindness'

The Languages of Love and Care

Introduction

This activity relates to the e-story Percy's Collection of Love and Kindness.

Some years ago Dr. Gary Chapman came up with the idea of 'Love Languages'. To categorise a number of general ways that people prefer to express and experience love. His work outlines Five Love Languages of Children. These Love Languages were referenced in Percy's Collection of Love and Kindness.

Activity

Consider each of the examples of the Five Love Languages on the 'cut-out' ready page.

Can you think of times when you have given out love or care like the characters in the pictures?

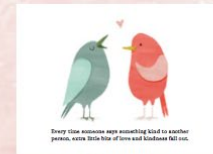
Can you think of times when someone has given you love or care like the characters in the pictures?

Cut out the character's pictures and order them from the one you like to experience the most to one you like the least?



The Languages of Love and Care

Cut out and arrange each Love Language from the one you like to experience the most to the one you like the least



Words of Affirmation

Using kind words to show that you care about the person.



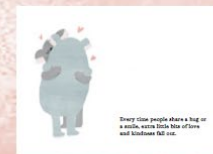
Acts of Service

Helping someone by doing something nice for them. Eg. Making them a snack, or helping them to clean up.



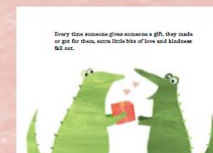
Quality Time

Spending time with someone. Eg. Playing games together or doing activities together.



Physical Touch

Showing love or care with your body. Eg. Holding hands, high fives, or hugs.



Receiving Gifts

Giving presents that you think someone might like to show them your love or care.

The Next Best Step - ACTIVITY

An invitation to create/experiment with a plan to try if you start to feel lost.



This activity references the story 'Percy and Amina'

The Next Best Step

Introduction

This activity relates to the e-story Percy & Amina.

There are many ways to be lost, lost in thought, lost in grief, geographically lost, lost in the family, lost at school, lost in life, lost in a good book, lost online, lost in love.

Percy lost his orientation for a while in his story and it was aspects of his relationship with Amina that helped him find his way home.

How do we find our feet and feel grounded enough to make the next best step when we feel lost? How do we help our brain remember- who we are, where we have been, and who can be a helper to us?...

Activity

Following is- A Plan to follow when you start to feel Lost

You are welcome to have a go at the plan to try it on and see how it feels. You might have ideas about how to change it so it fits you better? Feel free to make it your own.

Grounding First

- Sensory Check-in. Acknowledge 5 things you can see, 4 things you can hear, 3 things you can touch, 2 things you can smell, and 1 thing you can taste. Say them out loud if you can.
- Focus on your breath- Breathe in for 3 counts and out for 4 counts- then repeat
- Stretch your body and gently move around

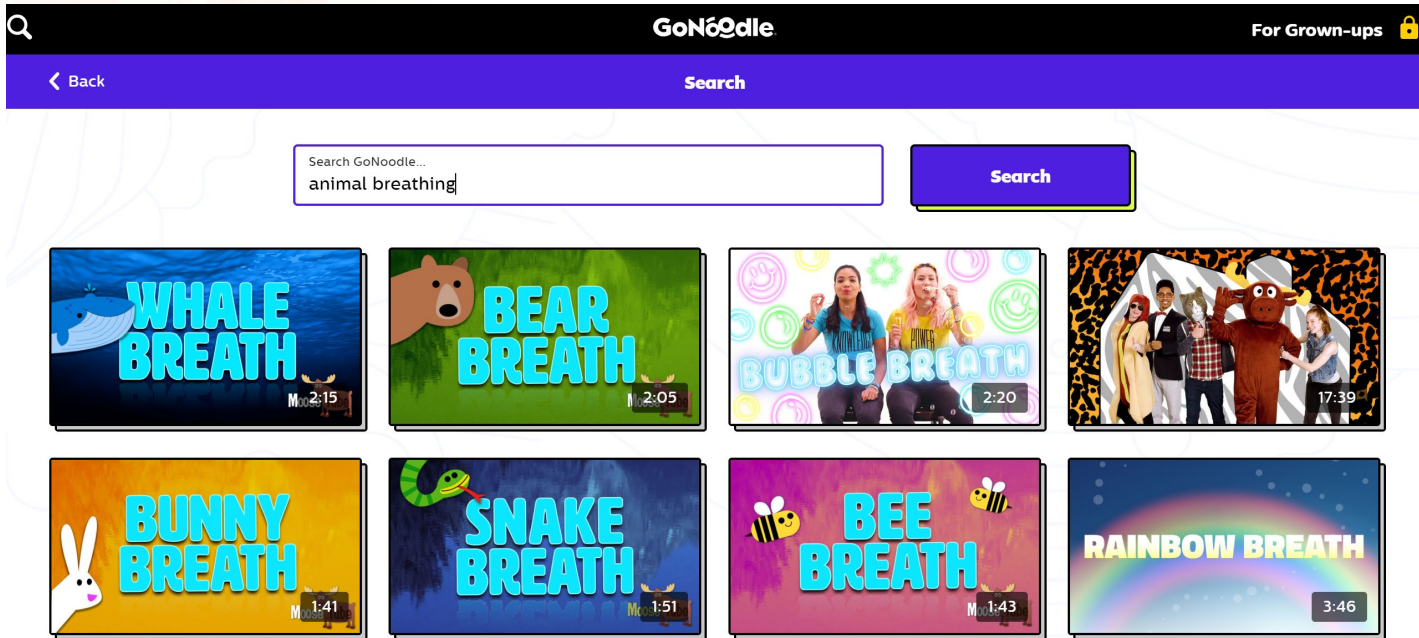
Considering the Next Best Step

- Acknowledge you have made it through previous hard times
- In your mind call on someone or something to be beside you that has comforted you in the past.
- Consider who can be a helper to you right now? Get in touch with them to help.



Buzzy Breaths- ACTIVITY

- A simple mindful breathing technique for children to practice focusing on their breath.
- Refer to 'Go Noodle' for many mindful animal breathing videos for kids.



The screenshot shows the 'Buzzy Breaths' activity page from childhood.org.au. The page features the Embody logo at the top left. The title 'Buzzy Breaths' is prominently displayed. Below the title, there is an 'Introduction' section explaining that Percy the bee uses these breaths to calm down. The 'Audience' section specifies that the activity is for kinder and primary school aged children. The 'Activity' section lists five steps: 1. Lick your lips, 2. Put your lips together and hum as you breath out until you run out of breath, 3. Take a breath, 4. Lips together again and hum until you run out of breath, and 5. Repeat 5 times. An 'Option' section suggests putting palms over ears for a more intense feeling. The page is decorated with illustrations of flowers and a bee. Logos for the Australian Childhood Foundation and The Big Tree are visible at the bottom.

Very Important Helpers - ACTIVITY

Inviting children to identify the 'very important helpers' in their lives.

Very Important Helpers

-Ellen-Morty-Ollie-Susan-Percy-Molly-

“When I was a boy and I would see scary things in the news, my mother would say to me, ‘Look for the helpers. You will always find people who are helping.’”
Fred Rogers

Introduction

In each of our stories you are introduced to a main character and their helpers: Small Bunny, Mabel Bird, Hazel & Edna Magpie, Amina Bee, Queen Bee, Franco Sloth, Sweetie Sugar Glider, Harvey Worm, Jean-Pierre Orangutan, Babbling River, and Jin Butterfly.

As Fred Rogers says “You will always find people who are helping.”

This activity is designed to help children and young people name the helpers that feature in their stories.

Activity

In the great halls of important places like our Parliament are fancy frames holding the photographs and paintings of Very Important Helpers. For this activity you get to imagine a great hall of your own and some beautiful picture frames ready for pictures of your Very Important Helpers. Don't forget some of our VIHs are in our world for a short time, and some are here for a long time. Also, someone might be an important helper to you even though they are not around anymore.

Use the Fancy Frames page to draw/paste photos and name the Very Important Helpers in your world.



My Great Hall of Very Important Helpers



Craft Applications

One approach to embedding trauma recovery messages associated with the Big Tree Dolls into a child's everyday life might be for the child to take their own version of the Doll home with them.

Craft can be a good medium to achieve this. There are many crafty ways to depict our Big Tree Folk:

- Spoon art
- Rock painting
- Felt Finger or hand puppet making
- Air dry clay shaping
- Paper plate collages or drawings



Big Tree Characters



Ellen Caterpillar

Key Themes:

Transformation & Increasing Adaptability



Susan Kitten

Key Themes: Practicing Relaxation & Calm & Exploring Self Narratives



Morty Monster

Key Themes: Exploring Identity & Emotional Expression



Percy Bee

Key Theme: Orientating with love and care & Being part of a family



Ollie Monkey

Key Themes: Nurture & Nourishment & Being heard & finding voice



Molly Snail

Key Themes: How we Carry Home with Us & Life Story Exploration



www.childhood.org.au

professionals.childhood.org.au

email: Support@childhood.org.au