

Mandalas in Play Therapy:

A Coloring Workbook for Therapists & Youth



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*This workbook is FREE! We ask you to please consider donating \$15 to Pride St. Charles, an LGBT organization to protect youth from bullying at <http://www.pridestcharles.org>

Overview

Mandala- *Sanskrit* (Indic Language) means center, circumference, or magic circle and is typically an image contained within another. In the early 20th century, Dr. Carl Jung, the founder of analytical psychology, adopted this term to describe circular drawings. Mandala represents the personality or the pattern of a child's total personality. Mandala creations may be representative of the child's rich, interior life. In other words, the child's unconscious (or *imagination*), once externalized outward, might activate self-healing potential.

Significance of Coloring a Mandala with Children/Adolescents

- ✓ Clinicians listen to the language of the client's unconscious narrated in the story of the mandala.
- ✓ When children and adolescents create a mandala, they are making a personal symbol that reveals glimpses of their internal world at that moment.
- ✓ Drawing "magic circles" is akin to drawing a protective line around physical and psychological space that children and adolescents might identify as themselves.

Materials Needed

1. Relaxation music (www.drericgreen.com/music)
2. A blank circle to create a mandala or a pre-drawn mandala
3. art supplies (buttons, glitter, feathers, etc.), scissors, glue, & construction paper, multi-colored pencils, crayons, and markers (64ct or higher for variation)

Process to Integrate Mandala into Child Therapy/Play Practice

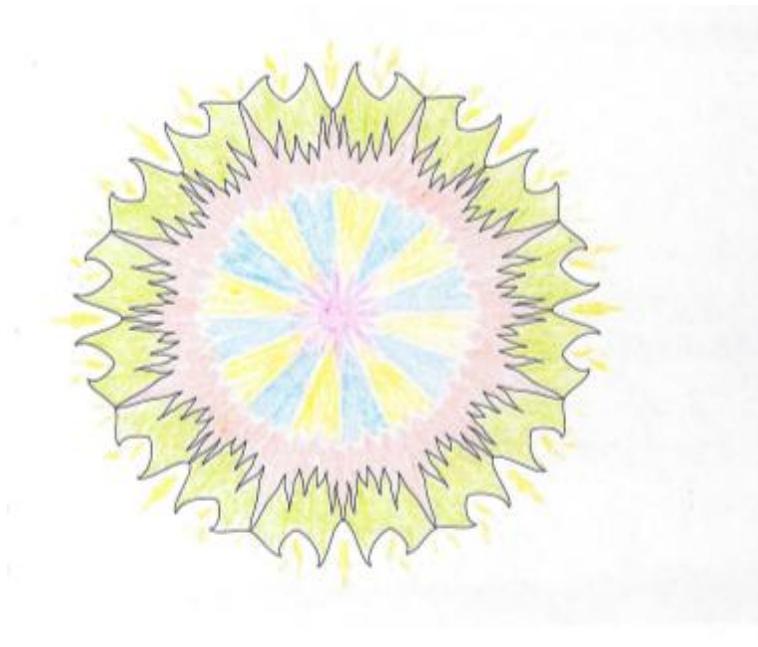
With eyes closed in a comfortable seated position, the therapist leads the client through a guided imagery technique or progressive muscle relaxation for a couple minutes. The client then selects a pre-configured mandala from several choices contained within this workbook that the therapist lays out in front of the child, or the child can create his own mandala from a blank space. The therapist instructs the child to color the mandala. While the mandala is being colored, the therapist may play music to increase relaxation. Once the child is finished coloring, the image is briefly contemplated (in other words the child contemplates the mandala in silence for 15-30 seconds). The child might create a color key (similar to a map key) to represent what each color represents on the mandala to him. The client is then encouraged to **'write the story of the mandala'** on the back of the coloring page. After, the therapist might state, "Is there anything you'd like to share about your mandala? There's no right or wrong way to do it. And you don't have to if you don't want to. It's up to you."

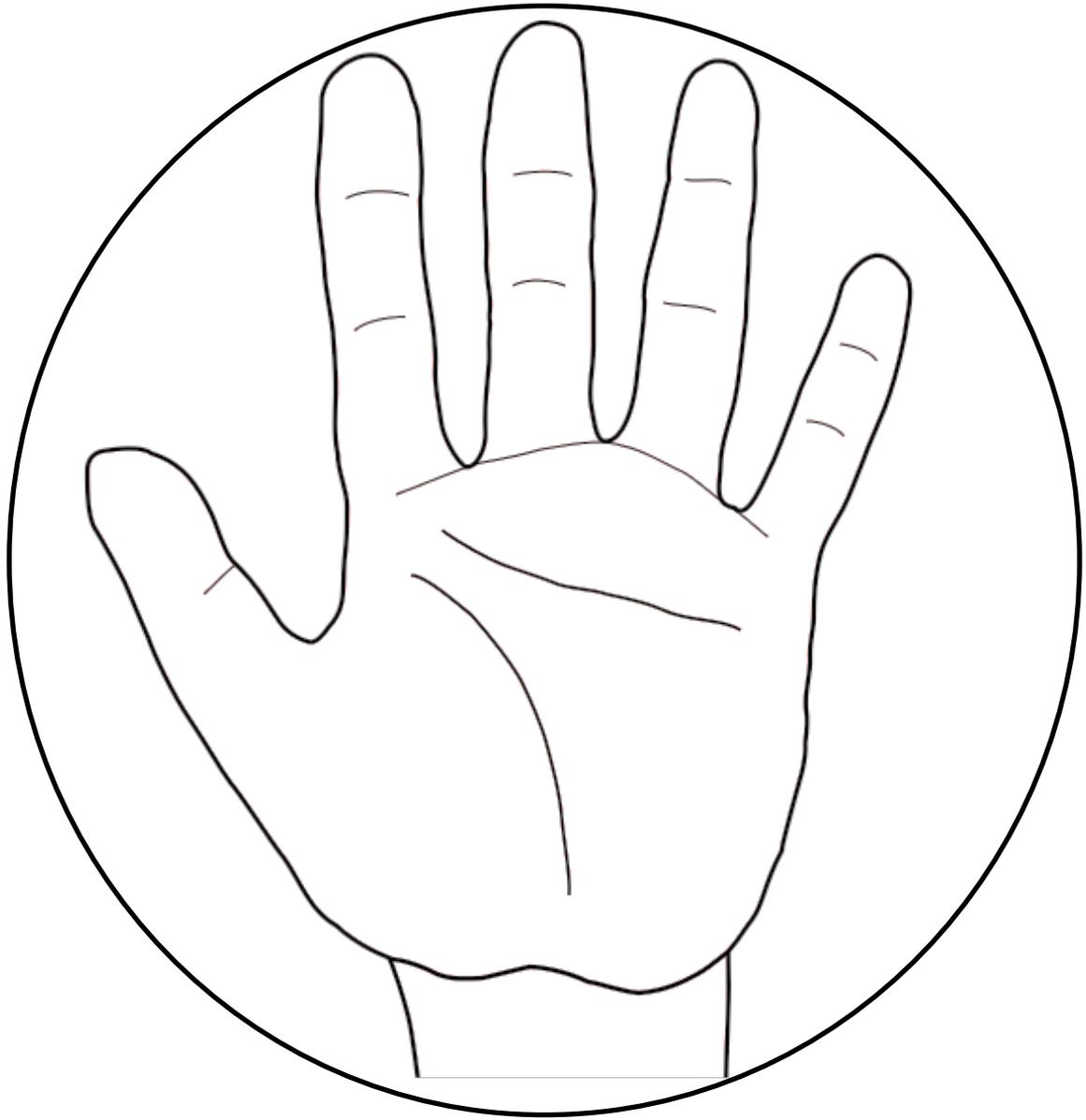
Note: *

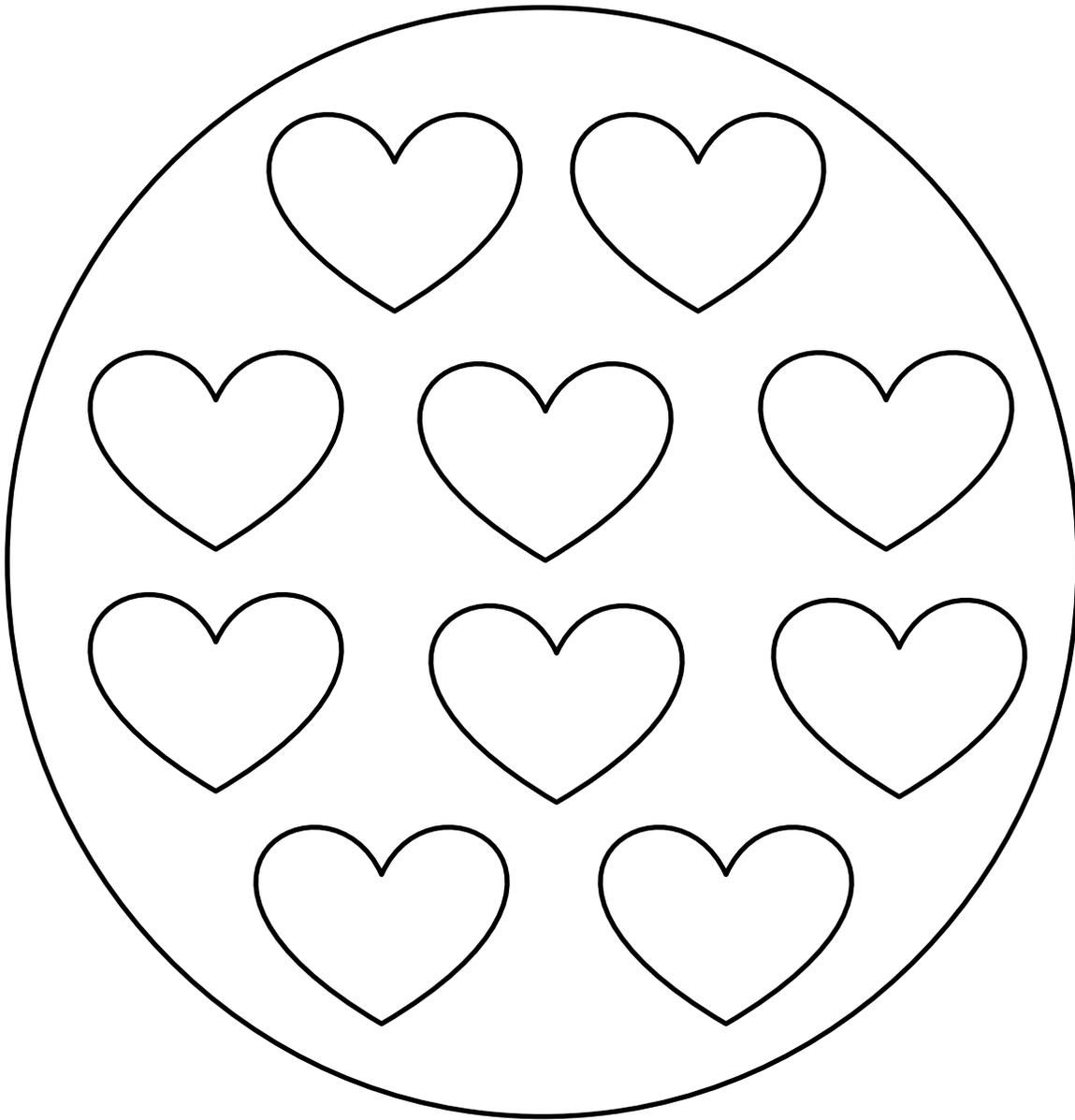
On the following pages are culturally-inclusive, pre-drawn mandalas that children and adolescents may choose to color during their counseling/play therapy session. The mandalas in this workbook are codified in three central sections- those relevant to elementary school students, middle school students, and high school students. However, clinicians should permit children the general freedom to choose from any mandala design, or to create a completely original one from scratch.

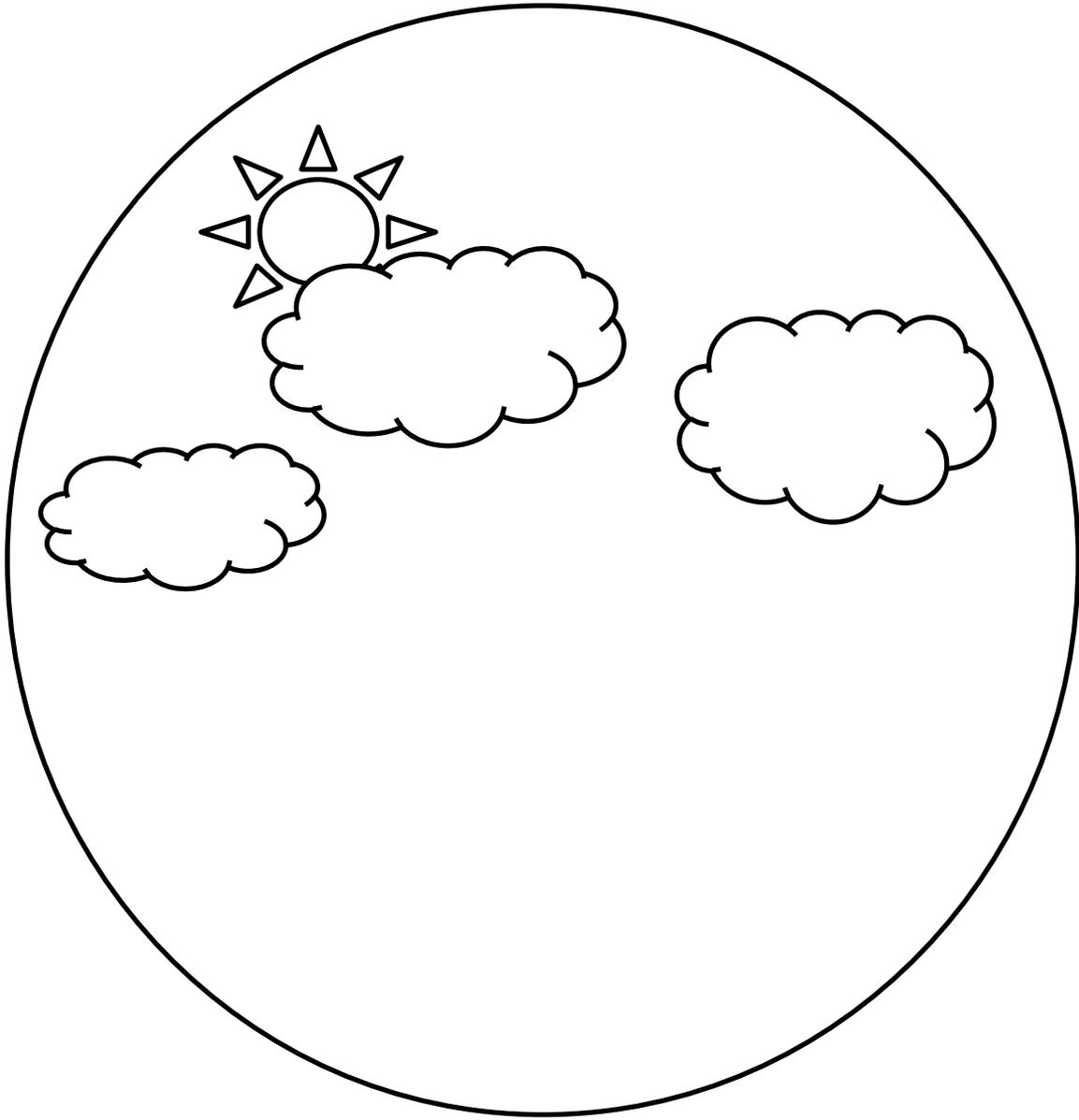
- For in-depth reading on the use of mandalas as a psychotherapeutic tool, refer to Susanne F. Fincher's seminal work on this topic.

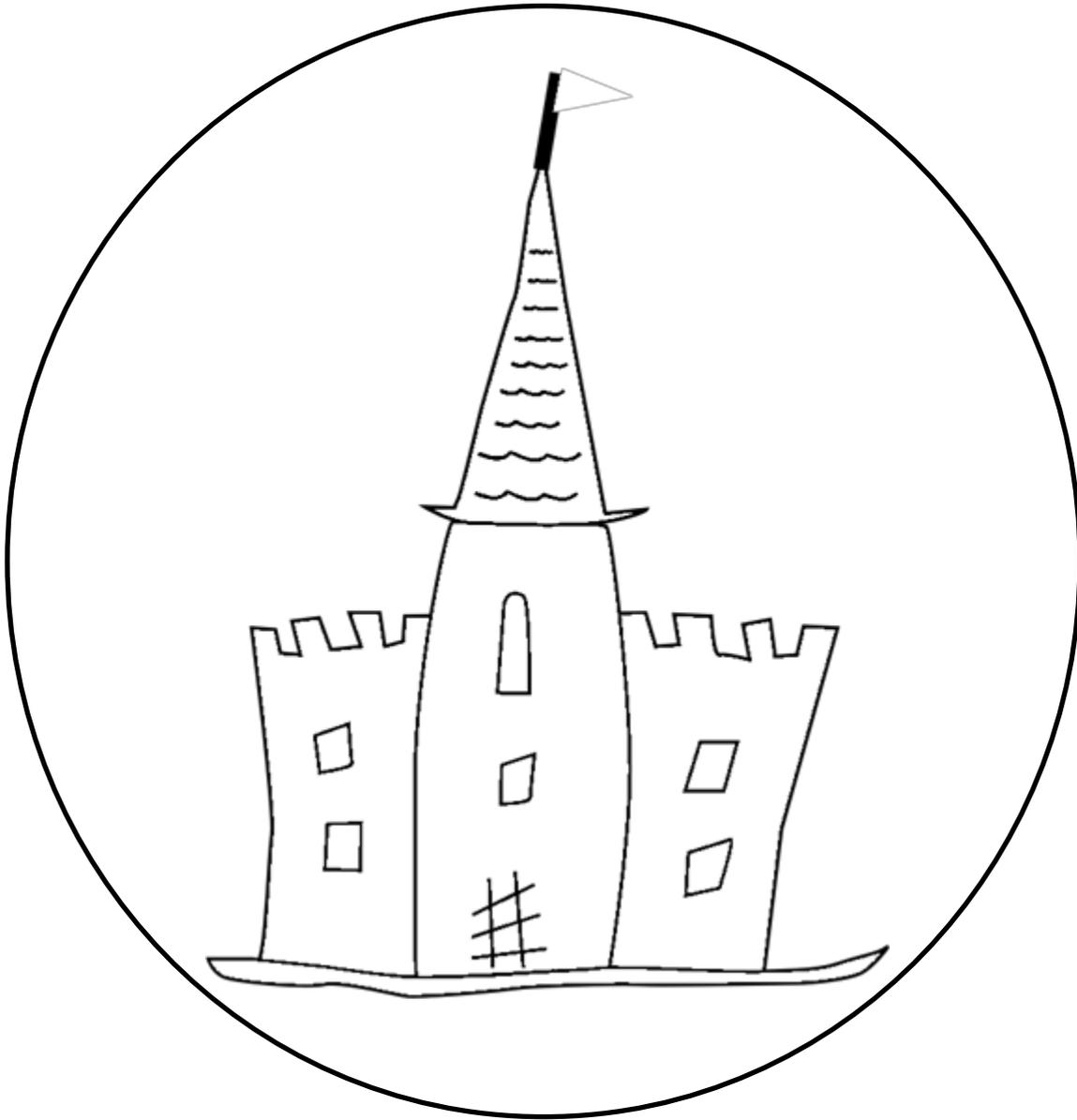
Mandalas Part 1: Elementary School Students

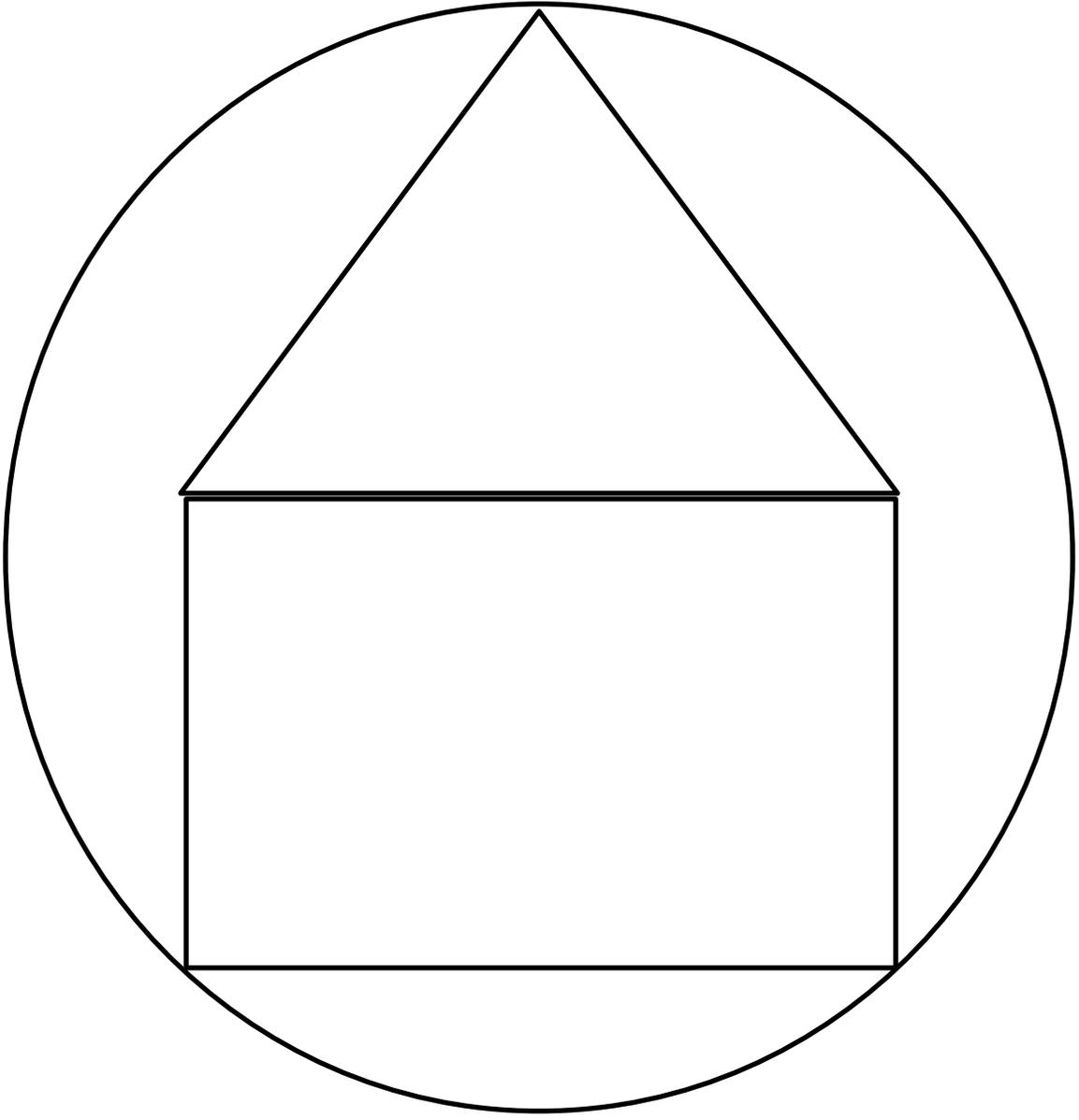


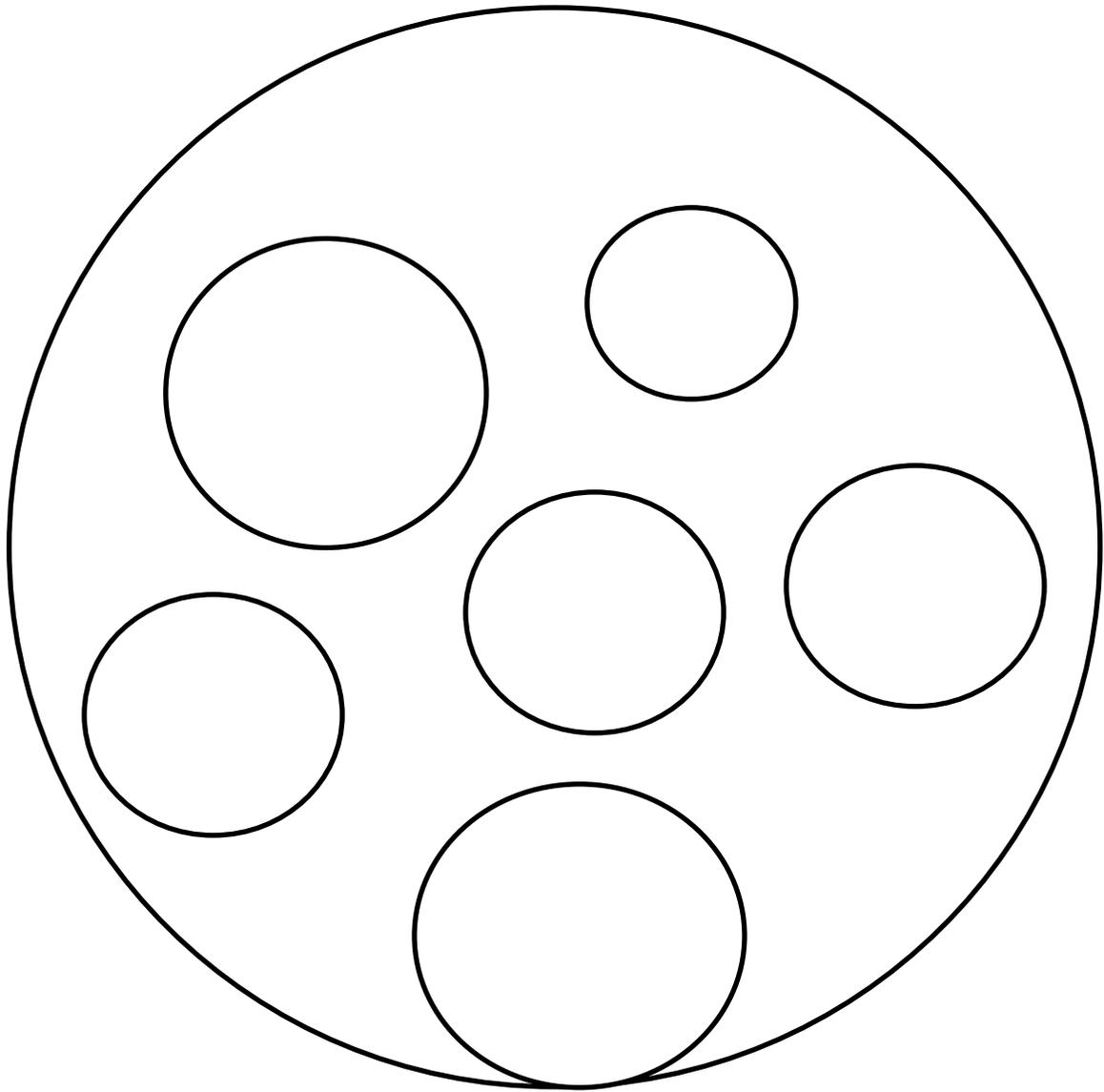


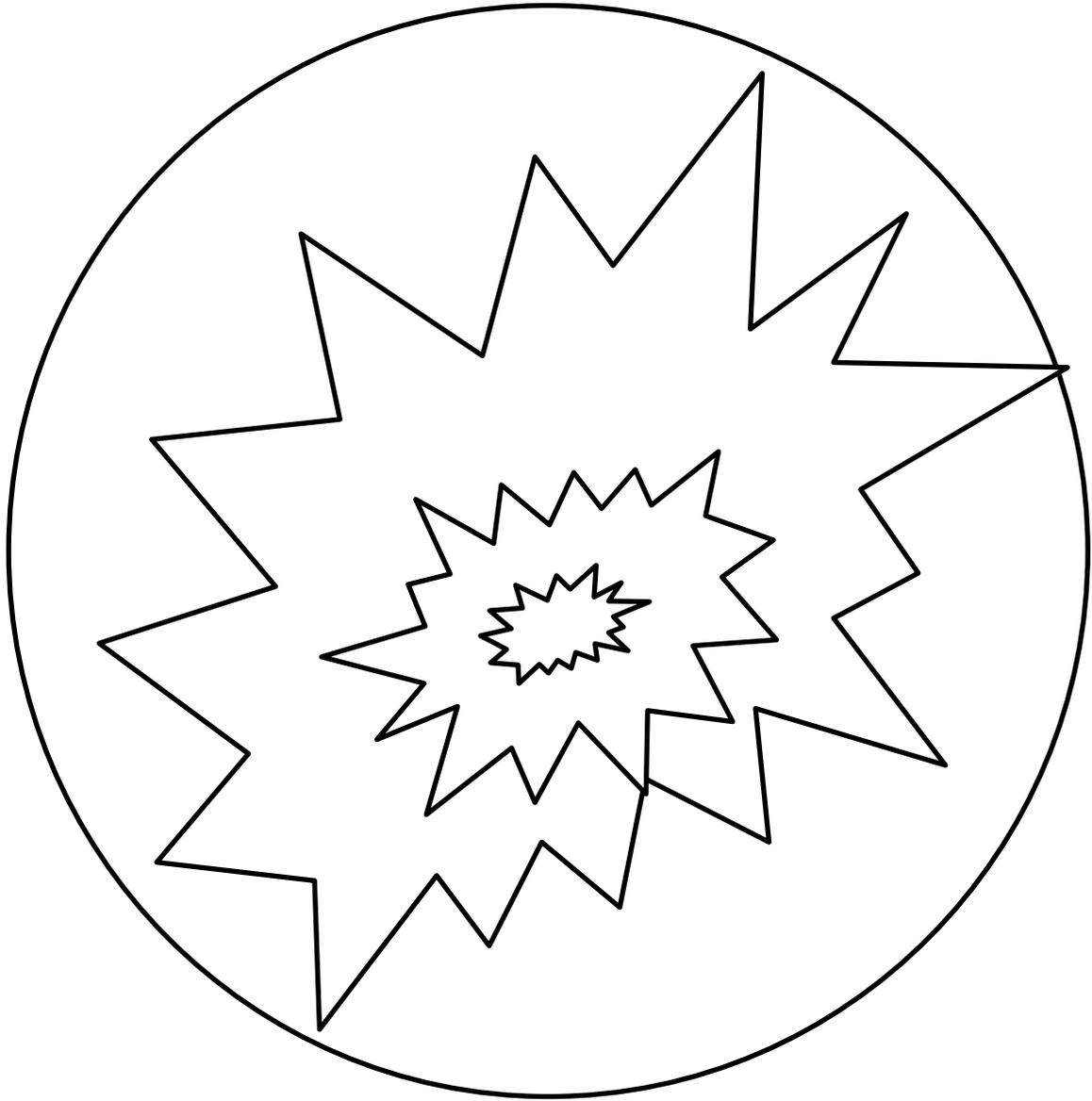


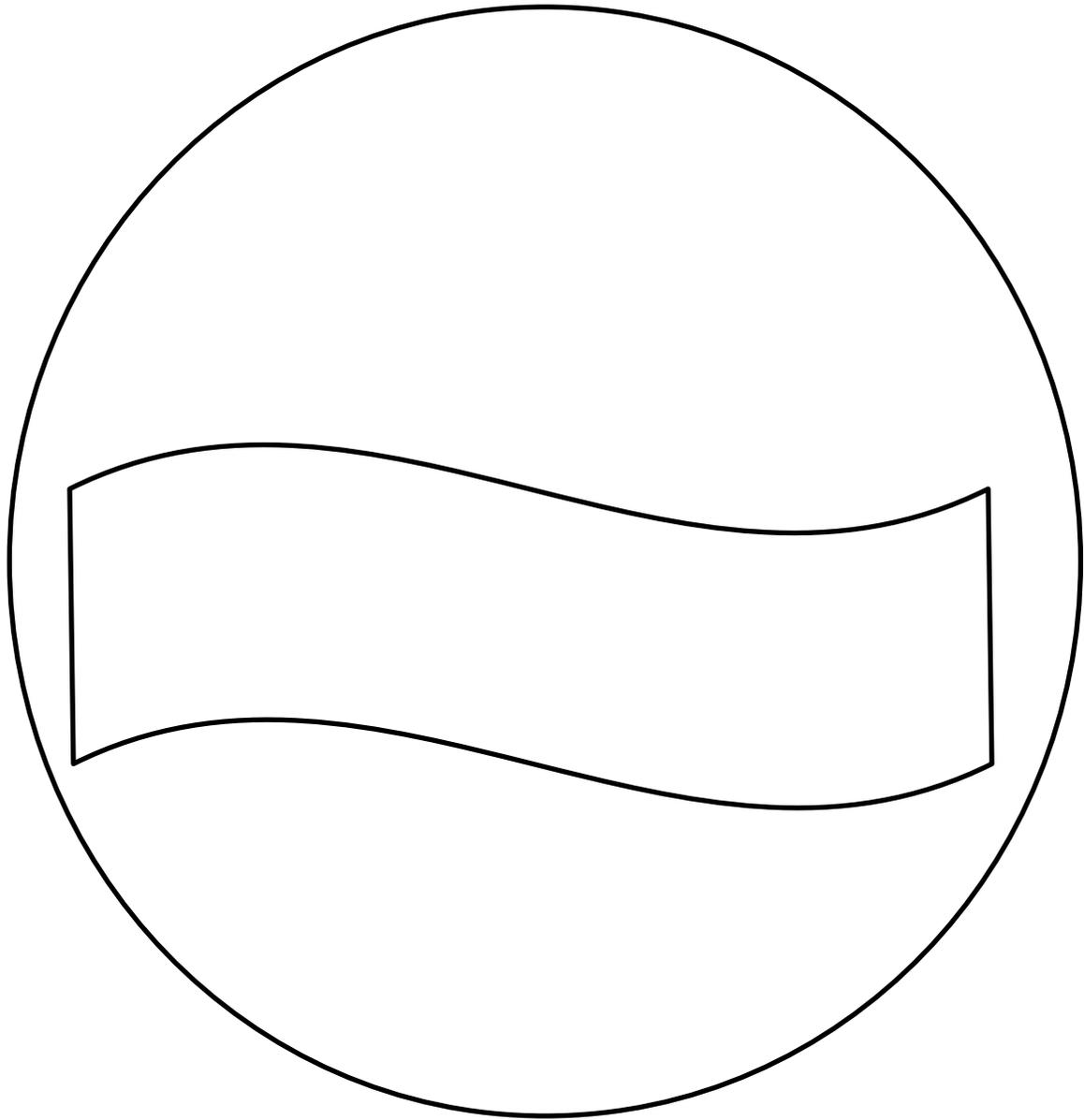


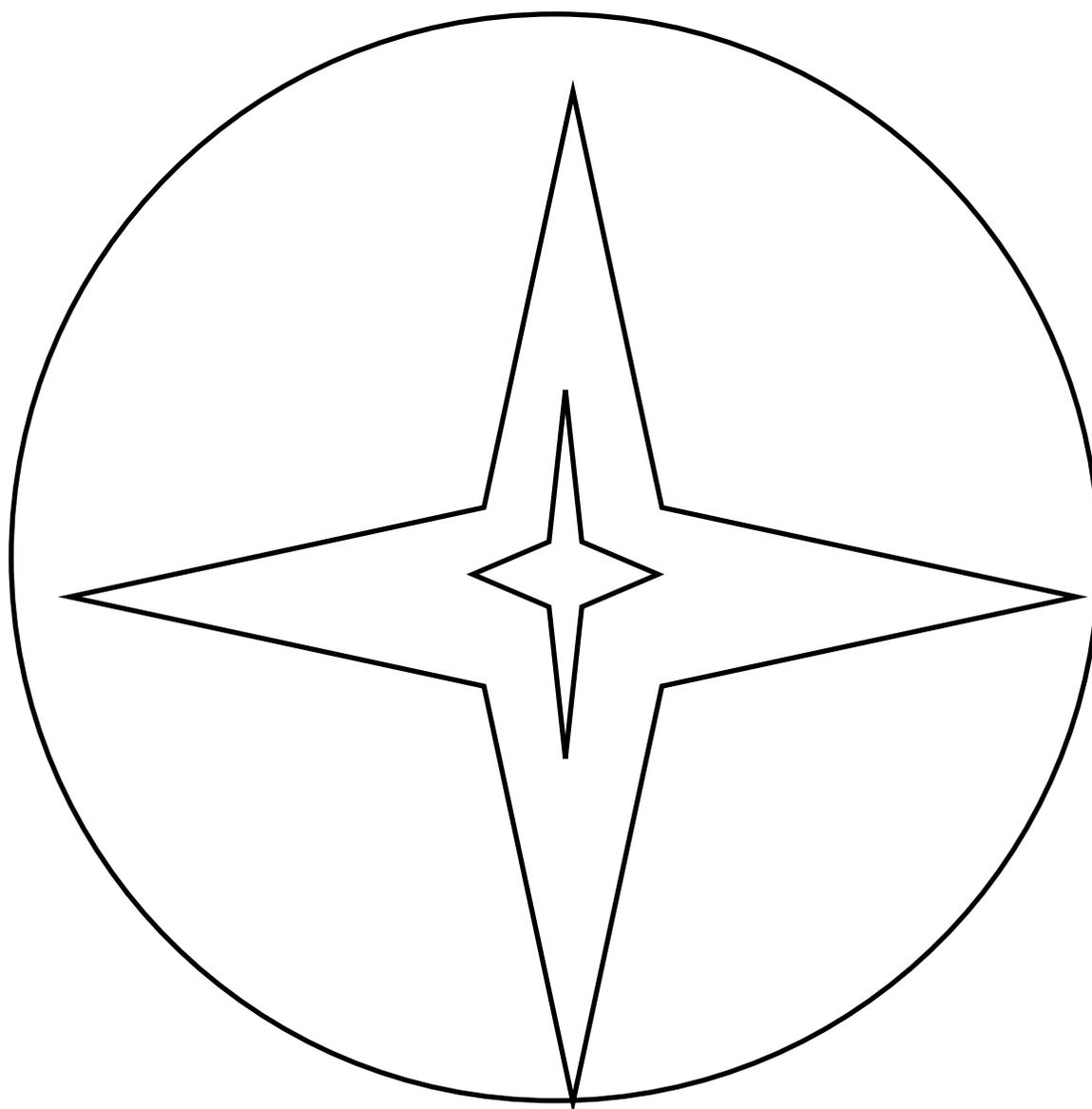


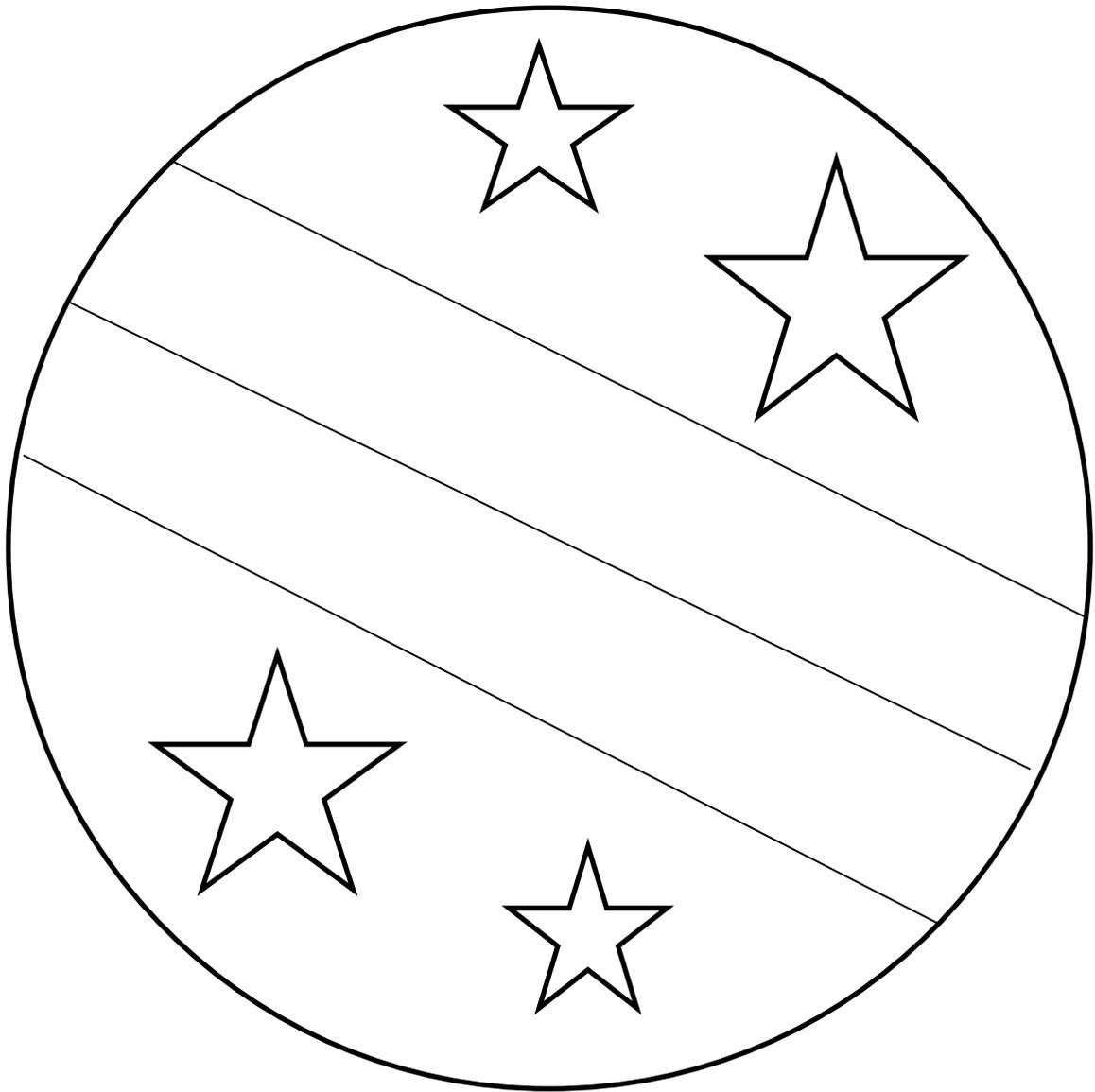


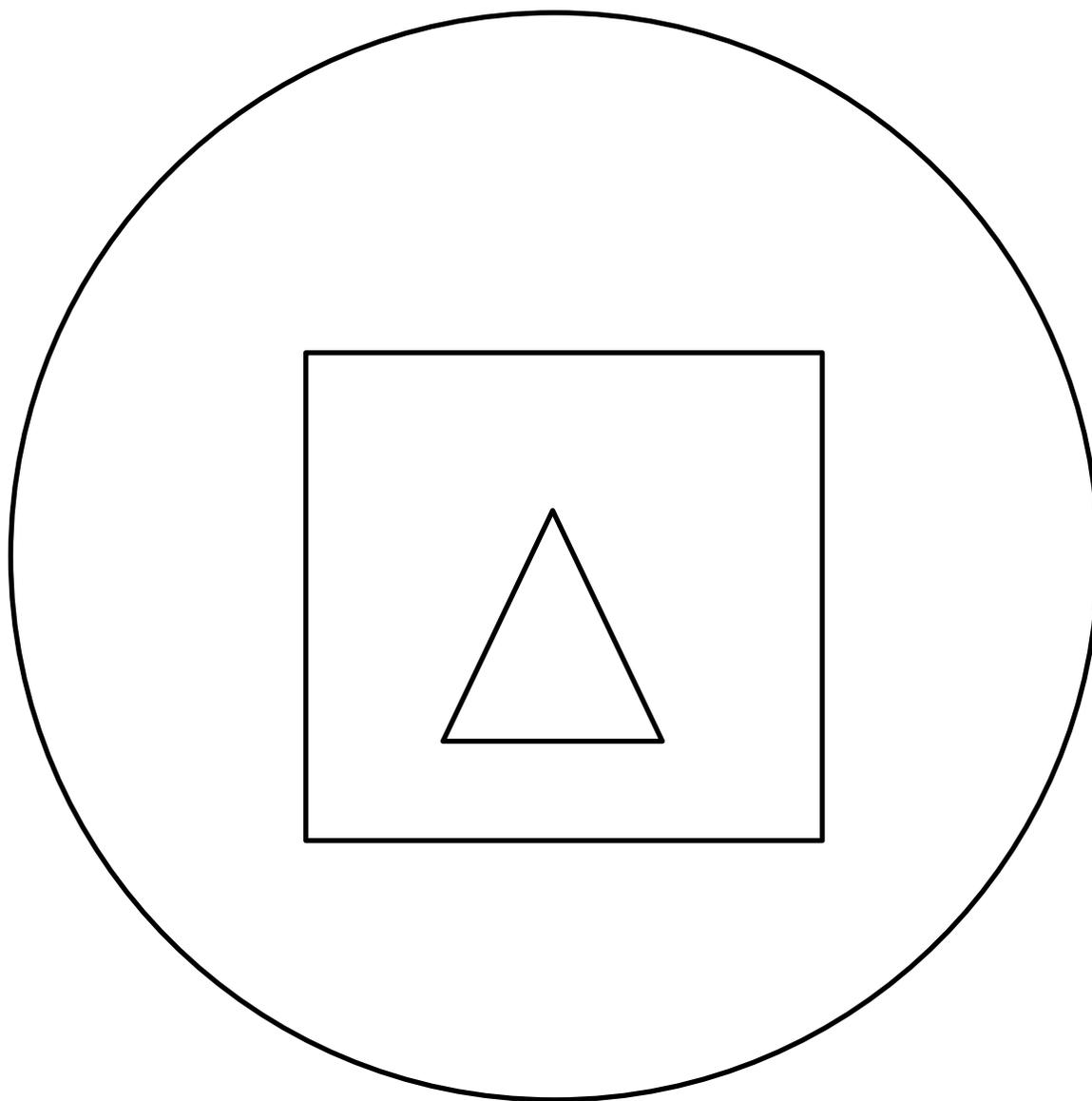


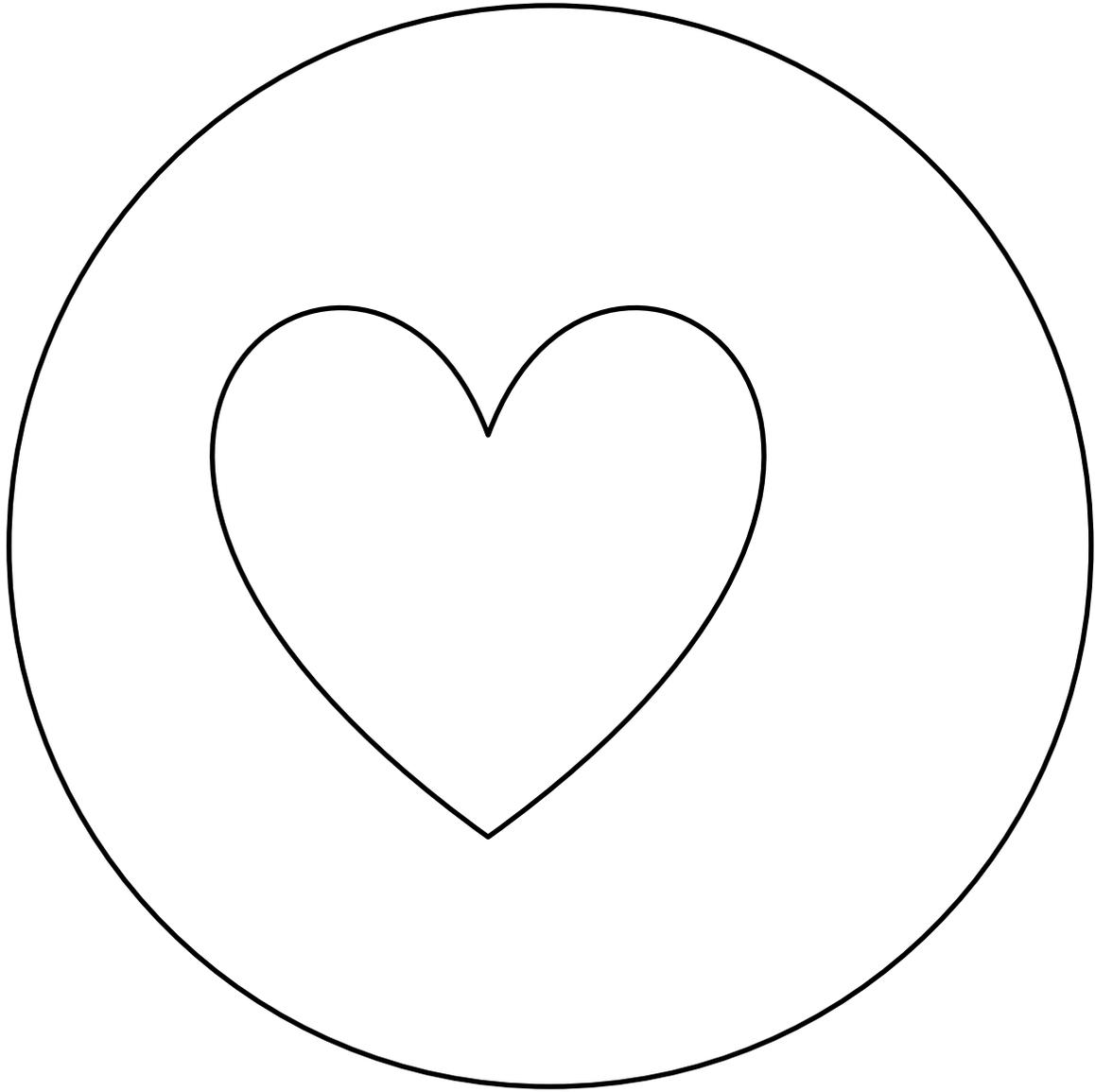




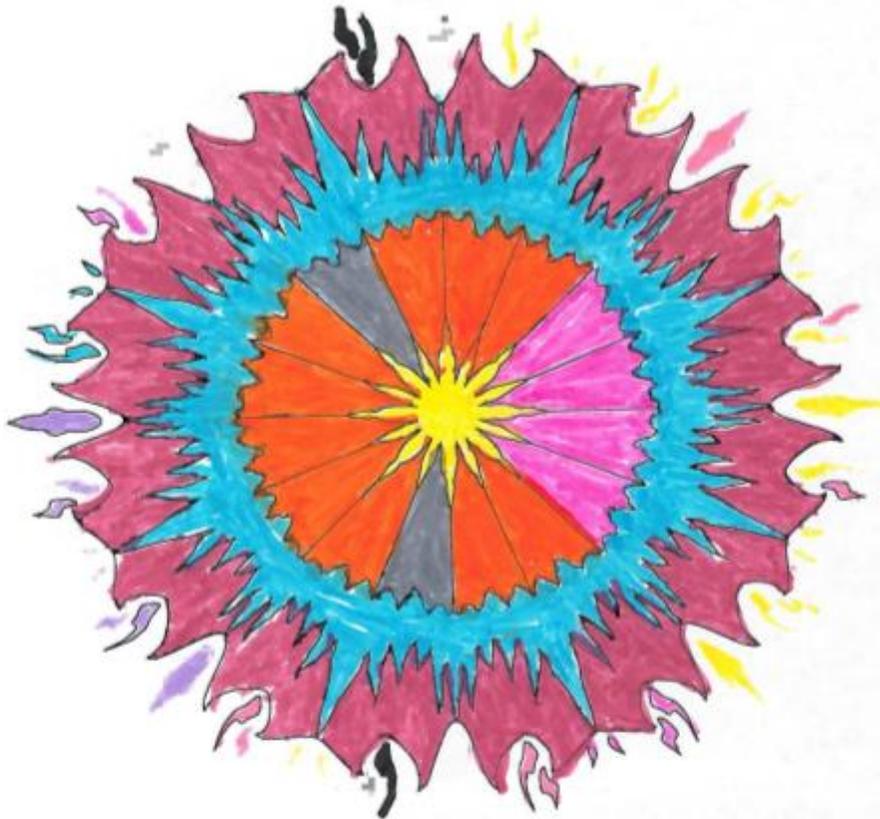


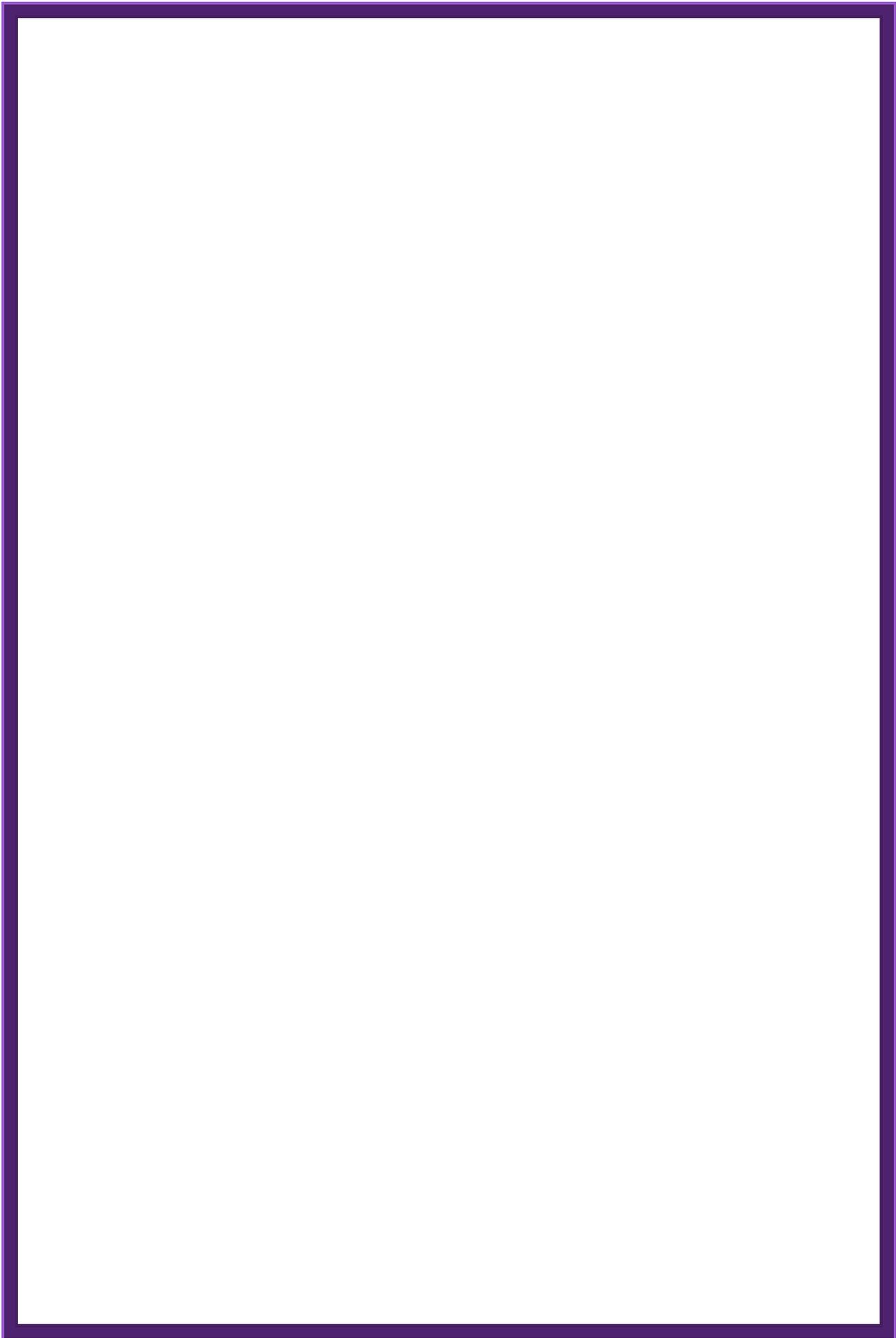


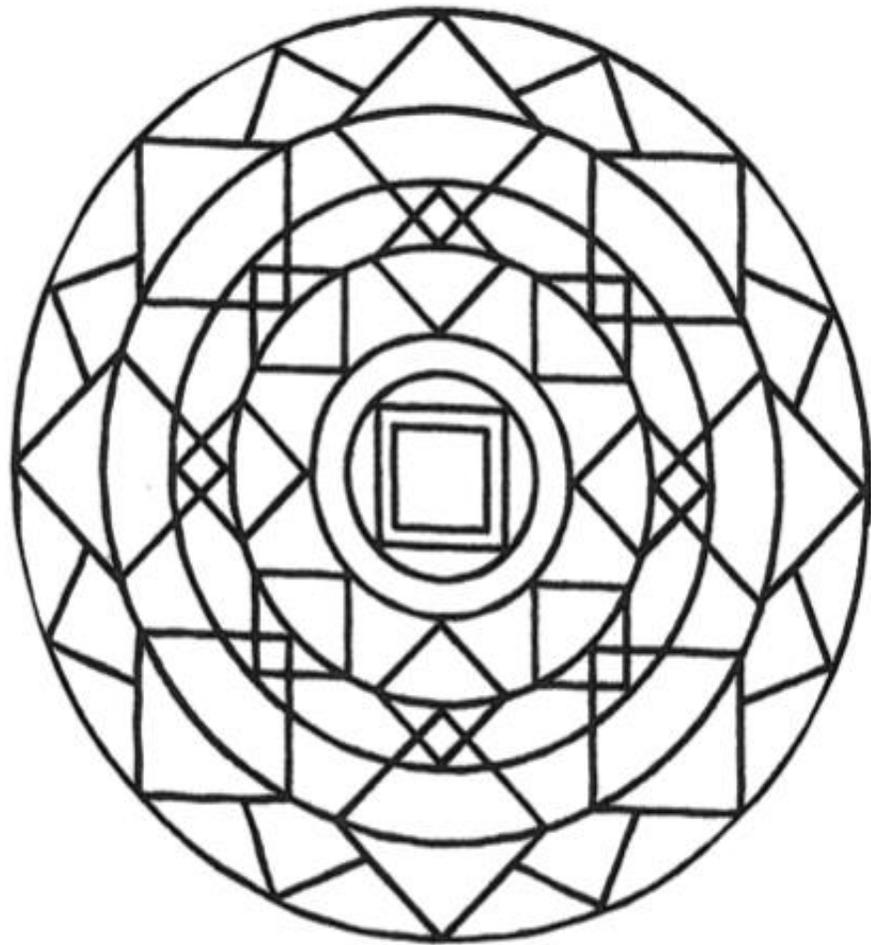


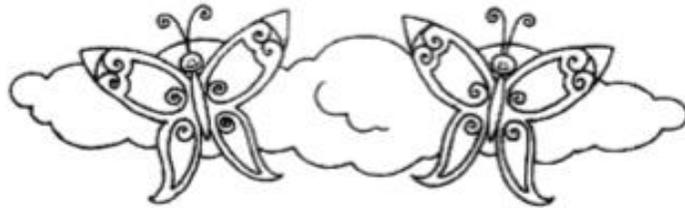


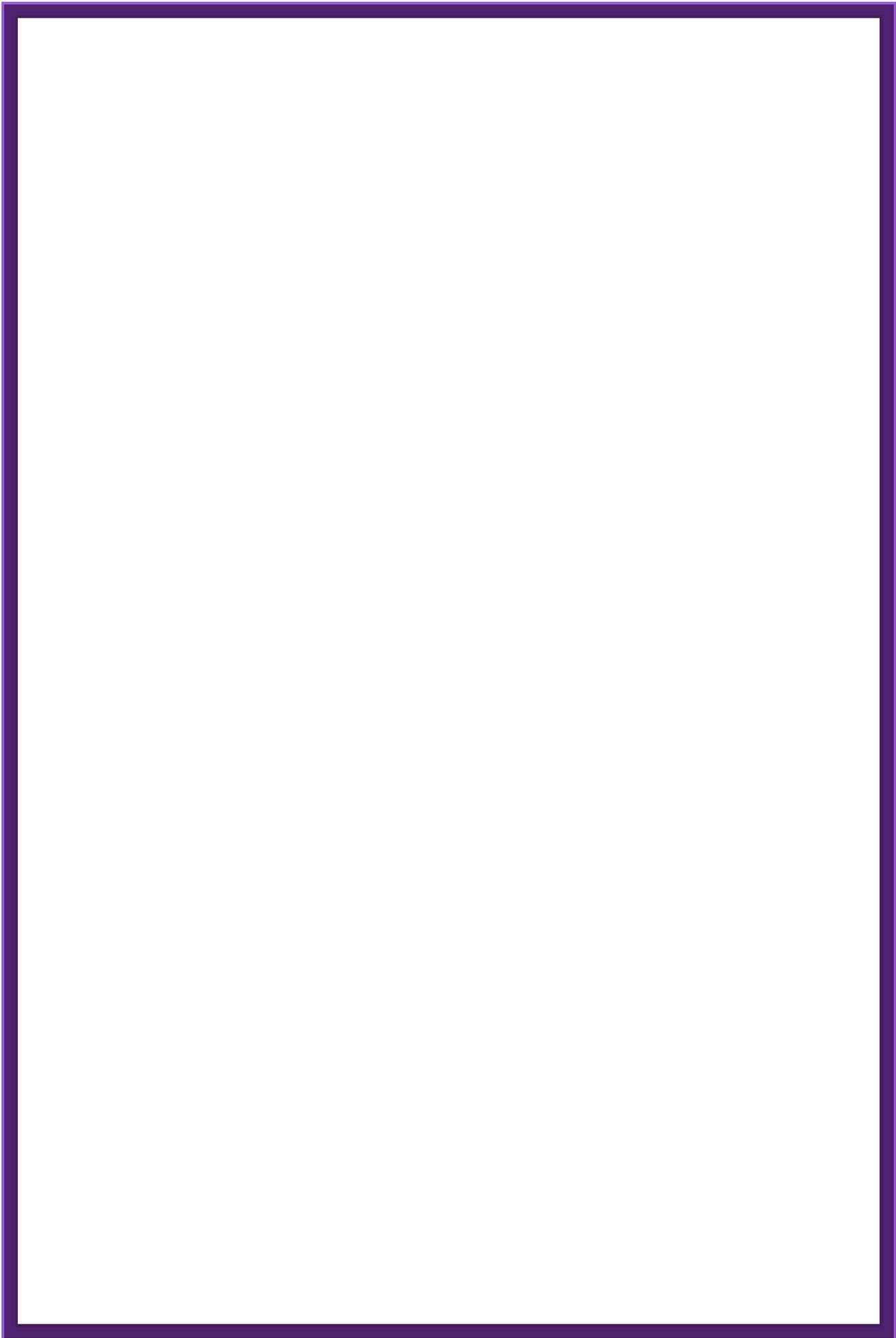
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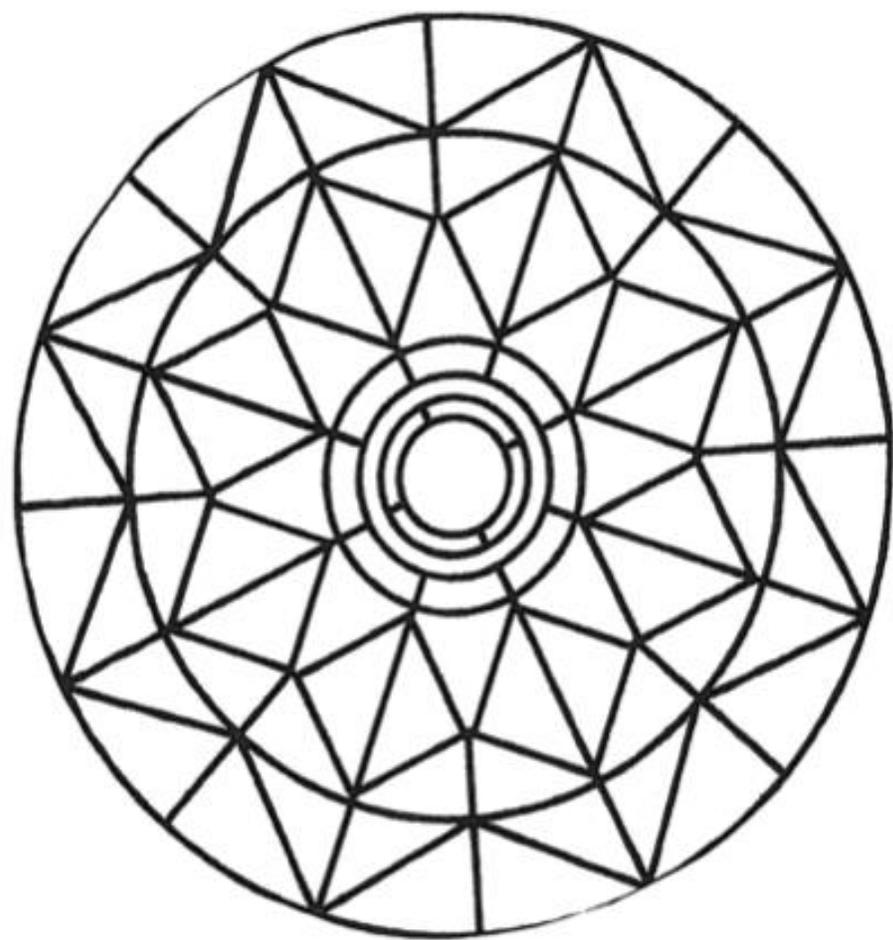


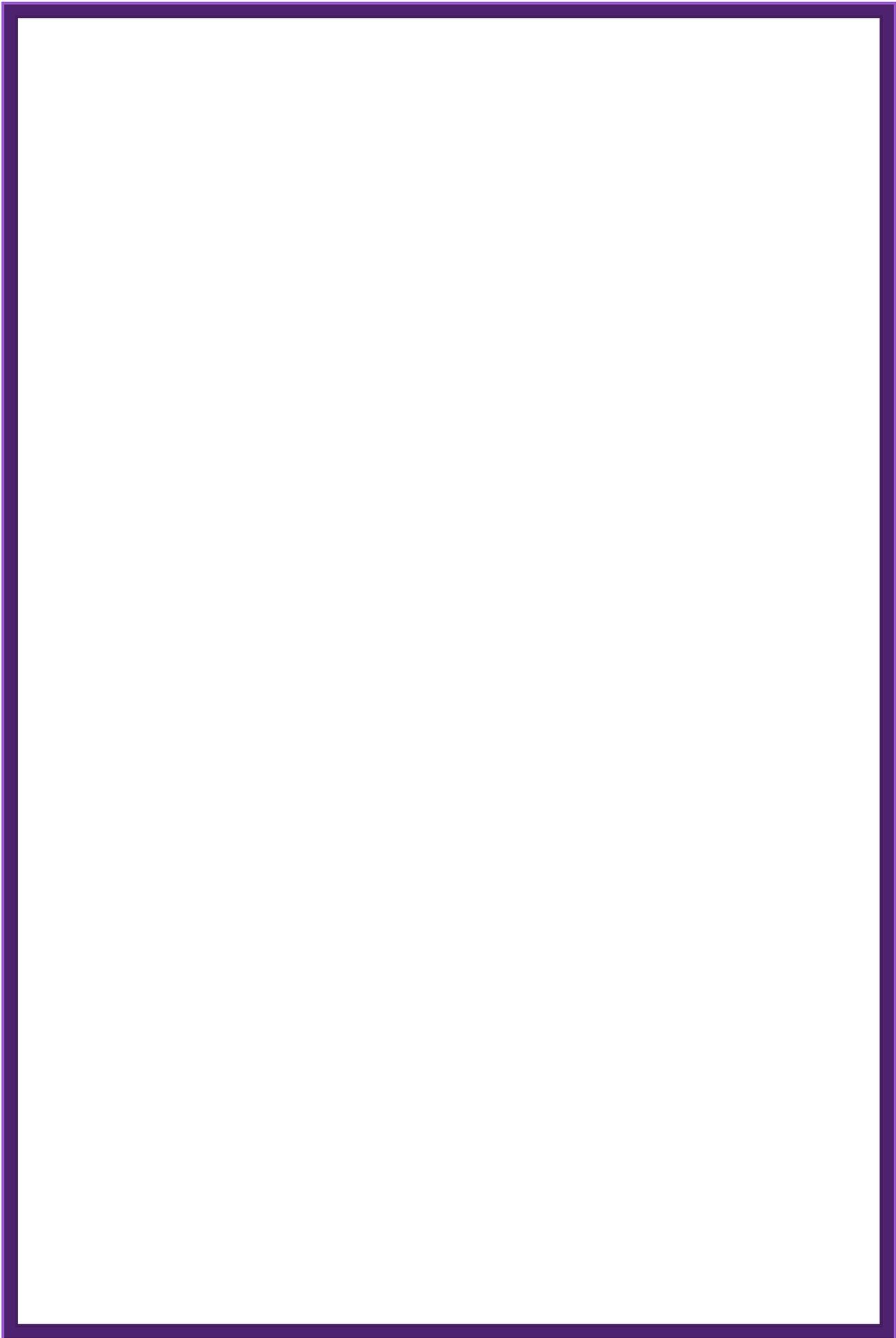




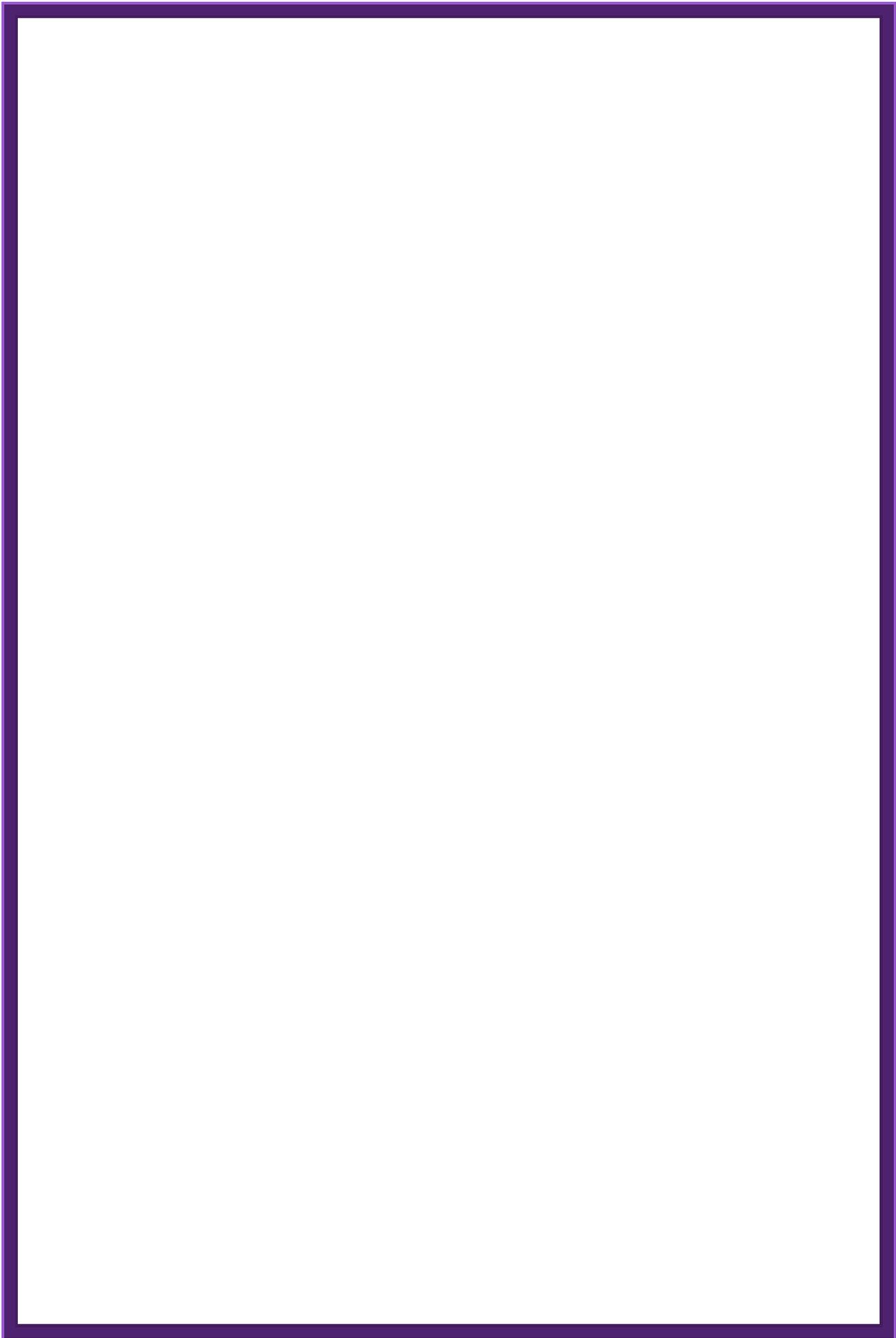


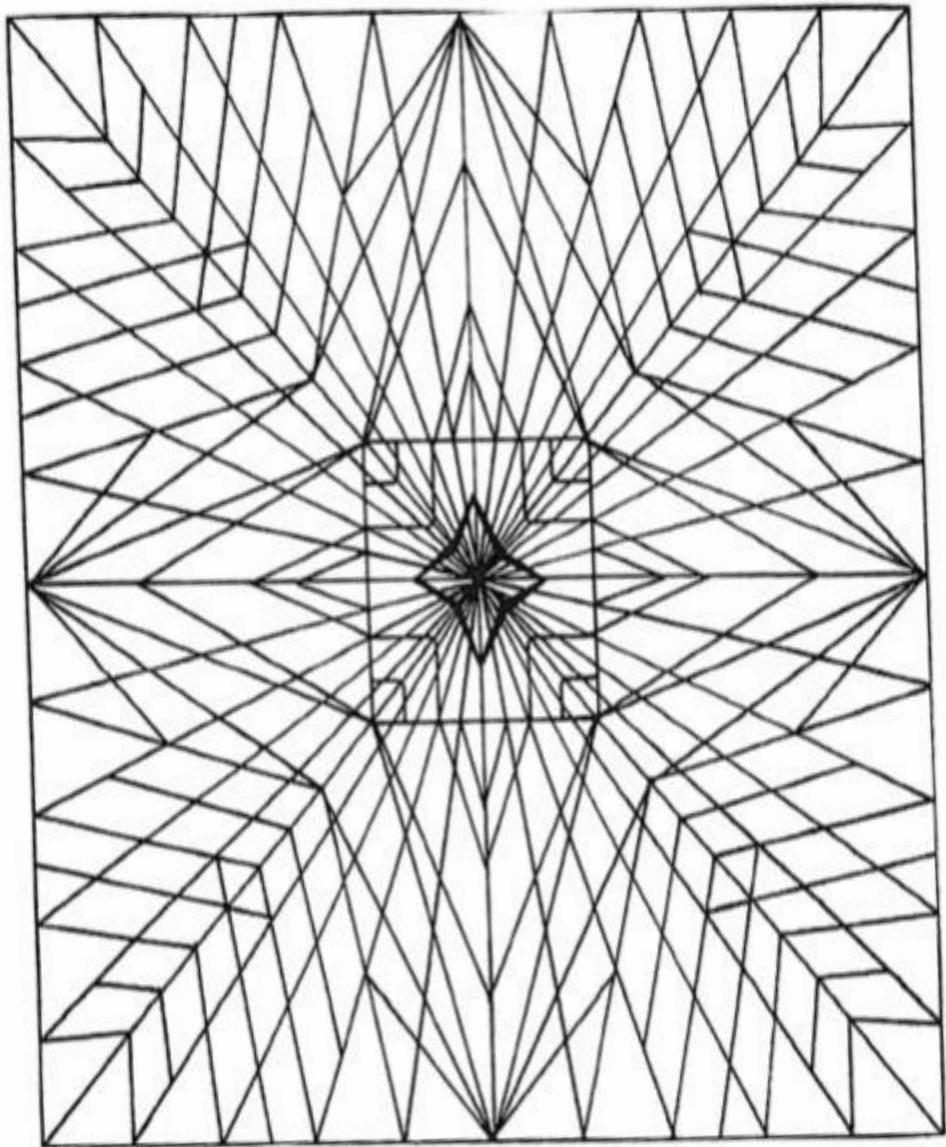


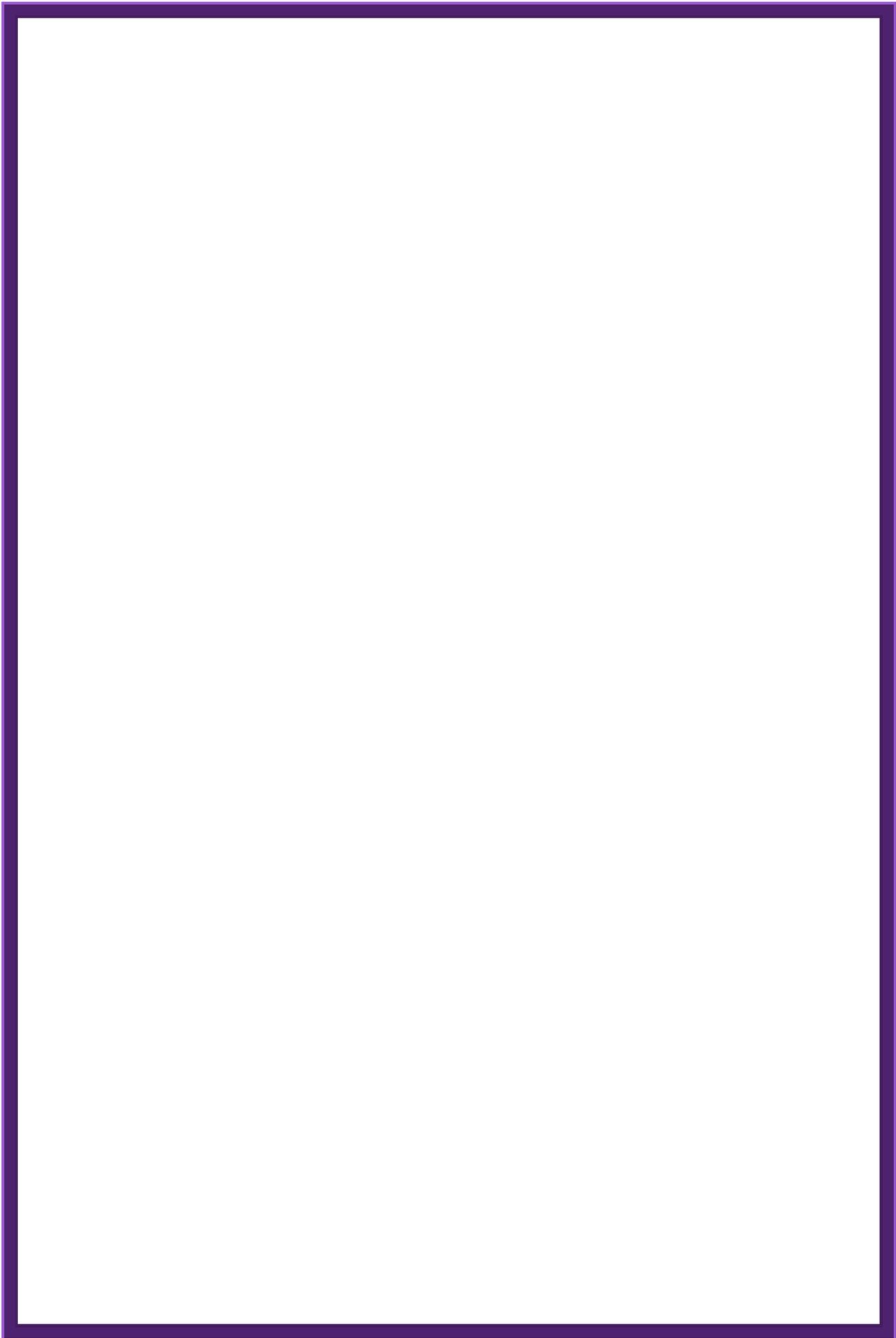




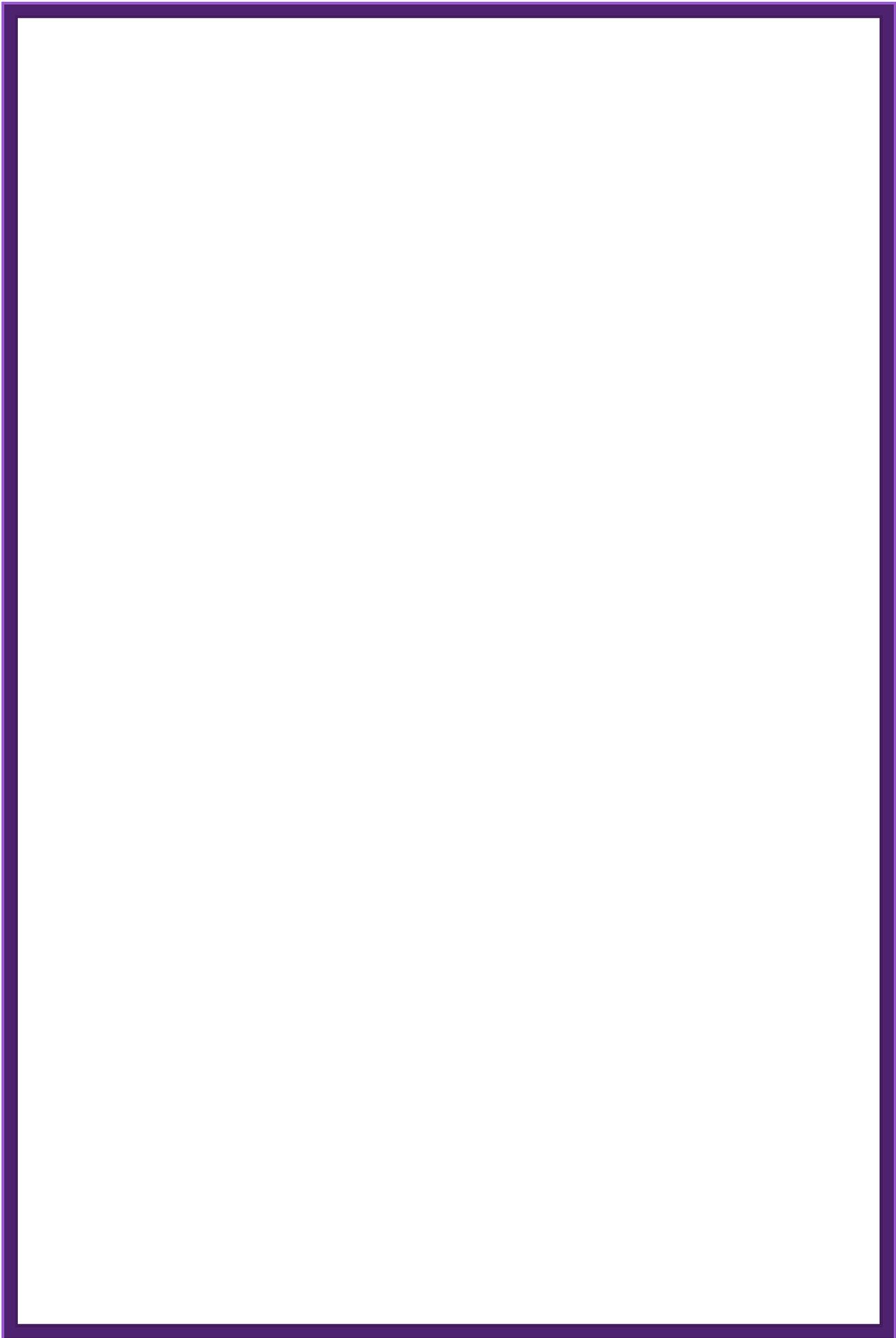


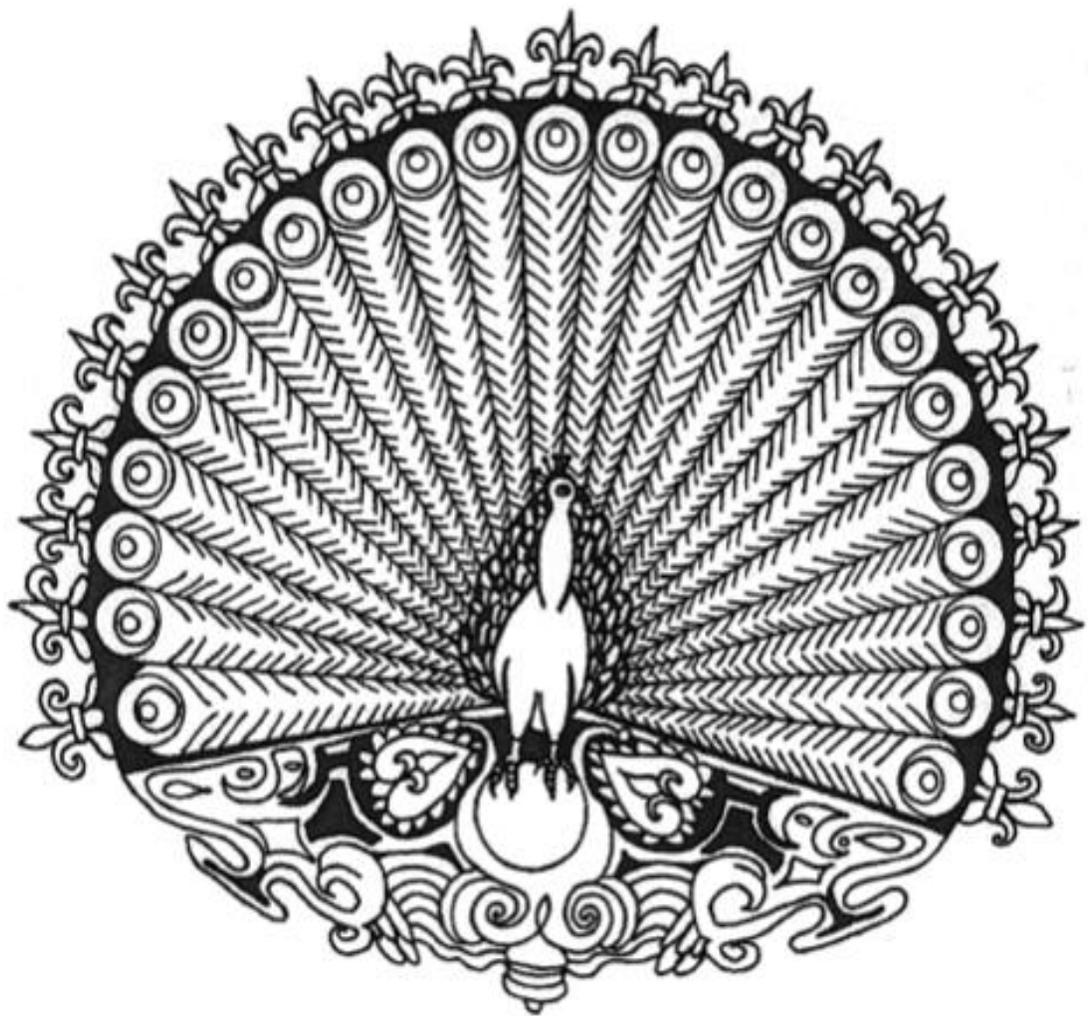


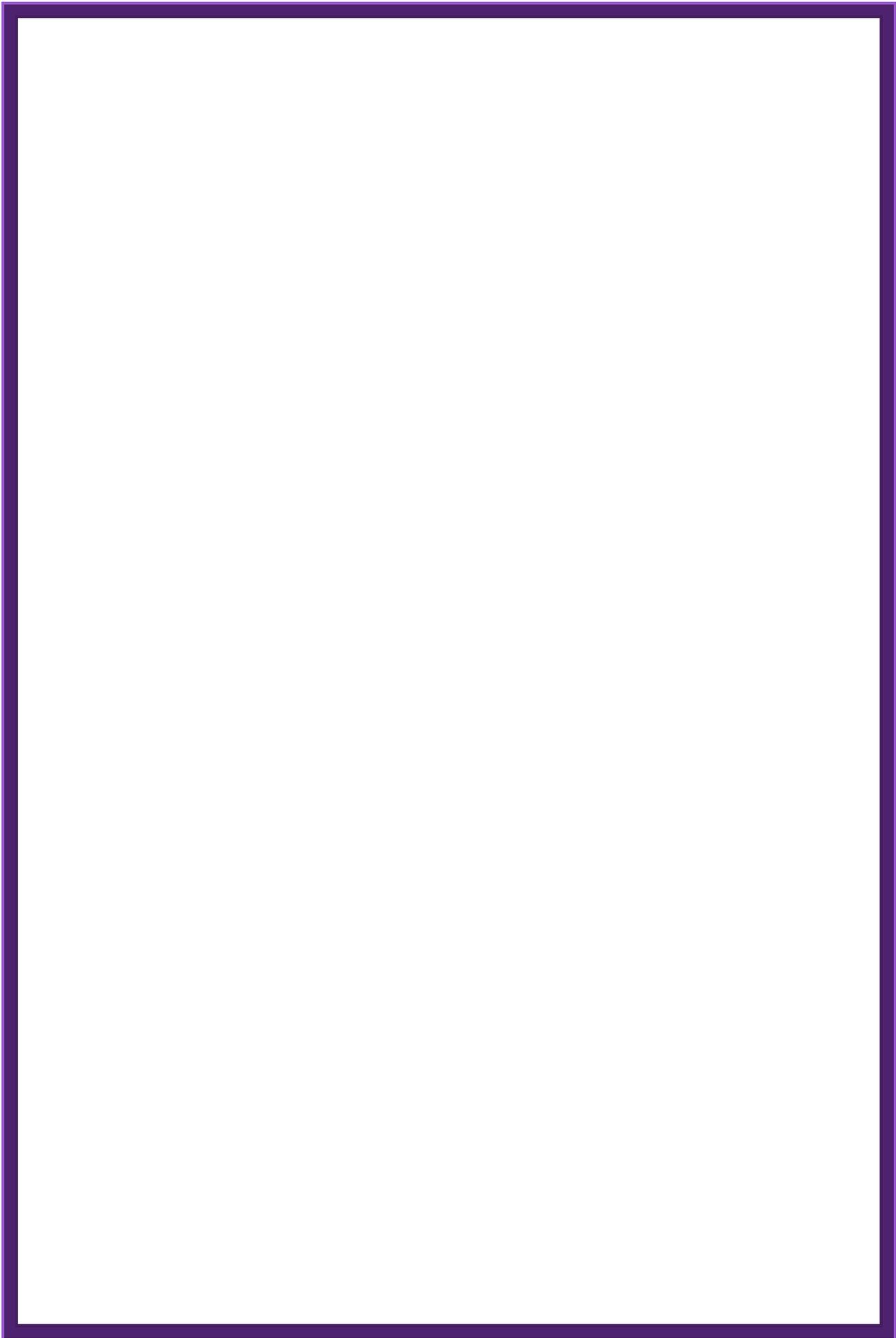




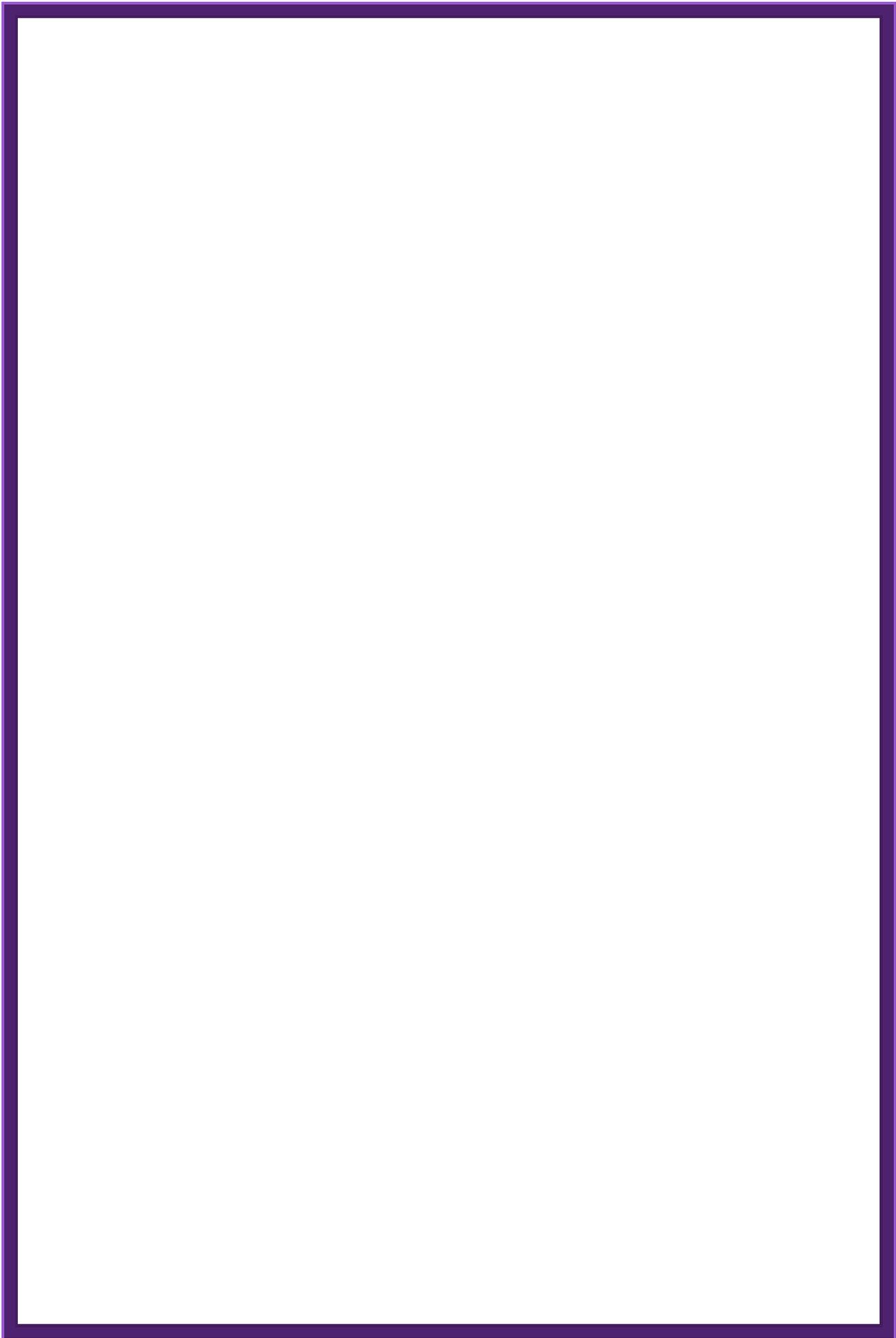




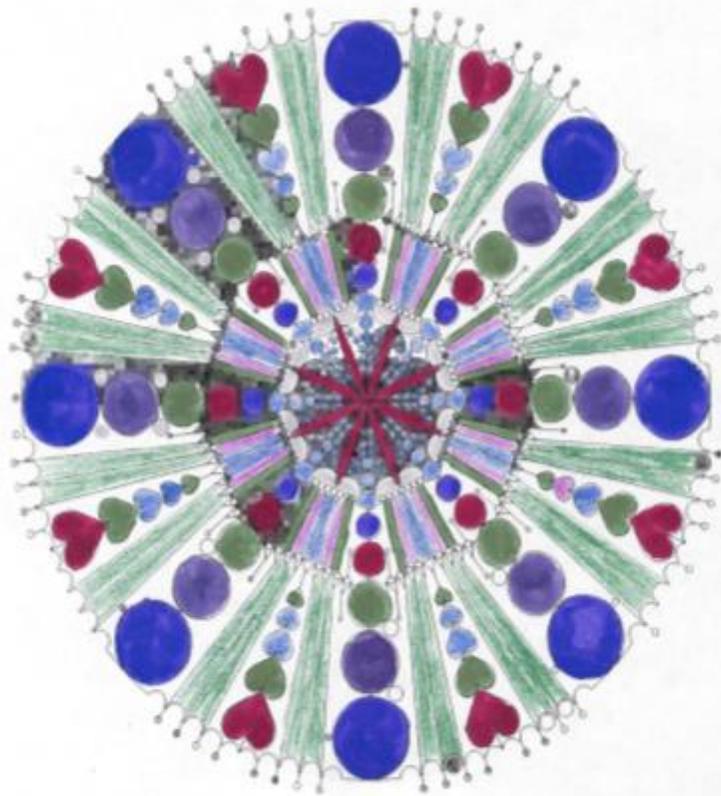


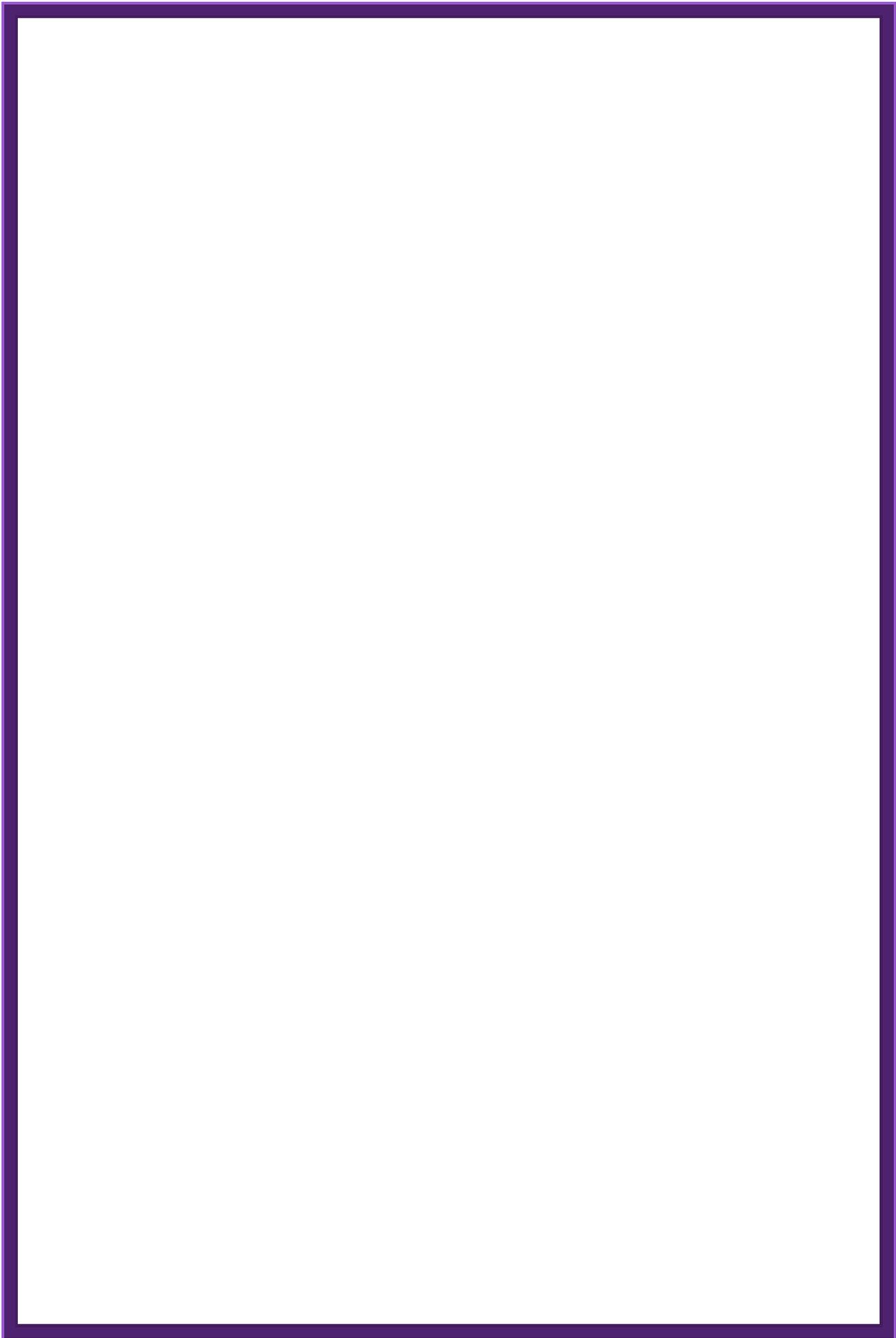


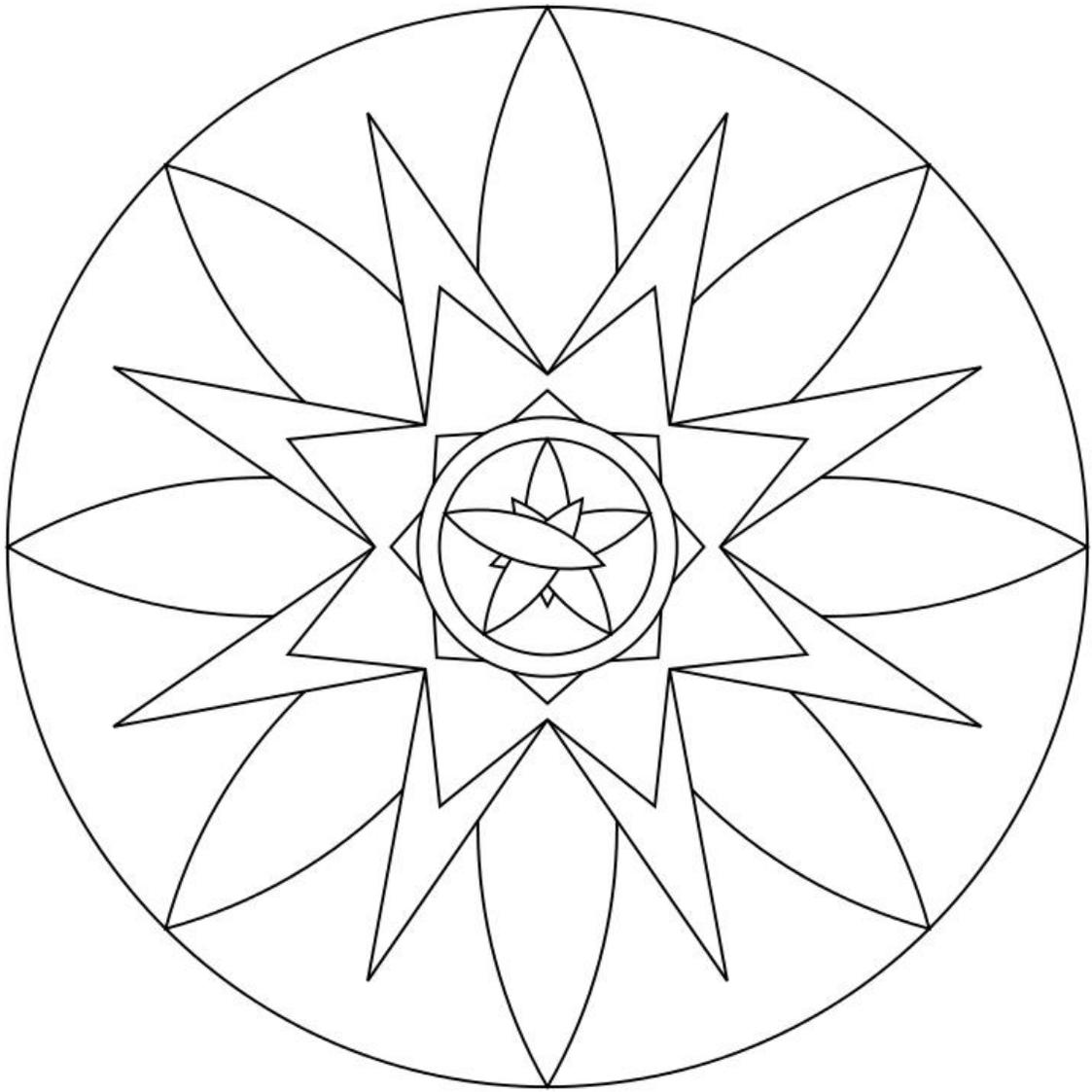


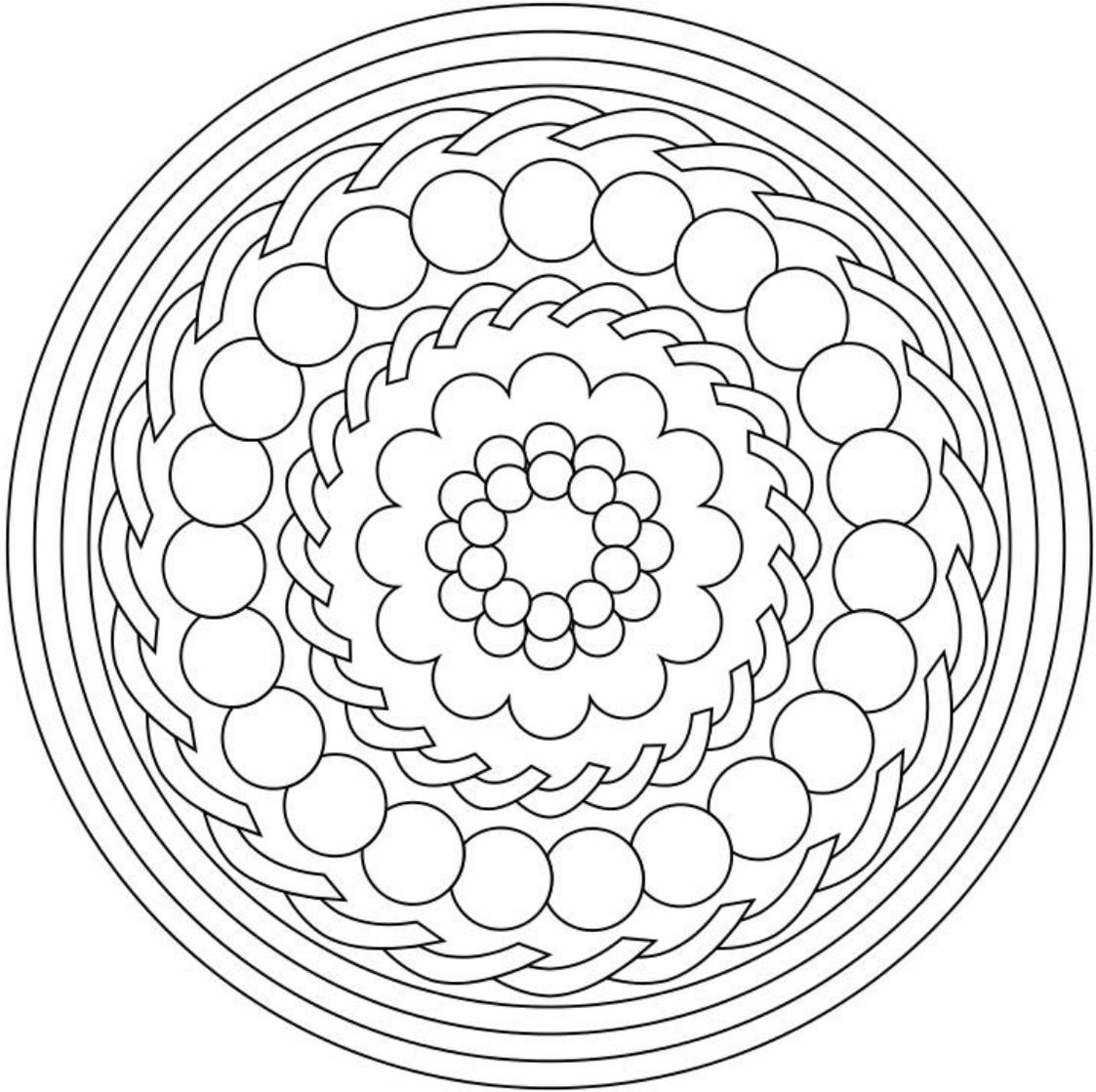


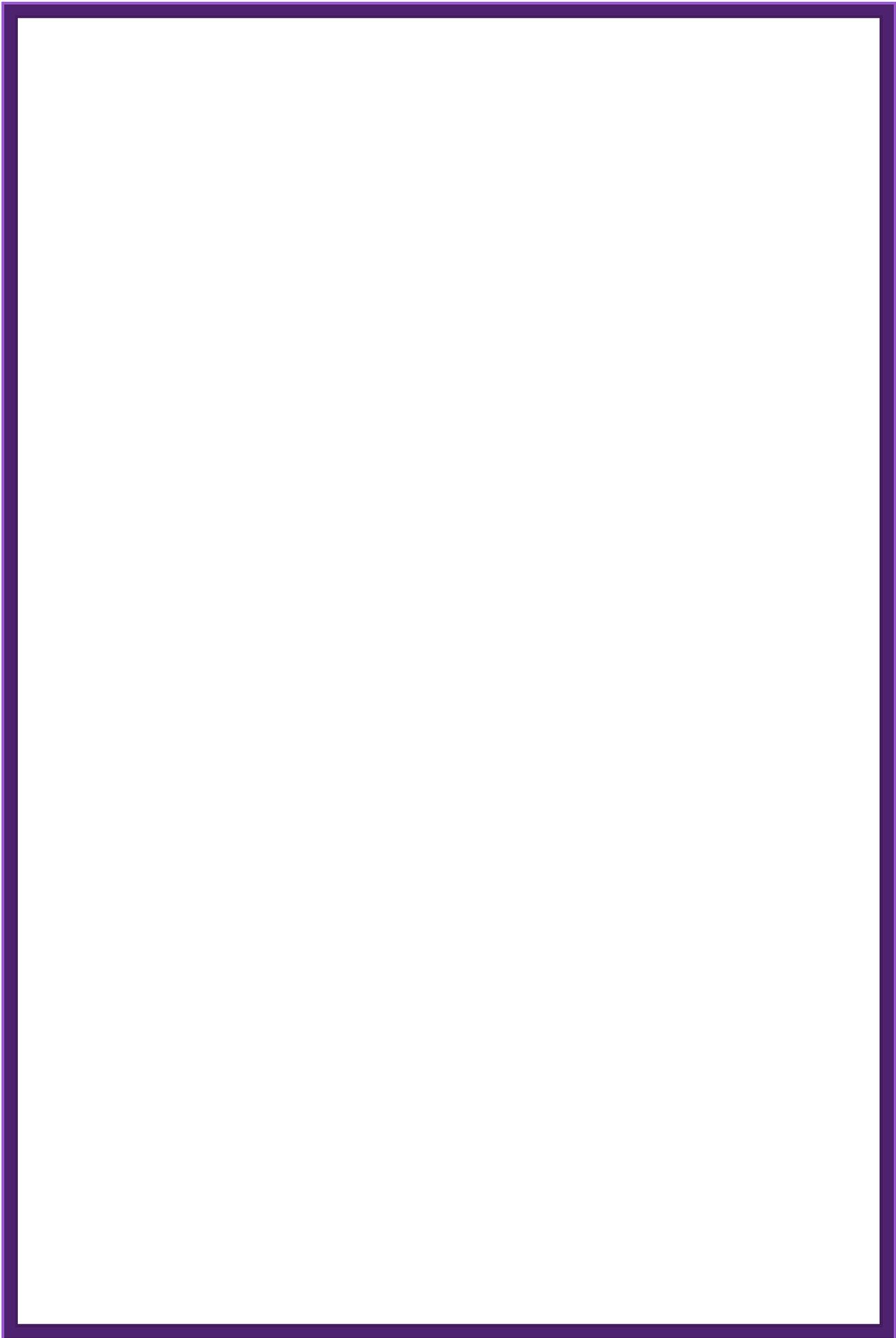
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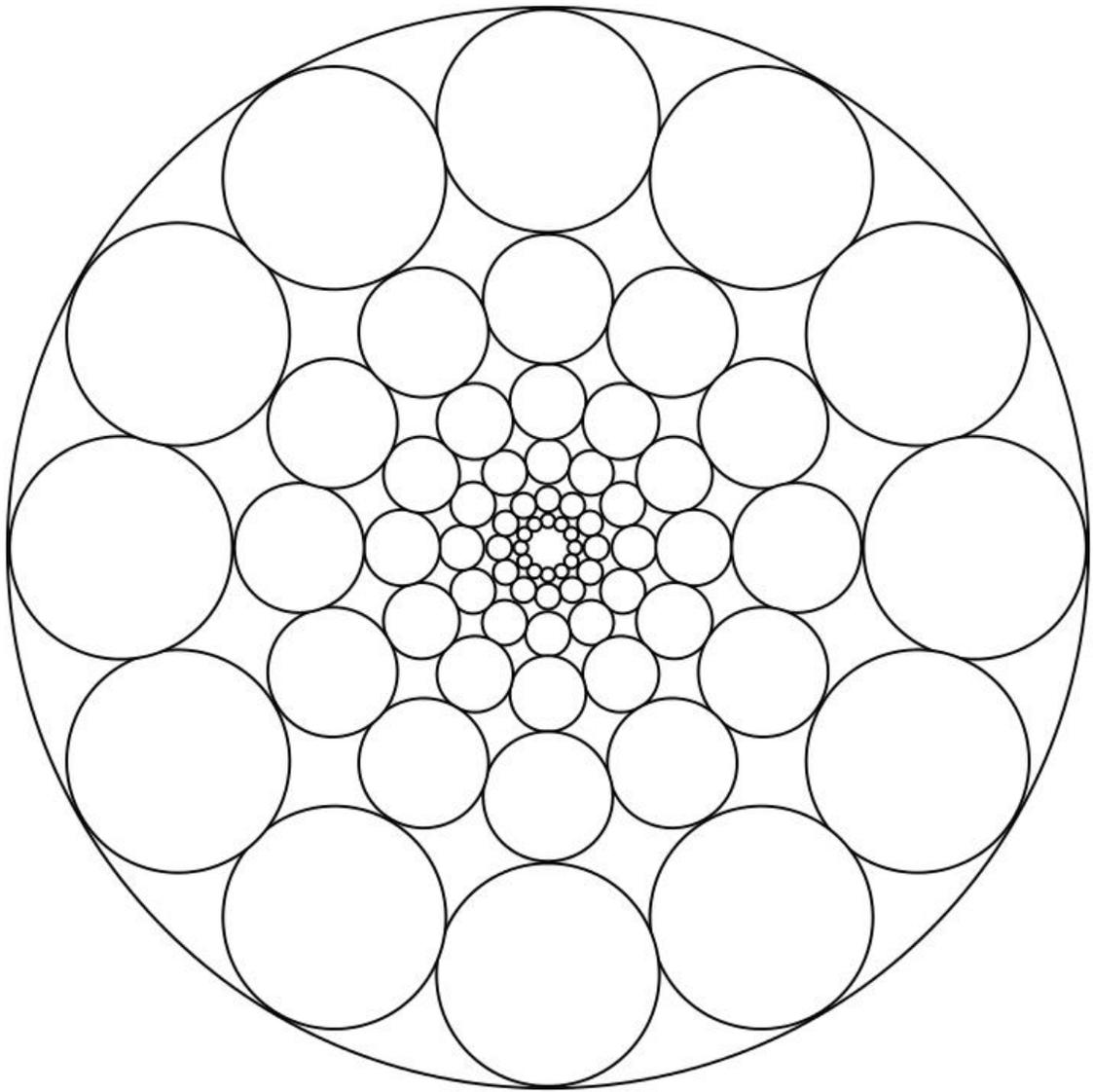


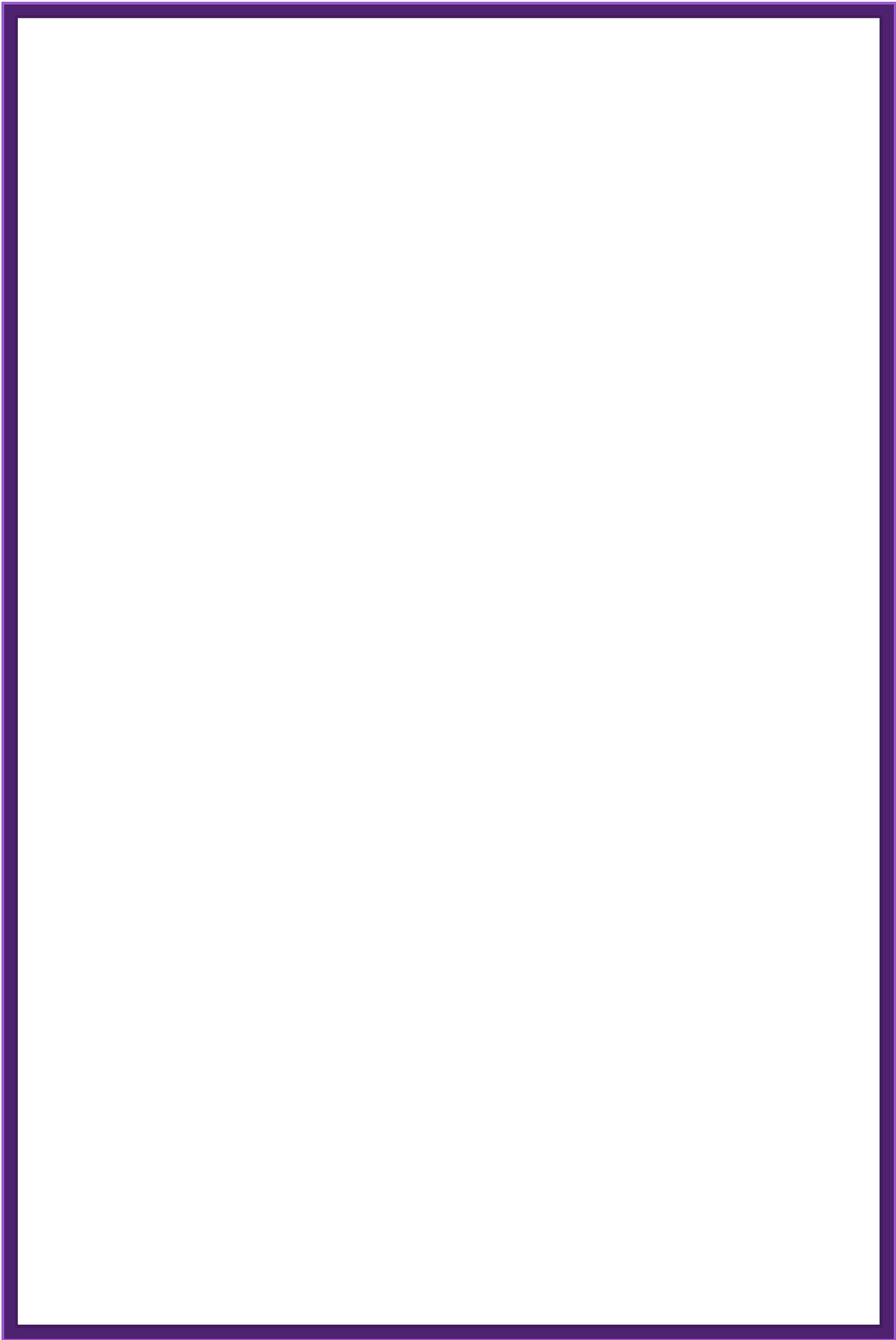


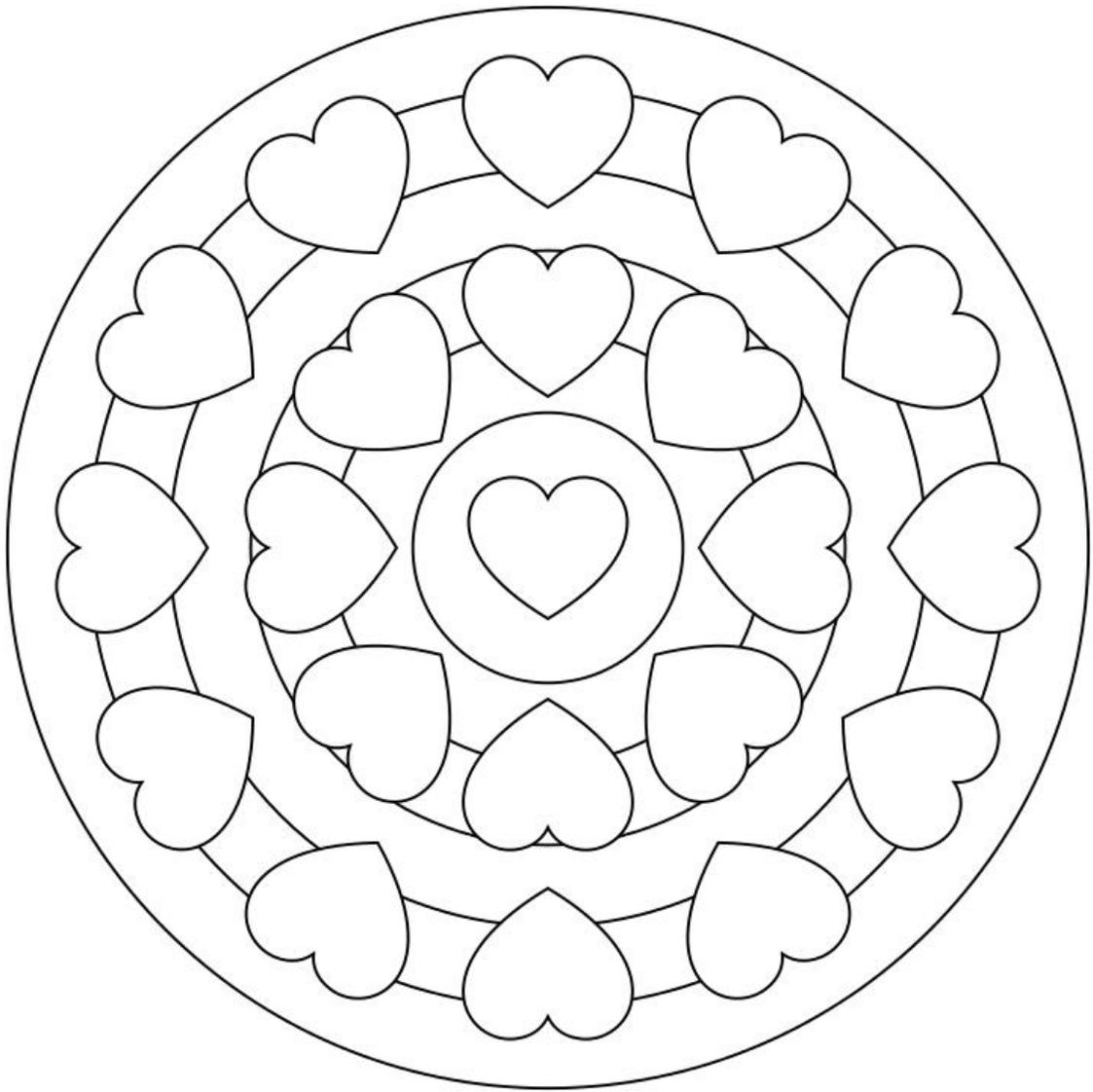


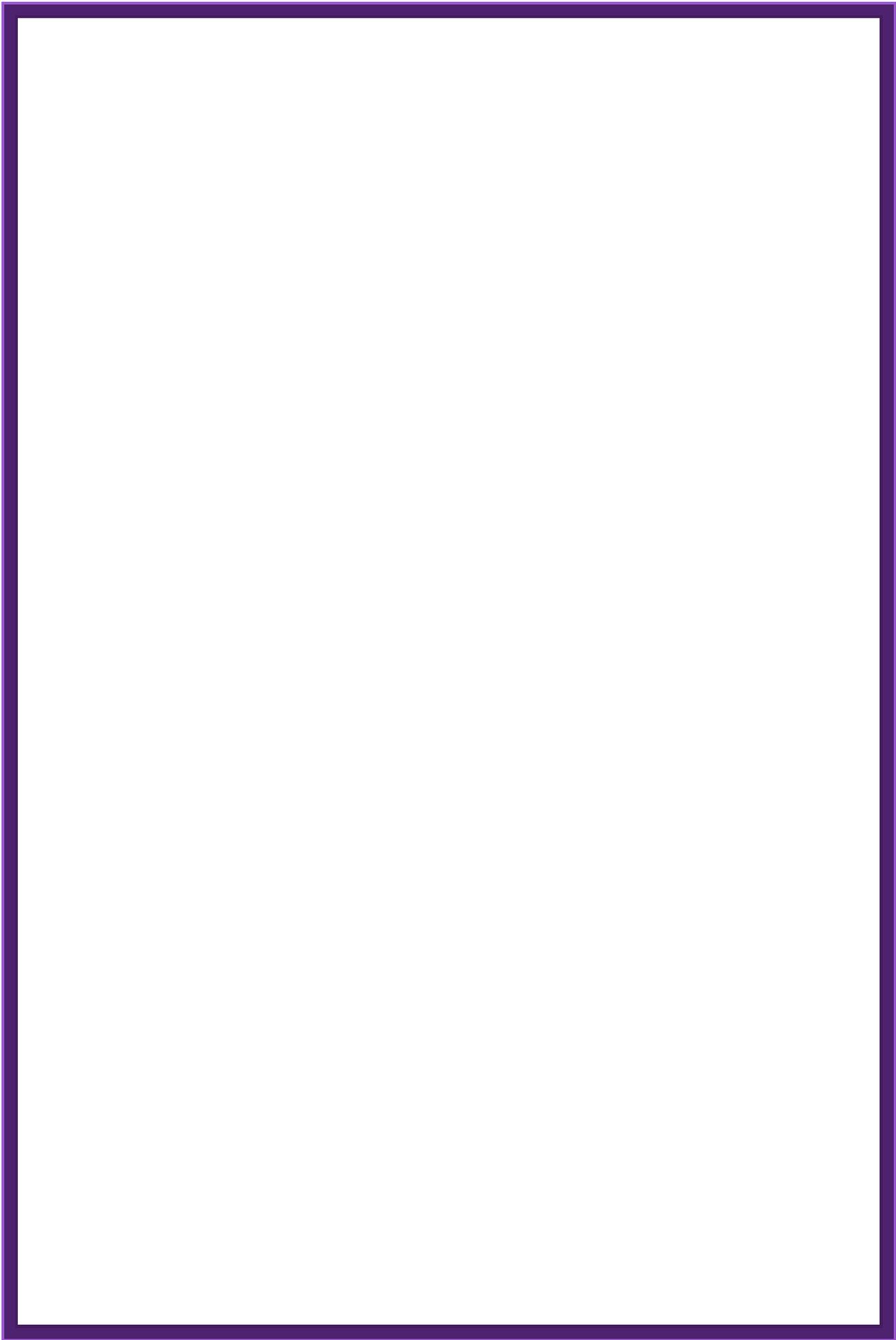


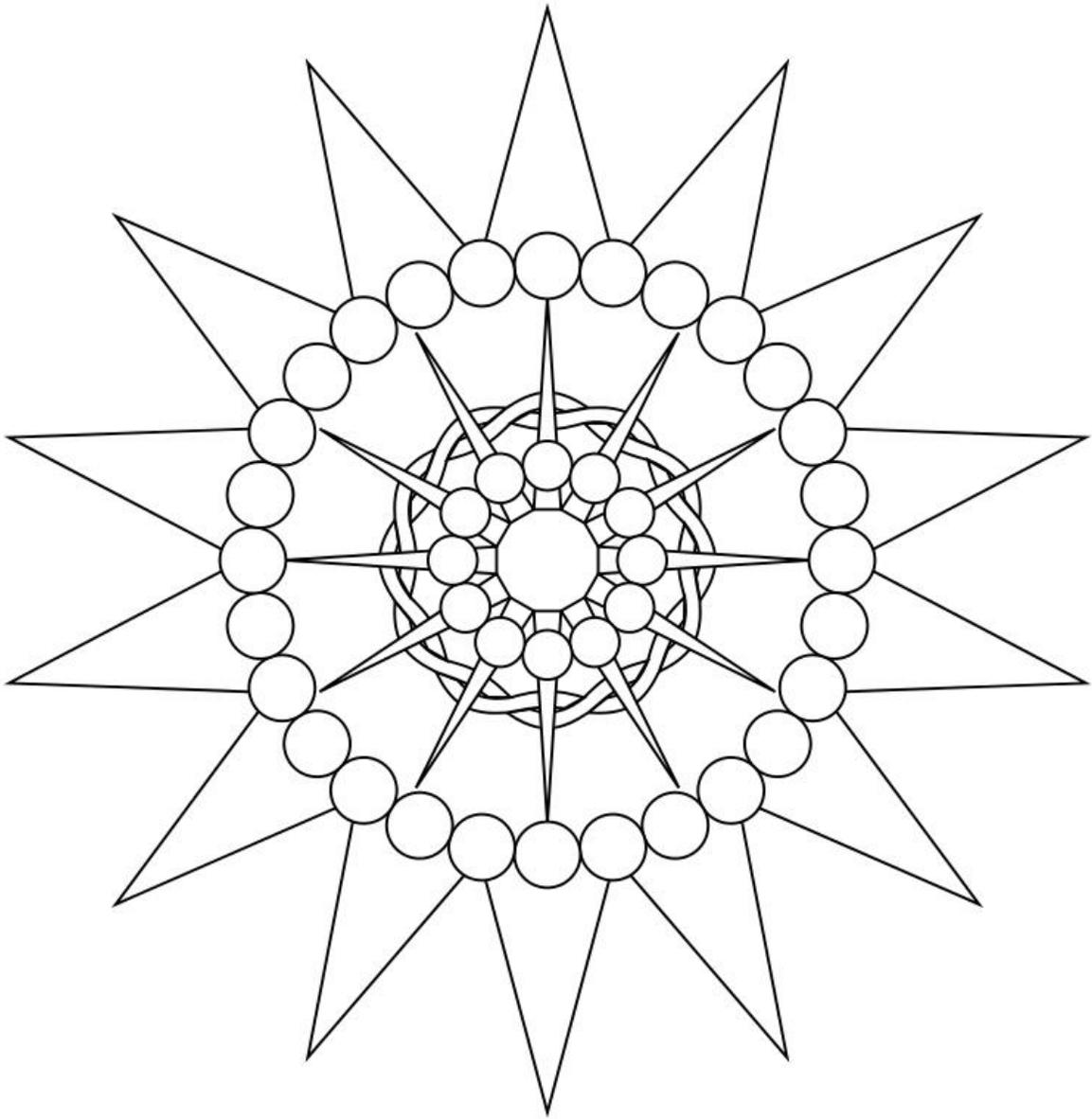


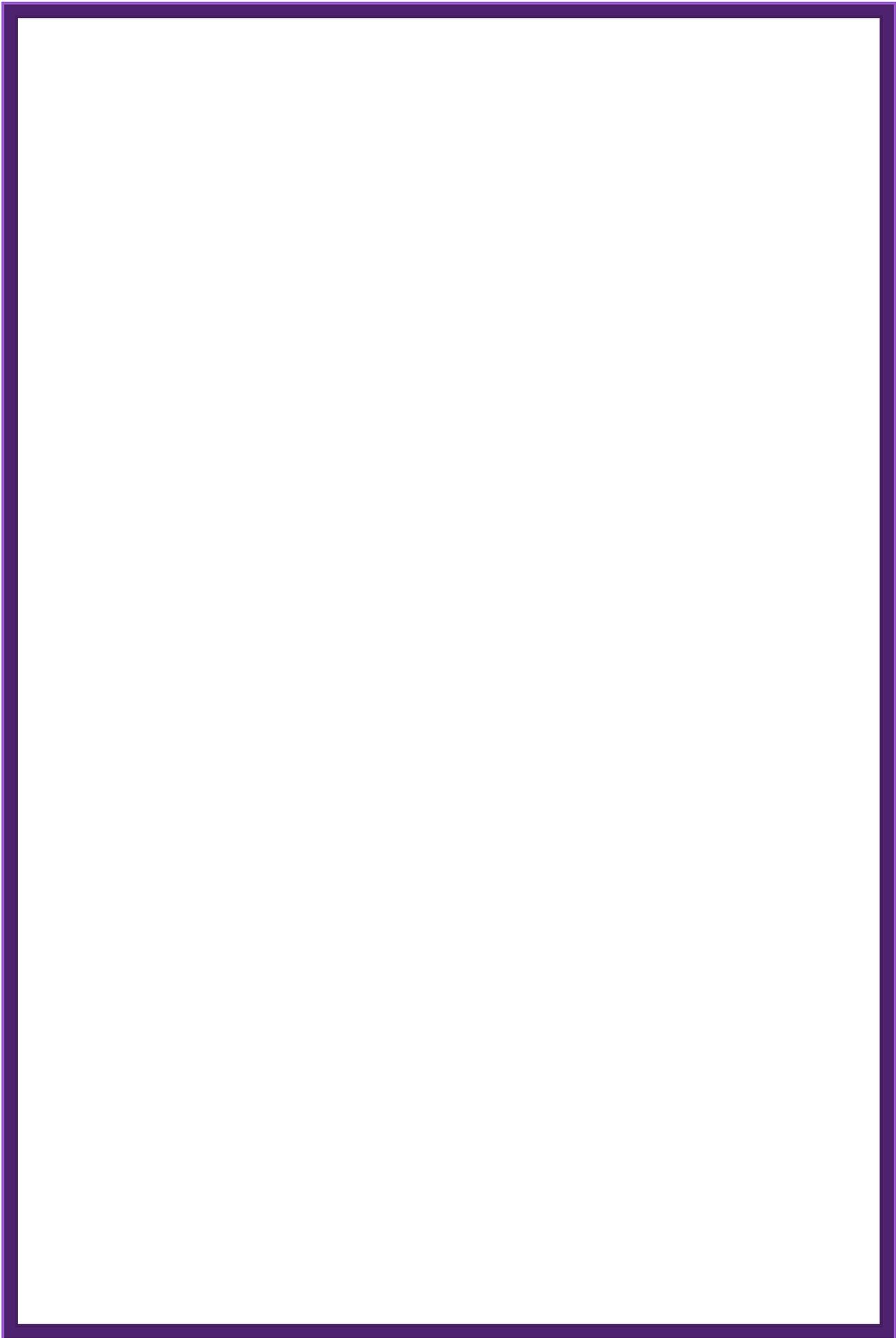


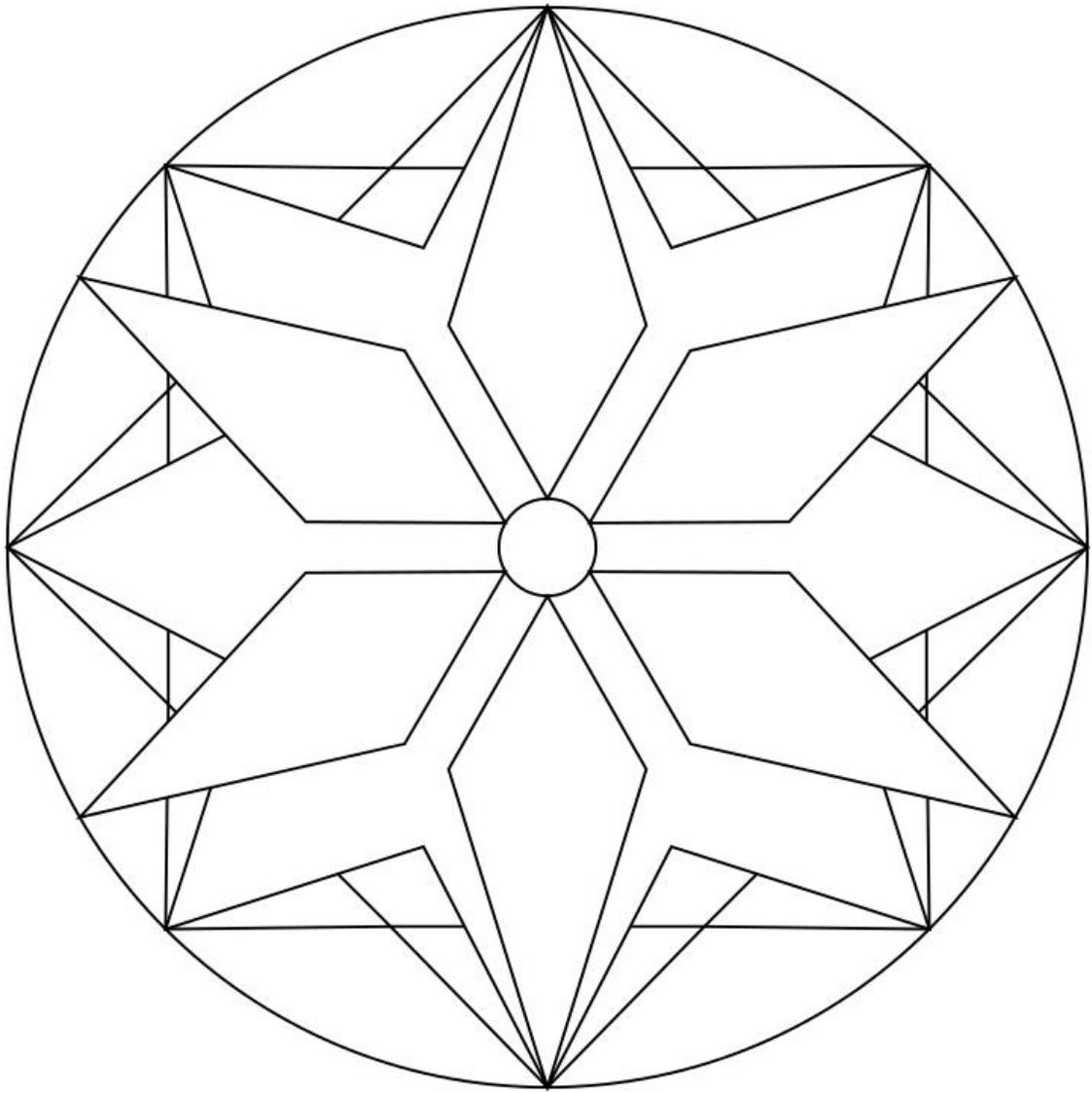


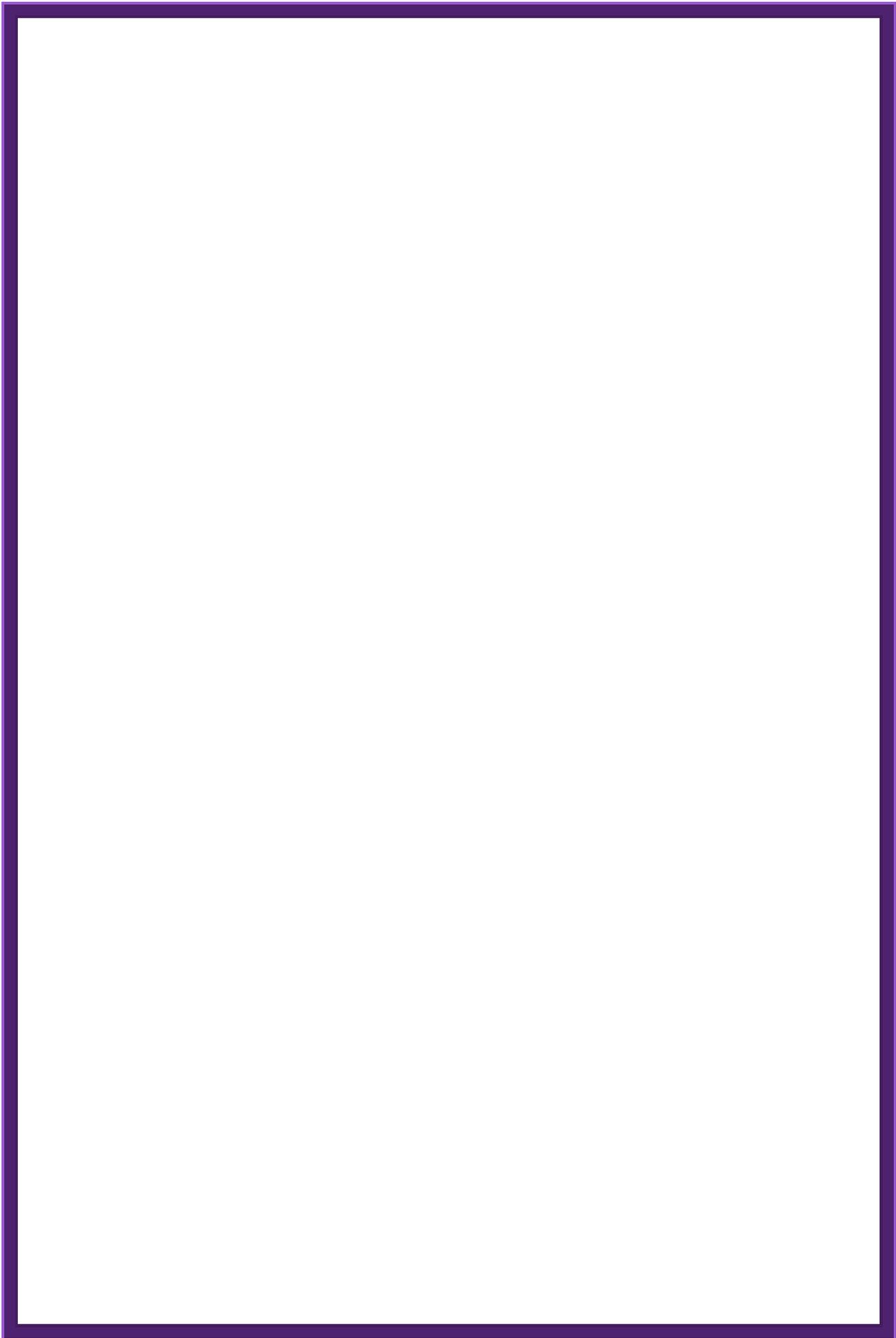


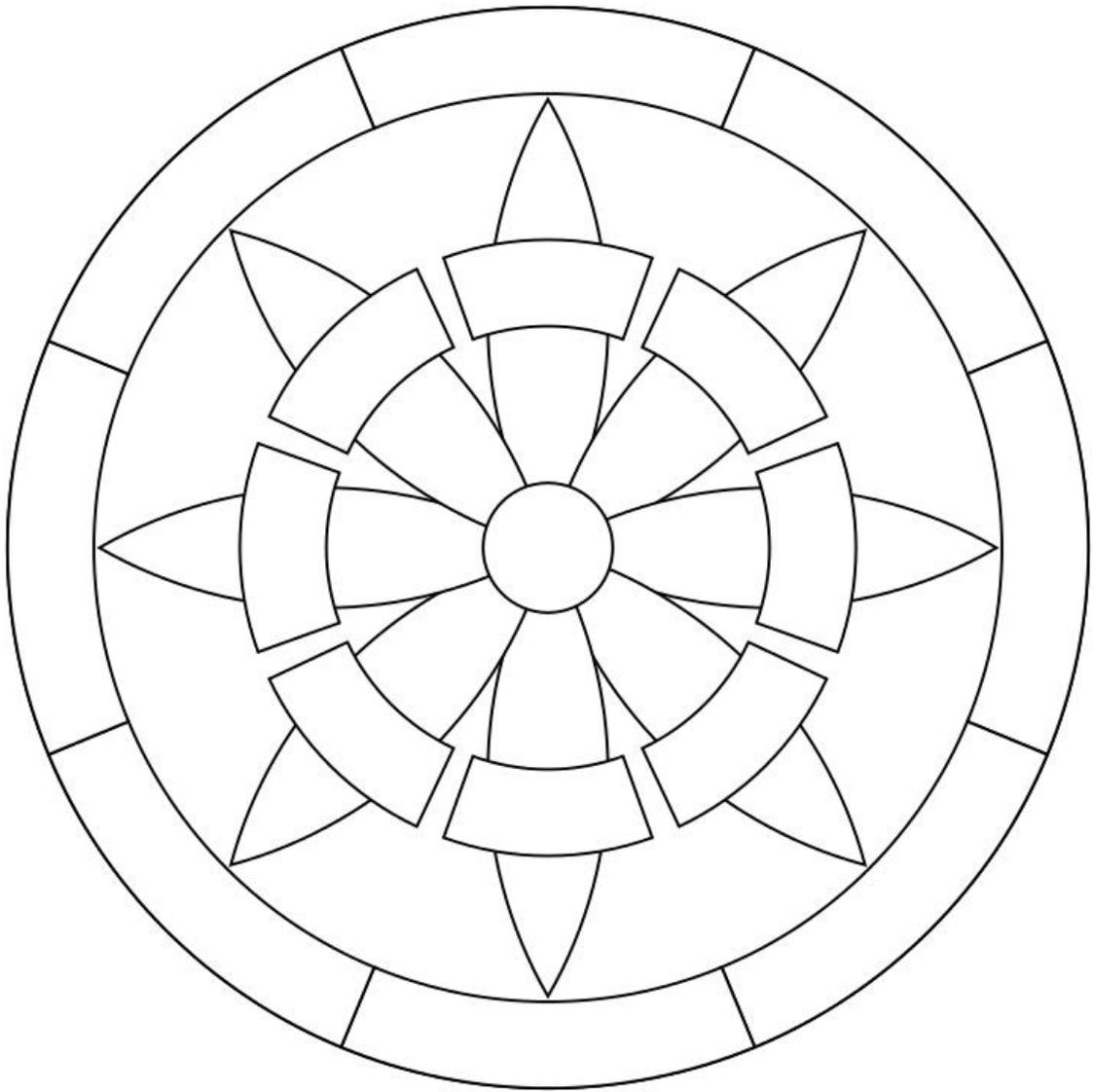


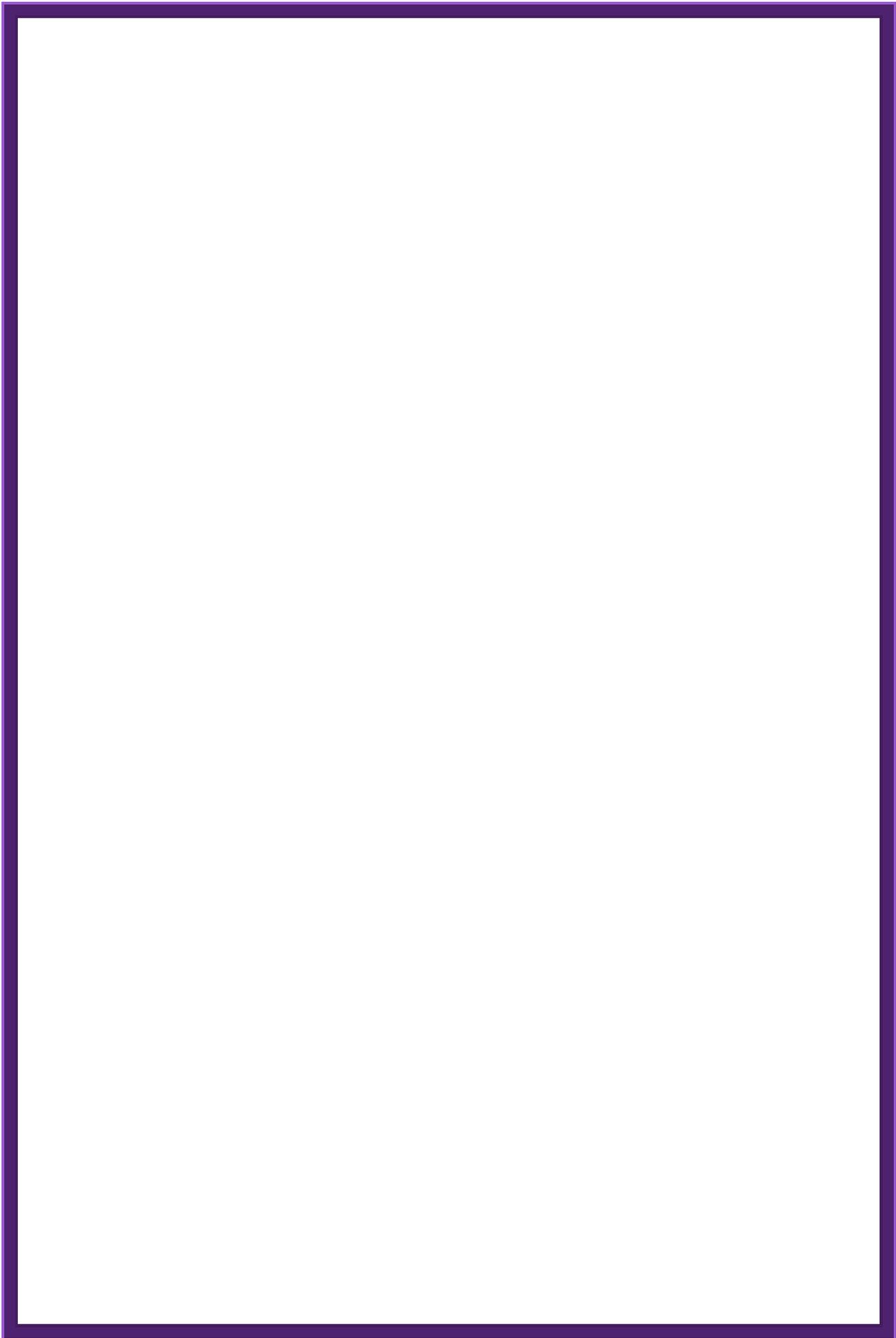


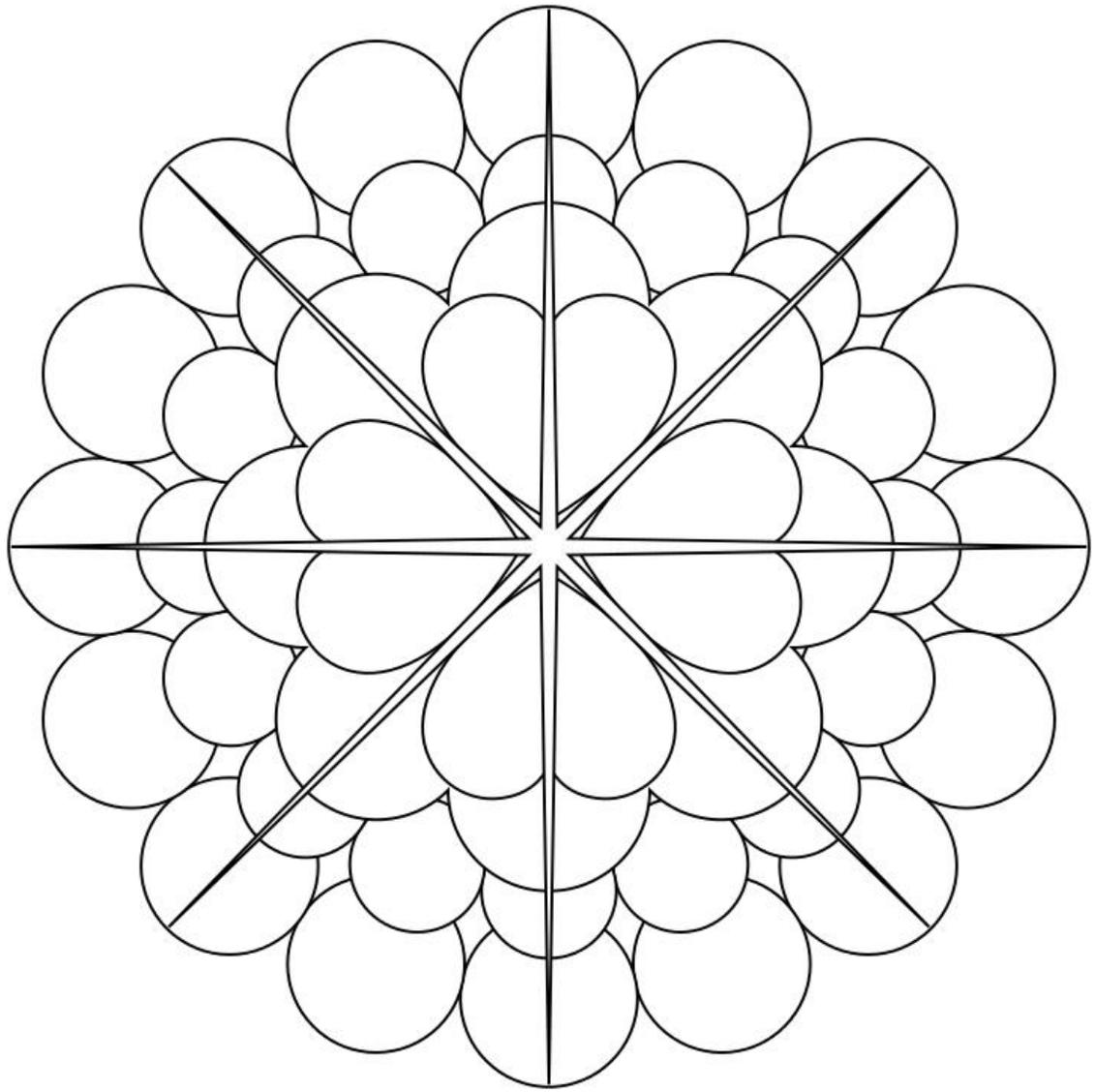


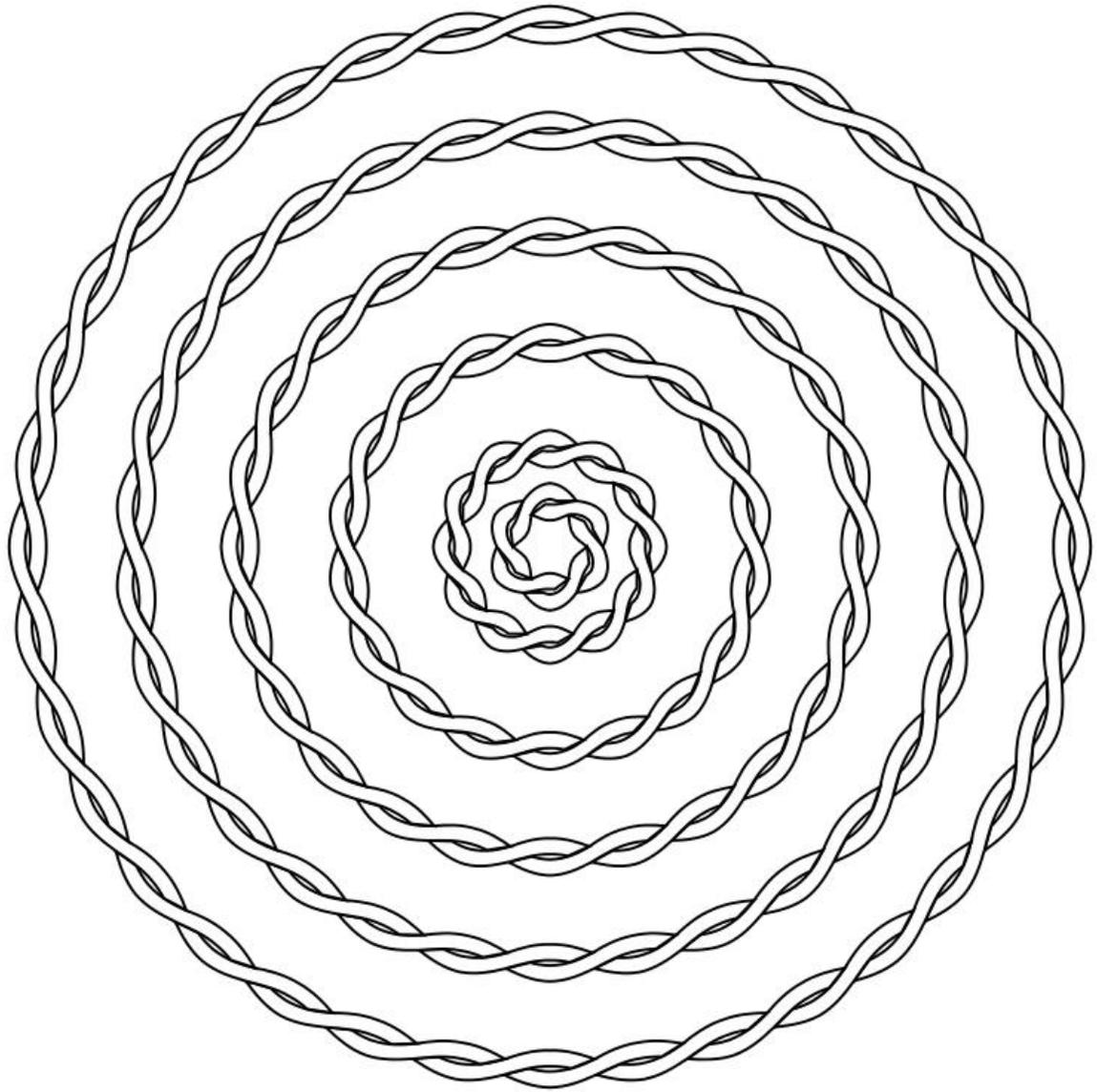


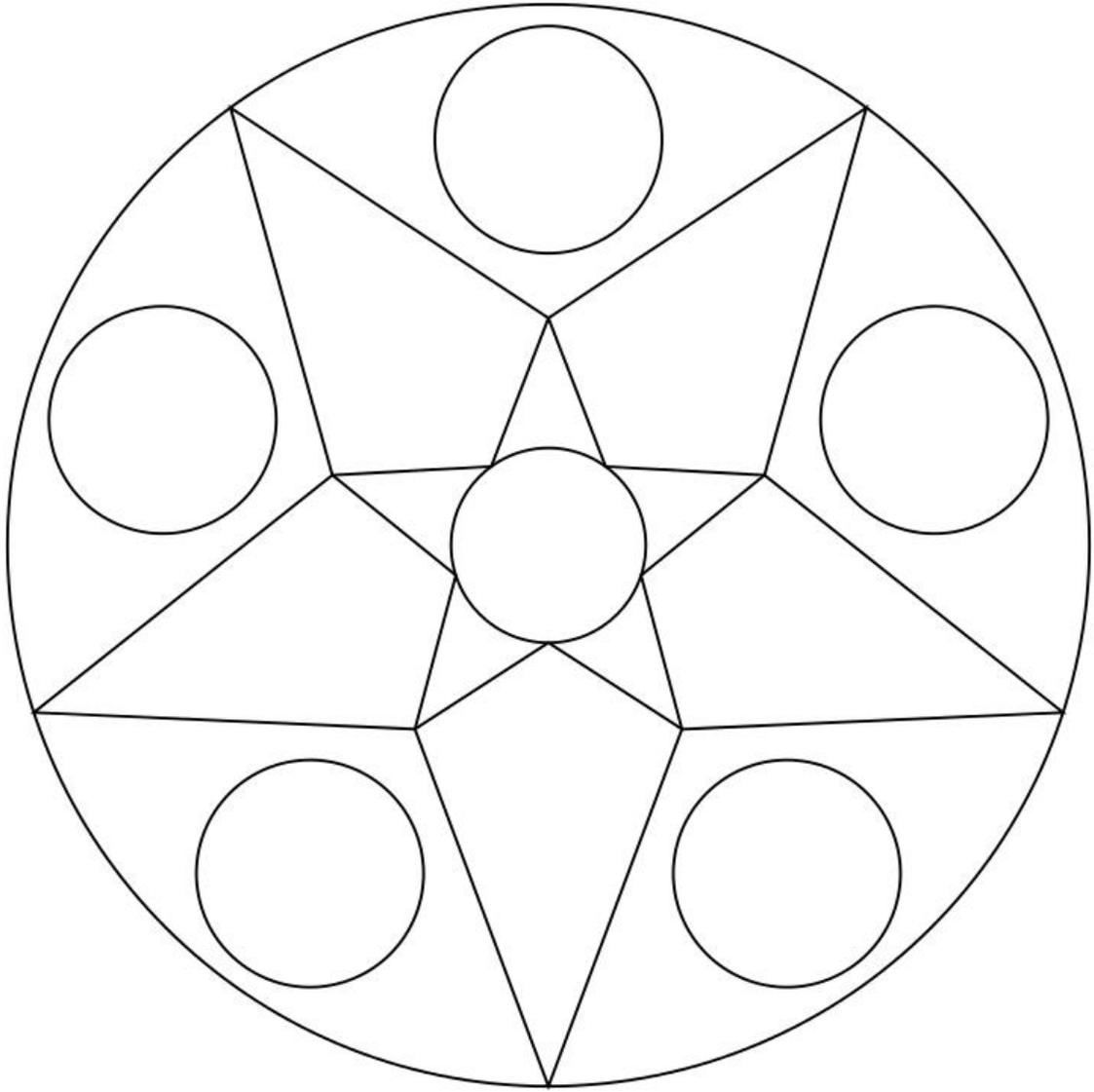












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