



This intervention programme may not be used by any person without training in Gestalt play therapy. The minimum requirements for users of this intervention programme in Southern Africa is the attendance of at least the following two workshops in Gestalt play therapy:

Play Therapy: An Important Skill in Child Therapy. A Learning Experience That Will Add Value (Schoeman, 2004)

Advanced Course in Play Therapy (Schoeman, 2004)

A CULTURAL SENSITIVE THERAPEUTIC PROGRAMME TO ENHANCE
EMOTIONAL INTELLIGENCE IN PRIMARY SCHOOL CHILDREN

(by M.G. Calitz)

or any part thereof may not be reproduced or transmitted in any form or by any means without the permission in writing of the author.



ASPECTS OF THERAPY TO CONSIDER IN THIS PROGRAMME	1
1. THE GOAL OF THIS PROGRAMME	1
2. A SHORT OVERVIEW OF THE DEFINITION AND OPERATION OF EMOTIONS	2
3. THE FIELD OF THE THERAPY GROUPS – A CULTURALLY SENSITIVE ENVIRONMENT	3
4. THE THERAPEUTIC FOCUS	5
5. CONTACT BOUNDARY DISTURBANCES	7
6. TECHNIQUES	9
6.1 Adaptability of techniques	9
6.2 Important factors concerning techniques	9
6.3 Experiments	9
6.4 Self-image as a theme of techniques	10
7. THE ROLE OF THE THERAPIST	10
PLEASE TAKE NOTE OF THE FOLLOWING	15
SESSION 1	16
INTRODUCTION OF PROGRAMME AND GROUP RULES	
SESSION 2	26
SCHOEMAN MODEL AND IDENTIFYING OF PROCESS	
SESSION 3	37
SELF AWARENESS – LIFE BOOKS	

SESSION 4	45
SELF AWARENESS – CREATIVE COOKIES	
SESSION 5	53
EXPLORING OUR DIFFERENT HOMES AND VALUES	
SESSION 6	65
EMOTIONS: IDENTIFYING FEELINGS	
SESSION 7	77
BEING IN CONTROL OF OUR FEELINGS...	
SESSION 8	90
KNOWING SELF AS A WHOLE...	
SESSION 9	98
MAKING FRIENDS – GOOD COMMUNICATION...	
SESSION 10	139
BEING FLEXIBLE...AND RESILIENT – PERSEVERENCE	
SESSION 11	145
MAKING A CHOICE FOR HAPPINESS	
SESSION 12	150
A GOAL ORIENTED LIFE – CHOOSE HOW YOU WANT TO BE...	
SESSION 13	156
CONCLUSION OF PROGRAMME & POST-TEST	
PRACTICAL IDEAS TO USE WHEN APPLYING THIS PROGRAMME	161

VISUAL IMAGES OF THE PRACTICAL IDEAS AS STATED ABOVE	162
---	------------

LIST OF REFERENCES	163
---------------------------	------------