

SECTION 2 - CONVERSATIONS USING
THE STORY BOOK

CONVERSATIONS AND ACTIVITIES TO BE
USED AS YOU READ AND MOVE THROUGH
THE STORY.

The Little Iceberg

Using the Conversation guide containing the prompts and questions work through the following sessions to explore the story in more detail. Build on your conversations as you move through the activities and notice how relationships develop within your group.

Session 1

Full reading

Concentrate on the first few pages where TLI is adrift on the ocean, feeling lonely.

Activity – to draw an interpretation of what this would be like e.g. imagery, colours, words, feelings. Explore what that might look like. You are free to draw an Iceberg or a person or even yourself. What colours would you use, what style would you use for her hair, her clothes. her jewellery? What would her expression be. Where in her face do you find evidence of her worry, loneliness or fear? What do her eyes look like? Her eyebrows? Her mouth?

Use this activity to prompt conversations around the feelings that are expressed in the creation of this drawing.

Session 2

Looking more specifically at how TLI's heart might feel when she is sad, fearful and lonely.

Activity – given a blank outline of a heart shape, lead a conversation about how The Little Icebergs heart might feel. You can use any colours, shapes or words.

Session 3

Look at where in the body The Little Iceberg might feel her sadness, loneliness and fear.

Activity – Use a blank outline of a body and consider where different feelings might be felt and what the physical sensations might be. What phrases do we use to describe how we feel that name a part of the body, e.g. pain in the neck, butterflies in your tummy.

Allow some time to explore how The Little Iceberg felt and we feel ourselves. Consider the idea that what we feel might not be the same as what we think or the facts or reality.

Activity – write some letters of comfort to the Little Iceberg containing some affirmations that might help when she is feeling sad.

Session 4

Look at the benefits of sharing difficulties or worries (where a big piece of ice falls from The Little Iceberg because of help from the bird).

Activity – Take time to think about things that have been a worry or are a worry now? What kind of things cause you to feel worry or feel anxious. What would help when you are worried?

Can you express any of this on paper? Do you want to draw a picture, do you want to write a story? Do you want to tell me a story and I will scribe for you?

If any of this is too difficult or sensitive then re-direct and wonder what might The Little Iceberg be worrying about or feeling instead.

Session 5

Considering trust, what is it? What does that mean?
There is a point in the story where the bird flies away but comes back again. For a while, The Little Iceberg is angry.

Activity – talking about people who are always there for us, no matter what. Who do we trust?

Can you tell me about someone who is important to you? Who will be there if you need them, if you are worried or afraid?

Can you write a story? Do you want to tell me about them and I will scribe for you?

Do you want to tell me about them and direct me in drawing them as you describe them?

Can you draw them yourself?

Session 6

Continue exploring the theme of trust. Notice that the relationship between The Little Iceberg and the bird is becoming more secure. The iceberg had moved from disconnection to connection.

Activity – use the outline heart and body activities again but this time reflect on a trusted relationship. What might that feel like in the body? What other feelings does it bring up? What does 'being connected' feel like to you? What behaviours would demonstrate trust and security? What is different when you are not sure of this?

What colours and shapes will you use this time?

Session 7

Thinking about breathing. Explore the point in the story where the bird and The Little Iceberg breathe together.

Activity – experiment with different types of breathing. Using just your chest, then your tummy and diaphragm. Breathing through your nose or your mouth. How do they feel? What are the differences? +

Activity – using any of the resources in this pack try out different types of breathing e.g. square breathing, infinity/figure of 8, triangle, star or HeartMath. Chose which feels most comfortable for you.

Activity – meditation. Either write your own meditation or use one of the meditations provided in this pack.

Session 8

Examine the final part of the story and concentrate on the theme of kindness.

Activity – discussion and drawing. What does kindness mean? How do you recognise kindness? Can you share a story of a time that you were kind or someone was kind to you? Is kindness a small thing? Does it often go unnoticed? Is it important? Does it change the world? Does it have anything to do with happiness?

This set of conversations and activities has been used several times in schools with small groups of children. In a session where the children were asked to feedback the kind of things that they talked about; this is what they said:

We learned a lot from one another

We enjoyed art, painting, drawing, crafting. It was fun and made it easier to talk.

We enjoyed the singing bowl and scented sprays.

Practising breathing was calming

Here are some of the things that they enjoyed talking about.

The effect of kindness on others

When people are kind, it comes back to them

Treat others how you would like to be treated

There are lots of forms of kindness and little kindnesses are important

Helping with friendships

Being more aware of how other people were feeling

Recognising where we feel emotions in the body

The story was helpful for people having a hard time

CONVERSATIONS AND ACTIVITIES TO USE WHEN
EXPLORING THE THEMES IN THE LITTLE ICBERG
STORY.

It's Always Good to Talk

Use either the Storybook or the Soundtrack to initiate curious conversations

Following the story of the relationship between the Little Bird and The Little Iceberg, here are suggestions for talking about the feelings that are in the story.

Use the prompts and the guidance below to initiate and encourage conversations, listen carefully, be curious and ask questions. Children are wonderful imaginers, philosophers and truth tellers.

You can draw, paint or make things while you talk. It often helps to have other things to do.

Sitting side by side or comfortably in a group decreases the intensity of expectation and allows for discussions that are relaxed and easy.

Go gently with conversations that are about difficult feelings and be confident in knowing that all you have to do is hear and hold whatever is shared.

Resist the temptation to intrude too much, ask open questions e.g., is there anything else that you would like to tell me? acknowledge pain or sorrow with reverence and gravity e.g. 'I'm sorry, that sounds like it was difficult for you.'

Unless there is a reason for you to think that a child or someone close to them is unsafe then your reassuring presence will facilitate fascinating and insightful conversation.

We have also added a list of additional resources that are easily accessible that will help create the conditions for meaningful moments and significant exchanges with either your own child/children or children that you work with professionally.

Scanning the horizon

"Floating. Alone. Far from anywhere." "No one pays much attention. After all, there are lots of icebergs in the ocean, all shapes and sizes"

How do you think The Little Iceberg feels floating, alone on the ocean?

Do you think she would rather be part of the ice shelf or by herself and why?

What else do you think that she might be on the lookout for?

Fear

"I'll let you into a secret. She was frightened all the time herself"

Why do you think she was frightened of these things?

How do you think being frightened all the time might feel?

What would you say to The Little Iceberg to help her feel less frightened?

What would you do to help The Little Iceberg feel less frightened?

How do you think The Little Iceberg would feel after your help?

Feeling Alone

"Actually, I don't care if she does come back, silly little bird!

Why do you think The Little Iceberg was a bit grumpy when the little bird flew away?

Why do you think the little bird left a tiny twig?

"When she did, it was so lightly the iceberg didn't even feel her touch"

Why do you think the little bird landed so lightly and in a different place?

The little bird brought a beautiful flower with a lovely smell. What is your favourite smell?

What does it remind you of?

How does it make you feel?

Curiosity

"What a strange bird who would bring such things to me!"

If you were the little bird, what would you bring to The Little Iceberg and why?

Burdens

"Then at long last, a piece of ice was freed and fell into the sea. The iceberg felt much better, a bit like when you are carrying something heavy, far too heavy, and you get a chance to put it down. Or better still, like when someone asks if they can help by carrying it for a while."

What sorts of things do you think The Little Iceberg would like someone to help carry?

Can you think of a time when someone helped you feel better because they listened to you and were there for you? What did that feel like?

Striking Out

Why do you think the little bird flew away and how do you think she felt?

Why do you think the little bird came back?

Forgiveness

"The iceberg didn't like the fact that the little bird had left her suddenly, so she growled at the bird all day"

What do you think the Little Iceberg felt when the little bird left her?

Why do you think The Little Iceberg stopped groaning and started to listen and then to hum?

Hope

"No matter how cold or fierce the wind blew, the little bird always stayed connected"

How do you think it felt for The Little Iceberg, knowing that the little bird was so determined to help?

Can you think of a time when someone stayed with you even when it was difficult?

What did that feel like? Where did you feel this in the body?

Emotional Storms

"One day a terrible storm came from nowhere"

What do you think The Little Iceberg was feeling during the storm?

What about the little bird? Do you think it was similar or different and why?

Sense of control

"You are safe. I am here. This will pass"

How do you think this makes The Little Iceberg feel? If the Little Iceberg had a body, where do you think it would feel this feeling?

Where do you feel safe?

"What do you need from me?"

Can you think of a time when someone was able to give you something you needed (not material things). How did that make you feel?

Breathing

"They had fun breathing to counts of four, then five, then six"

Partings

"And so, our work is done. I must go."

How do you think The Little Iceberg felt when the little bird said goodbye?

How do you think the little bird felt?

Are there any things that you do when you say goodbye to someone that make it easier for you? Do you have any ideas of things you'd like to do that would help?

Trust

"But then she remembered how brave her friend had been, so she trusted with all her heart"

The Little Iceberg learned from her friend and was able to take a chance and be brave.

Can you draw a picture of a time when you were brave. What helped you to feel brave? How did that feel?

What helps you to trust another person? Where would you have the feeling of trust (in the body)?

Belonging

"A brave little bird who listened and stayed connected, no matter how fiercely the wind blew"

How do you think The Little Iceberg feels now?

What do you think the Little Iceberg learned?

What does connection mean to you?

If you were to write your own story about The Little Iceberg and the little bird what would happen and what would be your ending?