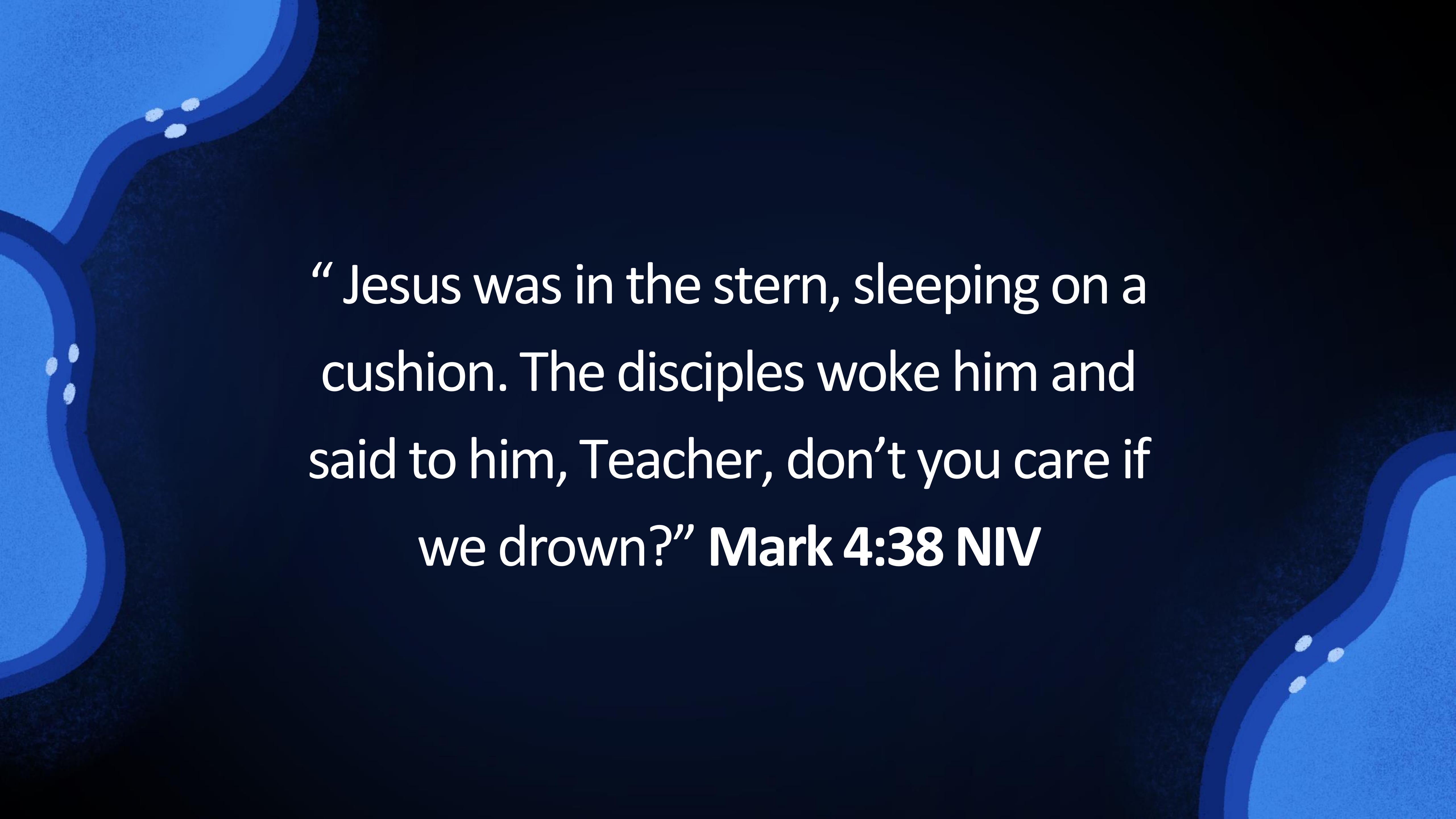




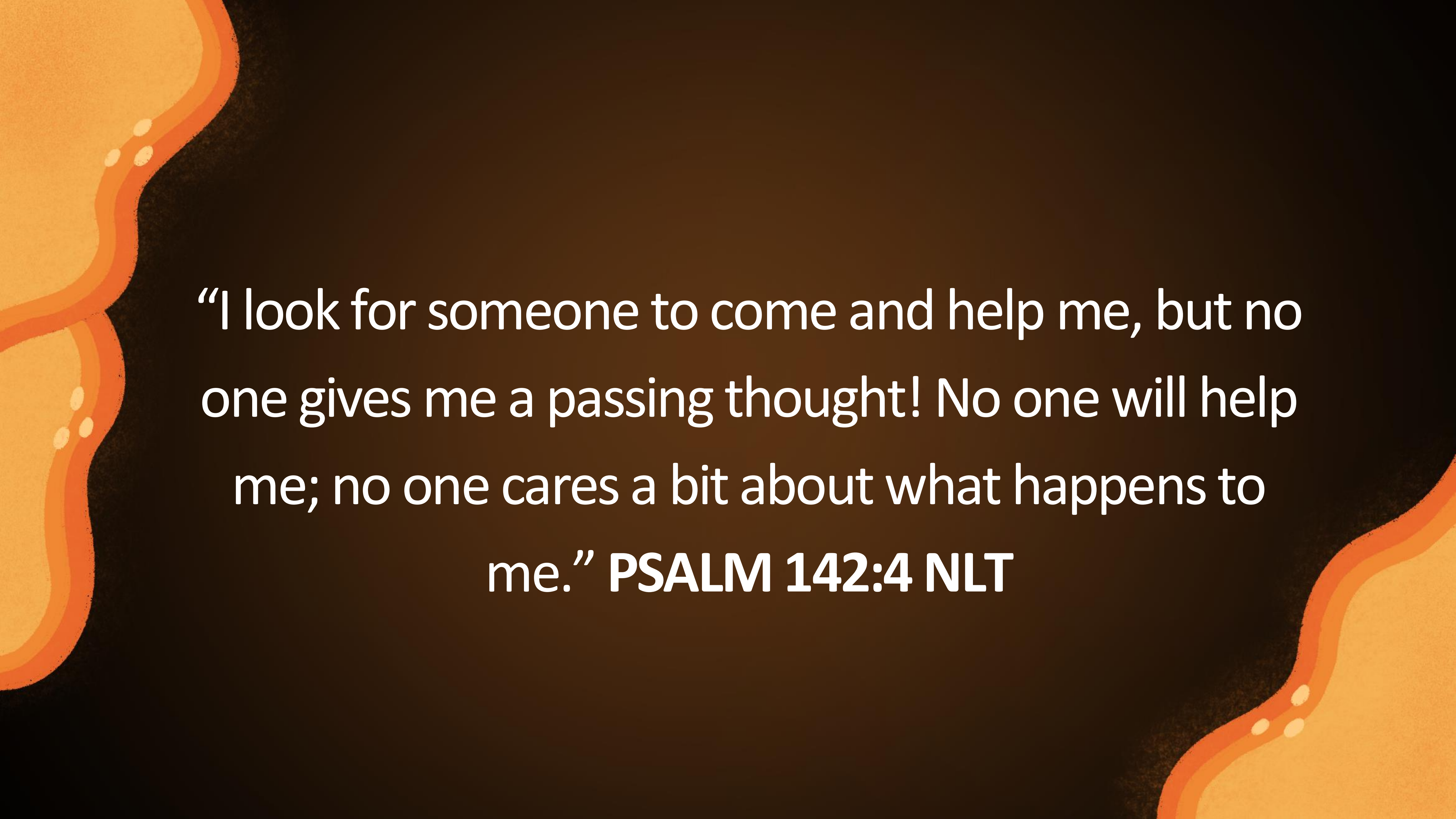
ECHO STORIES

The conversations we have
echo into our future



“ Jesus was in the stern, sleeping on a cushion. The disciples woke him and said to him, Teacher, don’t you care if we drown?” **Mark 4:38 NIV**

“But Martha was distracted by all the preparations that had to be made. She came to him and asked, “Lord, don’t you care that my sister has left me to do the work by myself? Tell her to help me!” **Luke 10:40 NIV**



“I look for someone to come and help me, but no one gives me a passing thought! No one will help me; no one cares a bit about what happens to me.” **PSALM 142:4 NLT**



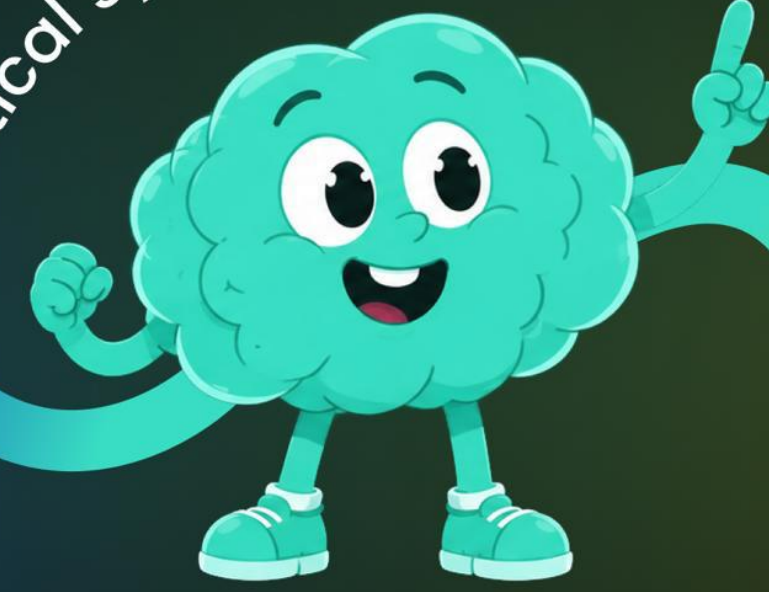
Behaviour Tells A Story
Behaviour Comes From A Story

Learning Safety



Safety - Rest

Cortical system Activates



I need you to help...

- Watch over me
- Delight in me
- Encourage me
- Believe in me

Circle of Security



I need you to help...

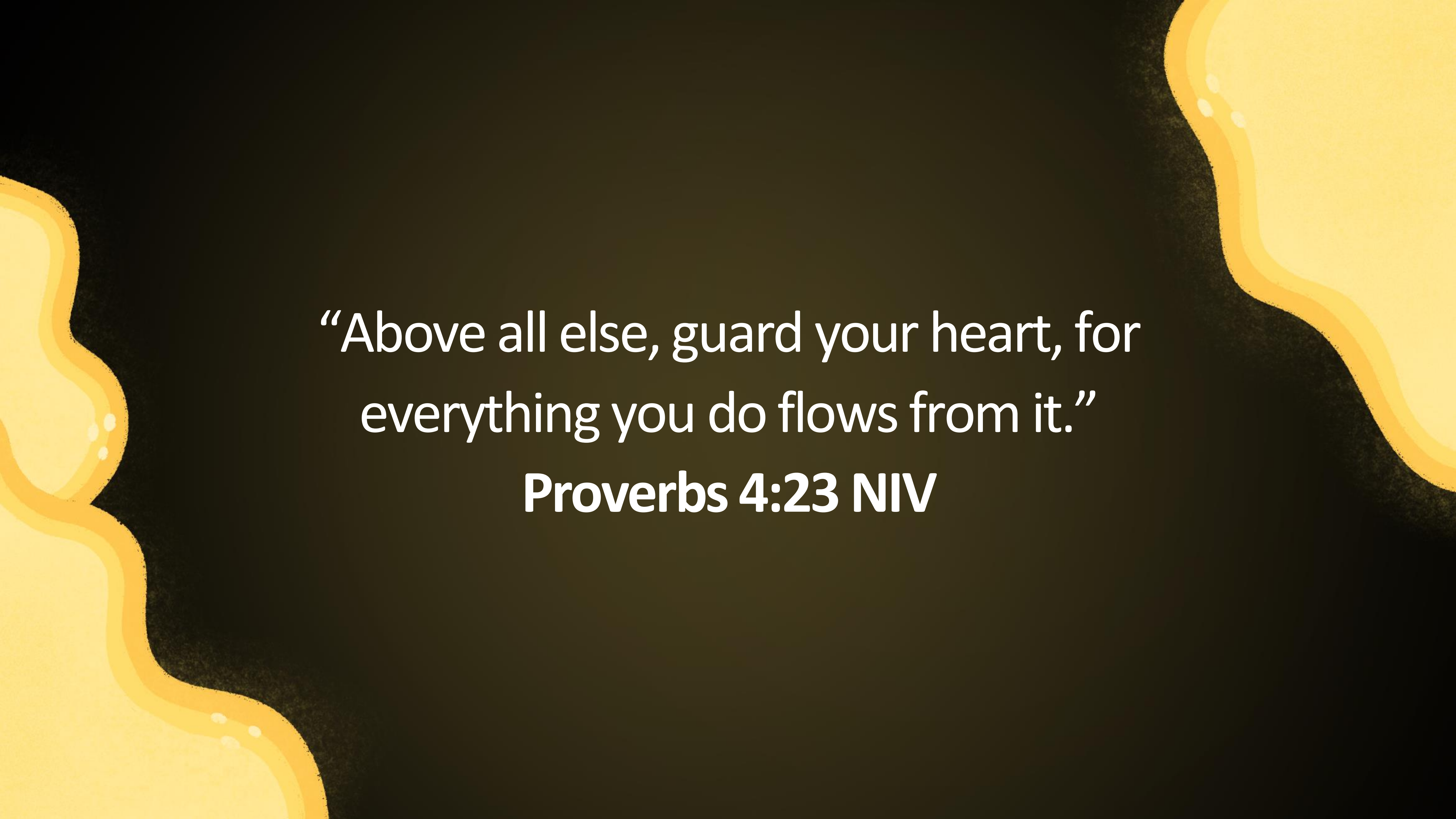
- Protect me
- Comfort me
- Delight in me
- Regulate my feelings

Limbic system Activates



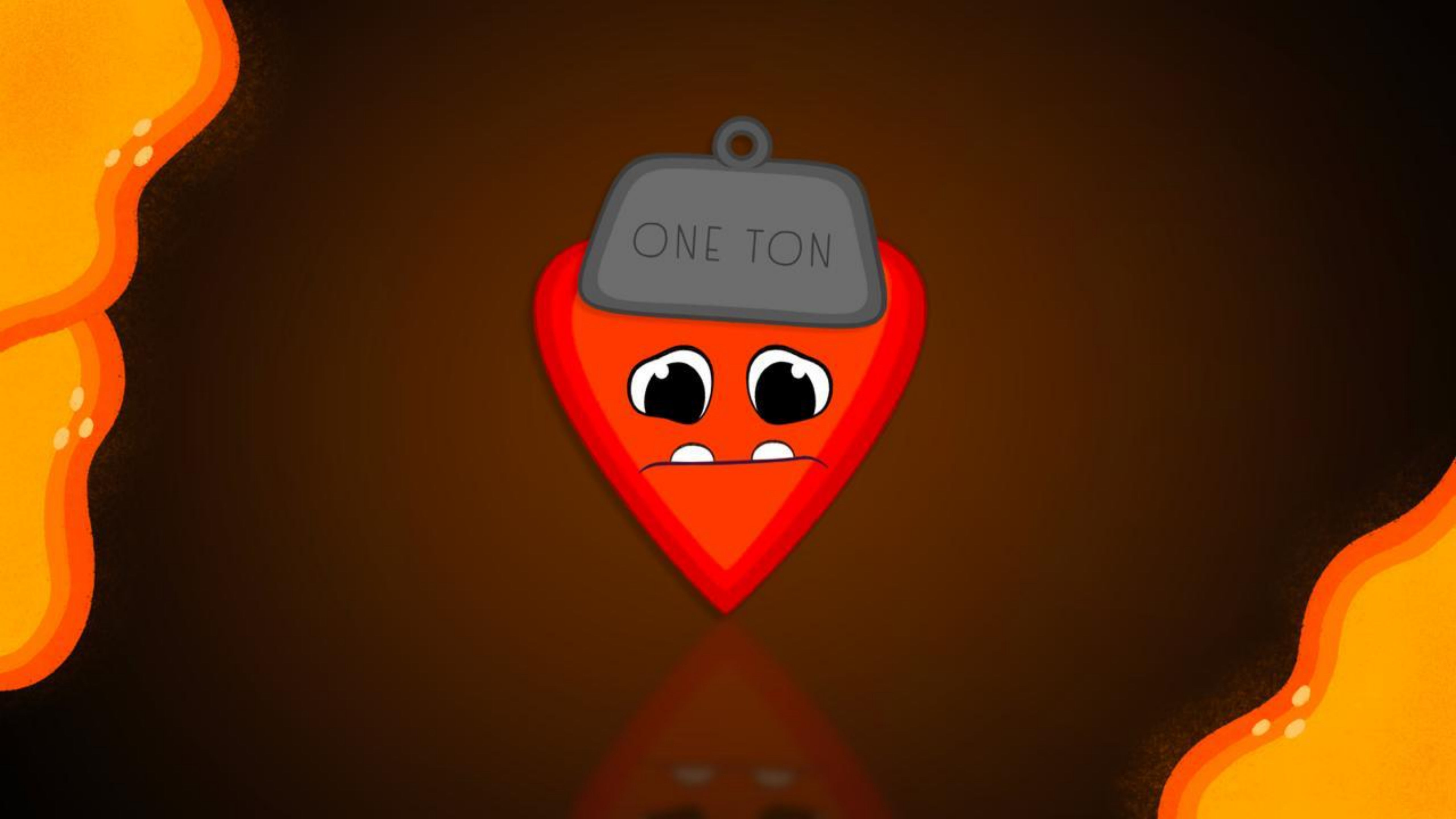
Threat - Distress

Rational Safety

The background is a dark, textured brown. On the left and right sides, there are large, stylized, abstract shapes in shades of yellow and orange, resembling flames or flowing liquid. These shapes have a soft, painterly texture with some darker outlines.

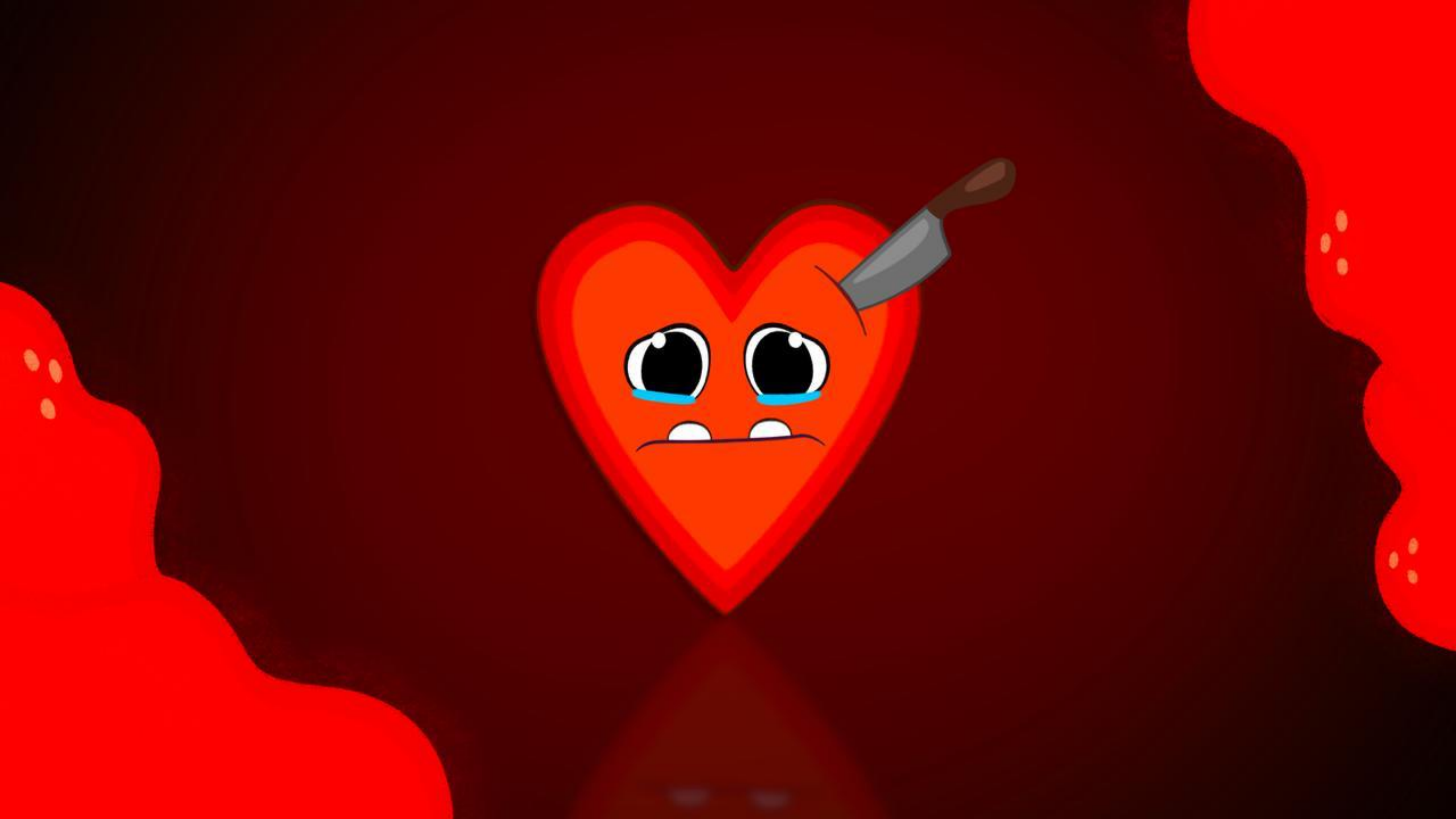
“Above all else, guard your heart, for
everything you do flows from it.”

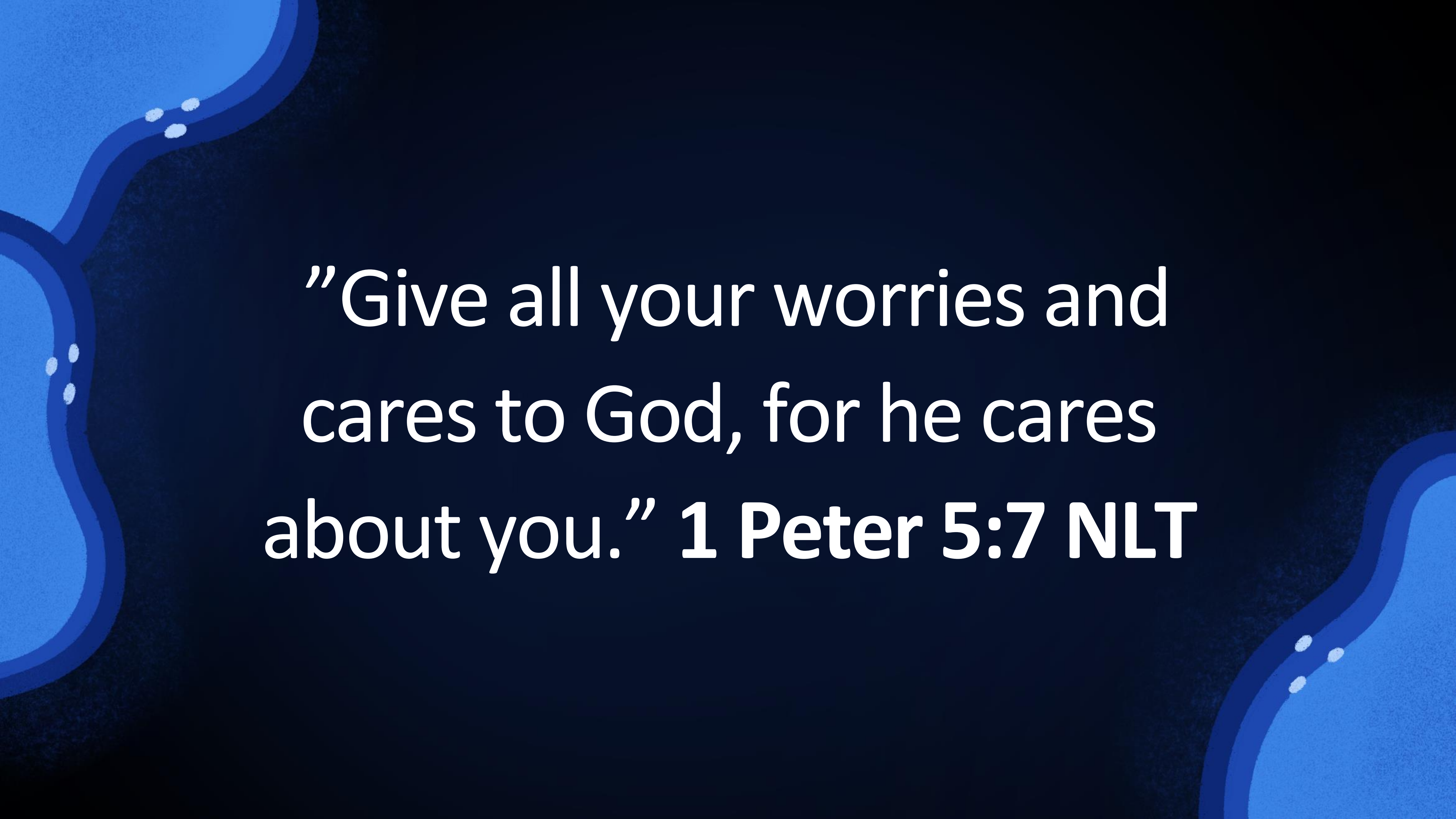
Proverbs 4:23 NIV



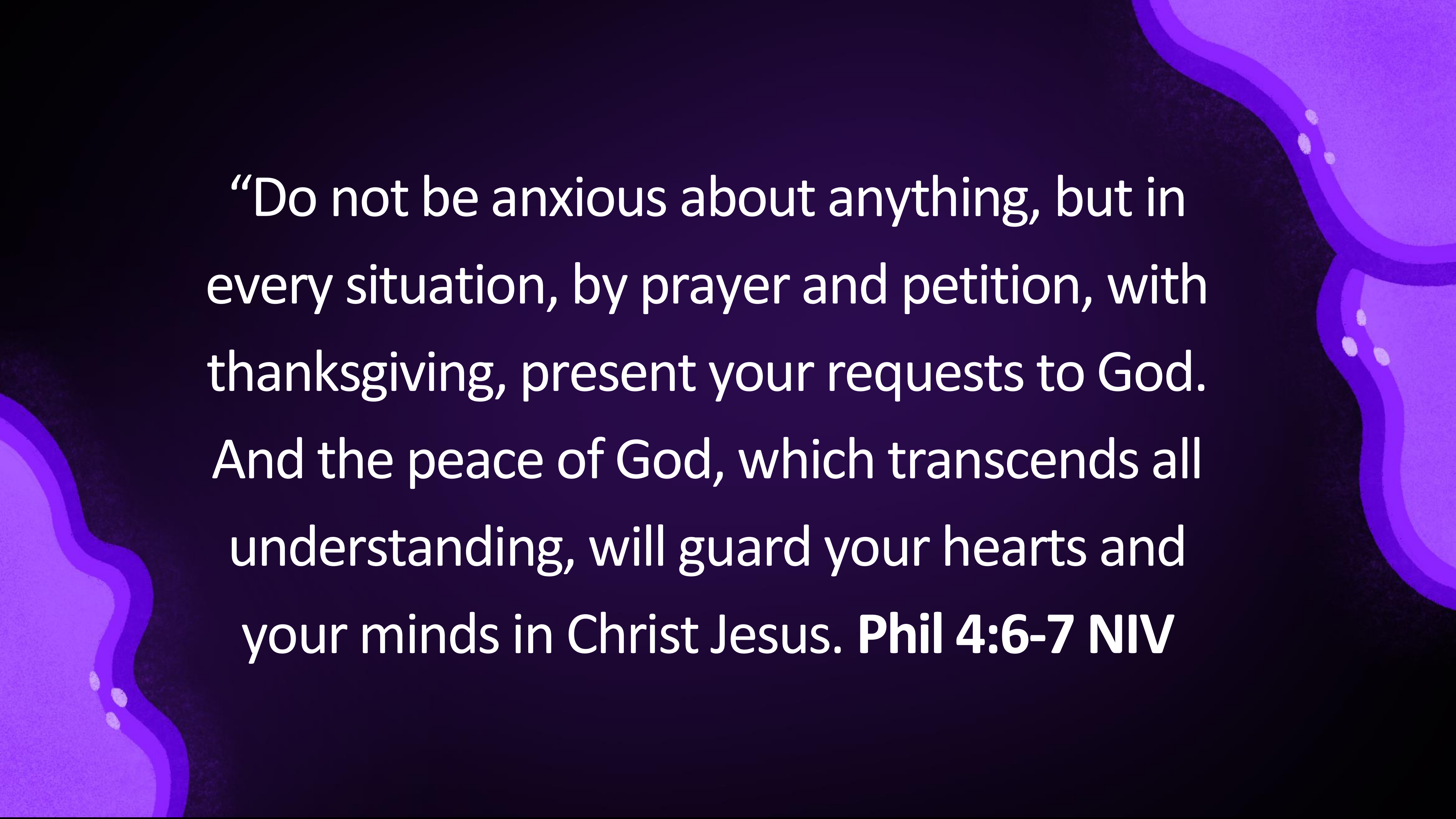




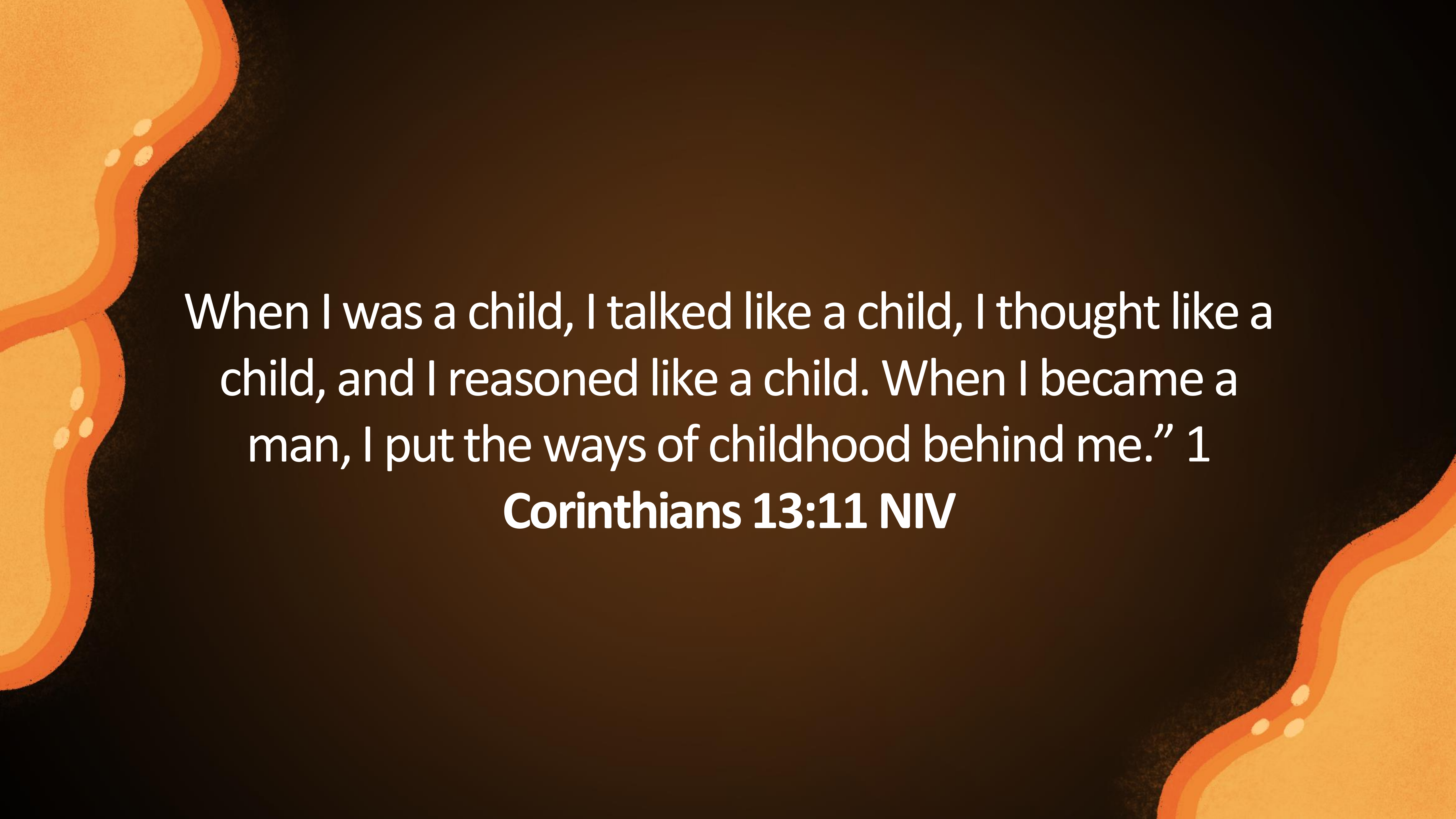




“Give all your worries and
cares to God, for he cares
about you.” **1 Peter 5:7 NLT**



“Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus. **Phil 4:6-7 NIV**”



When I was a child, I talked like a child, I thought like a child, and I reasoned like a child. When I became a man, I put the ways of childhood behind me.” 1

Corinthians 13:11 NIV

The background is a dark navy blue. It features abstract, organic shapes in a lighter blue color, primarily located on the left and right sides. These shapes have a thick, dark blue outline. Small white dots are scattered along the boundaries of these shapes, particularly on the left side where they form a vertical line and on the right side where they form a small cluster.

A Vision For Change!



1 in 3 have mental health needs

Investing in foundational emotional and spiritual well-being training decreases the potential of mental health issues.



But only
1 in 4
need professional
care

Not everyone needs to see a professional, so investing in a range of resources for basic intervention takes the pressure off pastoral and professional care.



Self-Care Tools

Helps **53%** of the need

Community Care Resources

Helps **33%** of the need

Pastoral Care Support

Helps **13%** of the need

Professional Care

Helps **3%**



*In terms of the general global population with mental health needs

Meet ECHO And Friends





A Vision for Change

Echo Stories aims to redefine the emotional foundations of culture by breaking cycles of unhealthy behaviour, empowering families with tools to nurture resilience and truth-driven growth.



Why It Matters

Most families cannot afford counselling, and those who can often share their struggles with strangers.

Echo Stories offers a proactive approach to foundational psychoeducation, equipping families and communities with life-changing tools to reduce the need for future counselling.



Turning Stories Into Solutions

Echo Stories uses two-minute animated videos paired with discussion guides to help children navigate emotions, own their behaviour, and align their narratives with truth for lasting freedom.

Echo Stories: Level One

Behaviour Series

Concept 1

- Explosive and Implosive Behaviour
- Sophie: The dog chewed my toy
- Samuel: My playdate got cancelled

Concept 2

- Hurtful or Helpful Behaviour
- Sophie: I wanted the chocolate
- Samuel: I couldn't find my car

Concept 3

- Powerful or Powerless Behaviour
- Sophie: I want to play longer
- Samuel: I want more time to read

Emotions Series

Concept 4

- Protective and Heart Emotions
- Sophie: I feel mad and sad
- Samuel: I feel mad and sad

Concept 5

- My Emotions Can Feel Big and Scary
- Sophie: I did badly in a spelling test
- Samuel: I missed the winning goal

Concept 6

- I Can Name Them to Tame Them
- Sophie: I have another spelling test
- Samuel: My coach wants me to try being goalie

Thoughts Series

Concept 7

- Robbing and Empowering Thoughts
- Sophie: I'm a bad friend
- Samuel: I'm such a loser

Concept 8

- Thought Agreements
- Sophie: I am the worst friend
- Samuel: I am the worst player

Concept 9

- Flip a Robbing Thoughts
- Sophie: I learnt to FLIP IT
- Samuel: I learnt to FLIP IT

Who Am I? Series

Concept 10

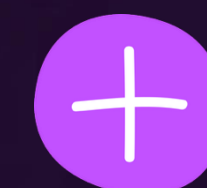
- My Need to Feel Loved
- Sophie: My heart feels sad when...
- Samuel: My heart feels sad when...

Concept 11

- My Need to Feel Safe
- Sophie: When I fear failing
- Samuel: When I make a mistake

Concept 12

- My Need to Feel Believed in
- Sophie: When someone spoke a doubt over me
- Samuel: "Do you believe in me?"



Add-on topics coming soon

The Behaviour Series



Concept 1

- Explosive and Implosive Behaviour
- Sophie: The dog chewed my toy
- Samuel: My playdate got cancelled



FREE Trial Available

Concept 2

- Hurtful or Helpful Behaviour
- Sophie: I wanted the chocolate
- Samuel: I couldn't find my car

Concept 3

- Powerful or Powerless Behaviour
- Sophie: I wanted to play longer
- Samuel: I wanted more time to read



Let's Watch

A Concept Overview



The Goal Of The Reflective Questions



Making Safe Spaces
For Conversations



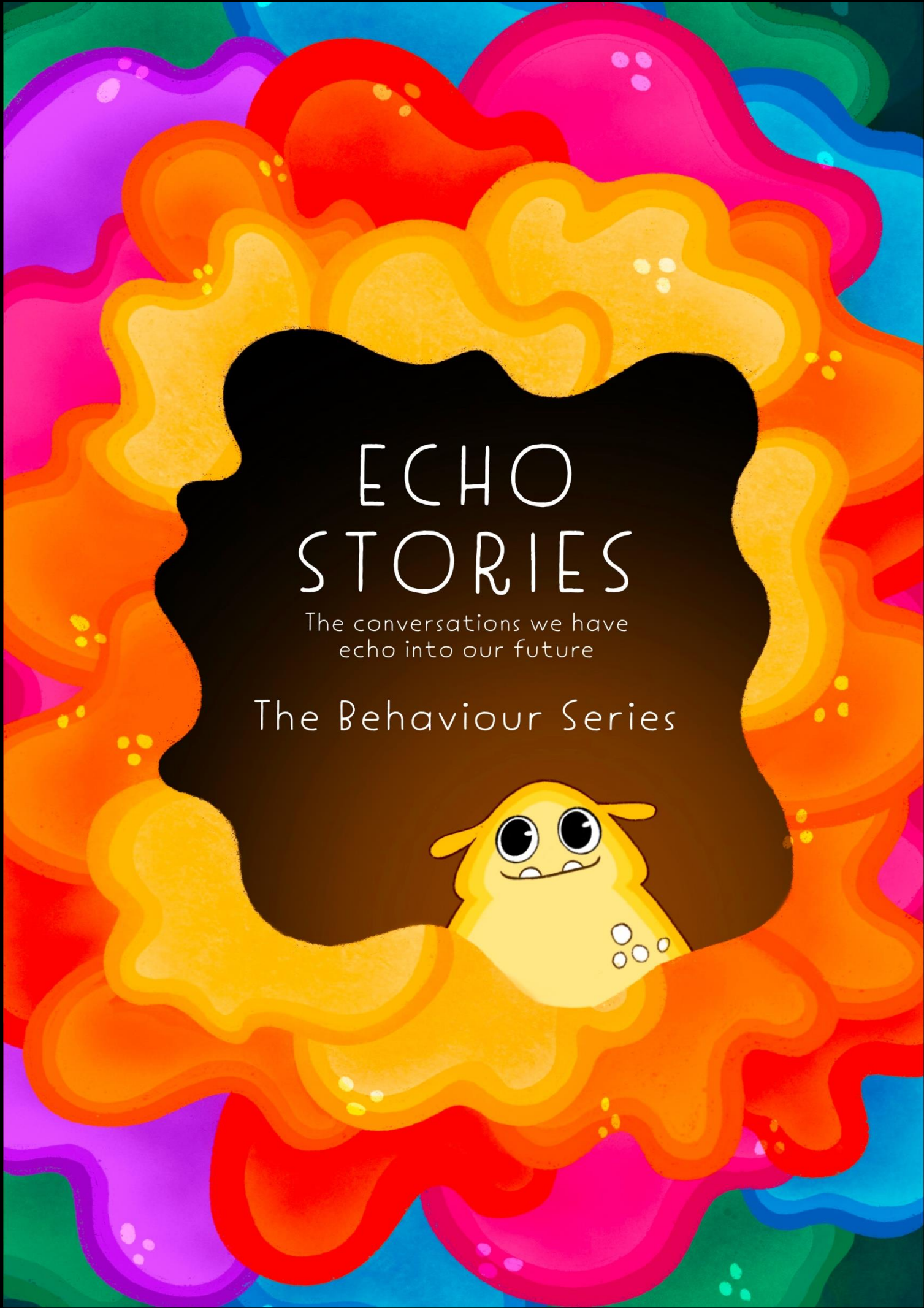
Creating Mindsets
That Keep Us Free



Building Strong,
Secure Identities



How To Use The Facilitator Guides



BEHAVIOUR SERIES

01

Explosive and Implosive: Overview Video

Overview

This Overview Episode introduces foundational language to help children begin understanding and expressing their behavioural responses. It focuses on how painful emotions (often stirred up by triggering stories or events) can lead to either explosive or implosive behaviour. These responses are protective in nature and may mask deeper heart emotions. Your role as a facilitator is to support children in becoming more aware of their own behaviours and emotional patterns.

Core Takeaway

All behaviour tends to fall into two main categories: explosive or implosive. Developing self-awareness about our behavioural responses is essential for taking ownership of future choices. Lasting change begins with growing self-awareness. Children will also begin to understand how behavioural choices are often influenced by a desire to feel powerful rather than powerless in difficult situations.

Key Phrases to Learn



- Triggering Stories
- Painful Emotions
- Powerful and Powerless
- Explosive and Implosive
- Huge and Hidden
- Protective Behaviour
- Protective and Heart Emotions

These phrases will be built upon throughout the concept series. There's no pressure to master them all right away, just keep using them gradually and consistently.

Concepts in Practice

The narrator introduces how triggering stories can awaken painful emotions. These emotions often lead to protective behaviours, which fall into two main categories: explosive and implosive behaviour. Both behaviours are ways children attempt to manage feeling powerless, yet neither fully expresses what's happening inside.

8

Explosive Behaviour

Examples include stomping feet, slamming doors, yelling, using harsh words, or erupting emotionally.

While these behaviours might feel powerful in the moment, they are typically driven by fear and often push others away, in contrary to what the heart truly longs for.

Implosive Behaviour

Examples include withdrawing, avoiding eye contact, going silent, or sometimes even hiding.

These behaviours can create a sense of false safety but often lead to loneliness and disconnection, which, again, is the opposite of the heart's desire for connection.



Reflective Questions

These questions are here to help children build self-awareness through storytelling and embodied learning:

1. Can you **act out** what you think explosive behaviour looks like?
2. Can you **act out** what you think implosive behaviour looks like?
3. Can you **share a story** about a time when you exploded or imploded?

As you guide these reflections, remind the child:

- *Everyone gets triggered sometimes, we're not alone in our struggles.*
- *We all tend to respond in one of two ways: exploding or imploding.*
- *Sharing our stories and acting them out helps us understand ourselves and grow closer to others.*

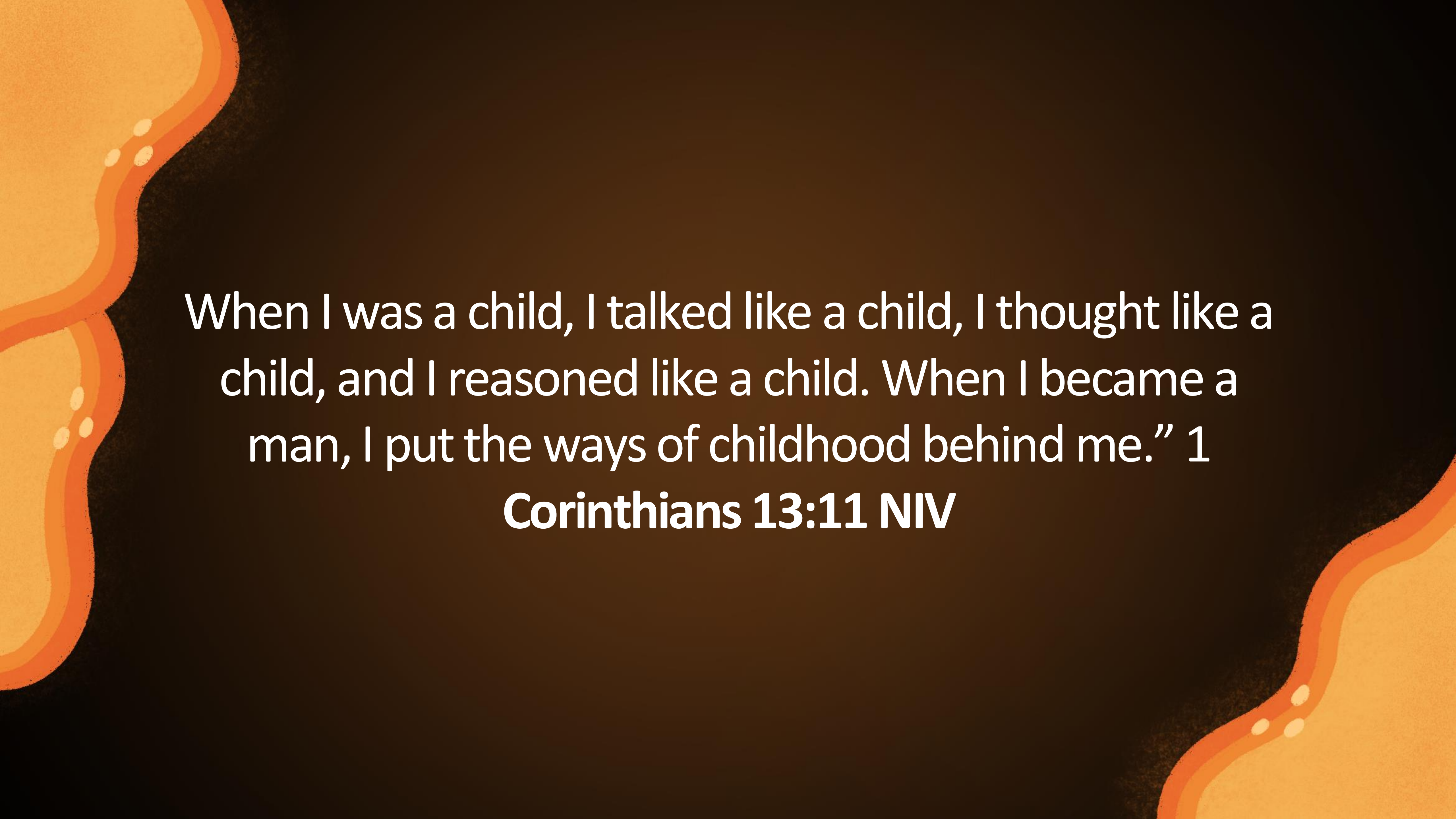
Creative Exploration (Optional)

- Invite the child to draw what they look like when they explode or implode. Use colours to show how the emotions feel inside.
- Or, have them act out what it looks like when they're triggered. This playful approach deepens body awareness and teaches them to read emotional cues in themselves and others.

Facilitator Notes: Going Deeper

The narrator introduces the idea that protective behaviours (whether explosive or implosive) are attempts to manage painful emotions. These behaviours often reflect a deeper emotional need. As a facilitator, help children notice their patterns **without shame**. Gently guide them toward understanding that, while these responses serve a protective role, they often work against the connection they truly want. Empower them with the insight that **they have a choice** in how they respond.

9



When I was a child, I talked like a child, I thought like a child, and I reasoned like a child. When I became a man, I put the ways of childhood behind me.” 1

Corinthians 13:11 NIV

* Sign Up *



www.echostories.org



What Are Trigger Stories?

Let's Watch

Sophie's Trigger Story



Let's Watch

Samuel's Trigger Story

