

Living Feelings First – Feeling Healing

INVITATION to PARENTS to ATTEND an INFORMATION SESSION

Annexure A

LIVING FEELINGS FIRST – FEELING HEALING in the Classroom – an Invitation

A lifestyle program is to be conducted during the school terms in your child's classroom. The aim of the program is to introduce Living Feelings First into the classrooms and throughout the school general. The objective is to evaluate how the children respond to this school initiative. The sessions are to be conducted weekly for approximately one school period.

Feeling Healing is a simple process which allows and enables each child to reflect on current and past events that may have been good or bad, however each bringing about some difficulty. By focusing on their feelings, they are able to access the memory of any such event that caused them some disturbance or upset in any way. This provides an opportunity for each child to draw on their memory through their feelings whilst longing for the truth behind what they are recalling. To let go of the disturbance is to express it, that is to talk it out to someone whom they are comfortable with fully talking about it to, and someone who is willing to listen to their experience; so most importantly, any bad feelings they felt or are feeling. By fully allowing themselves and being encouraged to express all their feelings, they will achieve a level of understanding, awareness and ultimately a resolution for themselves and any others involved. This provides an opportunity for each child to let go and move on from old issues and immediate problems and concerns which may have caused emotional or physical blocks and limited their true personality – their true selves – thereby allowing them to grow and evolve into their true potential. Feeling Healing complements current work in values and wellbeing education, however it takes the potential of each participating person, child, teacher and parents, beyond previous possibilities.

What is the benefit for my child and my family?

- Living Feelings First helps all participating individuals in multiple ways, including:
- Freeing of the true personality,
- Improving self esteem, confidence and resilience,
- Giving resources to be able to freely express oneself, thus being able to resolve issues in the moment,
- Able to address childhood events that they have suffered from, either emotional or physical,
- The ability to deal with grief from loss, deprivation, parental changes and disruptions,
- Help to develop empathy and true resolution of conflicts and confrontations,
- Where the child is allowed to follow his or her passions, improves learning capabilities,
- Progresses the child's development of behavioural and communicative mannerisms.

The Information Session will be held at the school on _____ in the _____ room at _____. This will provide the opportunity for you to hear more about how Living Feelings First is a way of life for children as it is for adults and how we all benefit from these revelations. Questions are welcome and this is an opportunity for consideration before providing your informed consent for your child's participation.

Please fill out the slip below, indicating whether or not you are able to attend the session and return it to the school by _____.

Living Feelings First – Feeling Healing

Parents Informed Consent:

If you are unable to attend the session, please read the attached Parent Information and telephone Ms/ Mr _____ on _____ who will answer any questions you may have so that you can make an informed decision about your child’s participation.

We look forward to sharing this work with you and your child.

I / We will / will not be attending the Information Session about Living Feelings First on

Print Name:..... Signed:.....

Date:

In this series:

- Pascas Care Living Feelings First Adult
- Pascas Care Living Feelings First Children
- Pascas Care Living Feelings First Children Annexures
- Pascas Care Living Feelings First Children Discussions
- Pascas Care Living Feelings First Children Graphics
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- Pascas Care Living Feelings First Drilling Deeper Structures
- Pascas Care Living Feelings First Reference Centre



Living Feelings First – Feeling Healing

INFORMATION SHEET and CONSENT FORM for CHILDREN

Annexure B

We're inviting you on a journey of realising your own true potential ...
And this is how it goes ...

You relax into a quiet calm environment ...

And allow your feelings to come alive ...

You can draw an image of what you feel ...



Then you can allow that feeling to be all of you, all that you feel is to be fully you, you are then express – talk to your buddy, your good friend – all that is coming up with your feeling and what it is all about.

Consider that for the first time you are now free to tell someone all about what that feeling is and what it is all about – your friend is there to help you let it all out by listening to you, by asking you to tell them more.

And when there is nothing more that you feel to talk about this event then you will be free of the pain of that experience, be it a good experience or a hurtful experience.

Then you reverse rolls with your friend who will share with you what he or she is feeling and recalling.



When both of you are finished then you will feel free of that event – no longer holding it inside of you – this is the start of you being you – your true self – living who you truly are.

No one is going to shut you down, no one is going to judge you, you are the most incredible person and now everyone will begin to see who you truly are.

This is living how we are all meant to live – with our feelings first – not using our minds to shut us down or be restrained – we are to be free and be our true selves.

Are you ready to go on this voyage of Discovery?

discovery
Especially
for Me

Living Feelings First – Feeling Healing

CHILD

GIVING MY PERMISSION TO BE IN THIS PROJECT:

Introducing LIVING FEELINGS FIRST – FEELING HEALING into School

I....., accept the invitation and give my permission to stay in the classroom for the Feeling Healing sessions, as requested on the invitation information sheet.

I understand that I am part of a pilot program on Living Feelings First – Feeling Healing in schools, and I have read and understood the Child Information / Invitation Sheet given to me.

I have been able to ask questions about what will happen.

I understand that once a week for several terms, Introducers will come to our classroom and take us on a voyage of discovery.

I understand that I will feel happy and unhappy feelings and I will empty these out to a companion of my choosing and feel better after the session.

I understand that I may not feel better, and if that happens, the Introducer will help me on my own (one on one with a companion) to feel better.

I understand that it is possible that other sad feelings may come up for me after the sessions, and I can get help from my parents or the Introducer if I want to.

I give my permission for my teacher to give the Introducer my school marks from last year and end of term this year. These marks will not have my name on them, but will have a number on them to make sure they won't be given to anyone else.

I also know that I may be filling out an Emotional Wellbeing form before I start the sessions and after each term.

I can keep a copy of the Information / Invitation Sheet and this Consent Form.

I understand that my mother and/or father will also be filling out an Emotional Wellbeing form about me before I start the sessions, and after each term.

I understand that my teacher will be filling out an Emotional Behaviour form about our class before we start the sessions, and after each term.

I understand that:

- I am able to stop doing the sessions and filling out the forms and that I don't have to answer all of the questions if I don't want to.
- The information from this project will be written in a report, and my school, my parents and I will not be identified, so our individual information will remain confidential.
- If I don't want to do this, I don't have to, and I will be treated the same as I always have by my

- teachers and parents.
- I understand that whether I do this or not, it will not affect my school progress or marks.
- I have talked to my parents about doing this project.

Child's name and signature:

Print: Name printed

Sign:Date.....

Introducer or Researcher – I certify that I have explained the study to the child and consider that she/he understands what is involved and freely consents to her/his participation.

Introducer's Name:

Introducer's signature:.....Date.....

NB: Two signed copies should be obtained – one to be retained by the participant, and one to be retained by the researcher.

Living Feelings First – Feeling Healing

PARENT INFORMATION SHEET and CONSENT FORM

Annexure C

CHILD Consent Form LIVING FEELINGS FIRST – FEELING HEALING in Schools

Dear Parent

Your school has agreed to participate in a program introducing Living Feelings First – Feeling Healing for schools.

Before you agree to your child taking part in Living Feelings First – Feeling Healing sessions, please read the information below.

Why is this program being carried out?

Similar programs have been running successfully in schools in Australia and South Africa, now Australia and South Africa have conducted research showing evidence of the success of such programs. Now we have significant clarity as to how proceed further which is what is being introduced through Living Feelings First.

The aim of this program is to evaluate the effectiveness of Living Feelings First – Feeling Healing for children and schools. This study uses a pre-test / post-test design to evaluate the progression through Living Feelings First – Feeling Healing on the academic and social and emotional wellbeing of participating primary school students. This means that questionnaires will be filled out before commencing Feeling Healing and again after these sessions have been conducted.

What is the aim of the study?

The aims of this are to:

- improve the social and emotional wellbeing of participating primary school children
- provide support and tools for children in dealing with daily life events and emotions
- evaluate the effectiveness of conducting Feeling Healing sessions on the academic results of children
- evaluate the effectiveness of conducting Feeling Healing sessions on the social and emotional wellbeing of children and the classroom environment
- evaluate the effectiveness of conducting Feeling Healing sessions on children's behaviour in the classroom environment
- produce evidence of the effects of Feeling Healing on the academic, social and emotional wellbeing of participating children.

What is Living Feelings First – Feeling Healing?

Feeling Healing is a simple process, it is lightly orientated to meditation, which allows each child to reflect on past events that may have caused some difficulty, e.g., when they were scared. They are able to gather their recall and access their memory of an event that made them upset in some way e.g., when they got angry; and then proceed to and achieve a level of understanding, awareness and

ultimately forgiveness for themselves and resolve difficulties with others involved; e.g., the person they were angry at. This provides an opportunity for each child to let go and move on from old issues which may have caused emotional or physical blocks, and limited their ability to reach their ultimate potential. Children are given a way for dealing with future issues. It complements current work being done in many schools today such as values education.

The process involves the child uncovering a childhood memory that made them feel a certain way, e.g., scared, lonely, angry, or sad. The memory is noted in a drawing that they create and briefly describe. Resources are then selected that would have helped in the past e.g. being able to tell an adult, finding the courage to speak etc. The memory is verbally expressed to a companion of their choosing with the child seeing how it would have been different or felt different with new understanding. The child talks it out to the fullest extent it feels possible – thus unravelling any pain associated with the recalled event. In their talking out, ‘people’ involved in the memory whom the child would like to speak to are ‘drawn’ into the conversation with their companion. This conversation allows the child to tell the people involved how they felt and express what they wanted to say at the time but were unable to. Students are then able to forgive themselves and resolve issues with the person who upset them and complete their imaginary journey. Afterwards students typically feel more positive and confident about their behaviour, their choices and life in general. This is to be reinforced by regular Living Feelings First – Feeling Healing events, be they in the classroom or in the school grounds over the subsequent weeks.

What is the benefit to the children and the school?

The social and emotional learning goals of Living Feelings First – Feeling Healing aim to develop children’s ability to recognise and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions and handle challenging situations effectively.

Living Feelings First – Feeling Healing and similar, has helped children in a number of ways, including:

- Increased academic performance
- Better attendance rates
- Improved interaction between peers
- Reduced bullying
- Better relationships with their teachers
- An increase in self-esteem and confidence
- Improved behaviour and discipline in the classroom and playground
- Provision of practical tools for children

It is anticipated that these benefits will be achieved in this program. Parents and teachers will experience children with decreased behavioural issues. The children will have the tools to deal with life events and the many emotions they encounter daily. Relationships with peers will be more positive.

Are there any other effects on the children?

During participation in Living Feelings First – Feeling Healing, emotional issues will arise for students; this is the nature of this work. During the introductory sessions the children will identify happy times as well as sad times, and these have the potential to be embarrassing to parents, e.g., they may have gotten lost at the shopping centre – or just gotten lost somewhere. During the actual Feeling Healing classroom processes the actual issue(s) are confidential to the children, because they whisper to themselves during this time – unless they choose otherwise. However, there is the potential for abuse

issues to arise. From the experience of others who are conducting this work in schools elsewhere, this has not occurred to date.

What support will the children receive?

Appropriate child to Researcher / Introducers – practitioner ratios will be allocated to ensure that the children have ample support during the process, and for any children who may require extra assistance to complete their process, resulting in a feeling of ease.

The Introducers are all endeavouring to live Feelings First. They all have the experience and skills to manage a variety of emotional issues with children, if they occur, and if need be, after the classroom process, and/or at a later time, in partnership with the teacher, and/or you, their parent, the school nurse / counsellor / chaplain, or other health professional. The Introducers do not usually know what the issue(s) was, just that it has been dealt with and resolved. The teacher is to remain in the classroom and will also be able to provide any additional support required.

The Introducers will make themselves available, by telephone and in person, to the teachers, you (as parents), other school staff, and the children throughout the program to answer any questions arising and/or to discuss how the classroom sessions are going. One-on-one time will be offered for any child, teacher and/or parent who wishes assistance individually, inside and outside of school hours, free of charge.

Your Introducers name and contact details will be provided.

When will this be happening and how long will it take?

Sessions will be conducted weekly following this introduction a total of weekly sessions for half of the school year. Refresher sessions are to follow each year with more advanced understandings and material. Each Feeling Healing session will take approximately one class period of around 30 minutes, with a total of 45 to 60 minutes in the classroom with the children. The teacher is to remain in attendance at this time. For those children who do not have consent to participate they are to go into the care of another teacher / staff member for that period of time.

Should any children require additional support immediately following the classroom session, the teacher would remain with the class while the Introducer spends an additional 10 minutes re-processing the children in a quiet area of the school near the classroom. Each of the questionnaires will take no longer than 10 minutes to complete.

What will I (parents / guardians) need to do?

You are to receive the Parent Information and Child Information Sheets before giving informed consent for participation. This will be sent in the usual manner communication is sent via the teacher. You will need to read this information sheet and the information for your child, and let your child read what the process is about.

You will also be invited to an information evening to meet an Introducer. All of your questions will be answered. Once you have had time to talk with significant family members and your child, you may consider contacting the child's teacher or the Introducer to decline or agree to participate. If you are unable to attend the information session, you are asked to contact the Introducer to discuss the information and have any questions answered.

We will also be asking your permission for your child's teacher to give the Introducer an overview on your child's personality and your child's academic results. These results will have your child's name removed and replaced with a number, to ensure they remain confidential.

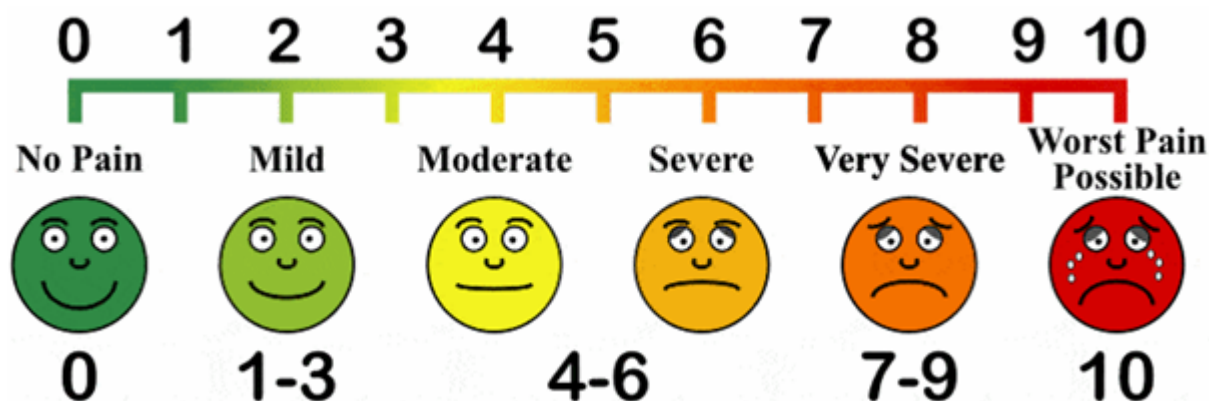
You may also be asked to complete a 20-item Emotional Wellbeing questionnaire about your child's emotional wellbeing before commencing Living Feelings First – Feeling Healing. Your non-identified questionnaires will be returned in a sealed envelope addressed to the Introducer.

What will the children need to do?

Once you have provided your informed consent for your child to participate, and your child has been given the Child Information Sheet about the program from you, they will also be able to choose each week whether or not they participate in the session.

Each week the children will participate in Feeling Healing in the classroom. For those children who do not have consent to participate they will go into the care of another teacher / staff member for that period of time. Should any children require additional support immediately following the classroom session, the teacher is to remain with the class while the Introducer spends an additional 10 minutes or whatever is required re-processing the children in a quiet area of the school near the classroom.

Prior to, and following each Feeling Healing session, each child may be given a set of smiley faces from sad to happy, and asked to colour-in how they feel. Using the smiley faces visual analogue scale, we can measure the effect of the individual sessions and also ensure the child is left happy and at ease.



The children may be asked to complete a 20-item Emotional Wellbeing questionnaire about their emotional wellbeing before commencing Living Feelings First – Feeling Healing sessions – their voyage of discovery and again after completion of each term. The children's non-identified questionnaires will be completed in the classroom and handed straight to the Introducer.

What does giving informed consent mean?

Giving your informed consent means that you have read this information sheet, fully understand your child's and your participation in the program, and signed the written consent form accompanying this information. In addition, you will have had any of your questions answered to your satisfaction.

How will the results of the program be used?

The results will be written into a report and paper for publication to assist in providing evidence of the effects of Living Feelings First – Feeling Healing for the children and classrooms. The school will be given a copy of the report. You are able to have access to the report upon request.

How will my privacy be protected?

An identifier (ID) will be allocated to the school, the class, the children, teacher and parents for participation and completion of the questionnaires. The school name of the teacher, children, and parents will not be used in any report or publication. All individual information will be given an identifier and the participants will remain anonymous

This information will not be seen or used by anyone except the researchers. Your information will not be given to any other person without your permission. All information will be coded without names.

During the conduct of the study the non-identified data will be stored securely in a designated office of the Principal Researcher where the study is being conducted. Data on the researcher's computer will be password protected.

Will I be paid for participation?

You will not be paid for participation. There has been no specific funding allocated for the completion of this study.

Is taking part in the program voluntary?

Yes. Neither you nor your child has to participate in the program if you / they do not want to.

If you do choose to participate and then want to withdraw without giving a reason, that's Okay – this will not affect you, your school, classroom, or your child.

If you have any further questions

Your School Principal and classroom teacher have given permission for Living Feelings First – Feeling Healing sessions in your school. If you have any further questions, feel free to contact the Principal.

LIVING FEELINGS FIRST – FEELING HEALING

Pre and Post Emotional Wellbeing Questionnaire for CHILDREN

Annexure D

Prior to commencing Feeling Healing sessions and at the completion of each school term:

Child's ID: _____ Date: _____

School ID: _____

Class ID: _____ Assessment: _____

INSTRUCTIONS: Below is a list of the ways you might have felt or acted. Please tick the box that best describes how you felt during the past week:

During the Past Week

1. I was bothered by things that usually don't bother me.
2. I did not feel like eating, I wasn't very hungry.
3. I wasn't able to feel happy, even when my family or friends tried to help me feel better.
4. I felt like I was just as good as other kids.
5. I felt like I couldn't pay attention to what I was doing.

Not at All A Little Some A Lot

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the Past Week

6. I felt down and unhappy.
7. I felt like I was too tired to do things.
8. I felt like something good was going to happen.
9. I felt like things I did before don't work out right.
10. I felt scared.

Not at All A Little Some A Lot

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the Past Week

11. I don't sleep as well as I usually sleep.
12. I was happy.
13. I was quieter than usual.
14. I felt lonely, like I didn't have any friends.
15. I felt like kids I know were not friendly or that they don't want to be with me.

Not at All A Little Some A Lot

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the Past Week

16. I had a good time.
17. I felt like crying.
18. I felt sad.
19. I felt people didn't like me.
20. It was hard to get started doing things.

Not at All A Little Some A Lot

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Well done! When you have finished, please give this to the Introducer person. Thank you

Reference: Weissman MM, Orvaschel H, Padian N. 198. Children's symptom and social functioning self-report scales: Comparison of mothers' and children's reports. *Journal of Nervous Mental Disorders* 168(12):736-740.

LIVING FEELINGS FIRST – FEELING HEALING

Pre and Post Emotional Wellbeing Questionnaire for PARENTS

Annexure E

Prior to commencing Feeling Healing sessions and at the completion of each school term:

Child's ID: _____ Date: _____
 School ID: _____ Parent's ID: _____
 Class ID: _____ Assessment: _____

INSTRUCTIONS: Below is a list of the ways you may have sensed your child was feeling from how he/she acted. Please tick a box that best describes what you sensed about your child during the past week:

During the Past Week	Not at All	A Little	Some	A Lot
1. Seems to be bothered by things that usually don't bother him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Doesn't seem to like eating. Says he/she is not very hungry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I/We don't seem to be able to make him/her feel better when he/she has been unhappy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Seems to accept that he/she is just as good as other children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Doesn't seem to be able to pay attention to what he/she is doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During the Past Week	Not at All	A Little	Some	A Lot
6. Seems to be down and unhappy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Seems to be too tired to do things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Acts like something good is going to happen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Having trouble doing things, which he/she could easily do before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Acts as if he/she is scared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During the Past Week	Not at All	A Little	Some	A Lot
11. Doesn't sleep as well as he/she usually sleeps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Seems to be happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Seems quieter than usual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Seems to be lonely, without friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Acts as if children he/she knows aren't friendly or don't want to be with him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During the Past Week	Not at All	A Little	Some	A Lot
16. Seems to be having a good time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Looks as if he/she is going to cry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Looks sad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Acts as if people don't like him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. It's hard to get him/her started to do things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please add any other comments you feel would be helpful:

When you have finished, please give this to the Introducer person. Thank you for your support.

Reference: Weissman MM, Orvaschel H, Padian N. 198. Children's symptom and social functioning self-report scales: Comparison of mothers' and children's reports. Journal of Nervous Mental Disorders 168(12):736-740.

LIVING FEELINGS FIRST – FEELING HEALING

Pre and Post Emotional Behaviour Questionnaire for TEACHERS

Annexure F

Prior to commencing Feeling Healing sessions and at the completion of each school term:

Teacher's ID: _____ Date: _____

School ID: _____

Class ID: _____ Assessment: _____

INSTRUCTIONS: Please indicate the extent to which you agree or disagree with each of the following statements by ticking ONE of the boxes per statement:

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1. Children's general behaviour in the classroom is challenging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Children's general behaviour in the playground is challenging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The children don't seem to be able to concentrate for very long.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Emotional outbursts are a common event.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Unsocial behaviour is a common event.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Bullying is a common event.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The children have low self-confidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The children don't have many skills to deal with their emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please add any other comments you feel would be helpful:

When completed, please provide the questionnaire to the Introducer.

Thank you for your continuing support.

LIVING FEELINGS FIRST – FEELING HEALING

Pre-Visual Analogue Scale of Emotion Faces

Annexure G

HOW DO YOU FEEL?

Prior to commencing Feeling Healing session:

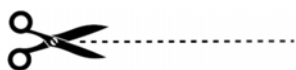
Child's ID: _____

Date: _____

School ID: _____

Class ID: _____

How do you feel now? (colour in only one face)



LIVING FEELINGS FIRST – FEELING HEALING

Post Visual Analogue Scale of Emotion Faces

Annexure G

HOW DO YOU FEEL?

After Feeling Healing session:

Child's ID: _____

Date: _____

School ID: _____

Class ID: _____

How do you feel now? (colour in only one face)

