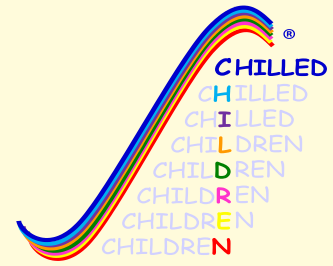


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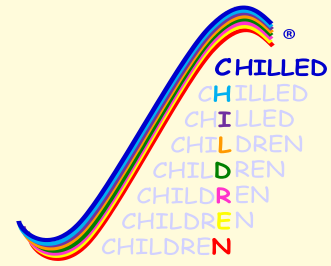


Introduction

The Chilled Children programme for Creative Imagination has been written and developed to harness the amazing power of a child's imaginative mind and to turn it from a distraction, into a powerful learning tool. Every child has an amazing ability to create their own reality inside their mind, using their imagination. What they create is very real to them and usually much more interesting than what is going on in our reality, be it in school or at home. Many times during the day a child will be with you in body but not in mind, because their imagination is a much more interesting place to be. Consequently their focus, attention and concentration are in the world of their imagination and not in ours. School or home life simply cannot compete with the powerful force of a child's imagination and the amazing worlds it can create. This has an adverse effect on their ability to concentrate, learn and remember information.

The Chilled Children programme has been written and developed with teachers to assist them by improving children's behaviour, mental and emotional well-being, by working with their imagination instead of competing against it. This programme encourages children to use and develop their imagination in a channelled, productive way that benefits children, teachers and parents. Using advanced techniques taken from clinical hypnotherapy, meditation and psychotherapy, delivered in a simple, concise way that children understand, Chilled Children offers teachers and parents an effective and fun way of improving children's behaviour and learning.

In addition to the basic programme, we can help and support teachers with on-site training and bespoke programmes for specific subjects or individuals. For more information please contact us at aqholistics@gmail.com



Instructions

The key to a good delivery and effective results as you read is to firstly decide whether you are intending to relax and calm the children, or wake up and stimulate them. The object of the programme is to bring the children to a state of calm, focused attention. Your voice is the key to the success of the programme and the volume, tone and rhythm are the tools you use to achieve your desired outcome.

Your voice should be smooth, slow and flowing, with a gentle up and down rhythm.

Each programme begins by relaxing the children, so keep your volume low and calm, with no excitement in your voice.

Focus on the relaxing words and emphasise these words with a tone that suits.

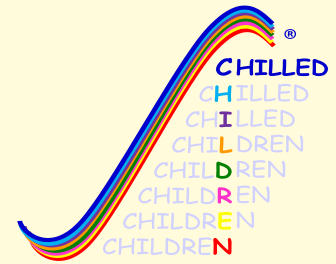
Example 1)

When you say the word 'calm' emphasise the word by drawing out the length of the word and use a low volume and tone, like 'caaalllmmm'.

Example 2)

When you say a word which describes movement, raise the pitch and volume of your voice, shorten the word and inject some excitement into your voice.

There are words in each programme which are specific to either relaxing or stimulating the children. These words are highlighted in **bold** and are the words that you need to emphasise either calmly or excitedly according to the script.



The scripts are a guide, feel free to be inventive with the words and phrases if it makes your delivery more comfortable.

Relax when delivering the script and read slowly and calmly. If you miss a word or line, or read the same line twice, don't stop to correct it, carry on, no one will notice.

Pause for five or six seconds between each sentence to allow the children time to see and feel what you just described. Each script should take around four to five minutes to deliver.

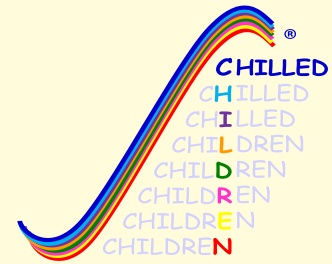
Focus and attention scripts have a title that denotes either stimulating or calming. Use the stimulating and calming scripts as you see fit, but generally the stimulating are for mornings and the calming for afternoons.

Show the children the picture at the beginning of the script before you start reading, and ask them to close their eyes and imagine being the object in the picture.

From Keystage 2 onwards the scripts are over two pages and all the scripts end with a sentence containing the words "Now we are going to open our eyes". Remember to check for the second page and be sure to read the full script.

If you are reading the script from a PDF or a printed version, play the audio track noted at the bottom of the page whilst reading for added impact.

To use the PowerPoint version, simply start the slide show on the relevant page and the audio track will start automatically.



Breathing Exercise

Generally in our everyday lives we all breathe short and shallow. This means we do not exhale all of the carbon dioxide or inhale enough oxygen. Oxygen feeds the cells, muscles and organs including brain, and assists the lymphatic system to flush out toxins. Too little oxygen and too much carbon dioxide leads, to among other things, brain fog, fatigue and stress. Shallow breathing prevents the lungs from fully expanding and filling, leaving areas of the lungs to stagnate.

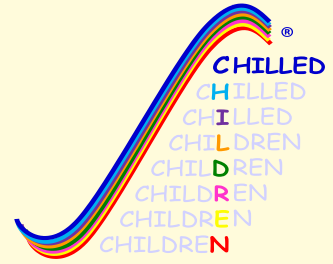
Deep breathing moves the diaphragm up and allows the lungs to fully expand, empty and refill. This clears out all of the carbon dioxide and fills us with fresh oxygen, benefitting physical and mental health. The act of deep breathing also triggers the natural relaxation response in the nervous system.

In order to gain the maximum benefit from this programme, always begin with this breathing exercise. This means the children will start the morning and afternoon with a healthier body and mind.

To deliver the programme, start off with the children sitting on chairs or on the floor, with their feet flat on the floor and their hands on their knees with their eyes closed.

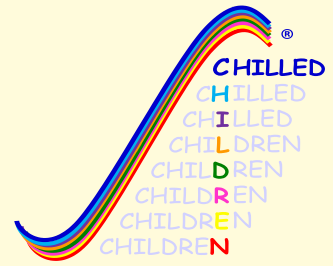
Explain to the children that the breathing exercise consists of taking a deep breath in through the nose, holding the breath for a count of two and then breathing out through the mouth. As they breathe out through the mouth they should exhale with a gentle 'Hhaaahh' sound.

The exercise then consists of repeating the breathing four times, then pause for a few seconds before taking another four breaths. You can stop after eight breaths in total, two sets of four, or if it is going well then you can do sixteen breaths in total, four sets of four.

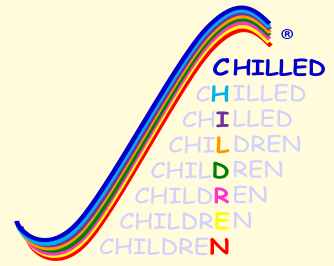


Section 1

Focus and Attention

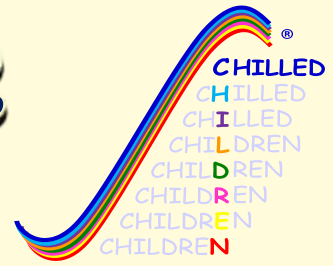


**Creative
Imagination
Programme
for
Focused
Attention**



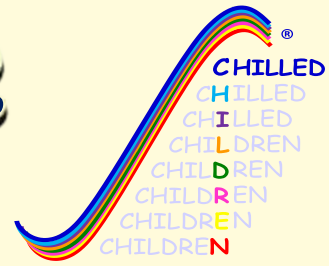
Keystage One

Tree of Life



Tree of Life

Stimulating



I want you to pretend that you are a tree. A tall, beautiful tree with a big, round trunk and long, thin branches.

You have roots coming out of the bottom of your feet.

Your body is the trunk, and you have branches and leaves coming out of the top of your head.

Your roots go down into the ground and make you feel safe and strong.

Energy from the soil goes up through your roots, up your trunk and out to your branches.

Feel the warm, bright energy of the sun **shining** down onto your leaves, surrounding you with bright, golden **light**.

Your branches and leaves are **full** of **energy** and begin to **sway** gently from side to side, and you are filled with **excitement** for the new day.

Now raise your hands above your head, and **wave** your arms like branches and your fingers like leaves **swaying** in the breeze.

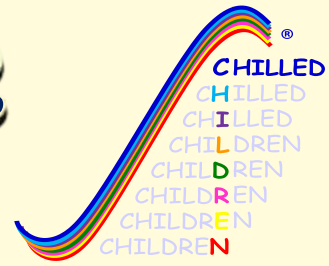
Your tree is now **awake, alert** and ready to start a new day.

Now we are going to open our eyes, shake out our hands and bring our attention into the classroom.



Tree of Life

Calming



I want you to pretend that you are a tree. A tall, beautiful tree with a big, round trunk and long, thin branches.

Your body is the trunk, and you have branches and leaves coming out of the top of your head.

Your branches and leaves are full of energy and **sway** from side to side in the wind.

Now feel the wind **slow down** to a gentle breeze.

Your branches **slow down**, and sway **gently** and **slowly** from side to side.

Now feel the **warm**, bright, golden energy of the sun shining **down** onto your leaves, making you feel **calm**, **warm** and **relaxed**.

The energy now **flows down** your trunk into your roots, which are coming out of the bottom of your feet.

Now feel the roots **going down** into the ground, gripping tightly and safely into the soil, making you feel strong and **safe**.

The cool earth around your roots makes you feel **calm** and **still**.

Your tree is now **quiet** and **relaxed**, and ready to begin the afternoon.

Now we are going to open our eyes, shake out our hands and bring our attention into the classroom.

