

Part 6

In Conclusion

Although we have written this book as an introductory text, we hope it will be a useful resource for both new workers and experienced counsellors by providing ideas for engaging children in the counselling process and helping them to work through issues. We hope that readers will be able to join their ideas together with ours for a useful purpose.

We have a strong belief in individual difference and in the need to respect the ideas of others. We realize that our readers may have strong commitments to particular theoretical frameworks and therapeutic models. However, we are hopeful that many of the ideas we have described can be adapted to suit different ways of working. We also realize that counselling approaches need to be varied to suit specific cultures, lifestyles, beliefs and values. While we have touched on some cultural considerations in this book, it is not possible to provide comprehensive guidance on this topic. Readers are, therefore, encouraged to access other resources available, such as Ivey et al. (2012) and Yan and Wong (2005), that are focused on this very important aspect of counselling.

We respect the contributions made by different professions to the work of counselling children and have a strong preference for work with children to occur in multi-disciplinary teams wherever possible. Perhaps this preference has arisen because of our own personal differences. We all have had many years working as counsellors with children and families, but our backgrounds are different. Kathryn initially trained as an occupational therapist, and David and Rebecca as psychologists. In particular, Rebecca is trained as an Educational and Developmental psychologist. We believe that by working together our different backgrounds have significantly helped us to enhance the quality of the work we do with children.

We would like to reiterate that we do not believe that counselling children should be restricted to one profession or one environment. Often, the counselling needs of a child can be met in the child's own environment by those workers, of whatever profession, who have direct access to that environment. For example, we have found that workers in women's refuges are often able to address a child's immediate needs. Similarly, teachers and counsellors in schools, and nurses and medical officers in hospitals, are generally able to provide a level of immediate counselling

help, which is especially useful because it addresses the child's needs within their own context. Nevertheless, it is important for workers to recognize their own limitations and to refer children to professionals with more specialized experience and skills when necessary.

We recognize that counsellors in many settings do not have the high standard of facilities that we have enjoyed in our private practice. However, these facilities are not essential. A counsellor armed with drawing paper and pens (see Chapter 25), a box of miniature animals (see Chapter 22), a box of symbols (see Chapter 23) and a few books (see Chapter 27) has all the basic tools needed for useful counselling interventions to occur in any available space. This may not be ideal, but we do not live in an ideal world and a counsellor with some portable aids can be of considerable help in enabling children to tell their story and thus to feel better.

Finally, we would like to stress the importance of training and supervision. This book is not intended to be sufficient in itself, rather it is a source of ideas. We believe that counsellors of children need to be properly trained by experienced and qualified professionals. Additionally, we believe that all counsellors of children need ongoing professional supervision to ensure the quality of their work and to address the needs of specific children. Even though we, the authors, are experienced counsellors, we still regularly discuss individual cases with another competent professional in order to get a different perspective and to keep a check on the influence of our own personal issues. Whether we like to admit it or not, our own issues will from time to time interfere with our counselling work. A good professional supervisor can identify these issues and help us address them so that they will be resolved and will not continue to interfere with our counselling work.

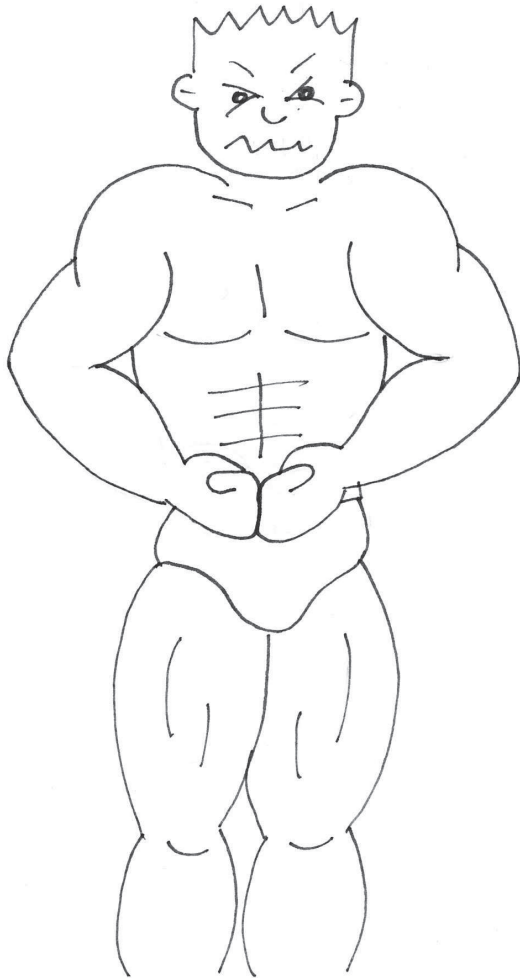
Finally, we wish you, the reader, all the best for your future counselling work and hope that you will get as much satisfaction from counselling children as we have. Although David passed away before this edition went to print we know that it was his hope that through his contribution to the fifth edition of *Counselling Children* he might make a tangible difference to young lives.

Kathryn, David, and Rebecca

Worksheets



I can do anything ...



**I AM THE
GIANT KAZOO
I CAN MOVE BRIDGES
WITH ONE HAND**

I am the empress

.....

and I am able to

.....

**I AM THE WISE ONE
CALLED
AND I CAN**

I AM THE QUIET ONE CALLED

AND I CAN

I am the brave spirit they call.....

and I am able to.....

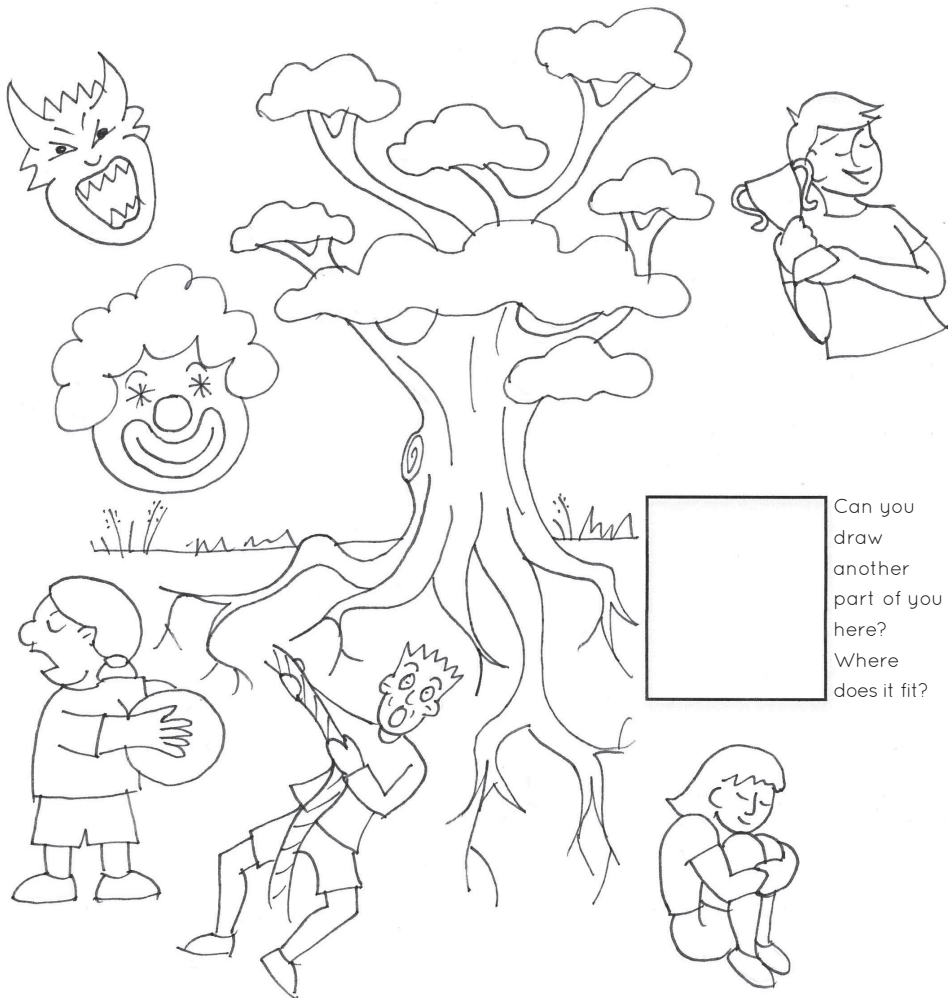
Worksheet 1

© Reproduced from *Counselling Children* by Geldard, Geldard & Yin Foo, SAGE, 2018.

Where am I? . . .

Sometimes we hide parts of ourselves and only let others see what we want them to see. We do this for many reasons. Can you think of some?

Imagine that the tree is you, and the characters around the tree can represent parts of you. Draw lines from those characters which are like you to the tree. Draw a line from the character to the roots of the tree if you hide that part of you, and a line to the branches if you like others to see that part of you.

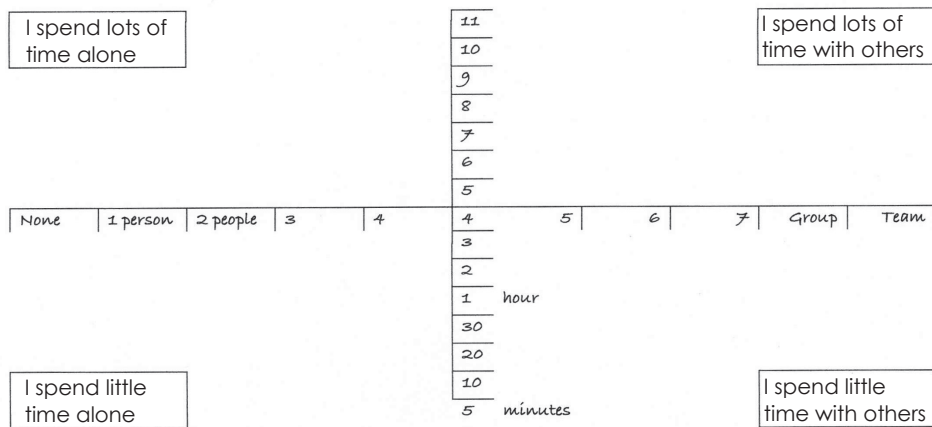


Worksheet 2

© Reproduced from *Counselling Children* by Geldard, Geldard & Yin Foo, SAGE, 2018.

My Choice...

Plot your interests by selecting those activities from the categories below which appeal to you most and placing them on the chart. Do this by using a coloured felt pen to identify a particular activity (put a coloured dot beside the activity). Then put a dot of the same colour on the grid to indicate how much time you spend doing the activity during an average day, and whether you do the activity alone or with others.



Working

Housework
Chores
Shopping
Job

Travelling

Car
Train
Bus
Bike

Learning

School
Music lessons
Visiting counsellor
Homework

Looking after your body

Eating, sleeping, washing
Grooming
Exercising, dancing, skateboarding,
gym, soccer, surfing or other sport

Socializing

On the phone
Visiting a friend
Having a friend over
Talking with adults
Playing a game
Helping someone

Relaxing

Listening to music
Reading
Daydreaming
Meditating
Watching TV

Being occupied alone

Hobbies, e.g. models, craft, drawing,
cooking, collections, jigsaws, lego,
gardening, magic tricks, playing
on the computer

You may want to add more.....

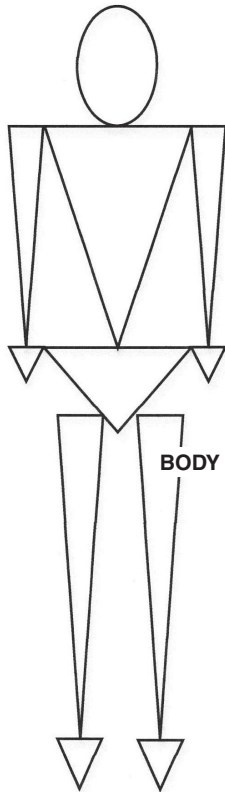
Look at the chart what have you discovered about yourself?

Worksheet 3

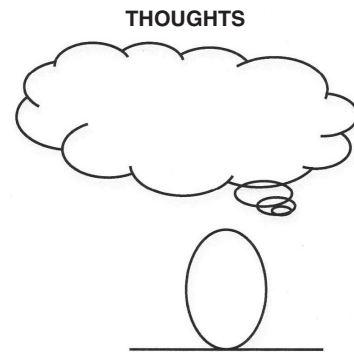
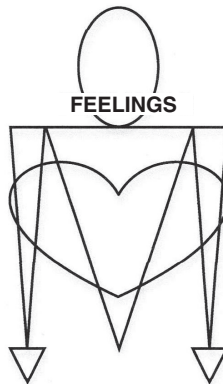
© Reproduced from *Counselling Children* by Geldard, Geldard & Yin Foo, SAGE, 2018.

INSIDE-Out

Here is a list of things which you may think about, feel emotionally, or experience in your body. Use a red pen to connect the items listed to the figure which would be most affected.



- Eat lots
- Hunch shoulders
- Bite nails
- Feel tense
- Headache
- Hold them in
- Clench teeth
- Pretend that I don't have them
- Let them out when I'm not ready
- Stress out
- Fiddle with things
- Think that people don't like me
- Should work harder
- Stomach ache
- Slouch
- Worry about tomorrow
- Look shabby
- Pretend I've got them (when I really haven't)
- Shouldn't take risks
- Sleep a lot
- Should behave better
- Think the worst will happen



Now here are a few suggestions to help you to take care of yourself. With a green pen connect them to the figure which would benefit the most.

- Ring a friend
- Relaxation
- Watch TV
- Ask for help
- Accept my mistakes
- Tell myself that I am lovable and capable
- Listen to music
- Count to ten
- Remember that I am made up of opposites
- Take a bath
- Read a book
- Bake a cake
- Blow gently 10 times (like blowing out candles)
- Talk to someone else
- Go for a walk

NEWS HEADLINES

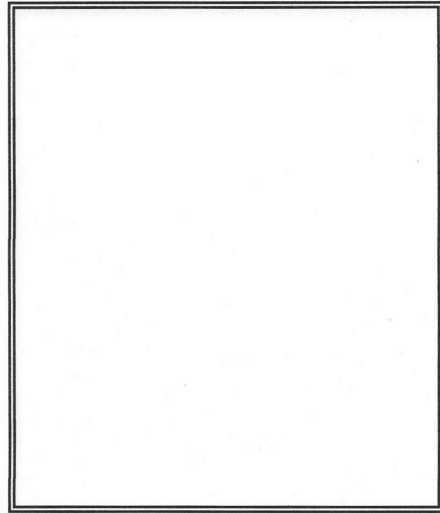
DAILY COURIER

Today.....
committed the worst crime in history.
While the rest of the world slept the
small town of Pinchgut was astounded
at the news that.....

.....
.....
.....

Many people said.....
.....
.....
.....

However, a few said.....
.....
.....



In a statement by.....
it was clear that.....

.....
.....

The outcome will be that.....
will.....

.....
.....

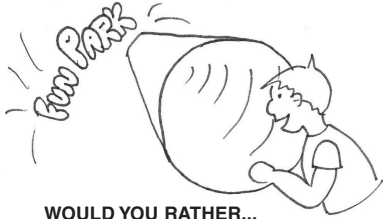
Changing your mind is OK.

JUMP THE HURDLE

Changing your mind means that you discover the hurdles which stop you from exploring new and different experiences, and from making new and different choices.

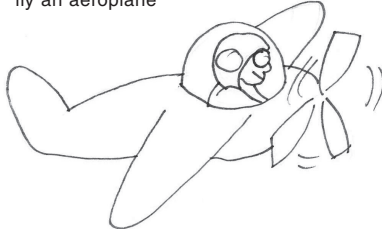
WOULD YOU RATHER...

crawl through a long dark tunnel to get to the best fun park in the world



WOULD YOU RATHER...

fly an aeroplane



WOULD YOU RATHER...

sit in a tub of live snails



Who, or what, would you need to help you so that you could change your mind?

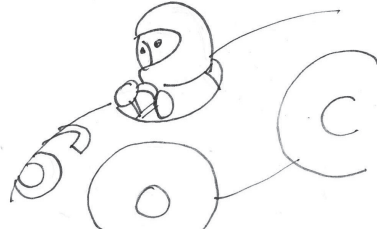
OR

play with a friendly tiger



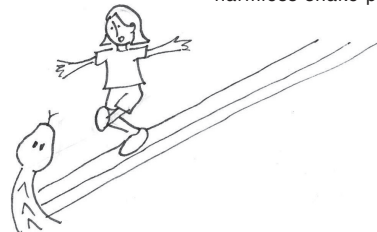
OR

drive in the Grand Prix



OR

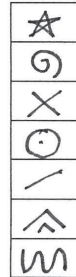
walk along a thin bridge over a harmless snake pit



BALANCE YOUR LIFE

Each day we find ourselves doing things in one of the categories listed below.

- Occupying ourselves alone
- Relaxing
- Mixing with others socially
- Looking after our bodies
- Learning
- Working
- Travelling



Colour the box red for the category which best fits with what you are doing now.....
 GREAT!! You've got the knack NOW Begin the daily journey below - each time when
 you come to a blank square draw in it the symbol which best represents what you would be
 doing at that time.

SCHOOL DAY

START	Get out of bed				Go into class			Morning break
Arrive home			Time to go home			Lunch		Back to class
						Go to bed		

WEEKEND DAY

START	Get out of bed							Lunch
Dinner								
						Go to bed		

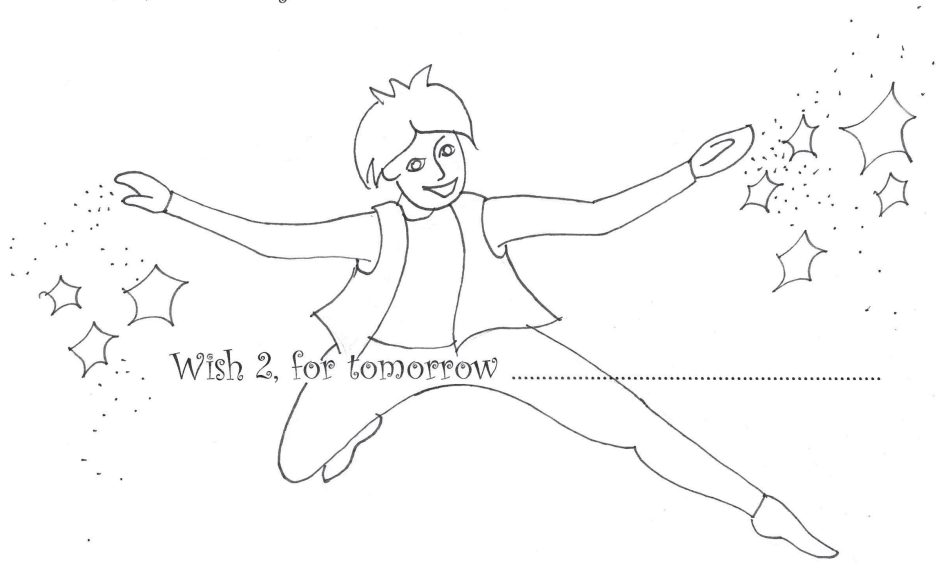
What would you like to change?

Worksheet 7

© Reproduced from *Counselling Children* by Geldard, Geldard & Yin Foo, SAGE, 2018.

These are my wishes...

Wish 1, for today

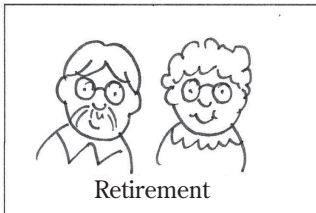


Wish 2, for tomorrow

And then Wish 3, for the future

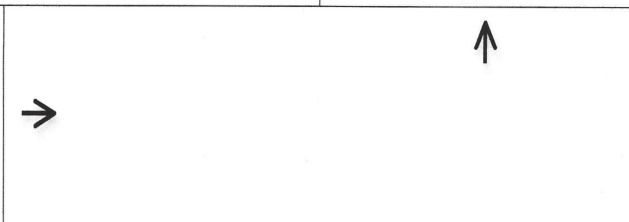
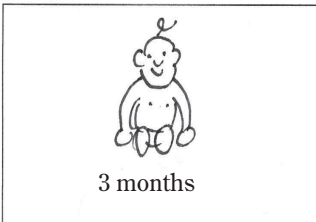
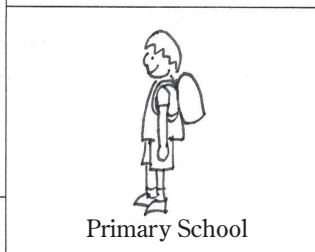
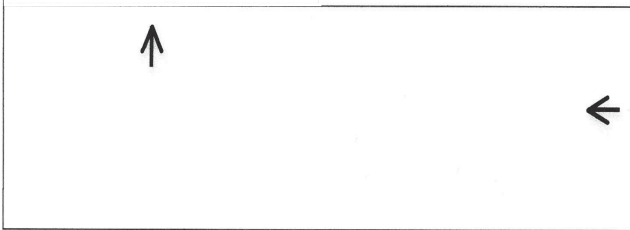
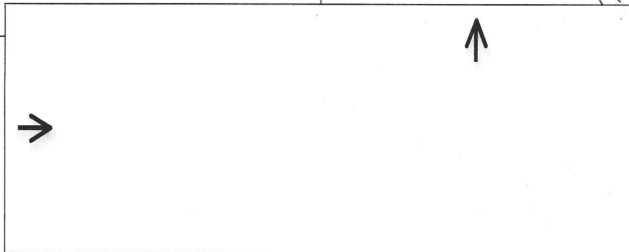
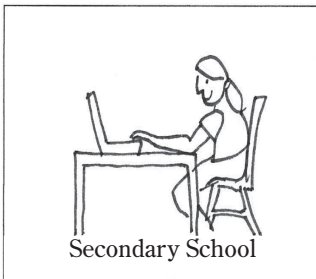
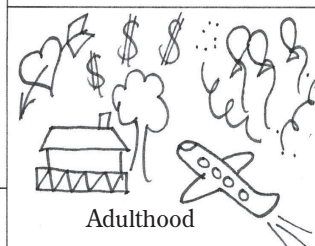
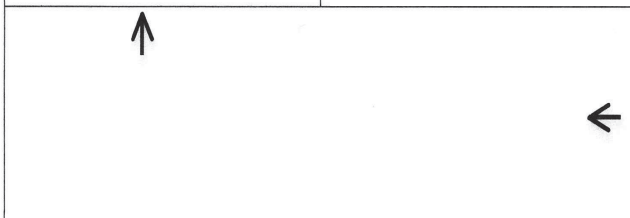
.....

PICTURE YOURSELF... THEN, NOW, AND IN THE FUTURE



At each stage on the time-line write down:

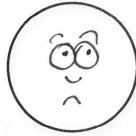
1. What you have achieved or what you hope to achieve.
2. Who, or what, you need or needed to help you achieve these things.
3. Mark an X to show where you are now.



Find A Feeling

Draw a line from the sentence to the face to show how you would feel if...

My pet was run over



I had a bad secret which I couldn't tell



My mother talked to the neighbour

I heard a thumping noise in the middle of the night

I wasn't allowed to stay over at my friend's house



I fell off my bike in front of my friends

I didn't study for my spelling test



I was caught cheating on my test



Artemus is Anxious!

Can you help Artemus find out what makes him feel anxious?

Artemus is a bit like you ...



Draw a line from Artemus to the things which make him feel anxious.

- Going to the doctor or dentist
- Being called to the Principal's office
- Wondering whether Mum or Dad will be in a good mood tonight
- Not understanding the rules of a game
- Having to ask questions in class
- Remembering what time you have to be home
- The spelling test tomorrow
-



Worksheet 12

© Reproduced from *Counselling Children* by Geldard, Geldard & Yin Foo, SAGE, 2018.

YOUR BODY

We can guess how people feel from the way they use their bodies and the expressions on their faces.

How do these people feel?

Circle the body part used to express the feeling.



Worksheet 13

© Reproduced from *Counselling Children* by Geldard, Geldard & Yin Foo, SAGE, 2018.

THE VOLCANO

What makes you angry?

I get angry when

Find the spot on the volcano which is most like you when you get angry.



Write down what else you do when you're angry:

.....

FIGHTING FEAR WITH FELIX



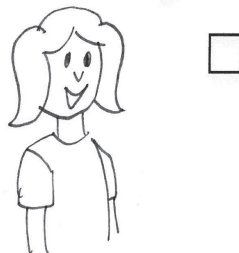
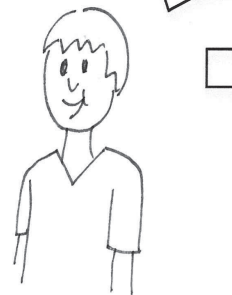
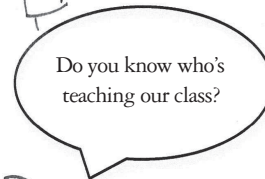
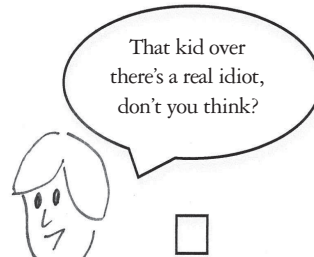
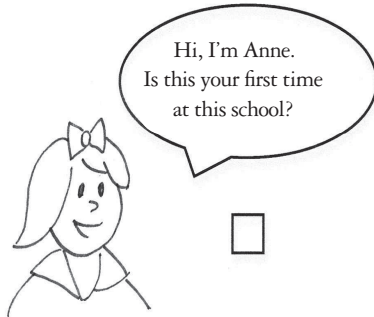
Everyone feels frightened sometimes. Some things are more scary than others. Draw a red line from Felix's head to a spot on the life saver to show what you would do in each of the following scenes if you were scared.

The diagram consists of a central circle labeled "Feel OK". Surrounding it are several overlapping circles, each containing a coping strategy. Red lines connect these strategies to specific scary scenarios described around the perimeter of the diagram.

Scenario	Coping Strategy
A stranger asks me directions	TELL SOMEONE
Mum & Dad fighting	CRY
Fierce dogs	HIDE
Getting into trouble	GET TOGETHER WITH SOMEONE ELSE
Missing the bus	FREEZE
Being bullied	SCREAM
Getting a bad report card	FIND AN ADULT
Having a bad dream	PRETEND I'M NOT SCARED
Going to the doctor's to get an injection	GET TOGETHER WITH SOMEONE ELSE
Sports day	TELL SOMEONE
Getting lost	TELL SOMEONE
Telling a BAD secret	TELL SOMEONE

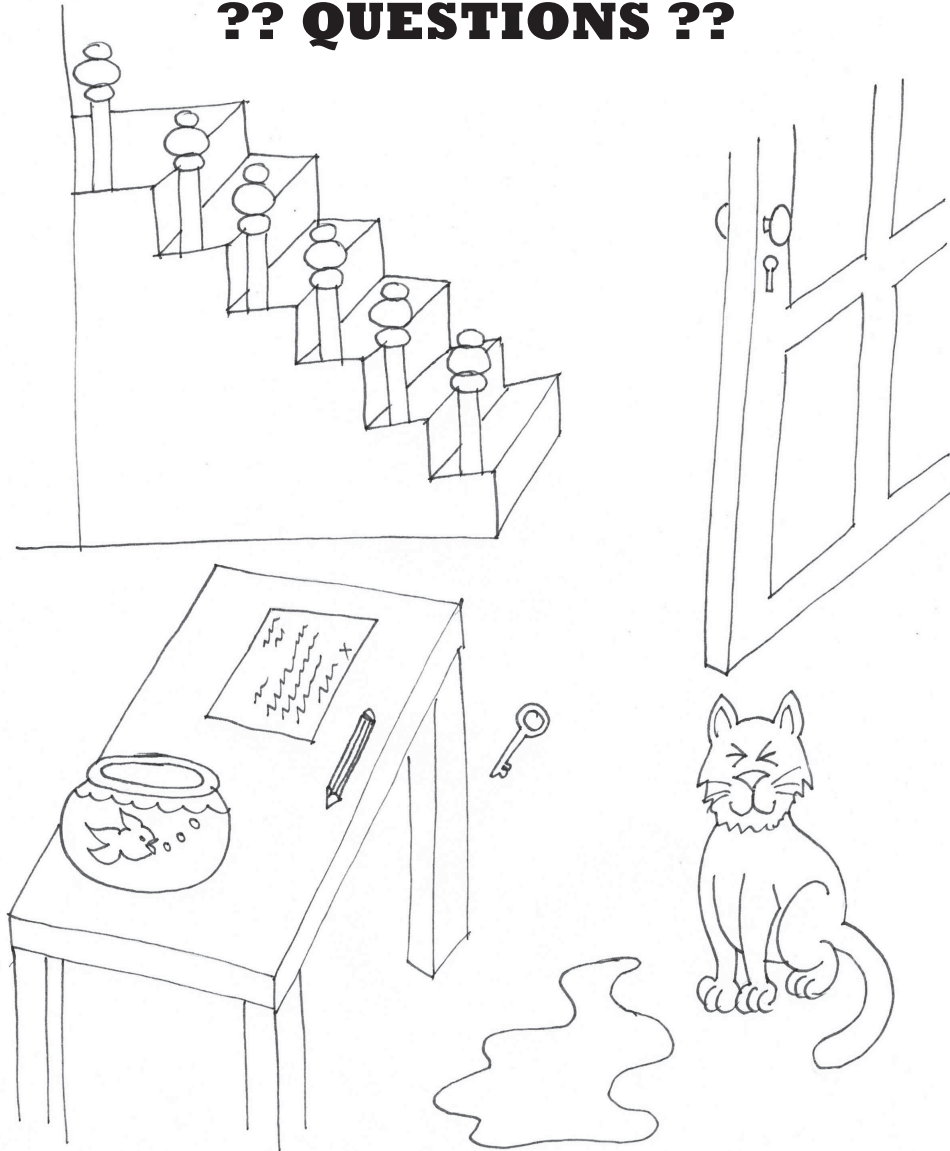
Conversation starters

Put a tick in the box next to the conversation starters which would be OK to use on your first day at a new school.



..... what's wrong with
the conversation starters you
haven't ticked?

?? QUESTIONS ??



Look at this picture. Ask three questions beginning with:

- a) What.....
- b) Where.....
- c) How.....
- d) When.....
- e) Why.....
- f) Who.....

to find out more about it.

Advice for JIM

Jim needs help. He has a brother who always gets to go with Uncle Ben. Jim's brother is often invited to spend the night with Uncle Ben, so that he can get up early and help his uncle on the farm. Every time Jim asks to go, Uncle Ben says, 'Next time. You're a bit young yet.'



- What do you do when you feel left out?
- Put a circle around your answers.

**TELL SOMEONE
HOW I FEEL**

Don't say anything

Make a FUSS, so that
people pay attention

Worksheet 18

© Reproduced from *Counselling Children* by Geldard, Geldard & Yin Foo, SAGE, 2018.

GERTRUDE & GROMMET GUMBO THE GOSSIPS

The Gumbos say untrue things about people to other people
= THEY GOSSIP =
Gossiping can hurt and make you feel left out.



If people ask you questions about others you might get caught gossiping.
Here's a good rule:

IF YOU CAN'T SAY SOMETHING NICE – DON'T SAY ANYTHING AT ALL

Tick the things you could do or say if people try to gossip.

- 'Let's talk about something else.'
- 'I don't know them very well, so I can't know if that's true.'
- 'I think you're gossiping.'

Tick the things you could do if people gossip about you.

- Gossip about them (it would serve them right!).
- Talk to the 'Gumbo' gossipers, and ask them not to gossip.
- Ask someone to help you to solve your problem.

FIGHTING ! ! ! ! !

Fights happen when people:

TEASE	GOSSIP	TELL TALES
CHEAT	STEAL	SHOVE
BULLY	LIE	HIT
BREAK PROMISES	SHOW OFF	DON'T BELIEVE

See if you can find these words in the square below and circle them:

A	N	C	F	H	M	P	Q	U	W	A	B	F
B	R	E	A	K	P	R	O	M	I	S	E	S
Z	L	B	U	L	L	Y	A	T	S	P	Q	A
F	G	K	T	E	L	L	T	A	L	E	S	P
O	E	S	T	E	A	L	O	Q	F	R	S	A
G	L	C	Z	X	D	S	P	A	W	K	I	E
M	R	H	F	S	C	H	I	T	L	O	A	B
P	N	E	B	K	G	O	S	S	I	P	W	G
W	I	A	D	P	H	V	X	Z	E	D	J	N
Z	D	T	E	A	S	E	J	B	A	J	Z	O
K	S	H	O	W	O	F	F	H	W	B	I	T
X	D	O	N	T	B	E	L	I	E	V	E	R

When you were in a fight, what caused it?

.....

.....

Can you think of any more reasons why fights happen?

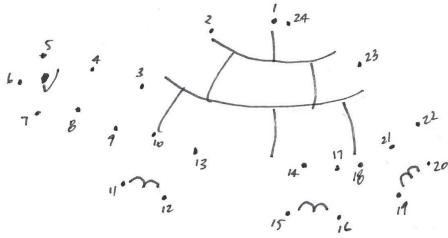
.....

.....

TERRY, TYRONE AND ME

We can choose to respond to people who want to fight by asserting ourselves in a firm but non-threatening way.

Join the dots to find Terry.



What do you think would happen if Terry got into a fight?

.....

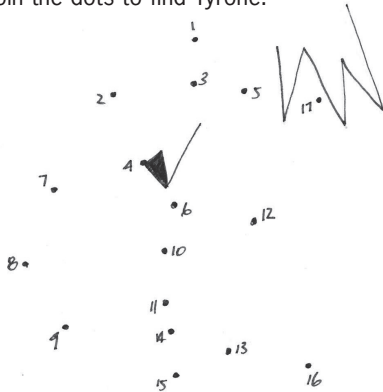
.....

.....

.....

.....

Join the dots to find Tyrone.



What do you think would happen if Tyrone got into a fight?

.....

.....

.....

.....

.....

Write on the dotted lines what you would do if you got into a fight.

.....

.....

LOOK BEFORE YOU LEAP

	True	False		True	False
Sometimes I say things and later regret it			Sometimes I make a decision without thinking		
Sometimes I do things without listening to the rules			Sometimes I go ahead without reading the instructions		
Sometimes I don't listen to both sides of the argument			Sometimes I make arrangements without listening to the details		
Sometimes I take messages and leave out most of the information					



If you answered 'true' for 5 or more of the above then you need to 'chill out'.

Chilling out means going slow, not hurrying and using the STOP-THINK-DO plan.

STOP - and discover what the problem or task is.

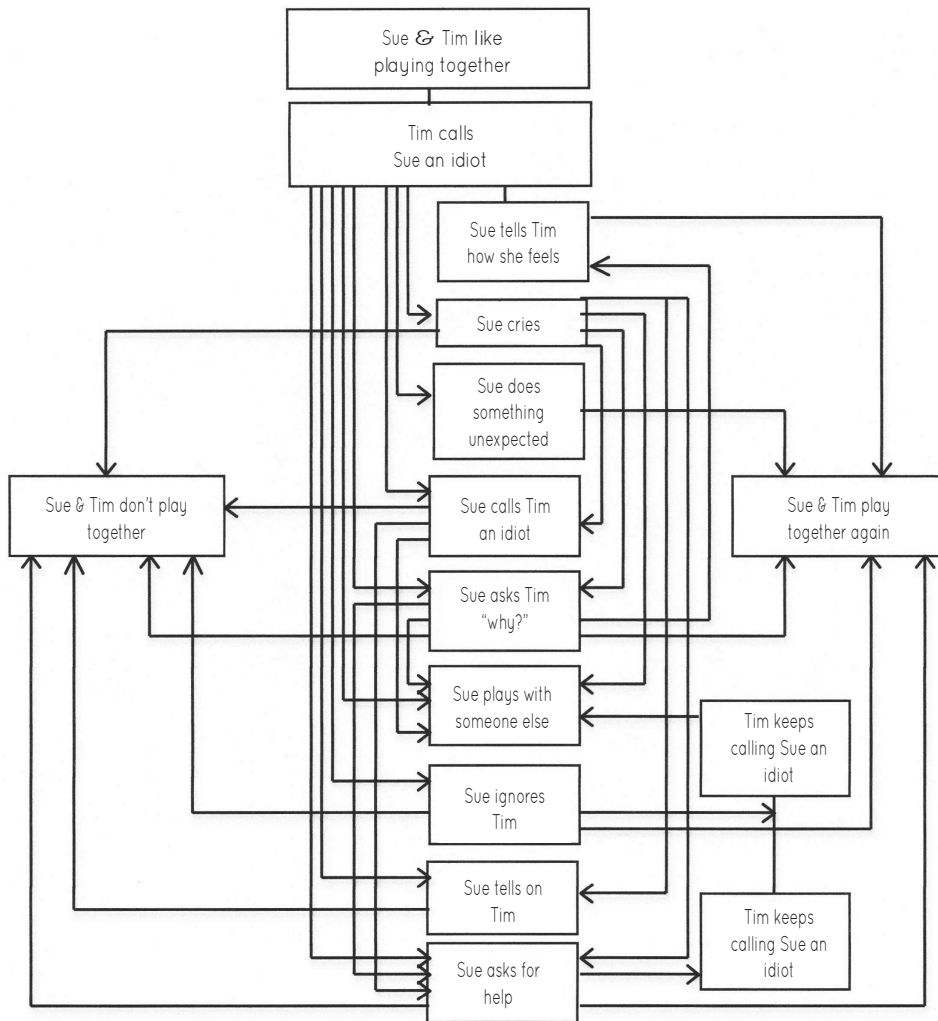
THINK - of three things you can do to solve the problem or task.

DO - Choose the one which is best for you.

Choices & Options

There are many ways to respond when we have trouble with our friends.

- Take a coloured pen & trace the path you would like to take if you were Sue. At each decision box, think about how you might feel when making a choice.
- In a different colour trace a path you would like to try.



IF – THEN – BUT

Fill in the blanks! Here is an example:

IF I borrowed my mum's bike without permission,
THEN... I would get to the video shop faster
BUT... I'd probably be grounded for the weekend.

Now fill in the missing parts of the following 'if - then - buts'.

IF I cheated in my spelling test,
THEN...
BUT...

IF I skipped school tomorrow,
THEN...
BUT...

IF I tell my best friend that she hurt my feelings,
THEN...
BUT...

IF I spent all the money I earned doing jobs, on one item,
THEN...
BUT...

IF I tell this secret I have,
THEN...
BUT...

IF I stay home and study for my test,
THEN...
BUT...

CRIME & PUNISHMENT !

Here is a list of behaviours. Some are worse than others. The really bad behaviours would probably result in severe consequences.

- ◆ Rearrange the list in order of the worst to the mildest.
- ◆ On your list, write the punishment or consequence, which you believe fits the 'crime'.

CRIME	My List	Consequence
Murder		
Back-chatting		
Hitting		
Lying		
Stealing		
Interrupting		
Disobeying		
Bullying		
Name calling		
Gossiping		
Cheating		
Keeping secrets		
Telling tales		
Changing your mind		

Saying 'No'... made easy

Match the responses you would use to the requests!
Draw a line to join them together.

Let's borrow Jim's bike to go the shop & back

Would you like to come over for the weekend

Will you help me with my homework?

Can I borrow your new T-shirt?

We'll just stop by my friend's house on the way

I want to stop & talk with them, hold on

Don't be a coward. Your Dad won't know

No, I need to go straight home, I'll go without you

No, I'm going, bye!

No! We need to ask first

No, I'm not going, I don't care what you think

No, sorry, I've got a full day, may be another time

No! My parents would freak out

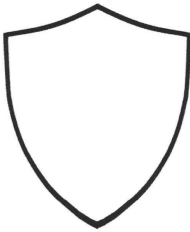
No, you can do it if you want to; NOT ME!

No, I'm not very good at that, so I won't be able to help you out

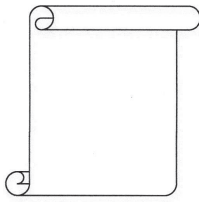
REWARD YOURSELF

We often don't realize that we can be proud of many of the things we do or say. In each of the shields below, write or draw something you feel proud of, and could tell somebody about.

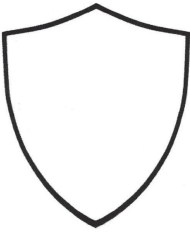
...at school



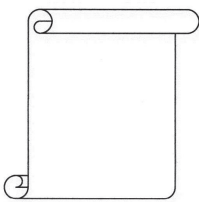
...at home



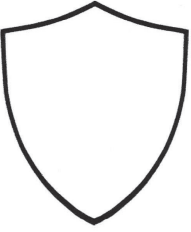
...with friends



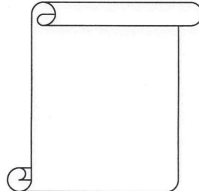
...with Dad



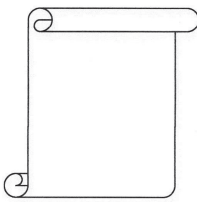
...with Mum



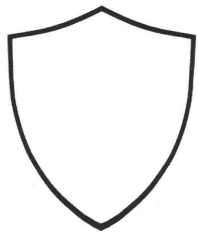
...with my sister/brother



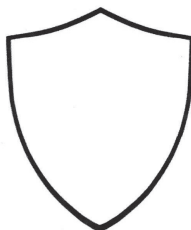
...at the shops



...today

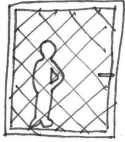


...tomorrow



AGES & STAGES

4 YEARS OLD: Miffy is 4 years old. Help Miffy to make the right decision about what to do when someone knocks on the door.



What would Taffy do?
What would Vanda do?



8 YEARS OLD: Taffy is 8 years old. Help Taffy to make the right decision about how to respond to Mr Nice at church on Sunday



What would Miffy do?
What would Vanda do?



14 YEARS OLD: Vanda is 14 years old. Help Vanda to make the right decision about how to respond to Burford, a new friend next door.



What would Miffy do?
What would Taffy do?



My Place, My Space

Test your respect for privacy by circling true or false in response to the following questions:

- Toby is two years old. He should be allowed to bath on his own so that he has privacy.

True false

- Tina is sixteen years old. She needs to be able to spend time alone in her room if she wants to.

True false

- Simon is nine years old. If his bedroom door is closed, members of his family should knock before going in.

True false

- Mum & Dad should always be supervised by someone when they are together.

True false

- Samantha is thirteen years old. Everyone in the family should be allowed to read her diary without asking.

True false

- Matthew is four years old. When he is playing alone in the front yard his family should leave him by himself if he tells them to go away.

True false

- Roberta is seven years old. She should always let her uncle shower with her when he is visiting.

True false

Worksheet 29













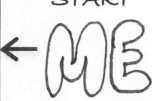




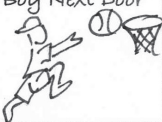
© Reproduced from *Counselling Children* by Geldard, Geldard & Yin Foo, SAGE, 2018.

RAINBOW ROAD

The boxes below represent the different ways in which we greet, or make contact with other people. Colour the boxes in as indicated.

Touch private places	Cuddle	Hug	Shake hands	Wave	Watch	Ignore
(Red)	(Orange)	(Yellow)	(Green)	(Blue)	(Dark Blue)	(Purple)

Sophie is your age & she is getting ready to go out. Along the way, she will meet many people. Sophie will need to decide how to greet these people. Can you help her? Follow Sophie's journey from the START box below. As you go, colour each box to match with the colours above, to show how you think Sophie should greet the people on her journey.

Dr. Drake 	Taxi Driver 	Lady at the Bus Stop 	Ticket Seller 	Man walking his Dog 
Bus Driver 	Dad 	Aunty Jo 	Uncle Bob 	Man in a Car 
Shop Keeper 	Mum 	START ← ME 	Neighbour 	
Day Care Person 	Teacher 	Best Friend 	Boy Next Door 	

MY SAFETY PLAN

Sometimes in families where adults fight, younger children may also get hurt. Mason lives in a family like this. Below are plans that Mason could use to look after himself. Follow the path that you think will lead to the best SAFETY PLAN for Mason, so that he can protect himself from being hurt.

1

2

3

4

5

- Throw the rest of the beer out- then try to distract him by telling him to stop yelling
- Knock the can out of his hand & give her a chance to get away
- Find a safe place in the house and hide until it is all over - then tell a grown-up the following day & break the secret
- Call the police
- Run next door for help

Maybe you can think of a better safety plan. Write it here.....

.....

.....

.....

.....

.....

BIFFIN THE BULLY

The words outside the circle describe abusive acts, things that BIFFIN THE BULLY might do.

Write each word along the line inside the circle. Place the words on the line from left to right according to how serious you think the abuse is.

THREATENING **PUNCHING**

SMACKING **SPITTING**

BULLYING **KICKING**

POKING teasing **torture** **MURDER**

NAME CALLING **BOSSING**

STABBING **SHOOTING**

PINCHING **CONTROLLING**

MAKING RUDE FACES **HAIR PULLING**

- Did you notice that all the words are now inside a symbol which means 'not permitted'?
- How many of these behaviours happen at the school?
- Can you add any other bullying behaviours?
- DO YOU THINK THAT 'BIFFIN THE BULLY' CAN CHANGE?

The three A's – ALERT! AVOID! & ACTION!

Keeping physically safe sometimes means knowing how to protect your body from being hurt even when everything 'seems' OK. Have you ever felt as though you know that something isn't right but you can't put your finger on it? Taking notice of that feeling is called being *ALERT*.

Find your way through the maze below. You can *AVOID* risky situations by taking a path without obstacles. Alternatively, you can deal with obstacles by making decisions and then taking *ACTION* in order to stay safe.

As you travel through the maze, ask yourself these questions:

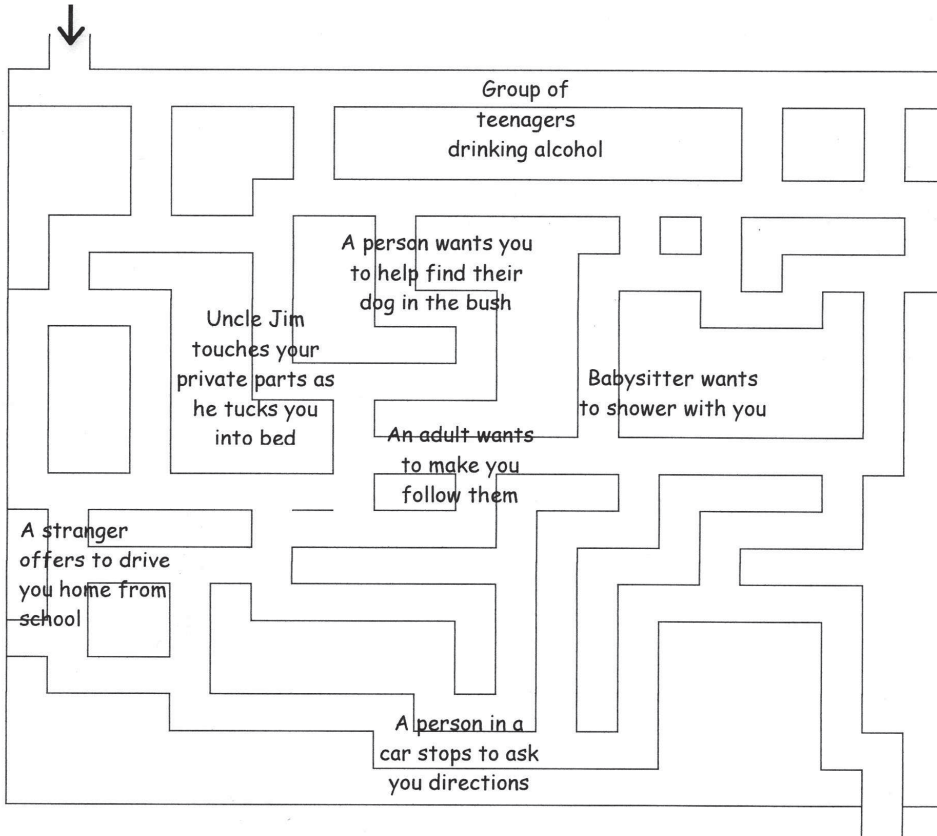
QUESTIONS:

- Is this person someone I know?
- When I am with this person do I feel safe and not worried?
- Will I be able to get help if things get out of control?
- Does Mum or Dad or someone else I can trust know where I am and will be?

If the answer to any of these questions is 'No', then use one of the following options:

OPTIONS:

- Say, 'No, stop that!'
- Make a fuss
- Tell an adult
- Walk away
- Run to the nearest safety house
-



SURPRISES & SECRETS



Does Arthur have a secret or a surprise?
 It is a good one?

How does Arthur feel?
 Should Arthur tell?

If Arthur tells what might happen?

How will Arthur feel then?



Does Jenny have a secret or a surprise?
 It is a good one?

How does Jenny feel?
 Should Jenny tell?

If Jenny tells what might happen?

How will Jenny feel then?



Does Dorothy have a secret or a surprise?
 It is a good one?

How does Dorothy feel?
 Should Dorothy tell?

If Dorothy tells what might happen?

How will Dorothy feel then?

QUESTIONS TO ANSWER:

- Is there a difference between secrets and surprises?
- What is the difference?
- Are there good secrets and bad secrets?
- Are there good surprises and bad surprises?

FROM BLAME TO FAME!

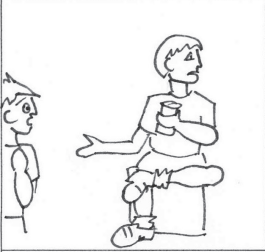


Sometimes when we feel picked on, we blame others for how we feel and behave. If we tackle the problem ourselves, we generally feel better.

Making statements that begin with:

- * **I think**.....
- * **I feel**.....
- * **I would like it if**.....

is a good way to start.

What do you think that you would say in the examples below?

	<ul style="list-style-type: none"> ◆ Tony thinks that Bosco expects him to fetch things for him all the time. ◆ It makes him feel used and worthless. ◆ He'd like to help Bosco sometimes but would like to say, 'No' at other times. ◆ He'd also like Bosco to say, 'Please' and 'Thank you'. 	<p>I think.....</p> <p>I feel.....</p> <p>I would like it if.....</p>
	<ul style="list-style-type: none"> ♣ Jack is the youngest in the family and always has to clean the family's shoes. ♣ His brothers did do this when they were his age. ♣ He feels like he's missing out on doing other things, and also that this job isn't very important. ♣ He'd like to do a different job sometimes, instead of the same one over and over. 	<p>I think.....</p> <p>I feel.....</p> <p>I would like it if.....</p>
	<ul style="list-style-type: none"> ♥ Tina is the only girl in the family. ♥ She is always having to look after her younger brother when her parents are busy. ♥ Tina loves her brother, but she doesn't get much time for herself and her friends. ♥ Tina has 2 older brothers. They all get along with their baby brother really well. 	<p>I think.....</p> <p>I feel.....</p> <p>I would like it if.....</p>

CRYSTAL BALL



- By looking into the crystal ball you might GUESS how Kristal is feeling and also guess what it is that she wants
- What could Kristal say so that you would KNOW what she felt and wanted?

Worksheet 36

© Reproduced from *Counselling Children* by Geldard, Geldard & Yin Foo, SAGE, 2018.