

Volcano

Head



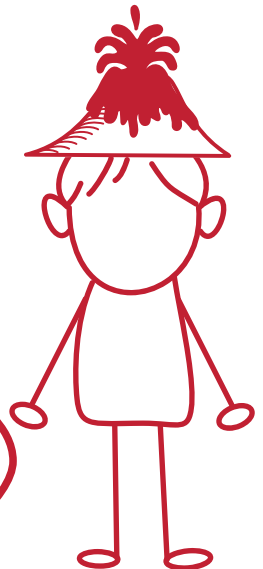
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What's happening with my thoughts
and feelings?
What do I need at this time?



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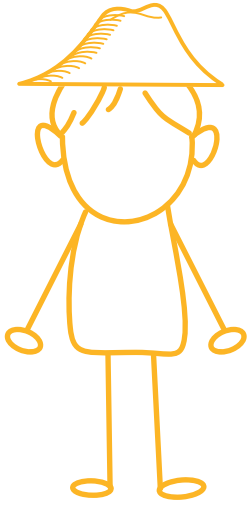
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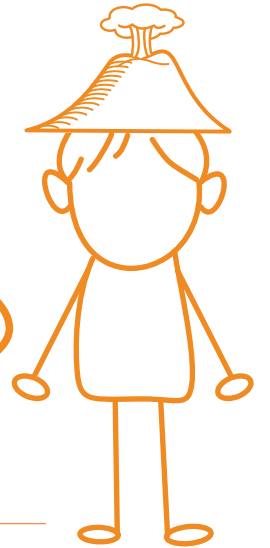
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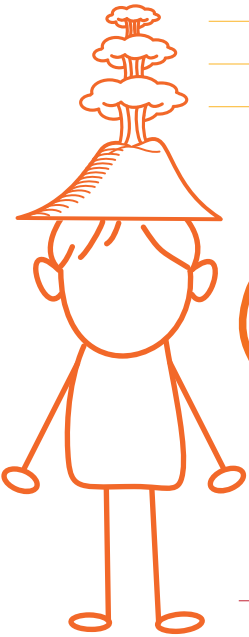
Head



What do I notice about her/his body?
What do I think she/he might need at this time?
What would I like her/him to know at this time?



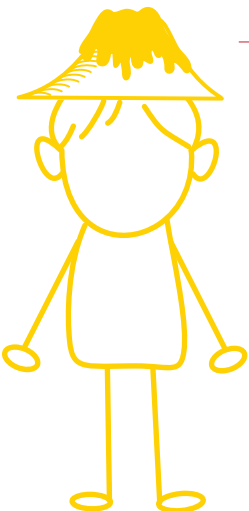
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Introduction:

The volcano is a useful, relatable visual metaphor that can help children, young people, parents and carers understand more about shifting internal states, especially the fire and heat associated with hyper-arousal.

As parents/carers/workers we have most likely all experienced feeling out of contact with people as they move into hyper-aroused states, feeling out of control with intensifying energy in their bodies. Points of contact are difficult to find in the heat of hyper-arousal. Who can think straight when threatened by volcanic eruption. The best chance for connection and reflection is before things get too hot. The next best point is probably in the aftermath of the eruption.

'Volcano Head' invites children/young people and adults to explore more about the pre-cursors and aftermath associated with moving into and out of hyper-aroused states. It invites us to consider that internal volcanos are universally experienced, although they operate across a variety of states; dormant through to erupting. It is also a useful metaphor because there is no blame or shame when a volcano erupts. No one considers it the volcano's choice, rather it is the result of complex underlying factors.



Who might use this activity:

This activity may be useful for practitioners, parents, carers, children and/or young people who are interested in learning more about shifting states of arousal, particularly those who experience frequent hyper-arousal.



What you will need:

- Textas or pencils
- Volcano Head templates
- Blank paper



What you might say and do:

- Introduce the Internal Volcano metaphor. Discuss how universal the experience of having too much energy in the body is, and wonder about how sometimes that might be experienced as excitement or anger or fear or something else. Talk about how it might be good to learn more about our volcanos.
- Perhaps invite the child/young person (and parent/carer if present) to draw their own volcanos. Discuss. Invite parents/carers to take the stance of curious observers who are focused on listening, when it comes to learning about their child/young person's volcano.
- We might talk about times when our volcanos had erupted and what it was like. (Ensure that the parent/carer is coached about choosing an example that is not related to the child/young person, and that their example is an appropriate, relatively benign illustration of the experience of an erupting internal volcano).
- Introduce the Volcano template/s and encourage the child/young person (and parent/carer if present) to respond. Discuss.
- Use the Volcano Heads template with parents/carers in sessions that don't include the child to help them explore their own experience.