

How “Did You Know?” can be used during therapy sessions:

Page 1

Ask clients to name things that make them laugh. Ask clients to show you what their laugh sounds like.

Page 2

If your client has a physical disability, this would be a good time to be a safe person and approach a topic that the client may not get to talk about often. “She has a wheelchair. How do you think that makes her feel?” This will allow the client to practice empathy while also processing how she/he is impacted by physical ability. If your client is non-verbal or is cognitively impaired, you can point to them, point to the wheelchair, and smile. Even if the client doesn’t have a physical disability, it can be an opportunity to talk about how people with different types of disabilities have to overcome obstacles throughout life. “Would you like to share some obstacles that you have overcome?”

Page 3

Explain the mental health benefits of laughter, as appropriate by age. For example, if you are speaking to a high school student you may say that laughter releases dopamine. Dopamine can help with motivation and boost moods. Whereas, you may say to a first grader that it makes a person feel happier when they laugh. If you have a client who is not much of a talker, this would be a good time to ask what their favorite item is and why. It says “favorite toy” in the book, but an adult may say they love taking care of plants because it brings them joy.

Page 4

You will notice this page says weapon. If you have a client that has been exposed to weapons in unsafe ways, this is a perfect opportunity to talk about the “safe weapons” they carry with them every day (the positive qualities and techniques).

Page 5

Explain that some gifts don’t last forever, but there are things that can never be taken, such as laughter, smiling, and the ability to change the way we think.

Page 6

Use this page to normalize that all people have hard days at least once in a while. Be sure to do this without minimizing the difficulty of any trauma that has been experienced by the client.

Page 7

One word-Neuroplasticity. In many situations, clients may feel hopeless. “Well, I struggle with depression because my mom did”, “I am this way because of what I went through”. This is a great time to explain that their brain can change for the better!

Page 8

Allow the client to speak of the “mountains” that they are facing.

Page 9

If a client feels that they have little to no control over their life you can share how much effort they put in is within their control.

For a client that is feeling pressured by others, this is a good reminder that others' expectations do not determine their progress.

Page 10

Depending on age, students can be educated that when they help someone else, it releases 2x the feel good chemicals as if they help themselves. This is a great time to provide encouragement. They can use the positive affirmation “I make a difference”.

Page 11

Have a conversation about being a good example.

Trauma survivors can be told that they now have the power to be better than the one/ones who harmed them. They get to move forward giving good to the world, even after all they've endured.

Smaller children, they may be stealing other kids' toys, hitting, etc. This is an opportunity to explain how they get to help show others how to be, and then talk about positive options to do so. This gives them power back.

Page 12

Educate on what compassion is.

Ask the client about a time that someone showed them compassion. Ask the client about a time that they showed someone compassion.

Page 13

For younger clients, have them make a dinosaur rawr as loud as they can. Educate on what happens when we hold our emotions in and don't process them. Unprocessed emotions can sometimes come out loud and scary like a rawr.

Page 14

Have the client name a time they got scared and how they were comforted through that time. If they are unable to name how they were comforted, have them name what would have made them feel better in that moment, and then encourage them to imagine it actually happening that way.

Page 15

Have the client name people who care about them.
Educate on what defeat is and how it can impact a person. Then, speak on resiliency/getting through the tough times in life.

The last line of this page would be a good time to discuss if anyone has ever said something hurtful to them and question if they started to believe any negative thoughts about themselves. Then, talk about good qualities they have and what it means to be a “warrior”.

You can also use this last line to explain “worrier” VS “warrior”.

Page 16

Explain the importance of accepting emotions, and that there is no such thing as a “bad” emotion. It is what we do with those emotions that is most important.

Page 17

Speak about the importance of positive music vs listening to negative music that fuels our thoughts.

You can give education on how music has been used in therapies such as EMDR for Bilateral stimulation.

Positive music can lower stress hormones and increase feel good chemicals.

Page 18

Explain that sometimes there are times we are expected to sit in our seat when we want to dance, etc. and that there is a choice in choosing to respect the places we are at.

Speak to them about their interests and activities that bring them joy.

Talk about their individuality and the beauty of what makes them, them.

Page 19

Educate on the power of using their voice for purpose, and choosing wisely what that purpose is.

Reiterate that their voice matters and that they are seen and heard.

Page 20&21

Encourage the client to picture a tiny grain of sand. Then, a small beach. Then, a large beach. Then, all the sand in the entire world. You can then explain that is how loved

they are, even if there have been people along the way that have mistreated them. They were born already loved, and they do not have to do anything to earn that love.

Page 22

Give some kind of visual that love never runs out. We sometimes explain to clients that love is not like a pitcher of water. Once you pour the pitcher out, it is empty. It is like a pitcher that just keeps pouring and pouring and it does not run out.

Page 23

The tiniest amount of love can make us rethink any doubts that we have. The second line gives one example of where love can be felt. Encourage your client to name other places they feel love and how they receive love.

Educate on healthy love and unhealthy “love”.

Line three is important. Explain that love is something that is always carried with them no matter where they are or what they are doing. Even if people have walked out, they are still worthy of being loved.

Page 24 & 25

This is a reminder of a fresh start with each day. While we know it is not as simple as just saying “goodbye bad memories”, this lays the foundation of hope, that even if there have been difficult times, there is hope for the future.

Page 26

We know that bubble baths are not the only form of self-care. This is an opportunity to talk about various types of self-care and encourage your client to utilize them.

Page 27

This page is not encouraging anyone to engage in unhealthy or destructive patterns, but rather an opportunity to explain that they have a choice on their journey. They can choose to do the hard work of healing and stepping towards a healthy life.

Blank pages in the back of the book

If you are gifting this book, this is a space to write a positive message to the recipient. These pages can also be used for the reader to add in their part of the story with words and/or illustrations.