# Starting Points: Creating environments for literacy teaching and learning in Community-Based Agencies

## Introduction

From September 2006 to June 2008, The Learning Centre Literacy Association offered literacy classes in partnership with community-based agencies in North East and Inner City Edmonton. These classes were supported through a Community Based Literacy project, funded by the Edmonton Community Adult Literacy Association. The project was offered as part of the Widening Access for Adult Literacies project. [1]

### Why offer literacy programs in community based agencies?

Only five to ten percent of adults who may have literacy challenges are likely to attend literacy programs (Long and Middleton, 2002). Barriers to attending programs include previous experiences with education, work and family responsibilities, distance from programs, lack of transportation, health issues, and low income. Locating literacy programs with community-based agencies is one way to reduce some of these barriers. In particular, people who already come to an agency are likely at home there; the agencies are closer to where people live and are generally accessible by bus; and some agencies offer childcare. As well agencies may offer support and referral services for adults.

### About this resource

This resource was developed during the Community Based Literacy project. It includes three parts:

- Creating holistic environments to support learning
- Organizing programs
- Ideas and resources for teaching and learning

## Creating holistic environments to support learning

Written by Mary Norton, 2008.

Widening Access for Adult Literacies Project.
http://www.wideningaccessforliteracies.ca

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[1] The Learning Centre Literacy Association sponsored the Widening Access for Adult Literacies project, in partnership with The Candora Society of Edmonton. The Office of Literacy and Essential Skills, Human Resources Development Canada, funded the project. The Edmonton Community Adult Learning Association funded several literacy classes that were offered through the project.

## Holistic learning [2]

There is growing awareness about the value of holistic approaches to support learning. This model of holistic learning was developed by Ramon Gallegos Nava (2000), a Mexican educator and director of the Foundation for Holistic Education. The model places spirit at the centre and the design implies how the various dimensions of self interweave.



| Holistic dimensions | Examples[3] |
|---|---|
| Social: All learning happens in a social context of shared meaning. Holistic learning includes collaborative learning and authentic relationships ((Nava, 2000; Griffith 2001; Tasmanian Holistic Education Network) | Welcoming<br>Outings<br>Getting to know each other, Gab fests<br>Share what we write<br>Working together<br>Learn from each other<br>Food preparation<br>Learning to be gracious<br>Games<br>Celebrations/birthdays |
| Emotional: Emotions accompany all learning and these emotions can affect the learning outcome (Nava, 2000). Emotions can be positive or negative (e.g., frustration, anger) and can support or block learning. | Caring for each other<br>Moral support<br>Encouraging each other<br>Crafts<br>Art<br>Journaling<br>Caring and compassionate people<br>Cooperation<br>Connections to other agencies |
| Mental: The mental dimension includes thought processes and capacity to reason logically (Nava, 2000). Griffith (2001) describes the mental dimension in terms of three related areas: rational/intellectual (left brain) metaphoric (right brain) and intuitive. | Creative writing<br>We think, We read, We imagine<br>Math/spelling/word games<br>Journaling<br>Teachers, Tutors, Students<br>Humour<br>Learning honoured<br>Computers<br>Field trips |
| Physical: Nava (2000) and Griffith (2001) both acknowledge | We arrive<br>Keeping the class space clean |

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[2] Developed by Mary Norton (2008).

[3] Ideas were collected during a workshop about Bringing our whole selves to learning, held at The Learning Centre in Edmonton (downtown site).

| | |
|---|---|
| connections between mental and physical learning and knowing. Nava notes that all learning occurs in a physical body, and that mind-body harmony is important in learning (Nava, 2000). Griffith describes physical learning as including the five senses of sight, hearing, smell, taste and touch. The more senses we use in learning the more likely we are to understand and remember. Griffith also notes that our physical state can help or hinder learning. | Learn about healthy eating<br>Exercises<br>Taking break<br>Crafts<br>Computers<br>Field trips |
| Spiritual: Leona English (2002) describes spiritual as strong sense of who one is; care, concern and outreach to the other; and the continuous construction of meaning and knowledge. For Nava (2000), spiritual has to do with the "total and direct experience of universal love that establishes a sense of compassion, fraternity and peace towards all beings." Griffin (2001, p. 121) describes spiritual as an awareness of all there is and an openness to what is not. | Getting into different things<br>Expanding ideas and beliefs<br>Appreciation of artwork and writing<br>Collage, Crafts<br>Painting<br>Drawing<br>Music<br>Dance<br>Listening<br>Respect, Acceptance<br>Setting goals<br>Volunteering<br>Journaling<br>Smudges |
| Aesthetic: Beauty as a key aspect of human existence. | Creating collages<br>Individual artwork<br>Decorating the class space<br>Plants<br>Tidiness of the class<br>Rooms are bright<br>Conducive for learning<br>Posters |

## Learning and violence

In the adult literacy field there has been growing awareness about how experiences of violence affect teaching and learning. Sometimes we think about violence in terms of physical or emotional abuse; in a broader view, violence includes any way of violating a person's identity and integrity (Palmer, 2004).

The *Learningandviolence* website (www.learningandviolence.net) provides research, information and resources to help facilitators and learners create

environments to support all adults in their learning. You might want to explore the website as you plan your program.

## Planning

Partnerships may be initiated by a community agency or by a literacy program. The agency may approach the program or vice versa. In either case, you will need to clarify the roles of each partner and who is responsible for ensuring that a number of things are in place.

Funding: Agencies and programs that are members of the Edmonton Community Adult Learning Association may apply to ECALA for regular course funding to offer literacy classes.[4]

A sample application and budget is included in Appendix A.  Responses to some of the following planning topics will also be needed to complete a funding application.

Need for literacy classes: How was the need for classes determined? Have agency staff noticed that some participants have literacy challenges?  Have some adults asked for literacy help/classes? Is the need for reading and writing or for English Language Learning? What is the potential enrollment if a class is offered?

Potential participants:  Decide how many people the class can accommodate and what levels of literacy learning will be supported. In small agencies, it is likely that participants will be at a range of literacy levels, and the facilitator will need to plan for group and individual work to accommodate those levels.

For literacy classes, think about whether learners will need to speak English well enough to participate in an English-speaking group, and about what range of educational backgrounds you can accommodate. Find out about ELL programs where people can be referred.

Learners may enroll for various reasons, including: personal growth and satisfaction; to meet needs for work or training, and to prepare for more structured learning programs. The social aspect of literacy programs is also important to many learners:

*I like it that the centre can put on stuff and I can come here and enjoy myself and meet so many good people.*

*I met new people and got to know them through their stories.*

Schedule: When is an appropriate time to offer a class? What time do parents need to be home for their children? Is it possible to offer an evening

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[4] (For more information and application procedures, go to http://www.ecala.org).

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class for people who cannot come during the day? How many class sessions will there be?  (Most classes offered through the CBL project were once a week for two hours, for 6 -7 weeks per session.)

Enrolment:  Will learners be able to join the class at any time, or will there be a specific start date? Continuous enrolment means that more learners may participate. It also requires the facilitator and learners to be flexible and adapt to changes in participation.

Space: Community based agencies often have limited space (as do literacy programs) and available space may be used for a number of purposes. Clarify:

□   when space is available
□   that there are appropriate tables and chairs
□   that there is a white board and /or flip chart stand
□   what other equipment is available (e.g., CD player, computer, DVD player)
□   who will be responsible to set the room up for classes

Despite best intentions, the room designated for a class may unexpectedly be needed to store donations or be used as a workspace to prepare for an upcoming event. When these sorts of events come up, class facilitators and participants can be encouraged to do the best with the space.

For instance, one facilitator places a candle on the table to create a "space" and focus for participants. This may be especially helpful when the room is cluttered with stored items.

For a program offered in a drop-in centre, the facilitator used a colourful tablecloth to designate the "writing" space. Relaxing background music can also help to create a supportive atmosphere (though it can also be distracting for some learners).

Childcare:  Does the agency offer childcare?  If so, may parents who attend the literacy class access the childcare?  How do they arrange for this?

Volunteers:  Volunteer tutors can enhance learners' experiences, especially when a class includes learners at various stages of literacy development. If you plan to involve volunteers, decide who will be responsible for:

□   Recruiting and meeting with volunteers
□   Providing orientation/training
□   Supervising and supporting volunteers

Promotion: Sample posters and flyers are included in Appendix B. These can be adapted to include specific locations and times of classes.

Clarify who will be responsible for the following tasks:

□   Design promotional materials

- □ Review promotional materials with agency participants; use feedback to revise the materials
- □ Decide how many copies of materials to print
- □ Print /copy materials (including payment for printing/copying)
- □ Distribute materials (including payment if mailing)

Following are some ways that promotional materials might be distributed:

- □ Arrange to have flyers handed out at grocery store checkouts.
- □ Arrange with neighbourhood schools to send flyers home with children.
- □ Ask volunteers to distribute flyers door to door in neighourhoods served by the agency.
- □ Copy the flyer (or flyer information) into agency and school newsletters.
- □ Distribute flyers at inter agency network meetings.

As well, schools may welcome agencies/literacy programs to host a display about the classes at school Open Houses.

Facilitators:  Facilitators are responsible for planning and facilitating classes that address the needs and interests of participants. It can be a challenge to find a facilitator who has the qualities needed to facilitate a literacy group, and who is interested in facilitating a part-time group (e.g., two hours a week).

A literacy program may have literacy facilitators on staff who can work with an agency class. An agency may have a staff person who has facilitated groups and needs some ideas and support to offer a literacy class.

If the facilitator is new to the agency, ensure that s/he is introduced to agency staff and knows who to contact:

- □ in case of emergency while on site
- □  if she or he is not able to facilitate the class on a particular day (e.g., someone in literacy program or in agency)
- □ for help to address matters that may arise while onsite.

Snacks:  A healthy snack can provide an energy boost. Decide if you will provide snacks for the class, and if so, who will purchase and provide them.

Bus tickets: Some learners may need bus tickets to get to and from the class. Decide if you will provide bus tickets, and who will look after buying and giving them out (e.g., the instructor, an agency staff person).

Insurance: Ensure that facilitators and participants are covered by the agency and/or literacy program's insurance. For example, when The Learning Centre was offering classes at agency sites, staff contacted the insurance agent to confirm coverage, and provided a list of sites where programs were being offered.

Partnering with schools: Community oriented schools may be interested in partnering to provide literacy programs, particularly for parents of children who attend the school. If the class is open to other adults, clarify school policy and practices with the school principle, facilitators, and learners.

Letter of agreement: You might want to develop a letter that outlines the roles and responsibilities of each partner. Areas to cover included:

- What are the intentions of the program? (e.g., literacy class, participants, numbers)

- When will the program run?

- What will each agency provide? (e.g., meeting space, child care, hiring and paying facilitators, resources)

- Who will advertise the program, refer learners, take registrations?

- Who will represent each agency?

- Who will evaluate the program?

- What will you do if there is a disagreement or misunderstanding?

Evaluation: As well as informally inviting input and feedback from learners, invite learners to complete a structured evaluation at the end of each session of classes. A sample evaluation form is included in Appendix D.

## Ideas and resources for teaching and learning

### About literacy/Literacies

Classes offered through the project were based on the idea that literacy includes a range of ways that adults read and write in daily activities and networks, on their own and with others. They recognized that adults learn and practice literacy informally in homes and communities to address needs and interests that arise. This is a *social practices* view of literacy.

Literacy/literacies practices includes using reading and writing to organize or document life, for personal communication, private leisure, and making sense of information or situations (Hamilton, 2000). People use literacy to get things done, rather than to develop literacy skills per se. The project also recognized the importance and relationships of oral language and literacies development (Ewing, 2003), along with the effect of feelings and values.

In practice this means that adults can learn and practice reading and writing strategies (the "how" of reading) in relation to the kinds of texts they need to read and write, and the context and purposes for reading. For example, learners might want to be able to read newsletters from their childrens' schools. The newsletter is the text. The contexts for reading this newsletter would include purpose, feelings and values (read for information, to keep up; feelings and values about reading; roles in childrens' education).
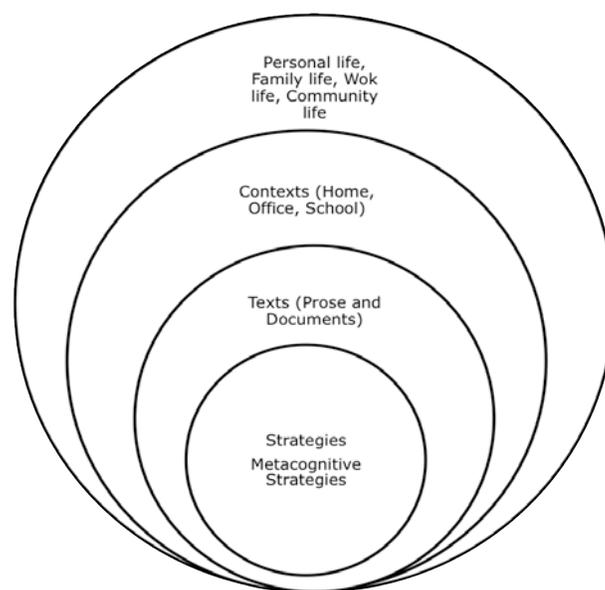
In this view, key resources are materials that relate to learners' lives and interests, learners' knowledge and experiences, and tutors' and facilitators' knowledge about reading and writing strategies and how to teach them.

Here are some resources that offer suggestions for teaching and learning in these ways:

*An adult literacy and curriculum framework for Scotland. (*2005.) Edinburgh: Community Learning Scotland. Retrieved April 30, 2010 from: http://www.aloscotland.com/alo/files/ALNCurriculumFramework.pdf

*The circle of learning. Benchmarks levels 1 and 2.* (2006). Saskatoon, SK: Saskatchewan Literacy Network. Retrieved April 30, 2010 from: http://www.sk.literacy.ca/pdf_links/benchCircle.pdf

*Record of Achievement Manual, Certificate in Literacy and Learning: Stage 1.* (2009). Manitoba Advanced Education and Literacy, Adult Learning and Literacy. http://www.edu.gov.mb.ca/ael/all/publications/stages/pdf/stage1_0809.pdf

*Record of Achievement Manual, Certificate in Literacy and Learning: Stage 2.* (2009). Manitoba Advanced Education and Literacy, Adult Learning and Literacy. http://www.edu.gov.mb.ca/ael/all/publications/stages/pdf/stage2_0809.pdf

*Record of Achievement Manual, Certificate in Literacy and Learning: Stage 3.* (2009). Manitoba Advanced Education and Literacy, Adult Learning and

Literacy. http://www.edu.gov.mb.ca/ael/all/publications/stages/pdf/stage3_0809.pdf

## Sample class outline (2 hours)

- ☐ Learners arrive and settle in
- ☐ Journaling: Learners write in journals. (Learners may share their writing with the group, or hand in journals to the facilitator for response, or keep journals private)
- ☐ Creative writing: All learners can participate. Provide scribing support as needed. Learners can choose to share their writing aloud. Writing can be typed up and copied as reading material.
- ☐ Reading: Learners work in groups or individually, according to reading level and interests. Encourage learners to bring in materials from their home, work and community that they want to read.
- ☐ Spelling/word identification practice:

## Learning Resources

Sources of easier to read materials

*English Express* (http://www.englishexpress.ca/). This easy to read newspaper is distributed for free in Alberta. See the website for ordering information. The website also includes stories from past issues, along with interactive learning activities.

*News for you.* Stories from this newspaper for adult learners are included at http://www.newsforyouonline.com/

*National Adult Literacy Data Base* (http://www.nald.ca) includes a library of resources for literacy teaching/learning. Many can be downloaded. NALD also includes stories by adult learners, many of which can be listened to as well as read (see Story of the Week on the NALD home page).

Lending collections

*Edmonton Public Library* (http://www.epl.ca) has books for literacy learners. As well, some non-fiction books in the children's collection are appropriate for adults.

*Learning Links Resource Centre* (http://www.literacyalberta.ca/library.htm) Literacy Alberta members may borrow resources from this resource centre at no charge. The Centre is based in Calgary and resources are mailed sent out by mail.

Publishers

*Grass Roots Press* publishes and distributes readers and resource materials for adult literacy learning. Many of the publications are Canadian content. (http://www.literacyservices.com/)

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*Frontier College New Readers Bookstore* distributes materials for literacy learning and teaching ([http://www.frontiercollege.ca/english/bookstore.html](http://www.frontiercollege.ca/english/bookstore.html))

## Reading strategies

Following are general reading strategies that learners may use to enhance their comprehension.

*DRTA.* This is a general comprehension strategy that encourages learners to prepare to read a story and to monitor their comprehension.

- ☐ Invite students to read the title of the story and to brainstorm what the story might be about. Record what students brainstorm.
- ☐ Students read the first part of the story. Ask students if their predictions were accurate or not, or if they need to change them.
- ☐ Students continue reading and checking/revising predictions until the story is finished.

*K-W-L* can enhance comprehension of non-fiction reading. Before reading, students brainstorm and list what they Know about the subject, and list what the Want to learn. After reading, students can list what they learned. You can find a KWL handout at [http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf](http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf). Ideas for using KWL are included at http://olc.spsd.sk.ca/DE/PD/instr/strats/kwl

## Writing

Refer to *Fearless Free Writing* for ideas about facilitating a writing group.(Available from The Learning Centre Literacy Association. http:/www.tlcla.org)

*Journal writing.* Journal writing encourages learners to write, is a way to settle into class, and if shared, can be a way to build a relationship and get to know learners. For journal writing ideas go to [http://olc.spsd.sk.ca/DE/PD/instr/strats/journal/index.html](http://olc.spsd.sk.ca/DE/PD/instr/strats/journal/index.html)

*Creative writing.* Ideas to prompt writing include:

- ☐ Lay out a collection of pictures (cut from magazines and mounted on card stock). Invite learners to choose a picture that reminds them of an experience or story and write the story.

- ☐ Lay out a collection of small objects (e.g., key, measuring spoons, marble, crayon, coin, medal, beads, whistle, spool of thread). Invite learners to choose an object that reminds them of an experience or story and write the story.

- ☐ Quotes. Do an internet search for quotations or sayings on a topic (e.g., learning, hope, travel). Copy the quotes into a word document.

Print the document and cut the page into strips, with a quote on each strip. Invite learners to choose a strip and write about what the quote means to them.

☐ Word cards. Type inspirational words in Word on a business card template. Print on business card stock. Place the cards in a basket. Invite learners to choose a card and write about what the word means for them. (Examples of words: peace, hope, perseverance, serenity, compassion, change).

☐ See Appendix E for a collection of writing prompt sheets. These were developed by Shar Mitchell for a drop in writing program.

## Spelling

*Quick word* is a series of personal dictionary workbooks that learners can use for spelling reference. It includes common words in alphabetical order, functional words, days and months, etc. Learners can add words to the books. For ordering information:
http://www.curriculumassociates.com/products/detail.asp?title=QWoverview

*Spelling patterns:* Choose a theme word (e.g., Thanksgiving) and write it on the board or flip chart. Invite learners to spell as many words as they can from the letters in the word. Learner can take turns writing their words on the board. Invite learners to look for spelling patterns (e.g., in, gin, sin, tin).

*Spelling map:* Choose a theme (e.g., healthy foods). Write the theme in the centre of the board. Invite learners to identify categories of foods (dairy, protein, vegetables). Write these words around the theme. Then invite learners to name and spell words that go in each category. After the map is complete, invite learners to look for spelling patterns, prefixes and suffixes.

## Professional Resources

http://www.learningandviolence.org  includes information and ideas for addressing impacts of violence on learning.

The National Adult Literacy Database (http://www.nald.ca) includes links to Canadian and International Literacy organizations.

Literacy Alberta (http:///www.litreacyalberta) offers professional development workshops and an annual conference.

*Literacies* (http://www.literacyjournal.ca) is a journal of literacy research and practice in Canada.

*Focus on Basics* (*http://www.ncsall.net/?id=31*) is the quarterly publication of the National Center for the Study of Adult Learning and Literacy. It presents best practices and current research on adult learning and literacy.

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Faculty of Extension, University of Alberta offers online courses about adult literacy teaching and programming.
http://www.extension.ualberta.ca/cace/program.aspx

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Appendix A
A sample application and budget.[5]


Agency Name

1. Course name: *Developing Reading and Writing* (Adult Basic Literacy)

2. Vision and Mission:

2.1 How the course fits with the vision and mission:

3. Course goals and anticipated learner outcomes

| Course goals | Anticipated learner outcomes |
|---|---|
| To establish a context where participants feel comfortable and supported to learn | Participants will feel comfortable and supported to learn. |
| To provide opportunities to develop cognitive, personal and/or social skills related to literacy development | *Participants will develop cognitive, personal and/or social skills to extend their literacy.* |
| To involve participants in identifying issues and topics they wish to learn about, in order to provide relevant learning contexts | Participants will extend their knowledge and understanding of issues and topics they and co-learners identified. |
| To involve participants in identifying skills and practices they want to develop | *Participants will extend the skills and practices in the areas they identified.* |
| To plan and provide instruction and resources that account for participants' interests | *Participants will engage in learning activities with resources that relate to their interests.* |
| As relevant, to assist learners to relate personal and social issues and to plan actions to address them | Participants who identify personal issues as an area for learning will extend their understanding of relationships between their issue and larger social issues, and, as relevant, make plans to address them. |
| To help participants assess and appreciate their skills and knowledge, plan for learning and its applications, and celebrate accomplishments | Participants will identify what they learn through the course. As desired, they will take part in activities with other participants to celebrate accomplishments. |

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[5] Based on a proposal to ECALA developed by Mary Norton for The Learning Centre Literacy Association.

3.1 Course Location: [Agency address]

4. Learners:

Learners are adults who are involved with [Agency name] or who live in the neighbourhood, and who want to learn to read, write or to improve or maintain their literacy skills. Most participants are not currently employed and have low incomes. Some have health problems or personal challenges that require consideration when planning their learning. While some participants may be preparing for employment or academic upgrading programs, others want to improve or maintain their reading and writing skills for everyday living, learning, self-expression and meaningful occupation.

5. Accessibility:

[Note whether agency is accessible by public transportation, has childcare and/or is accessible by wheel chair / walker].

6. Instructors' credentials

[Agency name] will employ an adult educator to facilitate *Developing Reading and Writing* courses. We will seek to hire an individual who has post-secondary education, including courses or programs in education and/or adult education, and who has knowledge and skills relevant to helping adults develop reading, writing, and/or related skills. The main criteria for hiring facilitators will be experience and affinity for working with adults, knowledge of adult reading and writing development, and an understanding of learner-centred, participatory approaches.

7. Course outline/Curriculum: Learners will develop reading and writing skills through using topics and materials of interest and relevance to them. Learning facilitators help students plan their learning and provide feedback. As possible, learning of reading and writing is integrated with developing knowledge and skills for everyday living, further learning or education, self-expression and occupation.

Through the course, participants have opportunities to learn and develop skills in one or more of the following areas:

- reading skills and strategies for word identification and comprehension (e.g., use of context and monitoring strategies, letter sound relationships, metacogntiive strategies.)
- facility with writing process (drafting, revising, editing) and spelling
- oral communication skills, including speaking in groups and in public settings
- personal and interpersonal skills for self-direction and working in groups
- critical and creative thinking skills

Depending on participants' interests, some sections of the course may focus more on reading or on writing.

8. Needs assessment:

[Explain how need was identified]

9. Timeline

Three sections will be offered between January and June, 2007 and two sections will be offered between September and December, 2007.

10. Expected number of learners

The anticipated number of learners is between 6 and 8 per section. The estimated total registration for all sections is 30, including learners who participate in two or more sections.

11. Evaluation methods

One or more of the following methods will be used to evaluate courses:

- attendance
- participants' learning plans and reflections on learning
- group discussion with participants to review their learning
- feedback forms completed by participants (see attached)

12. Risk Management

[e.g., insurance; staff on site; childcare qualifications]

13. Partnerships

Ways in which partners will support each other, e.g.:

- lending resources to the course instructor
- provide assistance to order resources, as needed
- referring people to the program as appropriate

14. Budget

Sample posters and flyers

## Read and write your way. . .

…a group for adults who want to improve reading and writing skills

• Come as you are.
• Meet others
• Learn at your own pace.
• Read and write about what interests you.
• Get help on tasks you need to do.
• Brush up on reading and spelling skills

Where:      [Agency name and address]

When:       Wednesdays, 1:00 – 3:00 pm
            September 20 – October 25
            November 8 – December 13

Childcare:  Available for free but please register
            with [Name]

Cost:                  Free

To sign up:  Phone [Name]  - [Phone number]
            Or drop by [Agency]


*This group is sponsored by [Agency] and [program] with funding from the Edmonton Community Adult Learning Association.*

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**Appendix C**

Sample evaluation form[6]


Satisfaction Survey – 2008

The Edmonton Community Adult Learning Association (ECALA) helps to fund classes and groups at [Agency name]

ECALA wants to know how satisfied learners are with their classes. Please use this form to tell us what you think. You do not need to put your name on the form so your responses can be anonymous. All of the responses will be counted and reported to ECALA.

Please read each sentence below. Circle the number that shows how much you agree or disagree with the sentence.


| I don't agree 1 | 2 | 3 | 4 | I agree 5 |
|---|---|---|---|---|

The Reading and writing class teaches me what I need to learn    1  2  3  4  5

I can use what I learn in my daily life    1  2  3  4  5

The quality of services at the Learning Connections is good    1  2  3  4  5

The Learning Connections program helps me reach my goals    1  2  3  4  5

Overall, I am satisfied with this program    1  2  3  4  5

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[6] Developed by Phyllis Steeves for The Learning Centre Literacy Association.

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Appendix E

Sample Writing Prompt Sheets
Developed by Shar Mitchell, The Learning Centre Literacy Association

Taking Stock

By _____

Date_____


What three things have I done today of which I am proud?

1. _____

2. _____

3. _____


What three things would I like to do better?

1. _____

2. _____

3. _____


If I woke up tomorrow and everything in my world was perfect what three

things would be different about me?

1. _____

2. _____

3. _____

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These days

By_____

Date_____

These days I am happiest when

These days I feel proud of myself because

These days I am grateful for

These days the most fun I have is

These days the most important people in my life are

Paint Your Feelings - #1

By_____

Date_____


Love is the colour_____

It sounds like_____

It tastes like _____

It smells like_____

It looks like_____


Joy is the colour_____

It sounds like_____

It tastes like _____

It smells like_____

It looks like_____


Fear is the colour_____

It sounds like_____

It tastes like _____

It smells like_____

It looks like_____


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# Paint Your Feelings #2

By_____

Date_____


Mad is the colour_____

It sounds like_____

It tastes like _____

It smells like_____

It looks like_____


Sad is the colour_____

It sounds like_____

It tastes like _____

It smells like_____

It looks like_____


Glad is the colour_____

It sounds like_____

It tastes like _____

It smells like_____

It looks like_____