

FROZEN LIGHT

The Forest – Sensory Resource Kit



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The Forest tells the story of Thea and Robin and how they find each other. Trapped in lives filled with daydreams, Thea and Robin both crave an escape from their everyday routines. One day they are drawn into the dark and mysterious forest and find themselves on an unexpected journey of self-discovery filled with surprising encounters and experiences that change their lives forever. They are drawn into the forest by a mysterious storyteller Ivy who weaves a path to bring the two of them together.

Each session is designed to last approximately 60mins.

The role of **Storyteller** can be played by family member, carer, support worker, or any other member of staff leading the activity.

Each session has a sensory storytelling activity and some sessions include an additional art activity.

The storytelling can either be completely separate session by session or you can add onto the story every session. (E.g. in session two you can do the storytelling section from session 1 & 2. In session 3, do the storytelling section from session 1, 2 and 3.)

Repeat each storyteller line several times to re-iterate the story and do the same with the songs.

Use an object of reference to represent the session as *The Forest* session. We recommend using a notebook or guitar as these are the objects that represent the characters in the show. **If you don't have a guitar you can always replace it with another instrument for telling the story, you can replace the word guitar with another instrument in the storytelling.** You could also use a leaf or twig to represent The Forest. This object should be passed around at the beginning of each session of *The Forest*. This will help the participant remember the topic and help build on what has been learnt. Once each person has felt the object the session can begin. It could begin with a re-cap of what happened the session before.

You can find The Forest PowerPoint which accompanies this Kit with more photos and embedded music on our website. The slides link to the

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story and the slide numbers are noted in each section. You do not need to use the PowerPoint it just adds an extra layer to the sessions.

Create a display board for *The Forest* in your house/classroom/work space. Use this to display any photos taken during each session, the art work created and any sensory props used, (e.g some pieces of confetti, a cloth that smells of pine, a balloon filled with rice). Before each session show the young people the board to remember what they did in the last session of *The Forest*.

Each session is accompanied by music from the show on [Soundcloud](https://soundcloud.com/user-37123114/sets/the-forest). The track listing on SoundCloud can be found at the end of the pack.
<https://soundcloud.com/user-37123114/sets/the-forest>

Lucy Garland and Amber Onat Gregory
Frozen Light

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Session One

Theme: The lonely city

Objective: Introduce the story, remember seeing The Forest at the theatre

Outcome: To explore the different types of paper. I can identify which one I like best.

Sensory props: Coins, guitar (or ukulele), notebook, white confetti.

Activity items: Different types of paper and pens



Storyteller	Activity	Music	Props
<p>Storyteller: This is Ivy's forest. Sometimes it's huge, stretching all the way to the horizon and other times it's very small indeed. And Ivy is here every day and she knows exactly where the day is going to take her, but today is different. It's different today.</p> <p>Slide 2</p>		<p>Play track 01 - The Forest https://soundcloud.com/user-37123114/track-1-the-forest</p>	
<p>Storyteller: On the edge of The Forest lies a town. A town where the people know, who they are, what they like and what they do, and they don't like the forest and they never go in.</p>			

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Slide 2			
<p>Storyteller: In the town there lives a man named Robin. Robin is a frozen statue who stands still in front of the people of the town all day, every day! He only moves when people drop money in his hat.</p>	<p><i>Give participants some coins to feel. What happens if you put the coins in a tub or tin? What noise do they make?</i></p>	<p>Play track 02 - The City https://soundcloud.com/user-37123114/track-2-the-city</p>	<p>Coins</p>
Slide 3			
<p>Storyteller: Robin is miserable, but there is one thing that keeps him going...his guitar. He writes beautiful tunes on his guitar.</p>	<p><i>Pass around the guitar. Allow the participants to strum a chord or feel the vibrations when someone plays it. (Don't worry if you can't play the guitar it is just about feeling the instrument and the vibrations).</i></p>		<p>Guitar or similar (ukulele, banjo, mandolin, bass, or any other stringed instrument)</p>
Slide 4			
<p>Storyteller: On the other side of town lives Thea. She never leaves her room and is very, very lonely. The only thing that keeps her going are the stories she writes in her notebook.</p>	<p><i>Give each participant a notebook. Allow them to scrunch the paper, draw in it with a pen, flick the pages to create wind and sound, explore the notebook in a way appropriate for each participant's needs.</i></p>		<p>Book, Paper, pens, crayons</p>
Slide 5			

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<p>Storyteller: Today Thea has had the same words going round and round in her head and she can't stop writing them down. She can't stop thinking about these words and gets very frustrated. She rips out a page from her notebook and throws it out the window.</p> <p>Slide 6</p>	<p><i>Rip up some paper in front of each participant so they can hear/feel what it sounds like.</i></p> <p><i>Throw handfuls of confetti over each participant.</i></p>	<p>Play track 03 The Weaver of Paths https://soundcloud.com/user-37123114/track-3-the-weaver-of-paths</p>	<p>Paper or confetti</p>
<p>Storyteller: Ivy picks up Thea's paper and leads a paper trail into The Forest.</p> <p>Slide 7</p>	<p>Activity: <i>Have 13 pieces of paper. Write a word from this sentence on each –</i></p> <p><i>"The wind whistles through the trees. A song that's happy to be free."</i></p> <p><i>Mix the words up and then place them in a trail around the house/workspace. Lead the participant on a trail to find the pieces of paper. When you have found them come back to the classroom and work together to build the sentence.</i></p>		<p>Different types of textured paper, pens, crayons, glue sand etc.</p>

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	<p><i>Each piece of paper you write on could be a different texture so that the participants can feel them. For example – Sugar paper, tissue paper, acetate, corrugated card, standard card. Write on standard paper with wax crayon, glitter glue, make the words out of glue and sand.</i></p>		
<p>Storyteller: Robin finds the paper trail and follows it into the forest. He reads the words on the paper and plays a tune inspired by the words. They are the most beautiful words he’s ever read.</p> <p>Thea hears the tune that Robin plays. It is the most beautiful sound that she has ever heard. Even though she doesn’t usually leave her room she decides to follow the tune into the Forest. Today is different, it’s different today.</p> <p>Slide 8</p>			

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Session Two

Theme: Enter The Forest - Names

Objective:

- i) To respond to the different sounds of the forest
- ii) To smell the forest smells.
- iii) To respond to their name

Outcome:

- i) I can differentiate between the different sounds of the forest.
- ii) I can smell different smells and differentiate between the two
- iii) I can recognise my name in the name song.

Sensory props: Pine and cedar wood essential oil, fabric to put the oil on, twigs, leaves, pine cones etc

Activity items: Paper, glue, sensory decorations, (sand, wheat, cotton wool, tissue paper, sequins etc)



Storyteller	Activity	Music	Props
<p>Storyteller: Robin and Thea enter the forest marvelling at the sights and sounds.</p> <p>Slide 9</p>	<p><i>Have a number of things that make forest sounds (a bird caller, leaves crunching, scraping of pine cones etc).</i></p>	<p>Play track 04 - The Forest Birdsong https://soundcloud.com/user-37123114/track-4-the-forest-birdsong</p>	<p>A bird caller, leaves, twigs, pine cones</p>
<p>Storyteller: The Forest smells amazing, like nothing Thea or Robin have ever smelt before.</p> <p>Slide 10</p>	<p><i>Impregnate fabric with essential oils. Give participants two or more smells to explore and let them show which ones they like the most.</i></p>		<p>Forest smelling essential oils (pine, cedarwood or bergamot). Forest fabric, green/brown fabric, this could have</p>

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			different texture as well as smell.
<p>Storyteller: Now it's time we introduce Ivy. Ivy is the caretaker of the forest. She never likes to be seen and only appears to visitors in disguise. Today is different, it's different today.</p> <p>Slide 11</p>	<p><i>Sing the name song to each participant. Sing their name in the gap in the music.</i></p>	<p>Play track 05 - Name Song https://soundcloud.com/user-37123114/track-5-the-forest-name-song</p>	
<p>Slide 11</p>	<p>Activity – Sensory name. <i>Draw and cut out each person's name. Allow participants to choose a different sensory medium to decorate their name with (sand, tissue paper, leaves, twigs, moss, grass, seeds). Spread glue over the name and participants to spread their chosen sensory item on their name.</i></p>		<p>Paper, glue, sensory decorations, (sand, tissue paper, confetti, leaves, twigs, moss, grass, seeds)</p>
<p>Slide 11</p>	<p>Alternative craft activity if the weather is fine – <i>Use sticks and stones to write participants names very large on the patio/grass/playground/field outside. Allow</i></p>		

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	<i>them to feel the sensory items before shaping them into their name.</i>		
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Session Three

Theme: The fire

Objective: i) To experience hot and cold.
ii) To share a special book with the class

Outcome: i) I can recognise the difference between hot and cold
ii) I can choose my favourite book

Sensory props: Ice packs, bits of wood, hot water bottles, blankets, talcum powder/flour

Activity Items: Favourite book from home or school library



Storyteller	Activity	Music	Props
<p>Storyteller: It suddenly dawns on Thea that she really <i>has</i> left her room, she <i>really is</i> in the forest, night time is approaching, and it's starting to get really cold.</p> <p>Slide 12</p>	<p><i>Dim the lights in the room and have ice packs that the participants can feel to represent it getting cold.</i></p>	<p>Play track 01 – The Forest https://soundcloud.com/user-37123114/track-1-the-forest</p>	<p>Ice packs</p>
<p>Storyteller: Thea is so cold, she doesn't know what to do. Then she remembers that when people in the books she reads get cold, they build a</p>	<p><i>Take some textured wood, allow the participants to feel it and then build a fire shape in the center of the classroom. You could add a smoky</i></p>	<p>Play track 06 – The Forest Woodsmoke https://soundcloud.com/user-37123114/track-6-the-forest-woodsmoke</p>	<p>Bits of different shape and textured wood. Smoky smells -</p>

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<p>fire. Thea collects wood from the forest and builds a fire.</p> <p>Slide 13</p>	<p><i>smell to the wood or have something smoky to smell.</i></p> <p><i>If appropriate and health and safety allows, move the session outdoors and build an actual fire in a fire pit. If you are unable to light a fire you can still build a big pretend fire with sticks.</i></p>		<p>smoked paprika, Lapsong souchong tea</p>
<p>Storyteller: Once the fire is built Thea sits by the fire to warm up her cold and aching body. She thinks about her books back home and recites her favourite stories until she is so tired that she falls asleep.</p> <p>Slide 13</p>	<p><i>Give out hot water bottles and blankets. Keep the lights dimmed and create a really cozy environment.</i></p>		<p>Hot water bottles, blankets</p>
<p>Slide 13</p>	<p>Activity – <i>Before the session ask participants to choose a favourite book. In the dimmed cozy environment, wrapped in blankets with hot water bottles, read the participants favourite book together.</i></p>	<p>Play track 01 – The Forest https://soundcloud.com/user-37123114/track-1-the-forest</p>	<p>Participants favourite book.</p>

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	<i>This activity addresses how special it is to share stories and books that are important to each individual.</i>		
<p>Storyteller: Thea sleeps until dawn breaks. As she stretches she realises that she is ravenously hungry... hungry in a way that only the forest can make you. She heads off to search for food.</p> <p>On the other side of the forest, Robin has had a fitful nights sleep. He wakes up to a trail of smoke leading off through the trees and follows it. Today is different, it's different today.</p> <p>Slide 14</p>	<i>Create a smoke by throwing small handfuls of flour or talcum powder.</i>	<p>Play track 03 – Weaver of Paths https://soundcloud.com/user-37123114/track-3-the-weaver-of-paths</p>	Talcum powder or flour

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Session Four

Theme: Shelters

Objective: To choose material to build a shelter from

Outcome: I can choose which textures I like. I can explore my shelter.

Sensory props: Straws, drums,

Activity Items: Nets, materials, umbrellas, ribbon, string, wool, strips of fabric, ivy.



Storyteller	Activity	Music	Props
<p>Storyteller: At the end of the trail of smoke Robin finds a fire. The fire is slowly dying. Robin blows on the fire to try and keep it alive, but he accidentally blows it out.</p> <p>Robin decides he must do something so that he doesn't have another cold and miserable night. He decides to build a shelter. But Robin had never done any building before</p>	<p><i>Blow on the participants hands and faces. Try different strengths of blowing or blow through a straw. See how the participants respond to the sense of blowing on their skin.</i></p>	<p>Play track 06 – The Forest Woodsmoke https://soundcloud.com/user-37123114/track-6-the-forest-woodsmoke</p>	<p>Straws</p>

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<p>and his attempts are pitiful at best.</p> <p>Slide 15</p>			
<p>Storyteller: Ivy is watching Robin’s attempts to build a shelter from afar. She can’t bear how awful he is at it and decides to help him. She disguises herself as a construction worker and approaches Robin who asks for her help.</p> <p>Slide 16</p>	<p><i>Explore rhythms alongside the music. Stamp in time to the music. Stamp on the floor around the participants so they can feel the vibrations on the floor.</i></p> <p><i>Use drums to bang the rhythm on. Allow participants to feel the vibrations that the drum makes.</i></p> <p><i>Go from playing the drum loudly to playing it quietly, keep alternating how you play the drum. Give participants the chance to explore playing the drum loudly and quietly. You can emphasise the difference between loud and quiet, by changing the volume of the recorded music. You can also say in a loud voice, “play the drum loudly,” and whisper quietly, “play the drum quietly.”</i></p>	<p>Play track 07 – The Forest Stomp https://soundcloud.com/user-37123114/track-7-the-forest-stomp</p>	<p>Drums. If you don’t have access to drums, use a saucepan/plastic bowl etc</p>

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<p>Slide 16</p>	<p>Activity: <i>Build one large shelter and individual portable shelters for each individual.</i></p> <p><i>Choose a corner of the room and turn it into the forest shelter. Hang a net or material from the ceiling to create a canopy for the participant to sit under.</i></p> <p><i>Build individual shelters – Have one umbrella for each participant. Have a box of ribbons, string, wool and ivy. Allow the participant to choose what textures they like. Make small holes round the edge of the umbrellas and tie the chosen ribbon etc through these holes. This will create a portable enclosed space that the participants can sit under. If you could string fairy lights through the umbrella.</i></p>		<p>Large shelter – Net and material or a tent. Individual shelters – Umbrellas, ribbons, wool, string, ivy, torn strips of fabric, fairy lights (optional)</p>
<p>Storyteller: Once the shelter is built Robin turns around to thank the construction worker but she is gone. Today is different, it's different today.</p>	<p><i>Gather in the shelters. Maybe retell the story from previous sessions up to this point with everyone sitting in their shelters.</i></p>		

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Slide 17			
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Session Five

Theme: Finding food - Apricots

- Objective:**
- i) To explore taste.
 - ii) To explore texture of food
- Outcome:**
- i) I can explore taste and respond to it.
 - ii) I can feel the texture of food and respond to it.

Sensory props: Bowl, mushrooms, dried apricots, fresh apricots, spray bottles, apricot/peach squash, foam/sponge brushes, dried apricots soaked in boiling water, bowls, flannels, apricot soap/shower gel, towels



Storyteller	Activity	Music	Props
<p>Storyteller: Thea has been walking in the forest for hours and still hasn't found anything to eat. In her books forests are filled with berries and mushrooms but she can't find anything to eat in <i>this</i> forest.</p> <p>Slide 18</p>	<p><i>Soak some mushrooms in water and allow participants to feel the slimy texture</i></p>	<p>Play Track 4 – The Forest Birdsong https://soundcloud.com/user-37123114/track-4-the-forest-birdsong</p>	<p>A bowl of wet mushrooms</p>

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<p>Storyteller – Suddenly as if out of nowhere Ivy appears disguised as a market trader; “I’ve got apples, oranges, bananas, get your fresh fruit here. I’ve got a special offer today ladies and gentlemen, apricots 2 for the price of one, two for the price of one, try before you buy, would you like a little taste?”</p> <p>Thea loves apricots! She’s so excited to have found apricots in this weird and wonderful forest:</p> <p>“Apricots, I love Apricots. I’d like Apricots please”</p> <p>Slide 19</p>	<p><i>Let the participants explore the taste of apricots.</i></p> <ul style="list-style-type: none"> • <i>Dried apricots to eat</i> • <i>Fresh apricots (if available to eat)</i> • <i>Fill spray bottles with apricot/peach/orange flavoured squash, spray this into the participant’s mouth, or on their hands and let them lick it off.</i> • <i>Use new foam or sponge paint brushes, soak in squash and allow the participant to suck it to taste the squash</i> 	<p>Play track 8- The Forest Jazz https://soundcloud.com/user-37123114/track-8-the-forest-jazz</p>	<p>Dried apricots, fresh apricots, spray bottles, apricot/peach/orange squash, foam/sponge brushes</p>
<p>Storyteller: Thea eats her apricots until she can’t eat anymore. She looks down and realises that she is covered in apricots! She sits down by a</p>	<p><i>Soak dried apricots in boiling water until they puff up and become squidgy. Drain the water and allow the young people to put their hands into the apricots to explore the squidgy texture.</i></p>	<p>Play track 8- The Forest Jazz https://soundcloud.com/user-37123114/track-8-the-forest-jazz</p>	<p>Dried apricots soaked in boiling water, bowls, flannels, apricot soap/shower gel, towels</p>

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forest stream and gives herself a wash. Slide 20	<i>Soak flannels in warm water and apricot soap. Wash the participants hands with the flannels. Follow this with drying their hands with a dry towel.</i>		
Storyteller – Thea turns around to thank the market trader but she is nowhere to be seen. Today is different, it's different today. Slide 20			

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Session Six

Theme: The moons - Shadows

Objective: To play with shadows and light

Outcome: I can recognise my shadow

Sensory props: White cloth, lamp,

Activity Items: Wire coat hangers, white paper or material, torches.



Storyteller	Activity	Music	Props
<p>Storyteller: Ivy has watched Thea and Robin bumble around the forest and she decides to help bring them together.</p> <p>Slide 21</p>			
<p>Storyteller: Robin fumbles in his pockets and pulls out the piece of paper he found in the city. He reads it aloud, "The wind whistles through the trees, a song that's happy to be free." He remembers what brought him here in the first place and begins to follow a path through the forest.</p>	<p><i>Revisit the words from session one. Let the young people feel the textures whilst repeating "the wind whistles through the trees, a song that's happy to be free."</i></p>		

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<p>Thea hums the tune that first brought her here and also begins to follow a path through the forest.</p> <p>Slide 21</p>			
<p>Storyteller: Night time draws in and the sun begins to set. Remembering what brought them into the forest, Thea and Robin walk. As the sun sets and the moon rises they walk towards each other. They pause feeling each other's presence, but not realising how close they are, they walk on.</p> <p>Slide 22</p>	<p><i>Suspend a piece of white cloth. Place a lamp or large torch behind it to fill the cloth with light. Allow each participant to take turns making shadows behind the sheet. Let two people create shadows at the same time.</i></p> <p><i>Film the shadow play and play it back to the participants so they can see their shadows.</i></p> <p><i>Use different coloured light, what happens if you put the light close to the screen or far away. Play with the shadows and the light, what else can make a shadow?</i></p>	<p>Play Track 09 – The Forest Moons https://soundcloud.com/user-37123114/track-9-the-forest-moons</p>	<p>White cloth, lamp</p>
<p>Storyteller: In this forest there are many moons. Today is different, it's different today.</p> <p>Slide 22</p>	<p>Craft Activity: <i>Make shadow moons. Bend a wire coat hanger into a circle and secure the ends together. Take paper or white material and attach it to the wire to create a round disc. Give each participant a torch and allow them to play with their disc,</i></p>		<p>Wire coat hangers, white paper or material, torches.</p>

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	<i>making shadows with their hands, face, favorite object etc. Share with other members of the class and make shadows with each other's hands etc.</i>		
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Session Seven

Theme: The Storm

Objective: To experience a storm

Outcome: To respond to the sound of a storm, to recognise the feeling rain.

Sensory props: Plastic bags, emergency blankets, rain sticks, balloons, rice, water squirter, thunder shaker, fans.

Activity items: Participants individual shelters from session four. Rice, water squirter, water.



Storyteller	Activity	Music	Props
<p>Thea and Robin feel calm and happy in the forest. But just as they are getting comfortable a storm suddenly appears.</p> <p>Slide 23</p>	<p>Create a sensory storm –</p> <ol style="list-style-type: none"> Make the sound of rain by rustling plastic bags or emergency blankets Flap emergency blankets over participants heads to represent rain and lightning Use rain sticks to make the sound of rain, allow the class to feel the vibrations of the rain sticks Fill balloons with rice and shake them to make the sound of rain, allow 	<p>Play track 10 – The Storm https://soundcloud.com/user-37123114/track-10-the-storm</p>	<p>Plastic bags, emergency blankets, rain sticks, balloons, rice, water squirter, thunder shaker, fans.</p>

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	<p>the people to feel the rain on their hands</p> <p>e. Squirt water from water sprayers onto participant's hands and then over their heads</p> <p>f. Shake a thunder shaker, start gently and then make big crashes of thunder</p> <p>g. Use fans or flapping material to create wind</p> <p>Start by doing each thing individually then use people to add one element on top of each other until you have built up a full sensory storm.</p>		
Slide 23	<p>Activity: Revisit the participant's personal umbrella shelters. Ask them to sit under the umbrella and then create rain on the umbrella, what does this sound/feel like?</p> <p>First tap on the umbrella- what does this sound like?</p> <p>Drop grains of rice on the umbrella, does this feel like rain?</p>		Participants individual shelters from session four. Rice, water squirts, water.

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	Squirt water onto the umbrella.		
Storyteller: Wet, cold and miserable Thea and Robin curl up and fall asleep. Today is different, it's different today. Slide 23			

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Session Eight

Theme: Tea and Robin find each other - Celebration

Objective: To explore emotions

Outcome: I can allow music to affect my emotions and I can indicate how it makes me feel.

Sensory props: Happy face symbol, sad face symbol. Other emotion symbols if relevant.

Activity Items: Guitar and Notebook



Storyteller	Activity	Music	Props
<p>The storm falls away, as storms tend to do. But when Thea awoke her notebook is nowhere to be seen. And when Robin awoke his guitar is nowhere to be seen. Where have they gone? Thea and Robin are sadder than they have ever felt before.</p> <p>Slide 24</p>	<p><i>Explore emotions. Show the young people happy and sad faces and see if they can indicate how the music makes them feel. You could explore this with different tracks of music from the show. How does the different music make you feel- happy or sad?</i></p>	<p>Play track 11 – Crying https://soundcloud.com/user-37123114/track-11-crying</p>	<p>Happy face symbol, Sad face symbol. Other emotion symbols if relevant.</p>
<p>Thea and Robin are so upset at losing their most treasured possessions</p>	<p>Activity: <i>Before the lesson, hide the guitar and notebook from session one</i></p>		<p>Guitar and notebook</p>

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<p>that they both sit down and cry. After they have cried for what feels like forever, Thea decides she must find her notebook. Robin decides he must find his guitar.</p> <p>Slide 25</p>	<p><i>or that you have been using as an object of reference, somewhere in your house/workspace.</i></p> <p><i>Split into two groups, one is Thea and one is Robin. Ask the Thea group to find the guitar and the Robin group to find the notebook</i></p>		
<p>They search under hedges and up the tallest trees. They search and search with determination you have never seen before.</p> <p>Thea finds a guitar. What is it? Who does it belong to?</p> <p>Robin finds a notebook. What is it? Who does it belong to?</p> <p>Lost in deep thought Thea and Robin look up- towards each other. In front of them they see the most beautiful person they have ever seen.</p>		<p>Play track 11 – Crying https://soundcloud.com/user-37123114/track-11-crying</p>	

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<p>Robin gives the notebook to Thea. Thea gives the guitar to Robin.</p> <p>Thea opens her notebook and a beautiful scene of light and colour erupt from its pages.</p> <p>Robin begins to play his tune which fits beautifully with the Thea's words.</p> <p>Slide 26</p>			
<p>Storyteller: Together they have created the most beautiful song in the world.</p> <p>Slide 27</p>	<p><i>Sing along to the song. The Robin group sings verse one. The Thea group sings verse two and together they sing verse three and all the choruses (see song lyrics on the last page of the pack)</i></p>	<p>Play track 12 – Happy to be Free https://soundcloud.com/user-37123114/track-12-happy-to-be-free</p>	
<p>Storyteller: So Thea and Robin have found each other. They head out into the world, to share their song with others like them, who feel scared and lonely sometimes. They visit their own town, then the next town,</p>			

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<p>then the town after that, and they never look back.</p> <p>Ivy realises that now things can get back to normal in the forest. But she is glad that today is different, it's different today.</p> <p>Slide 28</p>			
<p>Slide 28</p>	<p>Activity: Celebration. <i>Re-tell the story from all the sessions incorporating as many sensory props as you can.</i></p> <p><i>Ask participants which moment/part of the story was their favorite. Let them explore this moment further.</i></p>		

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Track listing

Track 1 - The Forest

<https://soundcloud.com/user-37123114/track-1-the-forest>

Track 2 - The City

<https://soundcloud.com/user-37123114/track-2-the-city>

Track 3 - The Weaver of Paths

<https://soundcloud.com/user-37123114/track-3-the-weaver-of-paths>

Track 4 - The Forest Birdsong

<https://soundcloud.com/user-37123114/track-4-the-forest-birdsong>

Track 5 - Name Song

<https://soundcloud.com/user-37123114/track-5-the-forest-name-song>

Track 6 - The Forest Woodsmoke

<https://soundcloud.com/user-37123114/track-6-the-forest-woodsmoke>

Track 7 - The Forest Stomp

<https://soundcloud.com/user-37123114/track-7-the-forest-stomp>

Track 8 - The Forest Jazz

<https://soundcloud.com/user-37123114/track-8-the-forest-jazz>

Track 9 - The Forest Moons

<https://soundcloud.com/user-37123114/track-9-the-forest-moons>

Track 10 - The Storm

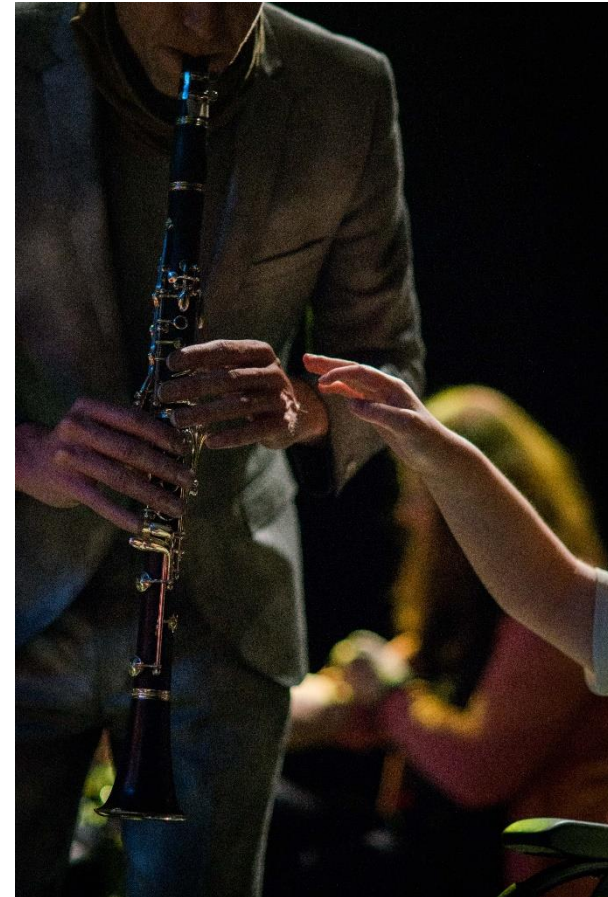
<https://soundcloud.com/user-37123114/track-10-the-storm>

Track 11 - Crying

<https://soundcloud.com/user-37123114/track-11-crying>

Track 12 - Happy To Be Free

<https://soundcloud.com/user-37123114/track-12-happy-to-be-free>



FROZEN LIGHT

Song Lyrics

Name Song (track 05)

Here we are, in our forest home.
What's your name? What's your name?
Ivy, Ivy
We all live in our forest home.
Today it's different, it's different today.
Who knows what will happen today?
(To each participant)

Here we are, in our forest home.
What's your name? What's your name?

(INSERT NAME) (INSERT NAME)
We all live in our forest home.
Today it's different, it's different today.
Who knows what will happen today?

Happy to be free (track 12)

This forest has many stories to tell,
If you listen hard, you'll hear it as well.
The knotty roots have a voice
Telling you, you have a choice.

The wind whistles through the tree/ A song that's happy to be free

Sometimes within this wooded place,
Every leaf seems to have a face
And the moon above has its song
The wind in the leaves carries it along.

The wind whistles through the tree/ A song that's happy to be free

Then suddenly a voice cries clear
I no longer feel any fear
There's someone to sing along with me
And we will travel together, free.

The wind whistles through the tree/ A song that's happy to be free