

WORKING WITH 'WILLOW' - THE DVD INTERACTIVE LEARNING MATERIALS

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*We all have barbed wire in our hearts - it is that which shape us into the strong
beautiful people we become...*

BACKGROUND TO THE 'WILLOW' PROGRAMME

The 'WILLOW' materials were originally created by Linda Porter as part of the Holistic Educational Therapy (HET) programme. They consist of a set of relaxation and counselling materials aimed at children in 9 – 13 year old age

range. They include a set of relaxation and psychotherapeutic materials and photographs, known as 'WILLOW and his helpers', a set of counselling materials 'Or-Kids', which can be incorporated into a self help counselling strategy with children, a corresponding set of materials known as 'Universal Frequency Therapy' aimed to support families, and a full set of therapeutic essences known as the 'WILLOW' essences available in liquid form and also as sound frequencies (which are incorporated into the production)

These are all available from: www.holisticeducationaltherapy.co.uk or www.HETwebsite.com

In 2006, a short story (with interactive family based materials by Linda Porter) was written by Michael Smith and a theatrical production was written and produced around this by GAZEBO Theatre in Education company. This innovative production inspired a new genre of spiritual interactive theatre. This production is available on the accompanying DVD.



The production, was launched around schools across the City in November 2006 to coincide with anti- bullying week. It was funded by The Healthy Schools Team, Children's Fund and Holistic Educational Therapy.

A musical score was written by Mikey Porter and Michelle Townsend, which uses sound / music therapy in a psychotherapeutic support programme which helps entrain brainwaves to resolve problems. This is also available on CD.



"Willow" drama

Beating bullying

A pioneering interactive drama in Wolverhampton schools in November 2006 brings fresh solutions to the problem of bullying.

Visit the review at:

www.bbc.co.uk/blackcountry/content/articles/2006/11/22/bully_wton_nov06_feature.shtml

The following materials are a series of suggested approaches, activities and exercises designed to accompany the DVD production of WILLOW and guide young people through some of the issues raised within the story and

Philosophy of the WILLOW's healing system. They represent recommended approaches only and discretion of use and adaptation is left with the sensitivity of the adult working with these young people in how they are managed.

CHAPTER 1.

This is the introduction to the production and excerpts from the musical CD are played... there are five tracks on the CD and suggestions are included on how these materials can be used. However, there are significant points in the play where the key Character Tommy has significant changes in his way of thinking, feeling and being that are fundamental in any form of problem resolution and these five steps are key to all of our problem solving approaches in order to effect long term healing. The five stages and corresponding tracks are:-



MUSIC FOR WILLOW

Written and produced by Mikey Porter and Michelle Townsend.

TOMMY'S RUNNING

Tommy has just arrived at the healing Centre and runs into the garden. He is angry, frustrated and kicking off.. throwing things around the garden. He has a problem and won't own it, he doesn't know how to go about solving it. At this stage the left and right hand hemispheres of the brain are out of synchronisation and listening to this track helps to put things into a perspective, balance the situation and bring us to a point of owning and taking responsibility for the problem.

RELIEF

Tommy is in the garden ...suddenly it all starts to make sense to him and he starts to get his head together. He calms down and ways are being defined to put support in place and improve the situation. Tommy becomes aware of the fact that things can be better and is prepared to do something about it, with the help of his HET therapist and the school and his Mom, who is also out of her depth.

ESCAPE

Tommy returns to his project in the garden and this becomes a safe place in his life to sort things out. Step by step (like taking 'baby steps') he works through the programme. He escapes from his perceived 'REALITY', which is really an illusion. He is encouraged to see that he has choices in his behaviour and by changing his perception, he can change the outcome.

WILLOW

This is Willow's theme and embraces a central theme to WILLOW's gentle philosophy "That we all have barbed wire around our heart. It is that which shapes us to become the strong beautiful beings we become." We revisit scenes from Tommy's life that are so painful, he has no strategy to deal with them., they are the only patterns of behaviour he has been shown and learned. All the times in his life when he has been bullied and witnessed bullying are brought to bear in his relationships with his friends and those around him. He projects his pain onto them in the mistaken perception that it will make his pain less. Of course it only makes matters worse and by revisiting times in his life when he has experienced this pain he learns how to transmute and change it into a positive outcome.

There is a point in the garden when he meets his Mom at the well and they realise together that the experiences they have shared can be transmuted into positive outcomes and there is nothing so bad that it cannot be helped.

FREEDOM

This is when Tommy's life has moved forward 10 years and he is working on the narrow boat taking children to the animal sanctuary and sharing his spiritual lessons. It is the point where we realise that there is a happy ending that we can envisage in our life what it can be like living outside of the problematic situation. We can see what we want and go for it and make it happen in our life. That the pain on the way, were just stepping stones in a journey to getting us to where we want to be.

These key developmental themes in the play are available through the CD tracks and relate to the short story and a technique for working through problems in five stages with people.

Here is the exercise from the CD:

This music has been specially 'WILLOW' inspired to help with Problem Solving. We know that the Mozart Effect works in a particular way to entrain brainwaves. Well, so does this music. Each track working with a particular frequency of brainwaves that have a different function in the way we go about things.

There are five stages to problem solving:

To recognise and own the problem; To want to do something about it; To put a strategy together to deal with it; To understand how it came about in the first place; To resolve it.

Each track on this album can be used in the same way. By focusing on each track of the music:

1) What's the problem? Define it

- 2) What are the different ways this could be solved?
- 3) Step by step, what can be done about it?
- 4) When did you last feel like this? Trace it back .
- 5) What will you be like when the problem is solved?

Sometimes just listening to the CD / playing it in the background is sufficient to effect change. You may prefer to use it as a more focused exercise and give the young person an opportunity to write down their thoughts and feelings on each stage at a time whilst listening to the corresponding track. Go back over this and use it as a basis for developing a personal self help strategy.

Please post your comments or a brief evaluation of this material on the teachers or parents page at www.HETwebsite.com

Suggested points are made throughout this guide to using WILLOW materials whereby this exercise might be undertaken. These correspond to the stages of Tommy's personal development.

CHAPTER 2

This pans into the therapy room and the garden as the children prepare to watch the performance.



A visit to www.holisticeducationaltherapy.co.uk will outline the various therapies and approaches deployed in the HET and include a list of

organisations offering the therapy and a register of qualified HETs as well as details of further training.

www.HETwebsite.com is a comprehensive site accompanying WILLOW's materials and celebrating what the children are achieving through participating in this programme.

CHAPTER 3 – Draw a garden

Here we re introduced to our HET therapist in the production. He introduces the audience to a psychotherapeutic exercise called the garden. It is based on the concept that “Life is a garden without any doubt.. put good things in and you get good things out”... the concept of the garden features predominantly through WILLOW's materials and the full exercise is included here for you to work through:-



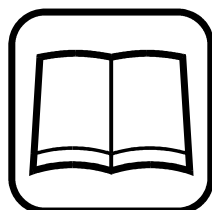
THE GARDEN

“Life is a garden – without any doubt.. Put good things in and you get good things out.”

Procedure:

Take a piece of blank drawing paper and draw a garden.. this can be any garden you like, an imaginary garden, one you've been to, one you'd like, one you seen...whatever you like.

When you finished – fold it into three. This should divide your page into three width ways.



Then divide it into 2 and fold long ways. Like a book fold. So this is folded in half.

Look at what is drawn on your page. What you have drawn and where you have placed it is a symbol.. a metaphor for what is happening in your life and why.

- The bottom third of the page represents your past.
- The middle third of the page represents your present.
- The top third represents your future.
- The left hand side represents your mother's influence or the feminine influence in your life. The Yin dynamic
- The right hand side represents your father's influence of masculine influence in your life. Yang dynamic.

Look at what you have drawn and see what it signifies. You could refer to dream dictionaries to understand the symbolism but quite simply for example:

Pools or ponds would suggest emotions / emotional issues.

Waterfalls – releasing emotional issues.

Streams – emotions flowing

Bird baths / bird tables / bird houses / invitations

Fences – barriers... privacy.

Sheds – places where things are locked away or hidden.

Trees – personal growth - Bare not seen the fruits of... blossoming, leafy – seeing the outcomes.. fruit – harvesting the benefits of..

Flowers – gifts .or opportunities

Pathways – directions taken

Walls – blocks

Birds – freedom / escape

Fish – movement / change

Vegetable patches or green houses – nourishment / investment / planning for future.

Gateways – new directions / opportunities

Time of year... Spring: new growth; summer: optimism : autumn, harvesting; winter – dormancy, rest

CHAPTER 4 – Meet the next client

In this scene we are introduced to Mary and Tom.

- How is Tom behaving?
- How does he feel?
- Why is he behaving in this way?
- How does his Mom feel about this?
- How could she have handled it differently?
- What difference would that have made to Tom?
- How does the HET therapist deal with this?
- What are some of the problems that the family are having to deal with?



Visit www.holisticeducationaltherapy.co.uk/REGISTER.htm for HET support.

- What could have been done to help Mary and Tom – Here is a website that you can visit.... have a look and find out what advice you would give them?

The Hideout

www.thehideout.org.uk

A site for children on what domestic violence is and how it can make children and young people feel

Here are some more websites that you can visit to find out information that could have helped Mary and Tom

BBC Relationships - Domestic violence

www.bbc.co.uk/relationships/domestic_violence

Information, help and support for anyone affected by domestic violence.

National Domestic Violence Helpline - 0808 200 0247

www.womensaid.org.uk and www.refuge.org.uk

A freephone 24-hour helpline run in partnership between Women's Aid and Refuge - organisations which offer support and refuge for women and children affected by domestic violence.

Victim Support - 0845 303 0900

www.victimsupport.org.uk

Helps people cope with the effects of crime. There are separate advice sections for people living in the United Kingdom and the Republic of Ireland.

Rights of Women - 020 7251 6577

www.rightsofwomen.org.uk

A charity providing free legal advice by telephone to women in England and Wales.

Respect - 0845 122 8609

www.respect.uk.net

Offers information on domestic violence perpetrator programmes and associated support services.

Male - 0845 064 6800

www.mensadviceline.org.uk

Provides support to male victims of domestic abuse.

Home Office - Domestic Violence

www.homeoffice.gov.uk/crime-victims/reducing-crime/domestic-violence/

Offers information on domestic violence, including helpline numbers.

Shelterline - 0808 800 4444

www.shelter.org.uk

Offers housing advice both for the homeless and people having difficulties paying their rent or mortgage.

The Samaritans - 08457 909 090 (UK), 1850 609 090 (Republic of Ireland)

www.samaritans.org.uk

They provide a listening service, or you can email them.



CHAPTER 5 – Bullying other children

In this scene we are introduced to Megan and some of her problems.

- How else could Megan have dealt with the way in which Tom treated her? At the time? Afterwards?
- Why do you think is Tom behaving in this way?
- Apart from physically bullying Megan, what else is Tom doing that is unacceptable?
- What are all the different ways of bullying that are unacceptable that you can think of? What would you do if these things happened to you? What would you do if you knew these things were happening to someone you know? What are the reasons why people would do these things to other people – what might be happening to them that we might not know about? What can be done to show bullies that their behaviours are unacceptable and to support them if they have problems that they can't deal with themselves?
- If you had witnessed this scene taking place – what would you have done? What could you say to Megan? What could you say to Tom?
- When Megan touches Tom. It triggers a more extreme reaction from him. He says "Where's your Mom and Dad now?"...How is this similar to events in Tom's life?
- The bullying scene is broken up when a teacher calls Tom away saying "He is in big trouble now..." What happens next? What could be done in school to put an end to this?



Here are some web links you could visit about bullying. How useful do you think each one would be for Megan? For Tom?

www.bullying.org

www.childline.org.uk/extra/bullyingindex.asp

www.textsomeone.com/

<http://www.bullying.co.uk/> (What do you think to the videos on this site?)

CHAPTER 6 – Stupid Plant

Here we now see Tom Kicking off in the garden at the Centre – saying that everything is stupid. Why does he feel like this? What things are now ‘kicking off’ in his life? What do you think could happen to Tom if he doesn’t get help at this stage?

The music plays and Tom reaches a point whereby things start to change within himself and for himself. We hear Mary say that she gets angry, stressed and Tom didn’t deserve things that happened to him, that he is a good kid.

Suggested point to introduce the CD exercise.

- In the scene, the HET therapist says “That there are lots of children like Tom in our schools and on our streets.” What is your opinion on this statement? Is it true? Why do you think that is? What could we do about it? What can YOU do about it?



CHAPTER 7 – Just like his Dad

In this scene we are introduced to the relationship Tom has with his Mom. We see how Mary gets angry and how Tom gets angry and what that leads to. The HET therapist at the end of the scene says that it can be all about the way we look at things.

- What is Tom’s way of looking at things in this scene?
- What is Mary’s way of looking at things?
- What do they end up shouting about that you think really led up to their anger in this scene?
- At the end Mary tells Tom what time his tea will be ready. Was this the best way to end the situation? What could be done to avoid this situation in the future? How could Mary handle things better? How could Tom handle things better?



- Tom has mostly learnt about handling situations from his parents. We hear later on that Mary is repeating the way things were when she was a child, this is what the HET therapist called repeating patterns. What can Tom do to break the patterns. How can he help his parents to break patterns?
- There is always a better way to deal with anger. When we recognise this and start to work with our anger in a better way, it is called 'anger management'. Here is a website to visit. Have a look at it and see what both Tom and Mary could do when they start to feel angry

www.angriesout.com/

- How do you know when you start to feel angry? What sort of things make you feel like this? What sort of things could you do to put your anger in a safer way?

Suggested activity:

As part of the HET PDA programme, we have produced materials to help young people manage their behaviours in a more positive way.

Some of these activities are outlined below and include:

I can prove it – the 12-0 game

And also parent / child and reward sheets.

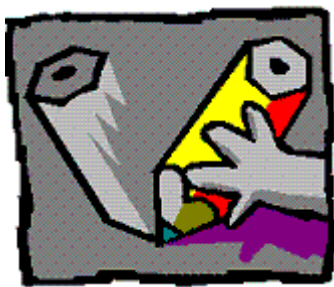
You may like to use or adapt these approaches.

The contract below is agreed between the parent / carer and child and witnessed by a third party. The point is to identify and agree positive behaviours and when that child demonstrates those behaviours a tick is made on a session on the chart. After three ticks are achieved, an agreed reward is given. When the behaviours are undesirable the child is given three chances / warnings, after this a cross is placed on the chart and the reason recorded. However, the child can always be in a buy back situation as the system can be made to accommodate a 'tic tac toe' scenario of three ticks in a row, column or diagonal. The idea is to focus the child's attention on recording the desired positive behaviour.

It is recommended that the reward given is something that is particular desired and achievable by the child concerned and this reward is not and cannot be accessed in any other way than through the charter agreement.



PARENT / CHILD CONTRACT.



A contract is a written promise.

This promise is made between

.....

And

.....

Who promise that for every _____
ticks on the reward chart, that

A reward will be given which will
be

.....

Signed:

.....

Signed

.....

Witnessed by:

.....

Date:

Please email your contract to www.HETwebsite.com

THIS IS A RECORD OF REWARDS.

FOR:

Name:



Cut and paste by the day and time earned.

Please make a note of any warnings given or where a smiley wasn't earned.

NO MORE THAN 3 WARNINGS!!

For every _____
Smileys

The reward will be given each week.

The record will need to be sent to
www.HETwebsite
each week. So we can celebrate!

DATE:

Monday

A.M.

→ 12.00

P.M.

→ 5.00

Eve
→ bedtime

Tuesday

A.M.
→ 12.00

P.M.
→ 5.00

Eve
→ bedtime

Wednesday

A.M.
→ 12.00

P.M.
→ 5.00

Eve
→ bedtime

Thursday

A.M.
→ 12.00

P.M.
→ 5.00

Eve
→ bedtime

Friday

A.M.
→ 12.00

P.M.
→ 5.00

Eve
→ bedtime

Saturday

A.M.
→ 12.00

P.M.
→ 5.00

Eve
→ bedtime

Sunday

A.M.
→ 12.00

P.M.
→ 5.00

Eve
→ bedtime

" I Can prove it " is available to assist young people in taking more ownership in their own positive behaviours.

I CAN PROVE IT!

I can take photo pictures.
I can write notes.
I can record voices.
I can make videos.
I can email them to a website.

www.HETwebsite.com



I can ask people to help me prove it.

- My friends.
- My family.
- My teachers.
- My helpers.

I can score GOALS!!



How to play 12-0:

Every time you score a goal,
You achieve one of the things in this list.

Ask someone from the list above to help
you prove it and email it across to us
HETs.

Let's celebrate TODAY!!



I can be helpful towards other people.



I can share with other people.



I can do things with other people and be proud of what we've done together.



I can be kind to other people who show me they might not be having a good time.



I can be polite to other people.



I can complete what is asked of me and be proud of what I've achieved.



I can ask for help in situations that I find difficult.



I can handle things differently and be proud that I have achieved something better because of it.



I can say to others that I am not having a good time and what I would like to happen to make things better.



I can take drops or remedies or say and do things that will make something happen in a better way.



I can say I am sorry and how I would do things better because I know what I did hurt someone else in some way.



I can say there is a better way of doing something when it goes wrong.

CHAPTER 8 – Did they get on?

In this scene we see Tom with his Dad, Jeff.

- What's happening here with Jeff? With Tom?
- How could it have been different?
- The HET therapist says that Jeff had problems – What do you think those problems might have been? What do you think Jeff's childhood might have been like? What are the patterns that Jeff might be repeating with Tom?
- Mary Tells the HET therapist that she was scared, that she should have stopped it... What could Mary have done in that situation?
- Jeff calls Tom a "Waste of Space", in what ways do you think that he was feeling a waste of space himself? He was projecting his feelings onto Tom through his behaviour. How does Tom project his feelings onto other people through his behaviour



CHAPTER 9 – You mean nothing to me now

In this scene we see the family fight when Jeff, Tom's Dad left.

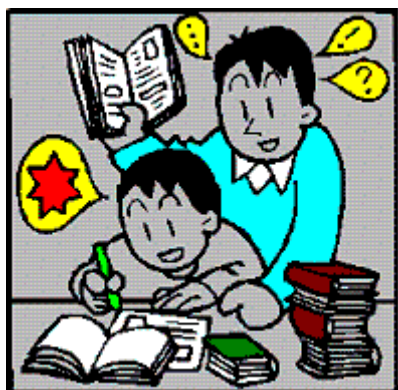
- How could each character have handled that situation differently, what could have been the outcome if they had have chosen to behave differently.

The HET therapist offers to make 'A Bach Blend' for Tom and Mary on their next visit and also that they keep diaries of times when they feel they might go over the 'edge'.



- Here are some examples of diaries that Mary and Tom might keep.

DIARY SHEETS



Please try and make a list of anything that you think might be a pattern in your child's behaviour

- A particular type of food or sweet?
- An incident?
- A bad night's sleep?
- A late night?
- A family upset?
- Anything you can think of?

Email this to our website and your HET will be able to help you. www.HETwebsite.com

CHAPTER 10 – Making a Bach blend

In this scene the HET therapist makes a stress blend up called a Bach Blend,
You can find out more of these by visiting

www.bachcentre.com

These remedy bottles can be made up by contacting www.HETwebsite.com or sets of the remedies can be purchased from www.ainsworths.com.



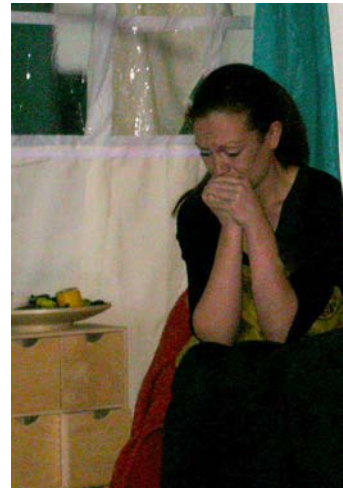
- They are made by selecting anything up to 7 of the remedies.
- Take 2 drops of each remedy chosen (4 drops if you select Recovery or rescue remedy).
- Put them in a 30 ml amber dropper bottle.
- Add 1 teaspoon of brandy to keep as a preservative and top up with mineral water.
- Take the remedy Four drops taken four times a day, especially first thing in the morning or last thing at night (but more frequently if needed).
- Discard after 3 weeks when the shelf life is finished.

To help you work out which remedies are suitable for you there are questionnaires included for grown ups or children.

FOR GROWN UPS:

Complete the questionnaire - What type of person are you?

Complete the Emotional Health Questionnaire.
Read back over the What type of person are you questionnaire and check that at least one of the remedies appearing on that sheet are represented in the emotional Health questionnaire. Make up your remedy bottle as directed above.



WHAT TYPE OF PERSON ARE YOU?

Please circle up to 3 that best describe you:

Moody with regular highs and lows

Y – Scleranthus

Need approval or reassurance from other people

Y – Cerato

Find it difficult to say no for a plea for help.

Y – Centaury

Lack confidence or belief in yourself?

Y – Larch

Nervous, easily embarrassed

Y – Mimulus

Find your self taking over as leader and organising others

Y – Vine

Find that others need you to do things for them and that you take over their issues.

Y – Chicory

Put a brave face on problems and regularly laugh things off

Y – Agrimony

Are you generally critical or intolerant of others?

Y – Beech

Are you easy irritated, impatient or fidgety?

Y – Impatiens

Are you enthusiastic about certain issues and find yourself fighting a cause or a campaigner?

Y – Vervain

Do you feel lonely and cut off from others, always on the outside of what is going on?

Y – Water violet

Do you feel lonely and are you over talkative when you are with others, saying what you want to say and not listening to them?

Y - Heather

EMOTIONAL HEALTH QUESTIONNAIRE

Have a go at answering all of the questions and circle the ones that you answer yes or no to.

Go back over your YES / NO answers and choose 7 that are the most true or meaningful for you at this moment in time.

Put them in order where 1 is the most meaningful and 7 still very meaningful but not so much.

If you can't come up with 7, just do as many as are relevant.

- 1 Have you experienced any shocks, traumas or bereavements in the past?
Y - Mustard

- 2 Are you now or have you recently been depressed?i If yes then answer these questions.
Does this come and go for no reason?
Y - Gentian
Does this have a known cause or is it a setback?
Y- Gentian
Do you feel that you are desperate and you do not know which way to turn?
Y - Sweet chestnut
Do you feel that there is no hope and cannot see the light at the end of the tunnel?
Y- Gorse

3. Are you able to easily make decisions?
N- Scleranthus
Once you make a decision do you have to check it out with other people?
Y- Cerato
Do you find it difficult to stand up for yourself?
Y - Centaury

4. Do you feel confident?
N - Larch
Do you worry about certain things and feel nervous?
Y - Mimulus
Are you bossy and tend to tell others what to do?
Y - Vine

5. Are you motivated and enthusiastic about things?
N - Hornbeam
Do you feel lost and not sure of where you are going?
Y - Wild Oat
Do you feel tired and very low in energy?
Y - Olive

Do you feel that you can't be bothered and resigned to all that is happening?

Y - Wild Rose

Do you feel overwhelmed by everything going on around you?

Y - Elm

Do you normally cope well but feel as though you have not got the strength to go on at the moment?

Y - Oak

6. Do you tend to bottle things up and put a brave face on everything?
Y - Agrimony

7. Do you ever feel guilty or blame yourself for things that aren't your fault?
Y - Pine

8. Do you feel resentful?
Y - Willow
Do you feel angry?
Y - Holly

9. Do you fidget and get impatient ?
Y - Impatiens
Do other people and situations get on your nerves and wind you up?
Y - Beech
Do you spend a lot of time day dreaming?
Y - Clematis

- 9 .Are you going through or have you recently been through major changes in your life?
Y - Walnut

10. Are you fearful or worried? Yes - answer these questions
Do you worry about specific things?
Y - Mimulus
Do you worry about people who are close to you?
Y - Red Chestnut
Do you have negative thoughts that keep going round and round in your mind?
Y - White Chestnut
Do you feel fearful or anxious but unsure what of?
Y - Aspen
Do you worry about other people more than yourself?
Y - Red Chestnut
Do you ever feel frozen with fear?
Y - Rock Rose
Do you ever feel you're losing control and have bizarre or frightening thoughts?
Y - Cherry Plum

Do you worry that you might be ill or need something cleansing from your system?

Y - Crab Apple

Do you dislike yourself?

Y - Crab Apple

Do you have to clean everything over and over?

Y - Crab Apple

Do things have to be in a certain order and sequence for you causing stress if they are not?

Y - Rock water

11. Are you a campaigner with a passion for what's right?

Y - Vervain

12. Are you lonely and feel cut off from others?

Y - Water Violet

Do you reminisce about how things were or feel homesick?

Y - Honeysuckle

Do you find others avoid you because you tend to talk a lot?

Y - Heather

13. Do you have to tell friends and family how to do things and take over their issues because they need your help?

Y - Chicory

14. Do you keep on making the same mistakes?

Y - Chestnut Bud

15. Do you often get stressed out and / or have panic attacks?

Y - Rescue Remedy.

A QUESTIONNAIRE APPROACH TO USE WITH CHILDREN.

When using this questionnaire with young people they may well need help in going through it and language may need to be modified for suitability of the age range.

Young person's approach.....WHAT TYPE OF PERSON ARE YOU?

Please circle up to 3 that best describe you:

Do you sometimes find it hard to make a decision?

Y – Scleranthus

Do you have to check things out with other people a lot?

Y – Cerato

Do you find it difficult to say no to other people when they ask you to do things you don't want to do.

Y – Centaury

Do you think that you won't be good at things and not want to try them in case it's wrong?

Y – Larch

Do you feel Nervous, or easily embarrassed or do you worry about things and what will happen if???

Y – Mimulus

Do you ever bully other people or try and make them do things that they don't want to do?

Y – Vine

Need to feel that people you need are close by you all the time

Y – Chicory

Put a brave face on problems and find it difficult to talk to others about things?

Y – Agrimony

Do other people wind you up a lot?

Y – Beech

Are you impatient or fidgety?

Y – Impatiens

Do you take on other people's fights for them because things aren't fair or feel so strongly about things that you have to do something about it and end up getting in trouble yourself?

Y – Vervain

Do you feel lonely and cut off from others, like you have no friends or anyone is there for you?

Y – Water violet

Do you find it difficult to shut up and think other people aren't listening to you?

Y - Heather

EMOTIONAL HEALTH QUESTIONNAIRE

Have a go at answering all of the questions and circle the ones that you answer yes or no to.
































































Go back over your YES / NO answers and choose 7 that are the most true or meaningful for you at this moment in time.

Put them in order where 1 is the most meaningful and 7 still very meaningful but not so much.

If you can't come up with 7, just do as many as are relevant.

Check out the emoticons in this picture before and whilst answering the questions:

eMotions

 aggressive	 alienated	 angry	 annoyed	 anxious	 apathetic	 bashful
 bored	 cautious	 confident	 confused	 curious	 depressed	 determined
 disappointed	 discouraged	 disgusted	 embarrassed	 enthusiastic	 envious	 ecstatic
 excited	 exhausted	 fearful	 frightened	 frustrated	 guilty	 happy
 helpless	 hopeful	 hostile	 humiliated	 hurt	 hysterical	 innocent
 interested	 jealous	 lonely	 loved	 lovestruck	 mischievous	 miserable
 negative	 optimistic	 pained	 paranoid	 peaceful	 proud	 puzzled
 regretful	 relieved	 sad	 satisfied	 shocked	 shy	 sorry
 stubborn	 sure	 surprised	 suspicious	 thoughtful	 undecided	 withdrawn

- 1 Have you experienced any shocks, bad things happen or has anyone close to you died in the past? Sad? Shocked?
Y – Star of Bethlehem

- 2 Are feeling depressed about things? Miserable? Tearful? Sad? Negative? If yes then answer these questions.
Does this come and go for no reason?
Y - Mustard

Does this have a known cause or is it a setback? Like a disappointment or discouraged
Y- Gentian
Do you feel that you are desperate and you do not know which way to turn? Hysterical?
Y - Sweet chestnut
Do you feel that there is no hope and cannot see the light at the end of the tunnel? Helpless? Withdrawn?
Y- Gorse

3. Are you able to easily make decisions? Sure?
N- Scleranthus
Once you make a decision do you have to check it out with other people? Helpless? Confused? Undecided?
Y- Cerato
Do you find it difficult to stand up for yourself?
Y - Centaury

4. Do you feel confident? Helpless? Cautious?
N - Larch
Do you worry about certain things and feel nervous? Shy? Embarrassed? Fearful? Bashful?
Y - Mimulus
Are you bossy and tend to tell others what to do? Do you bully others? Stubborn?
Y - Vine

5. Are you motivated and enthusiastic about things? Excited? Interested? Satisfied?
N - Hornbeam
Do you feel lost and not sure of where you are going? Bored?
Y - Wild Oat
Do you feel tired and very low in energy?
Y - Olive
Do you feel that you can't be bothered and resigned to all that is happening? Apathetic?
Y - Wild Rose
Do you feel overwhelmed by everything going on around you?
Y - Elm
Do you normally cope well but feel as though you have not got the strength to go on at the moment? Exhausted?

Y - Oak

6. Do you tend to bottle things up and put a brave face on everything?
Y - Agrimony

7. Do you ever feel guilty or blame yourself for things that aren't your fault? Regretful? Sorry?
Y - Pine

8. Do you feel resentful? Hurt? Pained? Negative? Withdrawn?
Y - Willow
Do you feel angry? Annoyed? Envious? Frustrated?, Hostile?
Suspicious? Aggressive?
Y - Holly

9. Do you fidget and get impatient ?
Y - Impatiens
Do other people and situations get on your nerves and wind you up?
Y - Beech
Do you spend a lot of time day dreaming? Withdrawn? Thoughtful?
Y - Clematis

9 .Are you going through or have you recently been through major changes in your life?
Y - Walnut

10. Are you fearful or worried? Yes - answer these questions
Do you worry about specific things? Humiliated?
Y - Mimulus
Do you worry about people who are close to you?
Y - Red Chestnut
Do you have negative thoughts that keep going round and round in your mind? Paranoid?
Y - White Chestnut
Do you feel fearful or anxious but unsure what of?
Y - Aspen
Do you worry about other people more than yourself?
Y - Red Chestnut
Do you ever feel frozen with fear?
Y - Rock Rose
Do you ever feel you're losing control and have bizarre or frightening thoughts?
Y - Cherry Plum
Do you worry that you might be ill or need something cleansing from you?
Y - Crab Apple
Do you dislike yourself? Disgusted?
Y - Crab Apple
Do you have to clean everything over and over?
Y - Crab Apple

Do things have to be in a certain order and sequence for you causing stress if they are not?

Y - Rock water

11. Are you a fighter for what's right? Too enthusiastic?

Y - Vervain

12. Are you lonely and feel cut off from others? Withdrawn? Lonely? Alienated?

Y - Water Violet

Do you think about how things were or feel homesick? Sad?

Y - Honeysuckle

Do you find others avoid you because you tend to talk a lot? Excited?

Y - Heather

13. Do you have to tell friends and family how to do things and take over?

Y - Chicory

14. Do you keep on making the same mistakes?

Y - Chestnut Bud

15. Do you often get stressed out? anxious? Helpless?

Y - Rescue Remedy.

Dietary information.

In this scene the HET therapist is very interested in what Tom eats. He talks about eating 5 portions of fruit / vegetable each day, of drinking at least 8 glasses of water and avoiding artificial additives and sweeteners in food.

- Visit www.hacsg.org.uk/ and work out what sort of things Tommy should try avoiding.

- Make a visit to

www.kidshealth.org/kid/stay_healthy/food/pyramid.html and decide what you should be eating.

- Keep a food diary for a week and then work out for each day a “feel good factor” – where 0 out of 10 is feeling pretty low and awful and 10 out of 10 is feeling great and fantastic. Do this for each day.

- Then make changes from your research that you found out from visiting these sites. Make the changes for a week cutting out all the things that are bad for you and up the things that you found out are good for you (including your fruit and veg and water). Give yourself the feel good factor rating each day and see how it improves.

CHAPTER 11 – Doing better at school

Three weeks later Mary tells us that Tom’s behaviour has changed. He arrives at the Centre carrying a recycling box. He is starting to clear up ‘HIS’ Garden.. he is clearing up the mess in his life.

What else is changing in Tom’s behaviour.?

- This may be a suitable time to continue with or run the CD music activity.

The HET therapist goes into the garden with Tom and talks to him. The story is read from “WILLOW and his Helpers”.

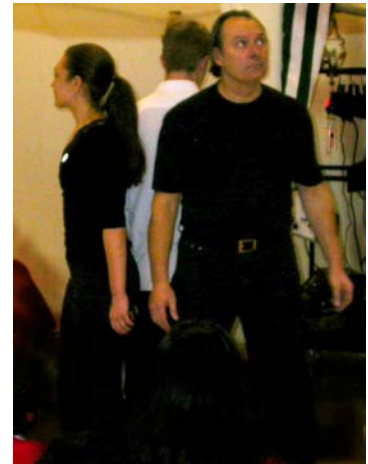
CHAPTER 12 – Willow’s Garden Story

As the actors carry out a mime of the type of people who visit and are helped by WILLOW – tell the story of one of these people, or draw their picture, or write a poem about ‘Their’ story .

This is the story from the play:



Once, in a big city, there was a special garden called the 'Centre' It was at the centre of where lots of people lived.



☹ Some of these people were **ANGRY** - they would shout and swear and sometimes even hit other people.

☹ Some were **SAD** - they felt like no-one really loved them or cared about them.

☹ Some were **WORRIED** - they would keep on thinking about bad things happening and not know how to stop it.

☹ Some were **FRIGHTENED** - Bad things had happened to them at some time and they really did not want them to happen again.

☹ Some were **LONELY** - they couldn't tell other people what they wanted to or share with others.

☹ Some people just did not like themselves very much, because they thought that others did not like them - they think that they are too tall or too short or too fat or too thin - others had made them feel different at some time.

☹ Some were **SHY** or **NERVOUS** - or didn't have **CONFIDENCE** in themselves and it was difficult to make new friends or to talk or join in with fun things to do.

☹ Some didn't feel right on the inside and everything around them just did not seem right either

☹ Others always seemed to do the wrong thing and always ended up in trouble.

☹ Some just felt **ILL**.

Have you ever felt like any of these people we've just read about?

Which one sounds most like you?

None of these people are very happy being like this and would really rather that things were very different for them.

- Sound frequencies – the spoken essence

Throughout the play, we see the HET therapist switch on his CD and listen to something that sounds like he is in between radio stations. What he is doing is listening to the sound frequencies that are helpful to Tommy at that point of the story.

If you visit www.HETwebsite.com you will see WILLOW and his Helper friends. By choosing the one that sounds most like you from above you can click on the picture and hear what we call “The spoken essence”... these are special WILLOW drops that have been stored as sounds so you can take the remedy to help you feel better by just listening to what they have to say to you when you hear the sound.

Try it for yourself and let us know how it helps you by emailing us at info@holisticeducationaltherapy.co.uk

They can be a bit loud so turn your speakers down softly. They sound a little bit like a stream of running water running past Willow.



To Hear WILLOW's Voice

[Click here](#)

Now chose one that matches the person from the story that sounded mostly like you:



Frightened? [Click here](#)



Angry? [Click here](#)



Sad? [Click here](#)



Lonely? [Click Here](#)



Just feel ill? [Click here](#)



Worried? [Click here](#)



Some people just did not like themselves very much

[Click here](#)



Some were SHY or NERVOUS – or didn't have CONFIDENCE in themselves.

[Click here](#)



Some didn't feel right on the inside and everything around them just did not seem right either

[Click here](#)



Others always seemed to do the wrong thing and always ended up in trouble.

[Click here](#)

CHAPTER 13 – Masked Bullies

Bullies are always hiding behind a mask. Generally their behaviour is based on the fact that they are hurting so much inside that they feel the only way to make that better, or for it to go away, is to put it on to someone else. They feel so bad about themselves, otherwise they wouldn't do it...it is the only way they mistakenly feel that they can feel better about themselves.

This is not acceptable and nobody has the right to make another person feel like that.

There are many different ways of bullying and some bullies don't even realise they are doing it. It is a learned behaviour sometimes it can be a pattern that has passed down through the family like in Tommy's case, both Mary and Jeff had been bullied by their parents in different ways and treated Tommy in the same way.



The lyrics from the song that is played in the mime go...

" I'm wit cha, I ain't mad at cha
Got nuttin but love for ya, do your thing boy"

The original short story "WILLOW" by Michael Smith , (available to read on www.HETwebsite.com), on which the play was based contains a chapter on Jeff's Voice:

JEFF'S VOICE...

Husband? Father?

You must be joking.... I never needed them?

How did I ever end up there?

I was free ...free to come and go... free to do as I please...OK I thought I was in love and we both wanted kids but it was always down to me.

I always had control and with that pressure..

To provide more but get less in return .

I got more and more down.
Yes...Tommy was a good kid but the anger I felt ended up in his direction.

I know the drinking didn't help...but I felt more and more lonely..

Mary once was everything I wanted.

She was my sweet darling .

I only wanted to be with her.

Wanted to keep her close so that no one could take her from me, and for a long while that was safe.

But when Tommy was born, everything changed,

Of course at first I was the proud Dad ...but it wasn't enough

I wish it could have been. But it wasn't...

The son I had gained had given a bigger loss ..

I'd lost control to a small child.. his needs were more important than mine.

I hated that.

I was the one going out to work

Jeff loved his son, he had just never learned how to show it. As the HET therapist said "He had many problems!"

Tom has a choice whether to make them his problems too.

- Discuss what you think may be different ways of bullying, what happens when this takes place, how can it be dealt with? Think about your visits to the websites.

As the actors go through the masked bully mimes, Tell the story of what is playing out behind each one – the is removing the mask, if you like, bringing it into the open and looking at what is really going on.

So for each mime...

- What is happening?
- Who, what, where, when might doing this?
- Look at the picture of the emoticons again
- It is not just children but adults who carry out these behaviours.
- Think of examples

When we are situations where we take on board other peoples issues, it can really stress us out.



The following exercise can be done with a young person under **STRICT ADULT SUPERVISION**, but represents a very powerful 'letting go' exercise..

Lets' try to shift some of the negative thinking and patterns that contribute towards our stress levels. Introducing a technique known as the 'Stress Pot'!

The 'Stress Pot' is a useful tool to have at hand and regularly work with. It was developed at the Centre, through our research programme into stress and how it was dealt with by other cultures in other times. This particular technique was introduced to us by a Native American Teacher and has been adapted and found to be a very helpful process.

The Native American has a strong tradition of seeing some of the most difficult times of our lives as building opportunities for the future. The purpose of the "Stress Pot" is as follows: -



Photos taken from our article printed in 'The Daily Record' - 2000

- *Write down your problems, worries and stresses. By identifying these concerns you 'ground' them, in other words they become*

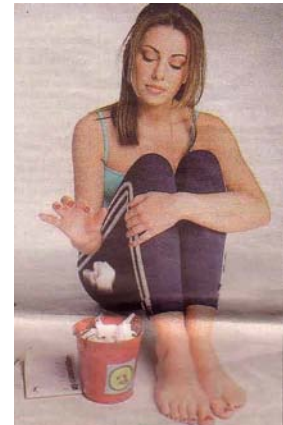
manageable, visible and able to be coped with. Your stress pad gives you some ideas of what might need to be written down to get you started. An example of a stress pad is included at the bottom of this section. They only need to be notes or a few words. If the 'prompters' don't apply, then just write down what you feel anyway.

!

□□ By writing our challenges down, we ground them, when they are grounded they become visible and can be dealt with. By 'throwing' away our cares, we are letting go of the hurts and stresses that we have held on to in the past and which tend to shape our present and our future.

➤ *Throw the piece of paper with your problems on into a small fireproof bucket or pot. Let go of what has been bothering or upsetting you, so you don't need to carry around your bad or sad feelings all day. You can do this as many times as you feel the need throughout the day!*

➤ *At the end of the day (or before you go home!), the pieces of paper are burned, thus transmuting and removing all the bad feelings that you have been releasing throughout the day.*



□□ By going another stage further and taking these grounded issues outside in a safe place to set fire to, we are actually transmuting or changing the way we are feeling about these situations in our life.



Take your “STRESS POT” outside, *WARNING – DO NOT ATTEMPT TO BURN YOUR PAPER INDOORS!*

(This can create a lot more stress than it eliminates!).

- *Find a safe area away from any fire hazards; place the pot on the ground and set fire to the papers in your pot. As you watch them burn, be aware of how your feelings inside you are changing. Wait until*

the handle of the pot has cooled down before attempting to pick it up.

☐ *By tipping the ashes out in to the earth they actually become the compost for future growth.*

- *Find some soil or ground and tip the remaining ashes out of the pot. This is the process of recycling your negative stress into compost, the growing ground for the opportunities of tomorrow to blossom.*
- *You are then able to leave the stresses of the day behind you – Go home and not give a “CARE”!*

This is a very powerful technique for changing negative aspects in your life. Try it out for yourself and see how you feel as you actually go through the different stages of the process.

STRESSORS

WHO?



WHAT?

WHERE?

WHEN?

HOW?

I FEEL.....

I THINK.....

CHAPTER 14 – Megan, the girl at school

In this scene, our HET therapist is talking to Tom about what is happening at school with Megan, the girl he is bullying. Tom is sorry about what is happening and doesn't know how to go about saying so.



We see Megan writing her diary, on a PDA, a personal digital assistant. This is a small hand held computer that some of the children and their families on the HET programme are able to use to help them make better choices and keep in touch with their HET therapist. To find out more visit www.HETwebsite.com

As Megan is writing in her diary, she is thinking about different ways around dealing her problem with Tom at school.

- What is she feeling?
- What is her teacher's response?
- What is her friend's response?
- What do you think about Megan's way of dealing with the problem?
- What do Tom's 'friends' really think about him?
- How do you think Tom can say sorry?
- Why do you think he hasn't been able to say it?

The HET therapist talks about a MEDIATOR – someone who can step in and act as a halfway point in any situation.

For more information, you could visit these websites.

www.mediationuk.org.uk

www.relaxkids.com

Tom was able to see that Mr Terry could act as a mediator to help him in this situation. Who do you know who could act as a mediator for you?

What Megan is doing in this scene is identifying people who can help her with the problem she has got, because she is not getting very far in dealing with it herself. This is called a 'personal network' – a list of people who you can trust to be there for you and who will help you with your problem.































































- Write out a personal network of at least 5 people who could do this for you.

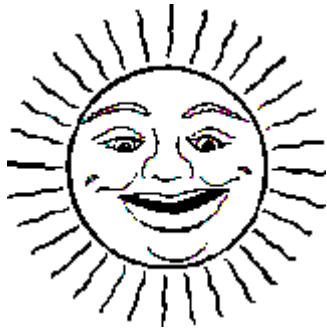
Sometimes writing a diary out in this way is a very helpful way of keeping in touch with our feelings and sounding out our problems with ourselves first. Here are some of the diary sheets that have been used in the HET PDA programme.

- Have a go at using them yourself and see what you think. You can always take the idea and design your own sheets around what you would like to see in there?

The emoticons given below are included to help young people identify their feelings and can be used in their personal diaries which are included below that.

eMotions

 aggressive	 alienated	 angry	 annoyed	 anxious	 apathetic	 bashful
 bored	 cautious	 confident	 confused	 curious	 depressed	 determined
 disappointed	 discouraged	 disgusted	 embarrassed	 enthusiastic	 envious	 ecstatic
 excited	 exhausted	 fearful	 frightened	 frustrated	 guilty	 happy
 helpless	 hopeful	 hostile	 humiliated	 hurt	 hysterical	 innocent
 interested	 jealous	 lonely	 loved	 lovestruck	 mischievous	 miserable
 negative	 optimistic	 pained	 paranoid	 peaceful	 proud	 puzzled
 regretful	 relieved	 sad	 satisfied	 shocked	 shy	 sorry
 stubborn	 sure	 surprised	 suspicious	 thoughtful	 undecided	 withdrawn



MY DIARY

DAY:

DATE:

Good things that happened today:

Bad things that happened today:

When I was in control:

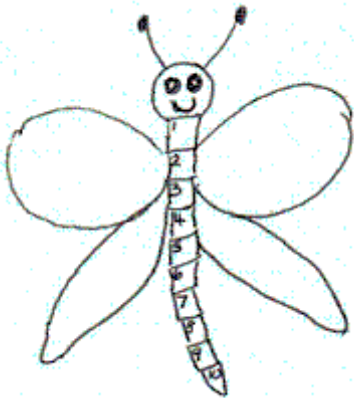
Extra things I have done to be helpful:

My thoughts

Times when I lost my temper:



Times I kept control



Rewards:

Parent signature.....

Teacher signature.....

HET signature.....



CHAPTER 15 – How to relax

In this scene we how well Tom is doing now. How does he come into the Centre now? How has he changed?

We here that sometimes he has problems relaxing and this affects the way he sleeps sometimes.

The HET therapist explains that sometimes on the HET programme we use pure essential oils to help us calm down. These are 2 oils lavender and Chamomile which are both very safe to use with children or even babies. We do however have to be very careful about where we buy them from as the quality of the ones we can get from shops in town might not be very good if they are chemically made and not taken straight from the plants.

These oils are available from a HET therapist or through www.HETwebsite.com or can be ordered through Ann Northern at www.paaroma.co.uk or 01430 432088. She also sells safe burners so that the oils can be vapourised in the room and they can help to calm and relax you.

It is possible to rub the oils into the hands and skin or use them in a bath. To do this you have to mix the oils with something called a carrier oil, usually sweet almond oil (but do not use this if you have a nut allergy)



WHAT IS AROMATHERAPY?

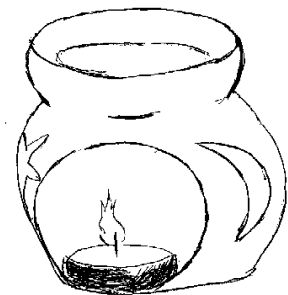
This is a way of improving your health, vitality and well being through using nature's purest essential oils. Essential oils are the purest and most concentrated part of the plant. They are vital for the plant's survival and protection. Being highly scented they help with the plants reproductive process and immune system. Stored in concentrated form in specialised cells, essential oils can come from flowers, leaves, roots, bark, fruits and seeds. Every essential oil has its own amazing smell and aroma, which can affect your moods, your health, and your sense of well being.

Whether you're tired, stressed, unhappy, unmotivated or nervous there are probably oils that can help.

Lots of products claim to have essential oil in them, but aromatherapy works best when you use pure oils in an oil burner, bath, and massage. The oils vary greatly in their quality and some of the cheaper oils have chemical additives. Usually the grade or purity of the oil is reflected in the price that you pay.

Oil burners

This is probably the easiest way to use the oils. You can get oil burners at most health food stores. They have a space for a small candle underneath a vaporiser dish, which you fill with water, and put a couple of drops of essential oil into it, you would then light the candle. The heat from the candle warms the water and lets of a very light steam which fills the rooms and surrounds you, so that you can obtain the desired effect through inhalation and smell.



Massage

Aromatherapy massage, facial, and body masks give you an all over feeling of relaxation, the essential oil is absorbed through the skin and usually leaves you walking on air. This should always be done by qualified therapist, as use of incorrect oils can be quite hazardous. It is important that any essential oils used in massage are diluted with a carrier oil, usually cold pressed sweet almond oil.

Bath

For an aromatherapy treat you could put 10 drops of your favourite oil into a bath and relax for at least 10 minutes. This enables the body to absorb the oils.

WARNING

1. Only use 100% pure essential oil. Some fragrant oils smell nice but do not have the effects of pure oil.
2. If you blend essential oil make sure that the carrier oil is cold pressed.
3. Use only a few drops of essential oil at a time as they are very concentrated, you will not get double the effect by doubling the quantity.

AROMATHERAPY FACT SHEET

GENERAL USE OF OILS

Massage

Oils are generally mixed by 1-drop essential oil to 1 ml carrier oil (e.g. Sweet Almond Oil). After massage, oils should be left on for a minimum of twelve hours. If in any doubt regarding your sensitivity to a particular oil then apply 1 drop neat, to the inside of your wrist. Any reaction should avoid use of that particular oil.

Baths

Whilst oils can be added neat to bath water, they are more effective if they are used or blended with carrier oil (5-10 drops of essential oil to 1 tablespoon of carrier oil). This should be added after the bath water has been run and not mixed with any other bath preparations.

Compress

Prepare 2 pints of hot water (off the boil) in a china bowl; float 4-5 drops of essential oil on the top. Soak a suitable muslin type cloth on the top and then apply to area.

Inhalation

Steam is inhaled by preparing 2 pints of hot water, adding 10 drops of essential oil, placing a towel over the head, closing eyes and inhaling for about 10 minutes.

Vaporisers

Between 3-5 drops or see instructions.

Oils should be stored in brown, glass bottles away from direct sunlight. Blended oils can be stored for up to 3 months in a fridge. Oils should be stored out of the reach of children

Using oils with babies & children

Massage

0-12 Months Lavender or Chamomile. 1 drop to 15 mls of Sweet Almond Oil

1-6 Years Lavender, Chamomile,. 3 drops to 15 mls of Sweet Almond Oil

6-12 Use half the adult dosage, e.g., 15 drops of essential oil to 30 mls of Sweet Almond Oil

As an inhaler/vaporiser use 1 drop of the above oils for each year of age up to a maximum of three.

In HET we only use lavender and chamomile oils because they are so safe. There are many oils but some of them shouldn't be used under certain circumstances..

For specific queries please contact a qualified Aromatherapist.

Also in this scene, we see Mary and Tom and the children in the audience, carrying out a back massage without using oils. This massage is based on a very special story. It has been used to bring together children and young people in Belfast, from 2 different religions whose families and communities have been in conflict and argument for a very long time.

The story is given to you here to practice for yourselves.



TEACHERS NOTES - PEER MASSAGE

This is a massage story:

Throughout the short story the aim is to incorporate massage movements.

These movements are based on professional massage movements which will aid in deep relaxation along with the benefits of story visualisation.

The movements are safe to do - first here are some guidelines for the class.

1. Student to wash hands
2. Cover any cuts/warts/abrasions.
3. Avoid the spine with any heavy pressure
4. All movements should be light
5. If uncomfortable at anytime — stop
6. Ask you partner what they liked and didn't like at the end.
7. Get student to observe partner how they look and feel. Preferably give them a glass of water and let them slowly come round.

Preparation **10** mins

Quiet room

Pillows

Aroma Burner if required

Suitable music in background

Chairs/desks

Towels

Lights — off

Students are sitting in circle relaxed and ready for story + massage to begin

One is therapist / one is client.

DREAMTIME MASSAGE STORY

1. As I was looking out of the window at school one day, over the trees and rooftops in front of me, I started to slowly relax. My breathing deepened, I could feel my lungs fill up and empty, my shoulders dropped and relaxed and my body started to feel warm as all the muscles relaxed. My eyes closed and I felt myself dreaming of another land a long way away.

The land was hot and dry, the ground was dusty red dirt and I started to have the most fantastic adventure in this mysterious land.

2. I started to stroke the earth and as I started to sweep my hands along the earth, making long sweeping strokes as far as I could go. I kept my fingers together to prevent the sand escaping between my fingers. I started to make **wave-like movements**, first small ones and then bigger ones.

3. I looked into the horizon and saw what looked like an oasis. I got up and started to jog towards this place. I could feel my feet sink into the warm sand — **pitter-patter**, not a loud sound but a rhythmical one.

4. It sent a ripple across this whole land, vibrations sending a message across

the sand rippling out like an electrical wire running through the core of this mysterious place.

5. As I approached this green lush area I felt tiny rain drops fall on my head and shoulder and back. Gently drop by drop, a warm rain fell, leaving all the plants gleaming and radiant. Suddenly the whole oasis came to life.

6. I saw a beautiful yellow and green butterfly. It fluttered by, its beautiful delicate wings like the two number 3's side by side.

7. I was watching this beautiful sight when I heard a little shuffle beside me. I stayed rooted to the ground and out of the bushes came a long green snake. It slithered from side to side in slow deliberate movements towards a tree along its flexible body round and round like a coil starting off small and getting larger until it fell asleep.

8. I took a deep breath, I felt my lungs full and empty, any fear I had completely disappeared.

9. Suddenly I heard another sound I looked around and a tall giraffe had stretched its neck up to the top branch of a bamboo tree and munched happily. Each time the giraffe stretched his long neck and then grasped the leaves munch —munch it flipped its tail lazily back and forth.

10. I looked down and a little caterpillar was slowly crawling all across my foot.

11. I felt a lovely sensation on my ears and looked to see what it was. A beautiful flower was massaging my ears.

12. Then I saw the funniest sight - a group of monkeys jumping from tree to tree swinging high and low and checking each other for bugs with small pinching movements all over each other's back.

13. Then they used shampooing movements all over each other's back. The monkeys looked so relaxed that I kept thinking they would fall off the tree, but they never did. I stood watching for ages and then I felt the sun going down; that big glowing orange sun radiating across the land was dimming.

14. In the distance I could hear the sound of a thousand hooves heading for some far- off place. The vibration was felt again through the whole of this

land.

I saw a lovely bed of leaves beside a fruit tree and I lay down and felt the wind gently rock me back and forward. The ferns around me swayed and stroked me and I became so relaxed.

15. Then, gently, a little woodpecker tapped my shoulder, as if to wake me up out of my dream. I opened my eyes and saw one of my school friends smiling at me asking where I'd been. I said I'd tell her sometime. I opened my eyes wide and stretched my body and felt totally relaxed, calm and happy.

Now whenever I feel unhappy or sad I go to this wonderful enchanted land and I can feel the same way all over again.

A GUIDE TO **MASSAGE** MOVEMENTS WITHIN THE STUDY

Introduction to story - No massage

1. Desert Sand Effleurage stroking

Long strokes from upper back to base —
either side of spine.

Fingers together— use all of palm and fingers.

2. Swirls like waves - Effleurage but wave like motion.

Small, then bigger, then smaller.

3. Oasis Jogging - Little patten movements
all over back — avoid spine

4. Vibrations along the - Fingers only all along either side of spine 3X
sand up + come down vibrate movement

5. Green lush place

tiny rain drops - Fingers dance over back — like piano playing
slow then fast. then slow.

6. Butterfly shape - make shape of butterfly like two 3's

7. Snake - Snake move — slowly move up and around the
back.

8. Breathing techniques - Deep breathing — slowly breathe in for 2 out of 4
and gradually increase.

9. Giraffe - Movement, is petrissage movement —
kneading/pick up like a giraffe munching at food.

Long neck giraffe - Slide whole arm along either side of back.

10. Caterpillar crawl - Little rolls and lifts on shoulder area

11. Ear - Ear massage

12. Monkey - Pinching movements over all back and
shampooing movements.

13. Sun - Sun radiating movements — big circle

Relax/Breeze - Stroking — stroking again

14. Hooves - Clipping movements either side of spine.
15. Leaves - Rocking movement up spine with one hand.
16. Woodpecker - Tap, Pap on shoulder.
17. Open eyes - and finish story.



CHAPTER 16 – Sorry Mom

In this, the final scene we see A big change in the relationship between Mary and Tom. They meet by the well in the garden. Wells have always been very important to communities, long before we had pipes bringing water to our houses, families had to rely on going to a local well to get their water to drink and wash. We have words in our language today about feeling “Well” - a source of clean water was essential for communities to stay ‘well’ and we use words like ‘well – being’.

Willow tree also rely on being near water and they have many healing properties – in fact some of the most popular medicines today are copied from the natural things found in willow trees – but unlike medicines, which we can only take under doctors supervision – the HET remedies and WILLOW remedies are perfectly safe and have no side effects at all.



At this point Tom, reaches depths in his emotions and for the first time is able to say “sorry” and explain why he is sorry. He has understood the things that he did were wrong and they hurt other people. He understands through talking to his Mom, that the things that happened to them were also wrong – but we can all choose to change things.

They realise together that they have both been victims of bullying and yet in different ways they have both been

They have learnt that some of the pain they experienced was a little bit like the barbed wire that went through WILLOW’s trunk to his heart.

That it has shaped them to be better people.



Finally, we move forward 10 years, Tom has now grown up and owns and works on a narrow boat taking children from the inner city to the animal sanctuary.

Visit www.HETwebsite.com to read WILLOW and do some of the follow up activities which you can send to the website to be published.

Tommy says that he hope his story will help you think about your life.

- How have things that happened to you in the past shaped you to be a better person today?
- What baby steps could you take to make things better in your life – right NOW?
- Where would you like to be in 10 years time? What will your life be like then?

This is a suitable point to go through the CD exercise and / or complete it, if you have been doing it in stages.

Please email us through the website www.HETwebsite.com and let us know what you think of these materials.



