

# There's a Monkey In My Chair

## Teacher Companion





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## Teacher Companion

We strongly encourage that before the Monkey In My Chair program is implemented, a meeting is set up to discuss how it will be used in the classroom. This meeting may include the following: parents, classroom teacher, principal, school nurse, school counselor, school social worker and siblings' teachers if applicable. The program focuses on the patient and classmates and their relationships. With that, there may be sensitive patient information that should be discussed.

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Second Edition

**There's a Monkey In My Chair: Teacher Companion**

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Book Bits

Counselor  
Corner

Relevant  
Research

Reliable  
Resources

Teacher  
Tips

Wise  
Words



Dear Teacher,

This Teacher Companion has been created to help you, your class, and your school deal with a student's serious illness.

We feel this booklet is different than many resources because we have experienced having a child with cancer in our school as a teacher, student teacher and school counselor. We believe that our experiences can help others going through the same event. We hope that what we learned from "living" this experience will help provide you information, resources, and support.

A few key ideas that we would like to mention; it is so important that the teacher work closely with the school counselor, principal, social worker, psychologist, school nurse, and other grade level teachers. These key people will be of great support to all involved including the child and parents as well as the other classmates and their parents. The family of the child should feel part of what is happening in the classroom. They are undoubtedly overwhelmed with what they are dealing with, but they need to feel free to let you know what they feel comfortable with in what specifics you can and will be sharing with the other classmates and parents.

Make sure that you are aware of any district policies in dealing with a critically ill child in your class. Visit with your principal and /or public relations person at the district office.

Keep in mind that all the information presented in this handbook is what worked for us along with some supplemental activities and information that you may find helpful. Feel free to use what you wish and make it work for you.

We hope that you find this Teacher Companion helpful. Please know that you may contact us should you have any questions and/or feedback on how we can make this Companion even better.

What you are about to experience will be difficult, but many rewards will come from this experience for you and for all involved.

We want to thank Chloe for teaching us what real courage is. She is forever in our hearts!

Sincerely,

The Monkey In My Chair Team

monkey@lovechloe.org

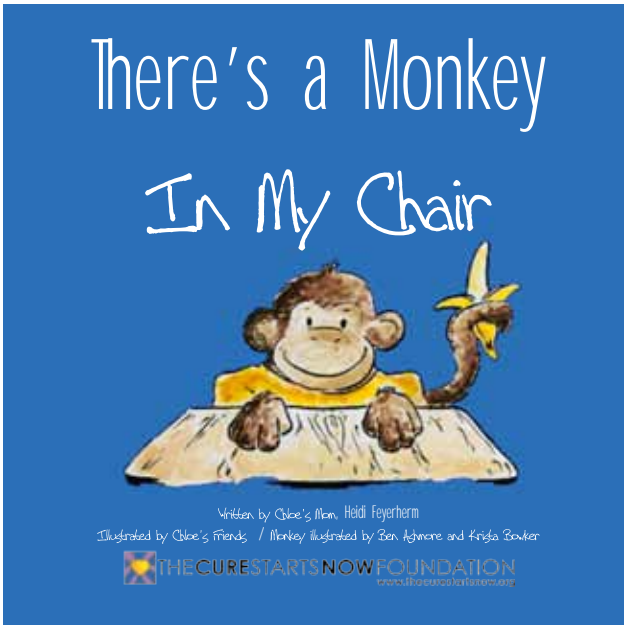
Book Bits  
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Book Bits

Book Bits









The book, *There's a Monkey In My Chair*, was written specifically for this program and can be used as a tool to introduce the child's illness to their classmates. We have developed discussion questions and other ideas that you may want to use.



I want you to know that  
when you come to school  
and don't see me there,  
don't be surprised if you see  
a monkey in my chair.



Who does the monkey represent?  
Why do you think there's a monkey in their chair?



Some days I may not  
feel well enough  
to be at school,  
so I will send my monkey.  
I hope that's cool.



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If you could choose any animal to sit in your chair, what would it be? Why?

What causes the child to be tired and how does it differ from everyone else's tiredness. Explain to the children the difference between them feeling tired or sick and the missing child.



When I have to see the doctor  
for a checkup or some medicine,  
please make sure that  
my monkey keeps behavin'

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Where do you think your classmate is when he/she is not here?

How can we make sure that the monkey keeps behaving?

Discuss appropriate behavior with the monkey.

Discuss that the monkey has a stethoscope, thermometer and otoscope and how they might be used by a doctor.

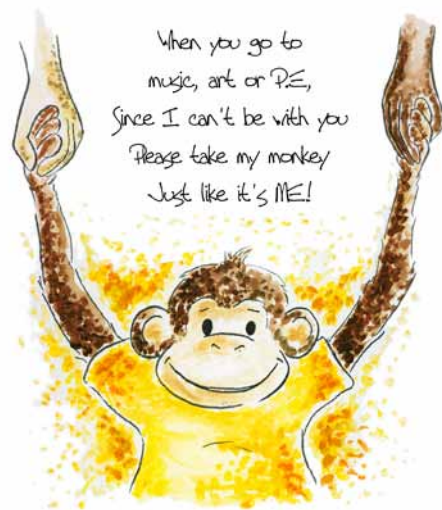
Talk about what happens when you go to the doctor and how it might be different from the missing child.



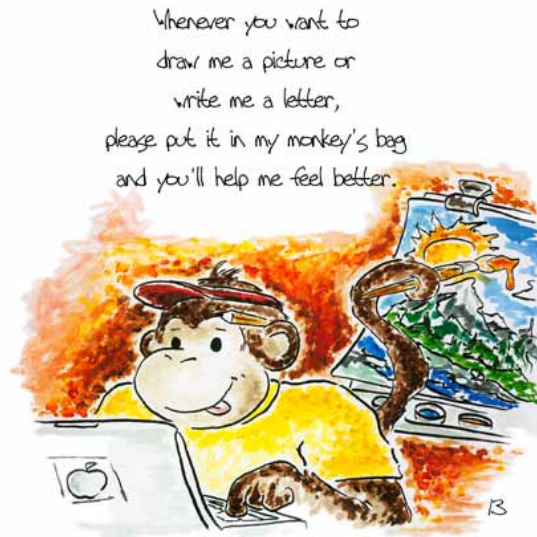
How might our classmate look different when we see him/her?  
Discuss how the child hasn't changed inside even though they  
may look different on the outside.

Talk about changes that might happen.

(Hair loss, ability to talk and walk, color of their skin, weight)



Suggestion: Take pictures of the monkey in all the different places that it goes. Take the monkey on field trips, assemblies and anywhere the class goes. Document the experience with pictures and writing.



What sort of things can we write to the classmate to add a sparkle to their day?  
(see teacher tips pgs 44 & 48)

Activity suggestion: Have students take turns being the monkey keeper  
and writing about the experience of the monkey for the day.  
(see teacher tips pg 41)



Talk about the use of the bag and depending on the family how it will go back and forth.  
This may be a great way to include a sibling.

Communication may differ depending on the missing student. They may not be able to send hand written notes. They may receive communication via a website or emails from the parent to update the classmates.



My monkey loves to be in school especially for the math and reading, but my monkey might be the very best at watching and listening.



Suggestion: The monkey is here representing the student so it should be treated appropriately. Discuss appropriate and inappropriate use of the monkey in the classroom.



I will be thinking of you Even though we are apart Our friendship will continue on You will still be in my heart.



How do you think our classmate feels when they are away?  
 How do you feel when they are away? (see feelings wheel in teacher tips pgs 42-43)  
 Talk about other friends or relatives that they may not see all the time, but they are still important.



I'm not sure how long I'll be out  
A week, a month, maybe just a day or two  
But just remember  
I'd rather be here in school with you  
So...



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Even though they are gone physically, we can still have them with us in our minds and hearts.

If you do know how long the child will be gone, let the children know at this point.



when you come in to the class  
and you don't see me there,  
just look for that  
soft, furry, smiling  
monkey in my chair.



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Reiterate why the monkey is there and its place in the classroom. Talk about how it will be used and respected in the classroom.

Counselor Corner  
Counselor Corner  
Counselor Corner  
Counselor Corner  
Counselor Corner  
Counselor Corner

**Counselor Corner**







# Lesson Idea

## Feelings

### Group Discussion:

1. Review what emotions/feelings are
2. Explain that we all have emotions/feelings which affect the way we act
3. Explain that the way we act results in responses, also known as consequences
4. Talk about how some of our emotions/feelings lead to actions(maintaining self-control) which have positive consequences while other emotions/feelings lead to actions(losing self-control) which have negative consequences
5. Discuss how the positive or negative consequences are based on our choice of action as it relates to a given emotion/feeling

### Activities:

1. Give each student a copy of a blank dartboard worksheet
2. Write these emotions/feelings on the chalkboard: anxious, embarrassed, guilty, loved, proud, hopeful, lonely, depressed, confused, disgusted, safe, warm, cold, nervous excited, bored, curious, upset, hurt, weak, sorry, angry, kind, mean, sad, happy, silly, scared, frustrated, hated
3. Have students transcribe these emotions/feelings on their dartboard and place a star next to each emotion/feeling which they have experienced
4. As a group, go through each of the emotions/feelings which have been starred. On the board, list the emotions/feelings and then ask the group to indicate some of the actions which may result.
5. Discuss and write the consequences of each action and describe whether or not the action was worth it.
6. List alternative actions for each emotion/feeling.

### Assessment:

1. Appropriate participation/feedback of student
2. Finished worksheet

About the Author: Michael Ernst is a Cross-Categorical Exception Education Teacher at Guy B. Teachey Elementary School in Asheboro, North Carolina. Michael has a degree in Psychology from High Point University, a B.A. degree from the University of Florida and is a master's candidate at both Florida Atlantic University and the University of Maine. This is Michael's first year teaching in North Carolina and sixth year teaching overall, having previously taught in both Maine and Florida. Prior to teaching, Michael worked with Florida State Mental Health, Child Services and was a Homicide Investigator.

# Feelings

[www.goodcharacter.com](http://www.goodcharacter.com)

1. What kinds of things are scary to kids? (Make a chart and put it on the wall.)
2. Is it okay to feel afraid when something scares you? Is it ever not okay?
3. How do people act when they don't want to admit they are afraid?

## HOW TO COPE With An Unpleasant Feeling

Sometimes we feel good, and sometimes we feel bad. Both kinds of feelings are normal. Of course, we all enjoy good feelings. But when we don't like the way we are feeling, sometimes we don't know what to do about it. Here is a plan that will help you help yourself when your feelings are bothering you.

1. **ACCEPT** your feelings. Say to yourself: "I am sad." "I am frightened." "I am angry." "I am embarrassed." It's all right to have feelings.
2. **RELAX** and take "time out" before you act. Take slow deep breaths and relax all the muscles of your body. Pretend you are in a safe place.
3. **THINK** about ways to help yourself. Thinking helps you do something smart instead of harming yourself or making things worse.
4. **DO** something to help yourself. Maybe it would help to talk to someone, or to do something you enjoy. If it doesn't work, go back to step 3.

\* The above material is borrowed from the book "Dealing With Feelings," by Dr. Eric Dlugokinski. Published by Feelings Factory, Inc., Raleigh, NC. Reprinted by permission of author.

## GROUP ACTIVITIES

1. The purpose of this activity is to help kids understand that there are things they can do to change the way they are feeling. Have the group brainstorm ways of making each of the changes listed below. Put all the ideas on the board, and then have each child write down the ones that would work best for him or her, personally. As a warm up, have the group think of synonyms for each of the feelings in this list.
  - a) I am feeling bored. I would like to feel enthusiastic.

- b) I am feeling fidgety and anxious. I would like to feel calmer.
  - c) I am feeling afraid. I would like to feel secure.
  - d) I am feeling sad. I would like to feel happier.
  - e) I am feeling angry. I would like to feel more peaceful.
  - f) I am feeling nervous. I would like to feel more confident or sure of myself.
2. Have the group make a list of “helpers” who are available to kids who might be afraid or worried. Ask the kids to describe instances when they’ve used these helpers.
  3. Design a “Dealing with Feelings” poster that illustrates the four-step method at the top of this column. Keep it displayed on a wall.

## WRITING ASSIGNMENTS

1. Describe in as much detail as you can what it is like to cry. What it is like to laugh.
2. Write a letter to an imaginary friend telling about a time you really felt good about something. Describe the feeling as fully as possible. Do the same for a time you really felt bad about something.
3. Describe a time you had a hard time coping with the way you felt about something. What made it hard? What did you do about it? Is there something you could have done that would have made it easier?
4. Select one of the feelings from item #1 in the “Group Activities” block, above (or any other feeling that comes to mind), and think of an animal that reminds you of that feeling. What is it about that animal that reminds you of that feeling? Write a poem about that animal.
5. Make a list of things you do that make you feel happy or good about yourself. Make a list of things other people (friends, family, teachers) do that make you feel happy or good about yourself.
6. Describe what a person looks and acts like when he or she is feeling:
  - a) proud
  - b) scared
  - c) angry
  - d) embarrassed
  - e) happy
  - f) sad
7. Make a list of people you trust enough to discuss your feelings with.

## HOME ASSIGNMENTS

*To enlist the involvement of parents, make copies of the “For Parents” block (see below) and send them home with the children. Tell the children to discuss the video with their parents, and to perform the following activities.*

1. With help from your family make a list of your “firsts,” with dates (first walked, first tooth, first day/night away from home etc.) Ask them to describe how you felt on each of these occa-

sions. Ask how they felt on each of these occasions. Write these feelings next to each “first” on your list.

2. Ask an adult in your family what things scare him or her. These can be added to a “Things That Scare Adults” chart in class.
3. Ask your family members what they do to relax when they are feeling angry. Ask them what they do to help themselves when they are angry. Ask them to help you think of things you can do to relax and help yourself when you are angry.

*Note to the teacher or group leader: It might be a good idea to think of some way for the children to share the outcomes of these activities with each other. Perhaps they could give written or oral reports or discuss their experiences in small groups.*

## FOR PARENTS

*(Sample letter to send home to the parents.)*

Dear Parent,

Your child is involved in learning-activities designed to develop good character and empower young people to make good choices for themselves. He or she may be asked to complete several tasks at home. Your cooperation with these activities will support our overall program.

The current lesson is about fears and other kinds of feelings. We have shown a video entitled, “*Dealing With Feelings*,” which presents a skit and discussion about how denying our feelings can cause problems for us, and how recognizing those feelings and expressing them honestly and positively is often best.

**Here are some things you can do to support the idea that fears and other feelings are normal and that appropriate sharing of our feelings is healthy.**

- Ask your child to tell you about the video program and what he or she learned from it.
- When your child behaves emotionally, don’t overreact. Your calmness is the best model. When your child calms down, talk about the feelings and discuss ways of dealing with them.
- Affirm to your child that strong feelings are normal. That we all have them and must learn to deal with them. It is part of growing up.
- Encourage new or unfamiliar activities. Confidence is a product of successful experiences. Applaud the little victories.

# Lesson

## Understanding Our Feelings

### Objectives:

- Students will create examples of situations reflecting an understanding of different feelings.
- Students will describe how to identify their own feelings and the feelings of others.
- Students will state that feelings change and can be expressed in ways that affect another person.

### Vocabulary:

emotions      self-talk

### Preparation:

- Gather the needed materials.
- Duplicate the Student Worksheet, Moods and Feelings, so that each student has a copy.

### Materials:

- Poster: ABC Feelings
- Writing paper
- Student Worksheet: Moods and Feelings
- Book: Today I Feel Silly and Other Moods That Make My Day

### Procedure:

1. Ask the students:

If you have done something fun with your friends in the last couple of days, stand up. Who would like to tell us what they did?

Playing games and riding bikes (Add or modify this based on what the students share) /s fun. If you and your friends always get along, smile at me.

It looks like most of us have problems with our friends sometimes. Problems between friends are a normal part of friendships. I have misunderstanding and problems with my friends, too.

Getting along and cooperating with friends, or any group of people, takes skill.

For cooperation to work, it helps to understand your own ideas and feelings toward others.

2. State:

Today our health lesson will explore how we can identify our own feelings and the feelings other people express.

### Activity A

Review vocabulary words that describe feelings and identify different situations that might elicit different feelings.

1. Introduce the book by asking students if they can tell you what feelings or emotions are.
2. Read the book, *Today I Feel Silly and Other Moods That Make My Day*.
3. Ask the students to take out a piece of paper and a pencil or pen. Explain:

The book talked about many feelings. I want you to write down as many words as you can think of that describe feelings. If you aren't sure if the word describes a feeling, try using it in this sentence, "I feel..." If you can use it in this sentence, it is probably a word that describes a feeling. You do not need to worry about spelling. You will have two minutes.

4. At the end of the two minutes, state:

I will be asking each of you to share one of the words you wrote down. You must choose a word that hasn't been stated already. If all of the words on your list have been stated, just say, "pass". I will write the words on the board. Let's see how many words we can list.

\*\* Teacher's Note: You may need to help the students evaluate the words that get listed if students suggest words that do not describe feelings.

Use the sentence as your test.

We know a lot of words that describe feelings. Let's see if we can think of some situations where we might have some of these feelings.

Select a few words and provide a few examples. For instance, if you selected the word "confident," you might suggest the situation where a student gets a good grade on a test.

5. State:

I'm wondering if some of you would like to suggest a word on our list, and as a class, we will see if we can describe when you might have that feeling. (If time permits have small groups act out a situation and have students guess the feeling.) Continue with this process. The goal of this activity is to clarify the meaning of the words.

6. Display the poster, How Are You Feeling Today? Ask the students:

Take a look at all these feelings. Do you see any new words that describe feelings?

We will keep this poster up for awhile so that we can get used to using a variety of words to describe our feelings.

### Activity B

Explore identification of feelings, how feelings can change, and the relationship of feelings and actions.

1. Ask the students:

Now that we know many different words we can use to describe feelings, how do we know how we feel? (Our bodies have different sensations with different feelings.)

Guide the students' responses to the fact that emotions often are accompanied by physical reactions.

Let's talk about a few examples. If a person is scared, what does his/her body feel like? (His/her muscles might be tight. A person's eyes are wide. A person might suddenly stop what he/she is doing, etc.)

If a person is upset, what does his/her body feel like? (The person might be crying. The person might not have much energy. The person might feel like he/she has a knot in his/her stomach, etc.)

If a person is calm, what does his/her body feel like? (The person's body might feel relaxed and comfortable, still, etc.)

If a person is happy, what does his/her body feel like? (The person's body might feel like it is full of energy, bouncy, etc.)

How do we know how other people feel? (We can watch how they act. We can listen to what they say.) These ideas will help us guess how the person is feeling, but the only way to be sure how someone else is feeling is to ask them. And it is important for you to share with people how you are feeling especially if your feelings are a result of something they did.

2. Ask students to describe or demonstrate the body language they associate with different feelings, (ie: embarrassment, nervousness, boredom)

3. State:

Did you know that you could change how you feel? Let's look at a couple of examples of how you might change how you feel.

- If you feel frustrated by a math homework assignment, you might take a walk to settle down. Then, try the assignment again.

- If you feel angry at a friend about something he or she did, you might talk to your friend to see if you can work out the problem. Even if you can't work out the problem, you might feel better talking about it.
- If you are so excited you can't sit still in school, you might lay your head on your desk, take a few deep breaths, and relax for a few minutes. Then, you might feel calmer.
- If you are confused about something that happened with a friend, you could talk to your parents or another trusted adult to see if you can figure the situation out. Then, you might feel more content.
- If you are angry with yourself because you didn't do very well on a test, you might think about what you are telling yourself. This is called self-talk or self-bullying. It is the conversation we have with ourselves in our head.
- Maybe you are saying to yourself, "I'm so dumb. I can't do anything right." If you changed what you are saying to yourself, maybe your feelings would change, too. You could say to yourself, "I did my best. I'll talk to my teacher about what I don't understand."

A good fact to remember about feelings is that they change. Sometimes we can do things to make them change. Sometimes it just takes time. You can always talk to your parents or another trusted adult when you have feelings you are struggling to understand and manage.

### Closure:

- Ask the students:

Can we get rid of our feelings? (We all have feelings. Feelings are normal, but what we do with them is important.)

How do our feelings affect our friends? (Want to be with people or not, how treat people affects how we communicate with people)

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Like adults, children with cancer feel uncertain, anxious, and afraid at times. But, unlike many adults, children often are not able to talk about their fears. Instead, they may express their feelings by being unpleasant, boisterous, or bossy, or by being quieter than usual. As a parent, you know how your child usually behaves, so you will probably be the first to notice any differences. Play is a way for a child to express and reduce fears and anxieties, and you should encourage it. Drawing pictures and playing with puppets, dolls, and even medical supplies are ways children may show that they don't understand what is happening or that they need more reassurance and love.



Relevant Research  
Relevant Research  
Relevant Research  
Relevant Research  
Relevant Research  
Relevant Research  
Relevant Research

**Relevant Research**





## Source Article: For Kids With Cancer, It's Always Back To School Season American Cancer Society - [www.cancer.org](http://www.cancer.org)

### Why the rush to return to school?

With better treatments and much-increased survival, pediatric cancer researchers have been able to learn a lot about the effects of cancer therapies on children years down the road. For example, problems with learning and emotional development, with varying degrees of severity, commonly plague childhood cancer survivors.

As a way of keeping these problems to a minimum, parents are strongly advised to find ways of continuing their child's education when hospitalization is necessary or when cancer therapies leave the child too tired or ill to attend school.

Keeping up with schoolwork, even partially, they say, speeds a student's reintegration into school and makes it much less stressful.

A quick return benefits everyone, say the authors of the ACS document "Children Diagnosed With Cancer: Returning to School." As they point out in the introduction:

It is important that children return to school as soon as possible after the diagnosis of cancer. Children have a sense of purpose in school and receive the clear message that they have a bright future and potential for a full recovery from cancer. Parents will also benefit when their lives return to a more "normal" one. Siblings will also get some much-needed extra attention. It truly is a "win-win" situation for the whole family.

### An action plan for parents

To get a sense of quickly a child can fall behind, parents should think of how much catching up they have to do after just a couple of weeks away from work, says Laurie Leigh, director of the School Program at St. Jude Children's Research Hospital in Memphis.

No matter how well children keep up with schoolwork, readjusting to the school environment becomes more difficult the longer the absence, and peer groups become more distant. Parents can help reduce away time by taking the following steps, even before treatment begins:

- **Get the ball rolling.** When a child can't attend school, Leigh says, your options are home-based services provided through your local school system or hospital-based services, if available where your child is being treated. Initiate contact with both institutions to see where you stand.
- **Ask for help at school.** Even hospital-based services must be coordinated through the local school system, Leigh points out. Quickly get key people in the school involved on your child's behalf -- a favorite teacher, principal or superintendent, guidance counselor, or school nurse. They can help make sure interim lesson plans are put together for the hospital- or home-based tutor, keep classmates up to date, and help advocate for your child rights or need for special accommodations.

Different sets of circumstances that occur during treatment breaks can dampen a child's enthusiasm for returning to school, and hurt his efforts at reintegration.

Again, parental involvement can help. Some ways include:

- **Keep friends in the loop.** No child wants to fall too far behind in their knowledge of what their social group deems cool and uncool, of who likes who, and what clothes or music they might own that have recently been classified as dorky. When that happens, watch your child's enthusiasm for school plummet.

To keep your child socially connected, Leigh suggests an occasional visit from a classmate, or a computer chat session if your child is old enough. Siblings that are around the same age can help by carrying important gossip, the latest jokes, and even homework back and forth from school.

- **Get workload adjusted when needed.** The school contacts you made early on can prove invaluable if you need help getting an unmanageable workload lightened. Expectations for what your child accomplish should be reasonable but also flexible if necessary, Leigh says.
- **Educate teachers and friends.** Keeping teachers aware of what your child goes through medically helps them recognize certain side effects and understand the reasons your child misses school. Educating classmates about cancer, specifically their friend's cancer, can help reduce anxiety, teasing, and social shunning.

### After treatment ends

If a child seems to have a learning problem after treatment has ended, parents should consider approaching a school psychologist or counselor to request testing, according to the authors of "Children Returning to School."

In fact, if the child has had radiation to the brain, it's a good idea to ask for testing whether you notice a problem or not, they say. Testing will evaluate reading, writing, and math skills as well as memory, comprehension, attention, concentration, and fine motor skills.

## Source Article: Talking With Your Child About Cancer [www.healthieryou.com/canctalk.html](http://www.healthieryou.com/canctalk.html)

If you choose to tell your child yourself, talking to others might help you decide what to say. Health professionals such as your child's doctor, nurse, or social worker can offer ideas. Talk with parents of other children with cancer. Contact members of support groups such as the Candlelighters Childhood Cancer Foundation for advice.\* Thinking about what you want to say, talking it over with other concerned adults, and rehearsing it with someone close to you will help you feel more at ease.

You might say that there are different kinds of cells in the body, and these cells have different jobs to perform. Like people, these cells must work together to get their jobs done. Cancer cells can be described as "troublemakers," that disrupt the work of the good cells. Treatment helps to get rid of the "troublemakers" so the other cells can work together once again.

### "What Should I Tell the Kids at School?"

Children with cancer are concerned about how their friends and schoolmates will react. This is especially true when they have missed a lot of school or return with obvious physical changes such as weight loss, weight gain, or hair loss. Encourage your child to keep in touch with close friends and classmates. Friends often want to know what happens when a child is away from school. Encourage your child to talk honestly about the disease and the kind of treatment being given. Suggest that your child reassure friends that they cannot "catch" cancer from anyone. You or one of the teachers at school also may be able to talk to other students.

Try to help your child understand that not all people, including some adults, know about cancer. People who don't understand cancer often act differently or may give your child incorrect information.

Such talks with others may cause your child to have doubts and fears despite all your reassurance. Ask your child about conversations with others so that you can correct any misunderstandings.

You may want to ask your child's doctor, nurse, or social worker about a school conference, classroom presentations, or a school assembly that includes a question and answer session to help other students better understand cancer and what is happening to your child. Your child's teachers or the school counselor can help.

Your child will learn two important lessons about how people react to illness. First, some people, no matter what they are told, may act different because they do not know much about cancer. Second, good friends will remain friends. They know your child is still the same friend as before.

Like adults, children with cancer feel uncertain, anxious, and afraid at times. But, unlike many adults, children often are not able to talk about their fears. Instead, they may express their feelings by being unpleasant, boisterous, or bossy, or by being quieter than usual. As a parent, you know how your child usually behaves, so you will probably be the first to notice any differences. Play is a way for a child to express and reduce fears and anxieties, and you should encourage it. Drawing pictures and playing with puppets, dolls, and even medical

supplies are ways children may show that they don't understand what is happening or that they need more reassurance and love.

Some children find it hard to express their feelings. These children may have nightmares or eating or behavioral difficulties. They also may not do as well in school. Some children resume behaviors that they had outgrown, such as bedwetting or thumbsucking. You should talk about these things with your child's doctor, nurse, social worker, or school counselor.

**Source Article:**  
**Children Cancer Survivors School Re-entry Program**  
**[www.empowereddoctor.com](http://www.empowereddoctor.com)**

The program helps ease the transition back to school for children with cancer and their parents. Classroom visits and presentations in advance of a patient's return to school include role-playing and activities designed to educate the other students and allay any anxieties about their classmate's return. "Cancer was not contagious, that I can't catch it, I felt secure that I can act the same way like I use to when he was in my class in fourth grade," says Brian's classmate, Rotimi Giwa.

"Many children are afraid of the word cancer or afraid to be friends with a child who has cancer we do stories, we sit down and explain what it is like to have a child that misses their friends, to have an illness that they can't come to school and we really try to teach them about what it might feel like not to have your hair and how to be a friend to a child with cancer, we do art projects, ask them to draw a hero, talk about courage and bravery, and we explain to them that the child in their classroom, their student our patient is our hero and how proud we are that the student gets to go back to class," says Debra Giugliano of Stony Brook University Hospital School Re-Entry Program.

Selden Middle School Principal, B.J. Phillipson, says that the program has taught her students invaluable life lessons that you just can't learn from a textbook. "They are taking the challenge, and have outreached themselves to help Brian, it has made our students more compassionate, aware and better people," says Phillipson. Right now Brian is attending school all week but doing half days. He says with the exception of back to doing homework, he couldn't be happier.

**Source Article:**  
**Conquering Cancer and the Classroom**  
**By Scott Williams, [www.curetoday.com](http://www.curetoday.com)**

Nina Flourney met with the principal, assistant principal, counselor, and Louise's home-room teacher before school started in 2008. A journalist and college lecturer, Flourney prepared handouts about ALL for the administrators. And, since she knew teachers had their hands full with school starting, Flourney also included a letter that administrators could give Louise's teachers about her condition. Flourney says this was the first experience of this kind for the school, and they used all the information she brought to educate the teachers and others about ALL.

The experts agree that the parents, health care providers, and educators need to work together to diminish the negative consequences of any psychological, social, or intellectual effects of cancer treatment in kids. Another important component in minimizing the late effects of cancer, Palmer says, is to take baseline evaluations before cancer treatment begins and follow up with regular testing throughout and after treatment.



**Source Article:**  
**Talking with your classroom about cancer**  
**[www.curesearch.org](http://www.curesearch.org)**

In order to facilitate adjustment and positive coping of young people with cancer, it is crucial to maintain normal life experiences as much as possible. Since school is the major “normal” activity of children and teens, we need to continue school experience as soon as cancer is diagnosed and throughout the illness and treatment experience.

**At the beginning of treatment**, it is very common for kids to be unable to return to a regular classroom due to illness and treatment. It is essential to arrange a home teacher for the academic work, and social interactions with friends and peers, to the degree that is medically allowed.

We also need to work hard to maintain the child’s connections to their school peers, even if they will not physically see each other for quite some time. This means providing basic information to the peers at school that is acceptable to the child and family. Remember that in the absence of factual information, children and adults tend to respond to rumors and innuendo that might be far worse than the actual facts. For this reason, a member of the healthcare team might be helpful to the child and family in sorting out what the kids at school should or should not be told. A teacher at school who knows the child who is willing to become oriented to the issues of illness and treatment can help provide basic information to demystify what is happening to their friend and let them know that basic facts (eg. cancer is treatable and most kids will do ok; cancer is not contagious, etc). Perhaps the child’s treatment center has someone from the staff that can help the teacher prepare her presentation on the topic of their friends cancer.

It is important to let the peers at school ask questions and to have a knowledgeable person to answer and assist them in integrating this information. Parents of other students may also have many questions and may need an opportunity to hear this type of presentation along with their children or at separate times.

**When the patient is ready to return to school**, it can be very helpful to prepare a classroom presentation that the child and perhaps a medical team member can present to the class. Having the child participate to the degree they are comfortable sends a very positive message to their peers that it is OK to discuss the illness openly, rather than be fearful that the subject is too terrible to address in the ill child’s presence. Classroom presentations should always be tailored to be developmentally appropriate and presented in language and concepts that the class is able to comprehend. Basic components of effective classroom presentation include the following:

1. Introduction: What will we be discussing, and normalize the special experience of the ill child by reviewing how all kids share experiences with doctors and nurses, although fewer have been in a hospital overnight, and very few have chronic health problems that might be serious.
2. Brief presentation about cancer and its phases (ie, diagnosis, treatment, side effects, remission, and cure) and the specific cancer their friend has. Make sure this information is developmentally appropriate for different ages. Focus on treatable nature of the illness and how this treatment will proceed.

3. Review basics on relevant medical procedures their friend will undergo, like chemo or surgery, and what side effects are and how we work to manage these,
4. Dispelling myths and misconceptions. Let the classmates ask questions and learn that cancer is NOT contagious, and was NOT caused by anything their friend did. Clarify what we know about cancer control and cure. Kids may ask if their friend will die, and they need to hear that we have effective treatments and that everyone is doing everything they can so this does not happen.
5. Encourage social support and let classmates know what they can do to help (eg., sharing notes if their friend is absent, helping kids in other classes understand what is happening and support the child with cancer if he is teased or called names because he/she looks differently).
6. Establish the patient as the “resident expert” in the class, and someone kids can address their questions to. If child is very shy or has difficulty with this, identify a teacher or counselor that can help peers with questions or comments.

**If a medical complication or relapse occurs**, it is important to provide classmates with basic information about why the child is not at school and what is basically happening (*Juan’s cancer was in remission for a long time, but he is now having some difficulties and will need more treatment to get well again*). If the child’s medical condition is deteriorating, let the classmates know that he is not doing well, but new treatments may be used. The goal is to balance factual information with what classmates can understand and need to know at a particular point in time so they are prepared. If death is imminent, a discussion emphasizing that everything has been done to try and cure their friend, but that the disease is no longer responding, and that the doctors will still continue to help their friend feel as comfortable as possible.

Reliable Resources  
Reliable Resources  
Reliable Resources  
Reliable Resources  
Reliable Resources  
Reliable Resources

**Reliable Resources**





# Bibliotherapy

## Books for Children

### A Terrible Thing Happened

Margaret M. Holmes

A counselor helps a child deal with emotions after witnessing a difficult situation.

### Chemo, Crazyness & Comfort:

#### My Book About Childhood Cancer

Nancy Keene and Trevor Romain

This book helps family and patients understand what takes place during cancer treatment.

### Death is Natural

Laurence Pringle

This book discusses death in the plant and animal kingdom.

### I Miss You

Pat Thomas

A first look at death.

### The Jester Has Lost His Jingle

David Saltzman

A story about finding laughter and happiness inside oneself to help get through challenging times such as a cancer diagnosis. Useful tool for classroom presentations.

### Lady Rose

Stephen Cosgrove

This book among teaches youngsters how to deal with difficulties of their world. It provides them with positive solutions to difficult situations.

### Life Times

Bryan Mellonie and Robert Ingpen

How can we help a child understand the death of a friend or relative.

### Once Upon a Hopeful Night

Risa Sacks Yaffe

This book helps patients talk to children about their disease and explain what is happening in a caring, sensitive manner that children can understand.

### The Purple Balloon

Chris Raschlea

This is an easy to read book about dying. We chose this one to read to Chloe's classmates.

### Sad Isn't Bad

Michaelene Murdy

A good grief guide in dealing with dying children.

### The Saddest Time

Norma Simon

This book focuses on feelings of children when faced with death.

### Saying Goodbye

Jim Boulden

An activity book relating to difficult situations

### Talking With Your Children About Death

Fred Rogers

### Tear Soup

Pat Schwiebert and Chuck Keklyen

A recipe for healing after a loss

### When Someone Very Special Dies

Marge Heegaard

Activity book

### When Someone Has a Very Serious Illness

Marge Heegaard

Activity book

### What Is Cancer Anyway?

Karen L. Carney

This book explains about cancer in a way all can know what it means

\*Note that some of these books deal with death and can also be used when a child experiences the death of another family member or friend.

# Resources

## Books

### **Serious Illness in the Classroom—An Educator’s Resource**

By Andrea L. Mesec Medical Advisor Charles H. Fraser, M.D.

Here is a wealth of information to help you support children in your classroom who have serious illnesses or chronic conditions. Mesec describes each condition, discusses common treatments, explains the process of diagnosis, and lists symptoms and warning signs. Activity ideas, discussion questions, and lesson plans show you how to teach students about the illnesses and conditions. First aid instructions and general activities that further health and safety in the classroom appear in separate sections. Grades PreK-8.

### **Esteem Builders, by Dr. Michele Borba**

## Websites

### **Friendship and self-esteem lessons:**

[www.ofcn.org](http://www.ofcn.org)

[www.teachablemoment.org/elementary](http://www.teachablemoment.org/elementary)

[www.scholastic.com](http://www.scholastic.com)

[www.teacherplanet.com](http://www.teacherplanet.com)

### **Kindness:**

[www.humanityquest.com](http://www.humanityquest.com)

[www.actsofkindness.org](http://www.actsofkindness.org)

### **Feelings/Emotions:**

[www.atozteacherstuff.com](http://www.atozteacherstuff.com)

[www.fastq.com/~jbpratt/education](http://www.fastq.com/~jbpratt/education)

### **Cancer diagnosis and treatment information:**

American Cancer Society – [www.cancer.org](http://www.cancer.org)

National Cancer Institute – [www.cancer.gov](http://www.cancer.gov)

The Leukemia and Lymphoma Society Childhood Blood Cancers/Free Materials – [www.LLS.org](http://www.LLS.org)

## Web Sites for Children

### **The Starlight Starbright™ Children's Foundation**

[www.starbright.org](http://www.starbright.org)

Creates innovative, media-based programs that help seriously ill children and teens better cope with their disease and enhance their quality of life. Offers free CD-ROMs and online communities of information and support for kids and parents.

### **Band-Aides & Blackboards**

[www.lehman.cuny.edu/faculty/jfleitas/bandaides/stories.html](http://www.lehman.cuny.edu/faculty/jfleitas/bandaides/stories.html)

Features stories from children, teens and siblings about living with serious illness.

### **SuperSibs!™**

[www.supersibs.org](http://www.supersibs.org)

A foundation that honors, supports and recognizes brothers and sisters of children with cancer.



CONTACT US | THE CURE STARTS NOW

MONKEY MESSAGE LOGIN

PROGRAM INFORMATION

GET A MONKEY

HOW TO HELP

MONKEY GALLERY

MONKEY NEWS



PROGRAM OVERVIEW

PARENTS

TEACHERS

HOSPITALS

## It's Okay to Monkey Around in the Classroom

*Students, parents, curriculums, lesson plans, staff meetings, grades... the list goes on. Then one day you get the news. A parent informs you that their child, your student, has been diagnosed with cancer. What now? They don't teach you how to handle this let alone train you how to help your class manage their emotions.*

That's where Monkey in My Chair comes in. Monkey in My Chair is a complete program to help you and your classroom keep connected to your sick student. The kits include the monkey with a backpack, a book to help teachers explain to students the situation their classmate is facing and how it affects them, teacher companion guide with great resources to help with this difficult situation, along with other items that can be utilized by the child and/or their classmates. All kits are sent out at no cost to the families or hospitals. The program is meant to be implemented at the classroom level with the teacher, school counselor, principal, social worker, psychologist, and school nurse working in cooperation.

In addition to each "Monkey Kit," each child will be given online access to Monkey Message. Monkey Message is an online component that allows the sharing of pictures and documents to ensure the line of communication stays open between the patient and the classroom. Included in the Monkey Message portal are regular educational activities for the classroom and patients to do that help to foster interaction of students while incorporating key educational tools.

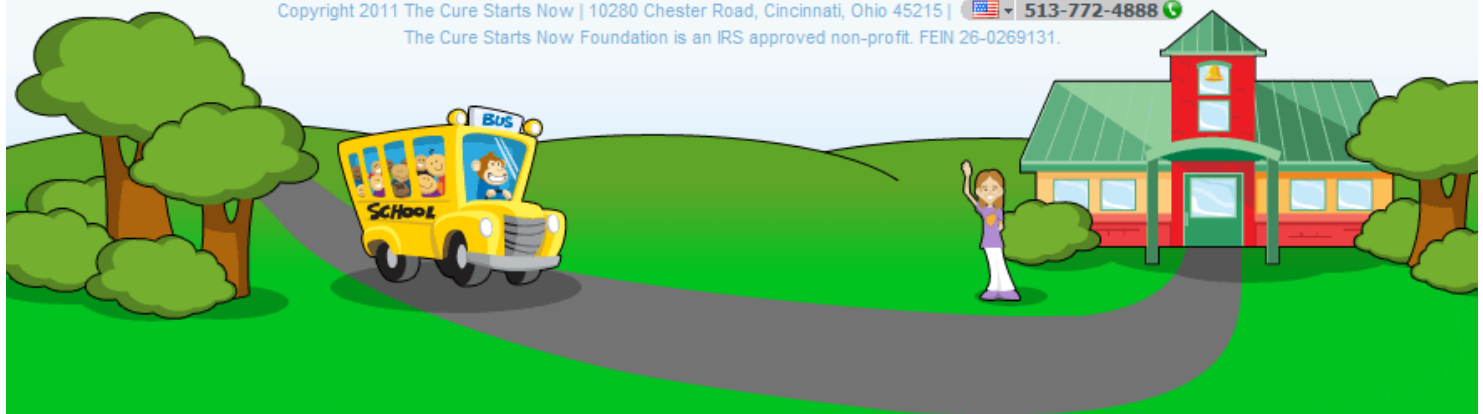
Whether the sick student is out two days or two months, the program is the essential link between the student and the classroom. Monkey in My Chair helps keep a feeling of normalcy and even playfulness during an extremely challenging time.

The program was created with you, the teacher, in mind as you are the key to implementing the program. Our goal is to make this challenging time as manageable as possible and we have an advisory board of parents and teachers like you, working to continuously improve the program.



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Teacher Tips

Teacher Tips

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# Monkey Keeper Activity

Assign 1 or 2 students to be the “monkey keeper” for the day

They can be responsible for taking the monkey to all the different activities and places that the class goes for that day

At the end of the day the student(s) can write a few sentences on the template below about the monkey’s day. This can be put into the monkey’s bag so that the child can read about the day to day activities of the monkey.

This is a great way to make sure that the bag always has something in it and that all the students are involved.

Monkey Keeper Update



Name:

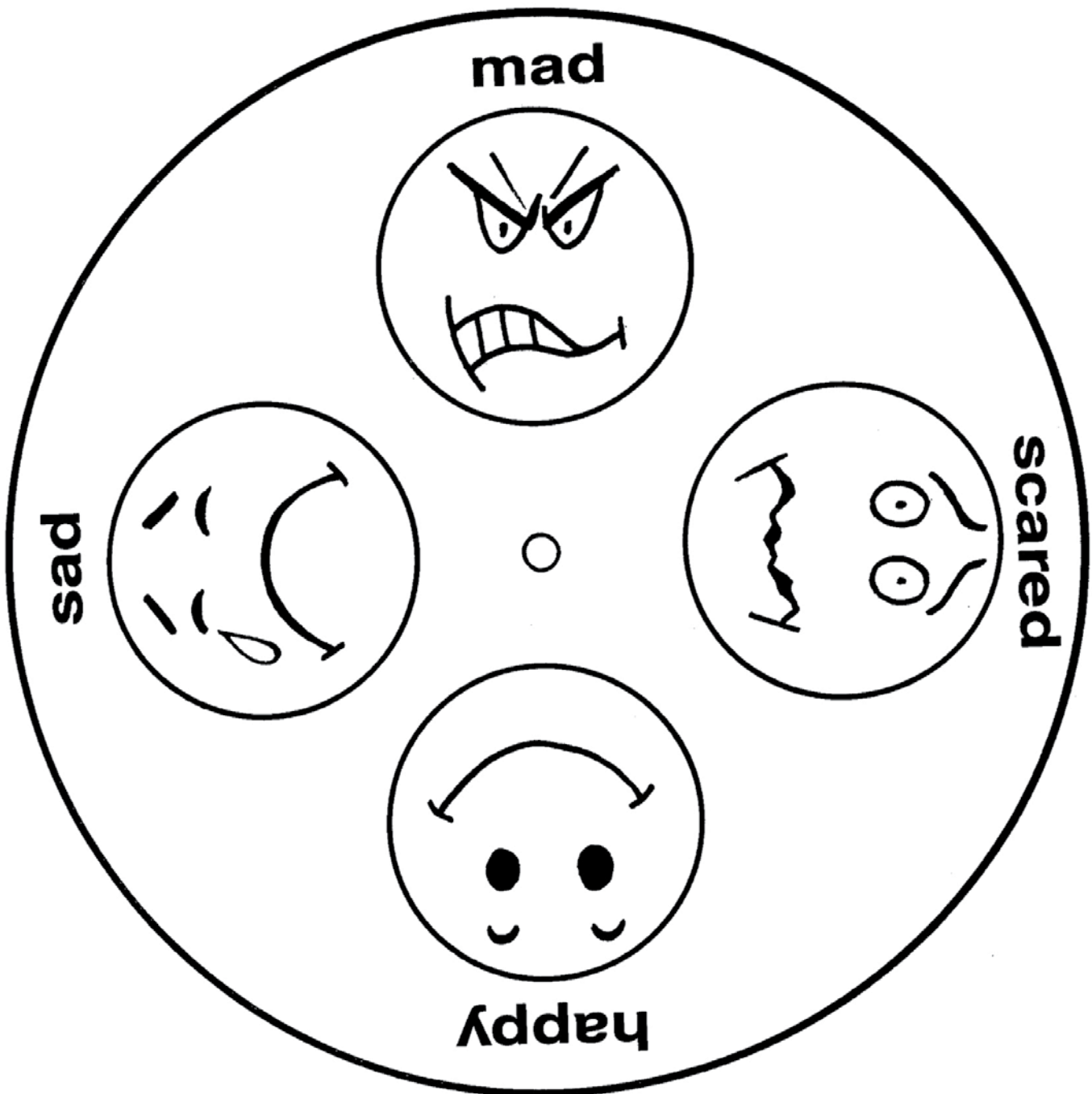
Date:

# Feelings Wheel



Teacher Tips

# Feelings Wheel



Name \_\_\_\_\_

Date \_\_\_\_\_



# Sparkle Statements



You're cool.

Let's play together.

I like knowing you.

You look nice today.

You're a good friend.

Can we work together?

It's fun knowing you.

It's great working with you.

I'd like to know you better.

I like your outfit.

Thanks for being you.

Thanks for being such a buddy.

You're really good at \_\_\_\_\_.

I like it when you \_\_\_\_\_.

Thank you for \_\_\_\_\_.

I like sharing with you.

Can we sit together?

Can I share with you?

I'm proud to know you.

You did a nice job.

I'm glad you're here today.

I like your smile.

You brighten my day.

You're my special friend.

Thanks for sharing yourself.

I'm glad we're in the same class.

I'm glad we're buddies.

Hello!

Hi!

I enjoy you.

Thank you!

You contribute good things.

Thanks for your kindness.

I hope you do well.

I hope we're together today.

Have a good one.

Let's help each other.

You were helpful when you \_\_\_\_\_.

I especially appreciated it when you \_\_\_\_\_.

You're fun to be with.

Congratulations on your \_\_\_\_\_.

You're clothes look rad!

I feel good when I'm with you.

I'm proud of you.

You make me happy.

You made me laugh.

Thanks for listening.

You're great/neat.

I like you!

It's good to see you.

I like to sit by you.

You're a good team member.

Have a good day.

Will you play with me?

You're special.

I like to be with you.

I thought about you.

You're a good buddy.

Good morning!

I like your \_\_\_\_\_.

I'm glad I know you.

Let's get to know each other better.

Thanks for being you.

I'm lucky to know you.

You're my friend.

Thanks for your support.

Hope today is super for you.

Good luck today.

I like the way you \_\_\_\_\_.

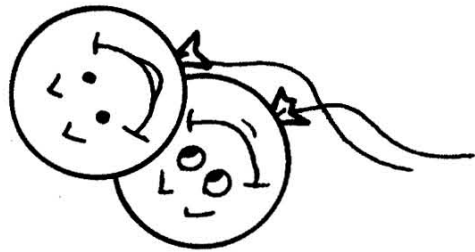
I hope today is great for you.

I appreciate you.

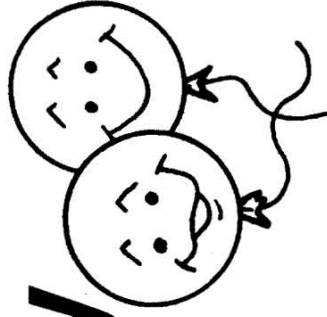
I look forward to seeing you.

I'm glad we're on the same team.

You deserve a pat on the back for \_\_\_\_\_.



# Nice Things to Say



Hi

Hello!

I like you.

How are you?

You're a good friend.

You look nice today.

Let's be friends!

You're nice.

I'm glad I know you.

Thanks for helping me.

You're special.

Can I help you?

My Ideas:

Name

Date

# BUILDER-UPPERS

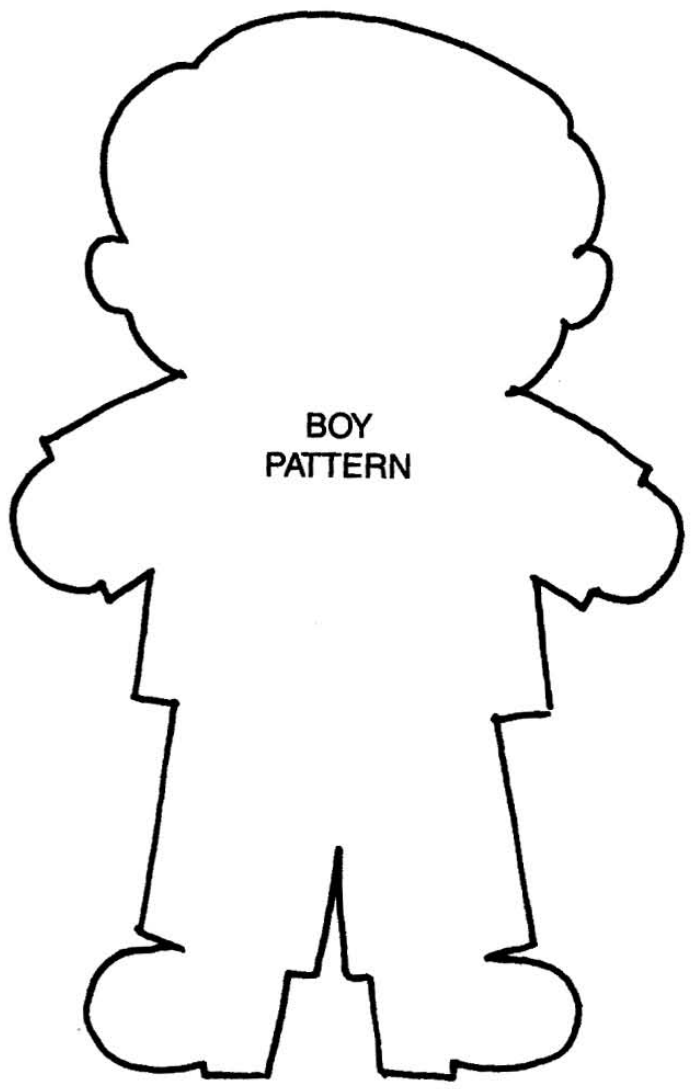
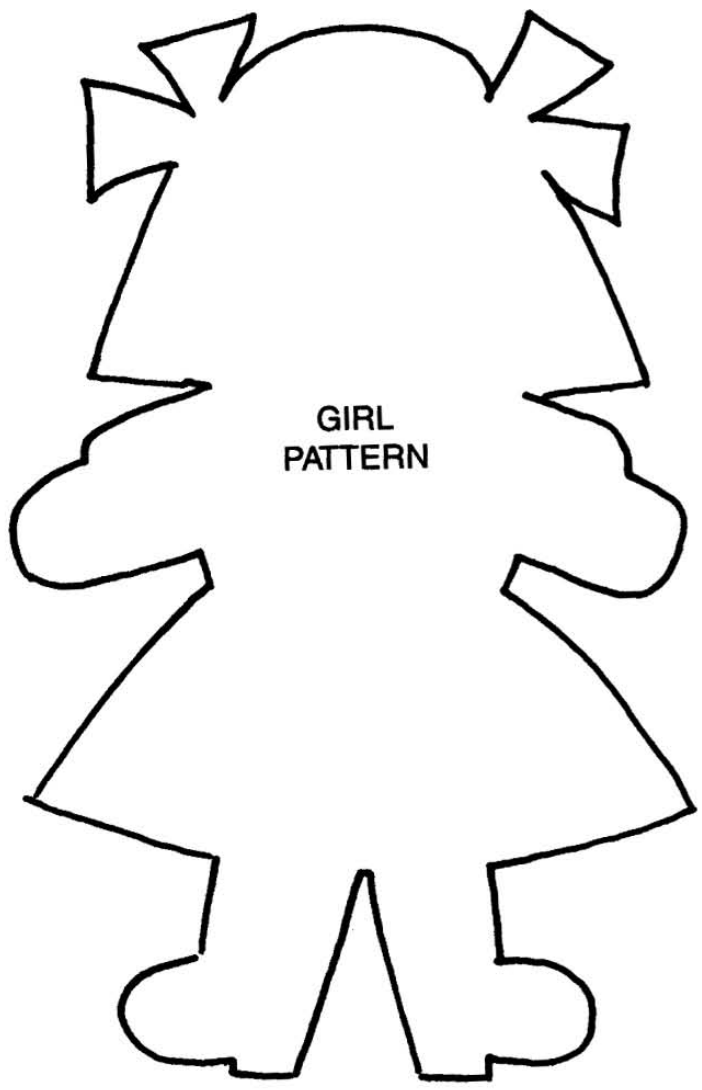
*Things you could say to someone in this class or school that would put a smile on their face or make them feel happy inside*

**Directions:** Write the names of your classmates in the spaces under the left-hand column. Each day, choose a different classmate's name from the list *and* a Builder-Upper Statement of your choice. Sometime during the day, say the statement to the classmate. Check off the name and statement as you use them.

Classmates' Names	Builder-Upper Statements
	☆ Hello!
	☆ Have a great day!
	☆ How are you?
	☆ I'm glad you're here!
	☆ I'd like to get to know you better.
	☆ It's fun knowing you.
	☆ I like you.
	☆ I like being with you.
	☆ You're fun.
	☆ Nice to see you!
	☆ It's good to see you.
	☆ You're great!
	☆ Good morning! (afternoon)
	☆ Have a good one!
	☆
	☆
	☆
	☆
	☆
	☆
	☆
	☆
	☆



# Sparkle Boy and Girl

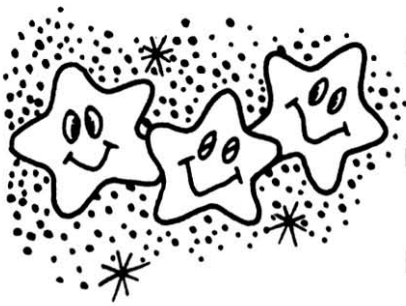




**A Sparkle to:** \_\_\_\_\_

**From:** \_\_\_\_\_

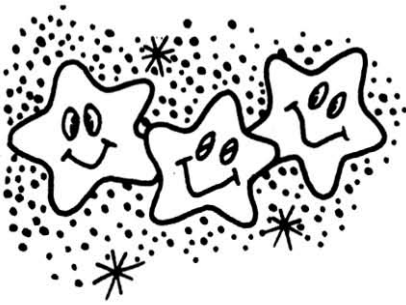
**Message:** \_\_\_\_\_



**A Sparkle to:** \_\_\_\_\_

**From:** \_\_\_\_\_

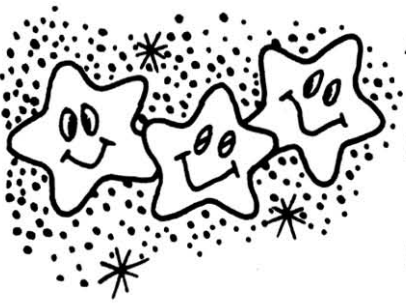
**Message:** \_\_\_\_\_



**A Sparkle to:** \_\_\_\_\_

**From:** \_\_\_\_\_

**Message:** \_\_\_\_\_



**A Sparkle to:** \_\_\_\_\_

**From:** \_\_\_\_\_

**Message:** \_\_\_\_\_

# SPARKLE BOOK COVER





# A Special Message to You



Message

Signature




To:



Date:

Here is a list of multimedia art activities that can be used to explore the theme of **kindness and friendship**.

- Use brainstorming to explore ideas related to **kindness**.
- Draw the feeling of **kindness**.
- Put together a skit or theater piece that explores **kindness**.
- Draw the feeling and create an animation.
- Create a collage that expresses **kindness**.
- Create a cartoon.
- Write a poem.
- Use a variety of materials to build a sculpture.
- Create a maze that you have to navigate to reach **kindness**
- Create a recipe for cooking up **kindness**.
- Create a chart and graph for exploring **kindness**
- Create a booklet on the care and feeding of your **kindness**.
- Write a short story.
- Create masks of how **kindness** looks.
- Do Interviews.
- Create an improvisational acting piece or role play
- Choreograph a dance.
- Create a video.
- Create a song.
- Create an scientific experiment.
- Take a photograph.
- Keep a journal.
- Hold a discussion ( have a debate, review a book , movie, theater production)
- Study and immerse yourself
- Create metaphors (include in each activity)
- 12 minute freeform writing on the theme.

Source: [www.HumanityQuest.com](http://www.HumanityQuest.com)

## Advice to Educators of Children with Cancer

A Wish with Wings, Inc., conducted a survey of 61 parents of children who had cancer or other chronic illnesses. Among the questions posed were “How can teachers be most helpful when a sick child re-enters school?” and “What have teachers done that is least helpful?” Highlights of answers appear below.

### The Best Teachers (A Parent’s view)...

1. Call or visit my child during times of absence.
2. Know that parents need a little TLC, too. Cards, phone calls, visits – all are appreciated.
3. Listen to my concerns and fears.
4. Take time to become familiar with treatment given my child and their effect on school performance.
5. Visit with my child before re-entry to talk about any fears she/he may have.
6. Adjust regular lesson plans to account for change in my child’s ability to complete lengthy tasks or assignments.
7. Gently encourage my child to reach his/her current potential.
8. Follow the parent’s or doctor’s instructions regarding bathroom visits, snacks, wearing a hat, etc.
9. Accept the sometimes hard-to-accept side effects of cancer or its treatment (slurring words, falling asleep in class, diminished temper control, or ability to accept discipline, etc.)
10. Are supportive of us during setbacks in the illness.
11. Encourage classmates to call or write my child during periods of extended absence.
12. Prepare the class for physical and emotional changes in my child as a consequence of treatment; suggest ways to be helpful.
13. Treat my child as normally as possible, given the restrictions imposed by disease and its treatment; don’t impose their own limits
14. Are supportive and encouraging, but not phony in their praise.
15. Know when a situation is over their heads and call the parents, doctor, or administration for help.
16. Include my child in as many class functions as possible. She/he may not have the stamina for a full day of school, but may be able to come to the holiday party or class outing.

# Suggested items to discuss

These are just a few items that you might want to discuss with the family when meeting with them about the child's condition.

- Have the parents share information about the child and their diagnosis.
- What physical changes are to be expected?
- What are the side effects of the child's treatment (ie. Hair loss, weight gain/loss, changes in skin color, nose bleeds)
- What are the side effects of the diagnosis (ie. Vision problems, balance, weakness, pain)
- What does the family want shared with the class? Who will share this information? (ie. Teacher, nurse or counselor)
- When should the nurse contact the parent regarding the child's condition? (ie. Whenever they are tired, only when certain complaints are made)
- Daily Report (this is a great way to keep the family notified of how the child is doing in the classroom)
- Homebound services and at what point?
- Involvement of other support services (ie. social worker or home health care)
- Child's likes and dislikes. (ie. Stories, music, food, etc.. this is very helpful when sending library books home to a child who isn't able to be there to pick them out)



## How to be a Friend to a *classmate* who has CANCER

Here are some ways you can help a friend in your classroom that has cancer:

1. **Treat your friend the same as always.**

2. Call them at the hospital to see how they're doing.

3. *Send cards and letters throughout their hospital and home stays.*

4. **Call their parents to see if it's okay to visit them at the hospital or at home.**

5. When you do visit, play a game or watch a video together.



6. Tell your friend what is going on in school, including information about sporting events, special activities and classroom relationships.

7. **Prepare a tape recording of lunchtime at your school.**



8. Prepare a video of a special class or activity at your school.

9. When your friend returns to school and looks different because of treatment, help to let others know the reason why and not to tease.

10. *Take lots of pictures of the class and give some to your friend's family. Make a special place in the classroom to share pictures.*

11. **Ask the principal if a speaker phone is available. If so, perhaps the class could use it to call their absent classmate. Everyone can hear and it is a great way to share poems, songs, and get well wishes. Call your friend's family ahead to set up a time.**

Adapted from information distributed by  
CURE Childhood Cancer Association

840 University Avenue \* Rochester, NY 14607 \* (716)473-0180 \* (716)473-0201



Wise Words  
Wise Words  
Wise Words  
Wise Words  
Wise Words  
Wise Words

Wise Words





# Actual Activities implemented in a first grade classroom.

These are activities that the first grade teacher used once Chloe was diagnosed and throughout her first several months of treatment. A bear was used as the chair companion.

Writing notes and letter to place in back pack.

Giving little gifts to place in back pack.

Chloe Bear came with us to all of our specials (especially library).

Chloe Bear came with us to the skating rink.

I also had 2 students each week in charge of keeping Chloe Bear's back pack neat and tidy. (At times, it would get really packed with notes and letters). These students would help to refold and keep the back pack nice and neat.

They were also in charge of bringing Chloe Bear to our specials. This way everyone still felt connected to Chloe. They were always excited to get her back on Monday to see what Chloe wrote.

When Chloe was able to attend school she showed us how she went through her treatments. She also brought in her mask that was placed over her head during her radiation treatments.

## Sample letter to classroom parents regarding the condition of the students

Date

Dear (grade level) Parents,

Explain the student's illness and treatments.

(Classroom teacher) is visiting with all of the students about what they are beginning to see and to experience. This is with the approval of (student's parents). The students have been told that what is happening to (student's) body and the medicine that he/she is taking are both making him/her extremely tired. (student) is so tired that he/she cannot visit with his/her friends, but that does not mean that he/she has stopped caring about them or that they should stop saying, "hi".

If you have further questions, please contact \_\_\_\_\_.

Sincerely,

## Information for students after death

*This information should be given to teachers and other staff to read to students at a designated time to share with the entire student body.*

It is with sadness that I tell you about a loss to our school family. On (date) , (student's name) died after a long illness.

I understand that many of you may have upsetting feelings and questions about the death. I will try to answer any questions that I can. If you would like, we will take some time now to talk about what happened. At times like this, it is okay to have many different feeling, including sadness, anger and disbelief. It is okay to cry. Together, we can talk about whatever you may be feeling or want to talk about. If I can not answer your questions, or you would like to talk to someone privately, I can arrange for you to talk to our school counselor.

*Take time to talk, to send students to the counselor. A creative activity may be appropriate.*

## Notifying the classmates' parents

The families of the classmates may appreciate updates on the child's condition so that they can answer questions at home. Some may keep up to date on a website for the child, but it is a good idea to send the information to all families to make sure they are all aware of some of the following situations.

When the child is first diagnosed.

When the child's condition changes. The other children in the class may start to have a lot more question is the student is looking and acting different because of their condition.

When the child completes treatment and is back to a normal routine. It is always good to share good news with the classmates' families.

If the child is no longer able to attend class at all. This may be when a child is with hospice and this is a good time to talk to how the child may pass away.

If the child passes away. This is probably a good time to send notification to all families in the school. There may be lots of questions from children in other classrooms as well.

## Paying it forward!

Many classrooms who benefit from the Monkey In My Chair program like to do something to help sponsor a kit for another classroom or help raise money for research. This is a great way to teach children about the importance of helping others.

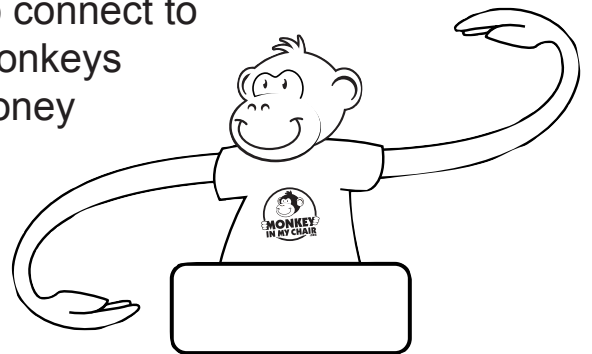
Benefits of organizing a fundraiser:

- Many skills can be implemented in the organization and execution of an event such as math, reading, spelling and art.
- Students feel good about helping others.
- The entire school can get involved.
- Students have fun.

Here are a few ideas you can implement:

### **MONKEY CHAIN**

Monkey Chain is a fun and easy way to connect to a child battling cancer by connecting monkeys across your school. Children donate money and for every dollar they donate, they get to add a monkey to the monkey chain. Set a school wide goal to have the chain reach from one end of the school to another.



## **MONKEY MUNCHIES!**

Host a bake sale at your school to help raise money. Bake sales are great to do after a school event like a game, concert or presentation. Ask families to bring in baked goods and sell the items for a donation. Having a themed bake sale is fun as well such as having banana baked goods.

To implement any of these ideas, just contact us for more information. We have materials ready for you to use for the event.

If you have a new idea, we would love to hear about it!

To contact us about implementing a fundraiser or with any other questions, email us at **[monkey@lovechloe.org](mailto:monkey@lovechloe.org)**



Visit [www.monkeymessage.org](http://www.monkeymessage.org)

Connect with your student using the new feature  
“Monkey Message”.

New to Monkey in My Chair is the online interaction tool called Monkey Message. After your student receives the kit, a user name and password will be emailed along with instructions to login. Monkey Message allows classrooms to interact with their friend in a secure email environment. Also included are fun conversation starters each time you log in as well as activity sheets and learning opportunities. We hope you use this tool to stay in communication with your friend.

CONTACT US | THE CURE STARTS NOW **MONKEY MESSAGE LOGIN**

**MONKEY IN MY CHAIR .ORG**

PROGRAM INFORMATION GET A MONKEY HOW TO HELP MONKEY GALLERY MONKEY NEWS THE CURE STARTS NOW FOUNDATION

### Login

Fields with \* are required.

Username \*

Password \*

Remember Me

[Forgot your password?](#)

**Login**

# NOTES



[www.monkeyinmychair.org](http://www.monkeyinmychair.org)