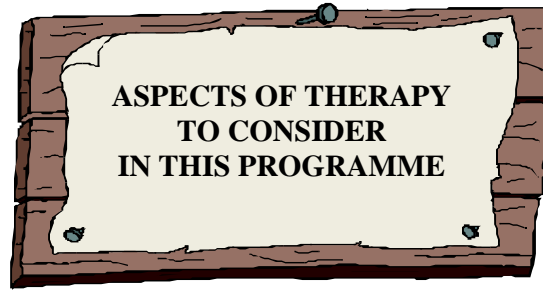


A CULTURAL SENSITIVE
THERAPEUTIC PROGRAMME
TO ENHANCE THE
EMOTIONAL INTELLIGENCE
OF PRIMARY SCHOOL
CHILDREN



The following theoretical aspects of therapy are included in the discussion below:

- **THE GOAL OF THIS PROGRAMME**
- **A SHORT OVERVIEW OF THE DEFINITION AND OPERATION OF EMOTIONS**
- **THE FIELD OF THE THERAPY GROUPS – A CULTURALLY SENSITIVE ENVIRONMENT**
- **THE THERAPEUTIC FOCUS**
- **CONTACT BOUNDARY DISTURBANCES**
- **TECHNIQUES**
- **THE ROLE OF THE THERAPIST**

1. THE GOAL OF THIS PROGRAMME

The goal of this programme is to use Gestalt play therapy techniques to enhance the emotional intelligence of primary school children. Primary school children are in the middle school age phase of development and between seven and eleven years of age. A good level of emotional intelligence in this phase enhances their ability to develop important skills for adulthood. (Compare Le Roux & De Klerk, 2003:23; Kiura, Gitau & Kiura, 1999:35-36; Newman & Newman, 1987:313.) The programme is developed to apply to children from a multi-cultural environment. This programme is thus culturally sensitive.

This programme was developed for Gestalt play therapists. The concepts and focus of this programme are based on Gestalt theory. The user should therefore be well informed about the theoretical background of Gestalt theory to be able to apply this programme effectively.

It is important to note that this programme with its content, appendixes and theoretical background is presented in English only. The user of the programme can feel free to translate information strips, letters, and exercises in any other language of choice. Some of the printable content of games is also available in Afrikaans, because it was originally used in English as well as Afrikaans groups.

2. A SHORT OVERVIEW OF THE DEFINITION AND OPERATION OF EMOTIONS

The following operational definition of emotions for the current research study was formulated:

Emotions are the carriers of information, which connect and influence all the different systems and levels of being and is equally connected and influenced by all the other systems.

“Ordinarily the prefrontal areas govern our emotional reactions from the start. The largest projection of sensory information from the thalamus, ... goes not to the amygdala, but to the neo cortex and its many centres for taking in and making sense of what is being perceived; that information and our response to it is coordinated by the prefrontal lobes, the seat of planning and organising actions toward a goal, including emotional ones. In the neo cortex a cascading series of circuits registers and analyses that information, comprehends it, and, through the prefrontal lobes, orchestrates a reaction” (Goleman, 1996:25).

Emotions and the physical body is one, as can be seen in the following expression of an experience of Pert (1999:277): “I laughed, which Norman Cousins calls internal jogging, an exercise to keep us in emotional shape, I played, I let the emotions – and the peptides – flow”.

Emotions are comprehended as interactive messengers connecting and influencing all systems, including itself. It is reasoned that the control over emotions is executed from the pre-frontal cortex. The latter is based on the theories of Le Doux (1998) and Goldberg (2001). Goldberg (2001:36) furthermore states: “experiments have shown that the concept of ‘self’, which is deemed to be a critical attribute of the conscious mind, appears only in the great apes. And it is only in the great apes that the prefrontal cortex acquires a major place in the brain”. It is therefore reasoned that awareness of the self functions in the same area (the

frontal lobes) as the executive functions of emotional intelligence. There is thus a positive correlation between increased awareness of self and increased emotional intelligence.

3. THE FIELD OF THE THERAPY GROUPS – A CULTURALLY SENSITIVE ENVIRONMENT

Perls, Hefferline and Goodman (in *Ground level: the field*, 1997:1) referred to the human being as being mobile in a great interacting field. The definition of a human being is that of the person/environment field and the creative adjustments that the human being makes in the field. “In looking at the world, we recognise the ‘things’, but underlying the things are processes – events which reorganise the field” (*Ground level: the field*, 1997:1).

This theory of the field in Gestalt shows the environment in which we exist as part of the human being as a whole. Gestalt field theory begins with the whole. The human being and its environment or field are part of the same process. We can recognise things in the environment, but underlying all things are the processes that reorganise the field. (*Ground level: the field*, 1997:1)

Our culture is thus the process of which we are part, it is our present – it is part of ourselves. Our culture is the way we give meaning to life, the way we think and feel about things, and therefore also the way we express ourselves, and the way we behave. According to Buber in *Ground level: the field* (1997:1), the building blocks of which our world is made are constantly moving – being and becoming. Culture is thus not one constant given – it is a process. This might contribute to the problem that exists to define culture. Culture is so wide and so inconsistent that it is difficult to assign one definition to this. Culture will be seen as part of the process of the human being in this programme. Culture cannot be understood without the human being and vice versa. They are one; it is all part of the whole.

The theory of Clemmens and Bursztyn (2003:1) is part of this holism. They focused on the embodied selves and the culture in which we live as major components of the field in Gestalt theory. This field is complex. The embodied self is one way in which culture is expressed. Clemmens and Bursztyn (2003:1) state that this field is complex. They understand the ways in which culture is expressed through our bodies in Gestalt therapy. Our bodies – the way we think, feel and act – are thus all part of this one complex and ever-changing field or culture.

This relates as follows to the holistic view of the human being in the current emotional intelligence programme. The theory of the programme relates to a ‘body-mind’ view,

meaning that the physical body and its activities are influenced by the mind and vice versa. The mind is viewed as both cognition and emotions. Clemmens and Bursztyn (2003:1) and Ground level: the field (1997:1), state that culture is not only part of the field, but it is the field. The client live within a cultural framework, which is both cognitive / biological as well as a social phenomenon. According to Gestalt therapy (Perls, Hefferline and Goodman in Ground level: the field, 1997:1) the process of the human being's existence is the field and as culture includes all this, culture is the field.

This culturally sensitive programme includes the following requirements related to culture:

- **Theoretical knowledge about the ethnic cultures represented in therapy**

The therapist should have knowledge about the ethnic cultures of the children in the programme.

- **Awareness of the children in therapy's cultures**

The children's home and community cultures should be explored as part of the programme to enhance awareness and acceptance of each other's cultures within the therapy group.

- **Self-awareness of the therapist's culture and awareness of the culture of the children in therapy**

The therapist should be aware of his own culture and the influence of this on his way of being. It is important not to expect of the children in therapy to have the same cultural values.

- **Culture and morality**

The therapist should not attempt to teach morals, but can use emotional intelligence skills to help the children to adhere to their culture's moral standards.

- **Culture, language and emotional intelligence**

The therapist should learn to know the cultural related ways of emotional expression of the children in therapy by spending a considerable amount of time on self-awareness exercises with the children. During this process the therapist should be aware of the ways in which children express themselves, the language they are using and whether they avoid responsibility with their language. The latter can be changed in the therapy process as part of enhanced emotional intelligence where the children learn to take

responsibility for their own lives. They will therefore also learn to use language to express responsibility for their own lives.

4. THE THERAPEUTIC FOCUS

The therapeutic focus of the intervention programme is Gestalt therapy. Here Gestalt therapy will be applied using play therapy techniques in a group therapy environment.

The goal of Gestalt therapy is for the client to become aware of his true self as being presented in the present time and place. The client also learns how he can change himself and at the same time comes to value and accept himself.

Gestalt therapy focuses on the process of therapy and not really on the content, thus rather on what is happening (being done, thought and felt) than on what is being said about what was, might be, could be or should be. (Yontef, 1993:2)

Gestalt play therapy is described by Gouws (in Blom, 2004:3) as a psychotherapeutic technique where the therapist tries to give the child the opportunity to express his feelings in a verbal or non-verbal way. The therapist assumes that the child will communicate his emotional problems in a symbolic way through play. Through play the child will learn to know his emotions and will learn to canalise his emotions more effectively and will learn to engage in a trusting relationship with somebody else. In such a way negative behaviour can be normalised.

Oaklander (in Blom, 2004:3) describes Gestalt play therapy by using some theoretical principles of Gestalt therapy, which has an influence on the therapeutic process with children. The following are Gestalt principles, which also has an influence on therapy with children: the relationship, organismic self-regulation, contact boundary disturbances, awareness, experience and resistance. She describes the therapeutic process of Gestalt play therapy as relating to the philosophy, theory and practice of Gestalt therapy. Gestalt therapy starts with the building of a therapeutic relationship as prerequisite for effective therapy. Making contact with the child, strengthening his sense of self and his expression of emotions, follows the former. This is followed by self-nurturing and termination of the therapy session. Goleman (1996:57) states the importance of self-nurturing in the following: "The art of soothing ourselves is a fundamental life skill". Oaklander in Blom (2004:4) states the

following forms of play to be included in the play therapy process: clay, fantasy, stories, puppets, sand tray work, music, movement, and sensory awareness exercises.

Gestalt play therapy techniques are used in a group therapy programme here. The value of group therapy over individual therapy includes the following:

The value of group therapy is apparent through the distinction between the value of group therapy above individual therapy by Ginger and Ginger (2000:1). They found that many more problems could be addressed in group therapy than in individual therapy.

Gestalt therapy groups also add interpersonal aspects to therapy, which is fundamental to human relations. People coming to therapy also prefer relationship difficulties to be handled in addition with internal uneasiness. Group therapy also facilitates experimentation in the here-and-now of difficult situations, where in individual therapy this is most of the times only possible as a discussion of what can happen. (Ginger & Ginger, 2000:6)

Interaction with other group members increases the courage of less expressive members to win over timidity and modesty. Relationship and social behaviour patterns are more effectively identified and experienced in groups than in individual therapy situations. (Ginger & Ginger, 2000:7)

The therapist should be aware of the unpredictability that partly exists in Gestalt therapy groups. Although groups tend to develop through certain stages, Gestalt theory allows for choice. Harris (1998a:11) says that without choice, one cannot be fully human. It is thus apparent that a group therapist cannot work on definite rules and recipes. Each person, interaction and each moment of group life is new and fresh. The therapist needs to go in confluence with the group and be led by the needs of the group members and the group as a whole. In such a way the therapist makes use of the Gestalt play therapy principle of "bidding one's time" (Schoeman, 1996b:30). This requires a lot of flexibility and creativity from the group leader. Parlett in Harris (1998a:11) notes that, "...honouring of the singularity of each set of circumstances and each person requires, therefore, both respectfulness and also a willingness to tolerate ambiguity and uncertainty".

The positive side of this uncertainty according to Harris (1998a:11) is the opportunity to cast off the shackles of knowledge and being fully present, enjoying and learning with the group members. If the group leader is free to experience and be creative, it is a main source of empowerment and healing for the group. This type of flexibility and creativity is very important in the application of the current intervention programme.

5. CONTACT BOUNDARY DISTURBANCES

The boundary is where two people meet. It is the metaphor for the environment or the place where contact takes place. A healthy boundary is semi-permeable and flexible. It fulfils the following two functions:

- It contains and provides a sense of identity
- It allows exchange to happen (give and receive)

Boundary processes also involve some personal difficulties, which might present intra personal problems. (Jarosewitsch, 1995:1-2)

Ivens ([sa]:3) states that the cycle of contact can be interrupted when a person does not want to face the pain of his unfulfilled need/s. This person will then prevent contact by some kind of neurotic mechanism. These mechanisms are then called contact boundary disturbances such as those listed by Van Wyk, Aronstam, Clarkson, Yontef & Simkin, Yontef, Clarkson & Mackewn and Oaklander in Blom (2004: 6). Contact boundary disturbances include amongst others: projections, introjects, confluence, and retroflection. (Ivens, [sa]:3)

Blom (2004:5-6) states that contact boundary disturbances originates when a person cannot maintain a good balance between himself and the world outside anymore. The person, or child in play therapy, is not able to be effectively aware of his needs and can thus not respond according to his needs anymore. The boundary between him and his environment then gets disturbed.

The therapist using this programme should be sensitive for the following contact boundary disturbances:

- Projection
This is the tendency to blame the environment, anything- or anyone else for something that is really only an attribute of the self (compare Blom, 2004:7; Schoeman, 2004b:79; Yontef, 1993:9).

- Confluence

Healthy confluence in the therapeutic relationship means to be in a way the same than the child so to make better contact. Confluence as a contact boundary disturbance is when this sameness diminishes the boundary between the person (child in this case) and the environment (Blom, 2004:7). This lack of boundaries inhibits effective contact with other people.

- Retroflection

According to Blom (2004:8), Yontef (1993:9) and Ivens ([sa]:3) retroflection means that the child will treat himself in the same way he would like to treat someone else. According to Blom (2004:8) children will experience symptoms like headaches, stomach pain, asthma or hyperactivity as a reaction on feelings of sadness or anger towards someone else. Psychosomatic symptoms might thus be symptoms of retroflection.

- Confluence

This means to avoid contact with other people or the environment for example not making eye contact, changing the subject (Blom, 2004:8) or being polite instead of direct (Yontef, 1993:9).

- Desensitisation

Children who experienced physical or emotional harm and/or pain desensitise themselves by ignoring sensory experiences. They cannot make contact with their senses and therefore also not with their emotions. (Blom, 2004:9)

If contact boundary disturbances (compare Blom, 2004:5-9; Yontef, 1993:9) occur, focus on helping the child to be in contact with his senses. The therapist should thus be flexible enough in this programme, to leave the other exercises for that day's session and spend more time on resolving a contact-boundary experience. If necessary, individual sessions with such a child should be booked to help him to fit into the programme again.

6. TECHNIQUES

6.1 Adaptability of techniques

“Techniques used in gestalt therapy are designed to heighten awareness of present functioning” (Ivens, [sa]:4). Although some of the most famous techniques, like psychodrama, fantasy, empty chair, tasks and dream work are listed, the therapist is still encouraged to be creative and develop techniques that will suit his clients’ needs. (Ivens, [sa]:4) The therapist who uses this programme may add and / or adapt techniques in the programme according to the needs of the group members.

6.2 Important factors concerning techniques

Techniques and exercises are not the most important tool in this programme. The healing relationship with the children is the most important factor. Here after is the flexibility of the therapist to move away from planned exercises when a need arises and apply a Gestalt therapy experiment to resolve the unfinished business, address the polarity or contact boundary disturbance (Chapter 4, 3.1.2 The researcher’s view).

6.3 Experiments

According to the researcher Gestalt therapy is experiential therapy. Corey (2000:316) differentiated between experiments and techniques. He defined techniques as exercises or procedures to bring about action or interaction. This programme also makes use of such exercises, as it is attempted to teach some skills. The teaching of the skills will be done within a Gestalt play therapy environment. It is therefore very important that the therapist will be aware of any polarities, unfinished business or contact boundary disturbances presented by the children in the groups. Should the therapist be aware of the latter possibilities, s/he has the freedom to move away from the planned exercise and experiment with what the child has given. It is thus important for the therapist to have some knowledge of possible experiments to use. The creative therapist can also make up her own experiments to fulfil in the children’s needs. Such flexibility is very important in this Gestalt therapy programme.

The following are is a summary of important guidelines to keep in mind when applying experiments and preparing clients for it:

The therapist should feel comfortable to try out new and often strange exercises. S/he should apply experiments when s/he senses that a child or the group as a whole need to practice some behaviour in the therapy session. These exercises should be on the developmental level of the children and should take the cultural background of the children into consideration. The therapist should be focused on the reactions of the children and should adapt experiments accordingly to ensure effective learning rather than an empty negative experience.

6.4 Self-image as a theme of techniques

Building on a positive self-image is a continuous theme in this programme. Good self-esteem is very important for good emotional intelligence (compare Vermeulen, 1999:60-74; Veenman & Eichhorst, 1998:117; Wood & Tolley, 2003: 51-54). The therapist using this programme might therefore find that some self-nurturing techniques are focused on increasing the self-esteem of the group members. It is important for the therapist to keep the improvement of self-esteems as a continuous theme and therefore to attempt to give honest and sincere feedback concerning the group members' positive attributes.

7. THE ROLE OF THE THERAPIST

The role of the therapist is one of the most important catalysts of growth and change in the current programme. The therapist needs to create an accepting and safe environment in which children can feel free to grow and develop and where they enjoy the learning experience.

Some very necessary skills and characteristics of the therapist are therefore included in the following paragraphs. The Gestalt therapist who uses this programme, should therefore first do a lot of self-exploration and should be aware of his own process and the application of this in the current programme. The latter is also an important element of the focus on cultural sensitivity of the current programme.

The therapist using this programme should be flexible enough to use experiments when needed, to focus on the needs of the moment and still enjoy the process. Being flexible and open is greatly associated with being creative (compare Maree, 2004:77; Zinker, 1977:17-20). The therapist, who applies the current programme or who, according to Zinker (1977:17-20), practices Gestalt therapy should be a creative therapist.

The following are **aspects of creativity**, which are important to consider when working as a creative therapist:

- Being able to create many new ideas
- Being flexible and adaptable
- Being original
- Using existing ideas to create new ones (Buzan in Maree, 2004:77-78)
- Creating new things out of usual material
- Solving problems in an original way
- Reacting congenially to challenges
- To value music and/or art
- Acceptable expression of emotions
- To use language correctly
- To laugh – also at one self (Maree, 2004:78)

The following is a list of **skills needed by a creative therapist** as listed by Zinker (in Corey, 2000:315):

- The therapist should be able to identify energy within the children and then sensitively introduce appropriate experiments on the right time to use this energy.
- She should be flexible enough to let go of something and move on to something more lively.
- She should be willing to push group members to get the work on themselves done, but also know when to back off.
- She should be able to assist group members to express their feelings and summarise what they have learned after an experiment.
- She should be wise enough to know when to leave group members to find their own solutions to their difficulties and when not.

Schoeman (2004b:114) states that Gestalt group work therapists need other skills than therapists who engage in individual Gestalt play therapy. These skills include an attitude of using experiments. The therapist uses the group members and events that take place in the group as well as himself to create “novel visions” (Corey in Schoeman, 2004b:115) of the group members. The latter means to create new insight into the selves and the lives of the group members. Both the therapist as well as the group members will thus come to better insights about the group members’ selves and their way of functioning.

The therapist needs the skill to create new applicable experiments to fit the situation and group members in group therapy. The therapist should also assess whether a certain experiment is safe enough or too risky for a certain member. It is important here that group members always have a choice whether they want to participate in an experiment or not. It is important that the therapist explain each experiment with enough enthusiasm and with an “inviting attitude” (Schoeman, 2004b:114). This will lead to greater willingness to participate.

The therapist’s positive attitude, enthusiasm, positive regard towards members and the safe accepting environment created by the therapist are very important contributions to the group members’ willingness to participate. The therapist must pull the group along and create an environment in which they can be free to fully be themselves.

The therapist can use the following checklists as a quick reference to keep aware of the most important relationship requirements concerning himself, contact boundary disturbances to be on the look-out for and other points to be aware of:

Checklist for the therapist – self-skills to enhance the therapeutic relationship

- The children should be able to take their time to explore themselves.
- Being in a way the same than the children, to let the children be open to the therapist, so the therapist can experience their selves with them.
- The therapist must become the children’s friend, as she is their playmate.
- The therapist should be humble to be a friend.
- Also be their guardian, thus be there for the children when they need assistance.
- Supply the children with the information they need.
- Be kind, soft-hearted and honest
- Laugh with the children.
- Be passionate about children and the therapeutic process.
- Teach the children about critique - it is their actions, which are criticised and not themselves
- Be aware, children might transfer their negative experiences of other people to the therapist – make the children also aware of this when it happens.
- Carry your feelings of warmth and compassion towards the children over through body language

- Look beyond the verbal communication and be sensitive to the depths of the children's experiences and true feelings.
- Have a zest for life, your example may encourage the children to have the same zest.

Be sensitive for the following possible **contact boundary disturbances**:

- Introjects – uncritical acceptance of rules, patterns and behaviour.
- Projections – tendency to play blaming games
- Confluence – too much of a people pleaser, losing own identity
- Retroflexion – psychosomatic symptoms as a reaction to unhappy feelings
- Deflection – avoid contact by avoiding eye contact, changing subject, being overly polite – to cope with painful experience by avoiding it
- Desensitisation – ignoring sensory experiences – no contact with senses
means no contact with them selves

It is needed to keep these in mind, as it can block contact and thus disturb the healing relationship. The list above is a copy of the short overview of contact boundary disturbances earlier. The latter list is meant as a quick checklist, thus much shorter than the previous discussion.

Checklist of **experiments** to keep in mind:

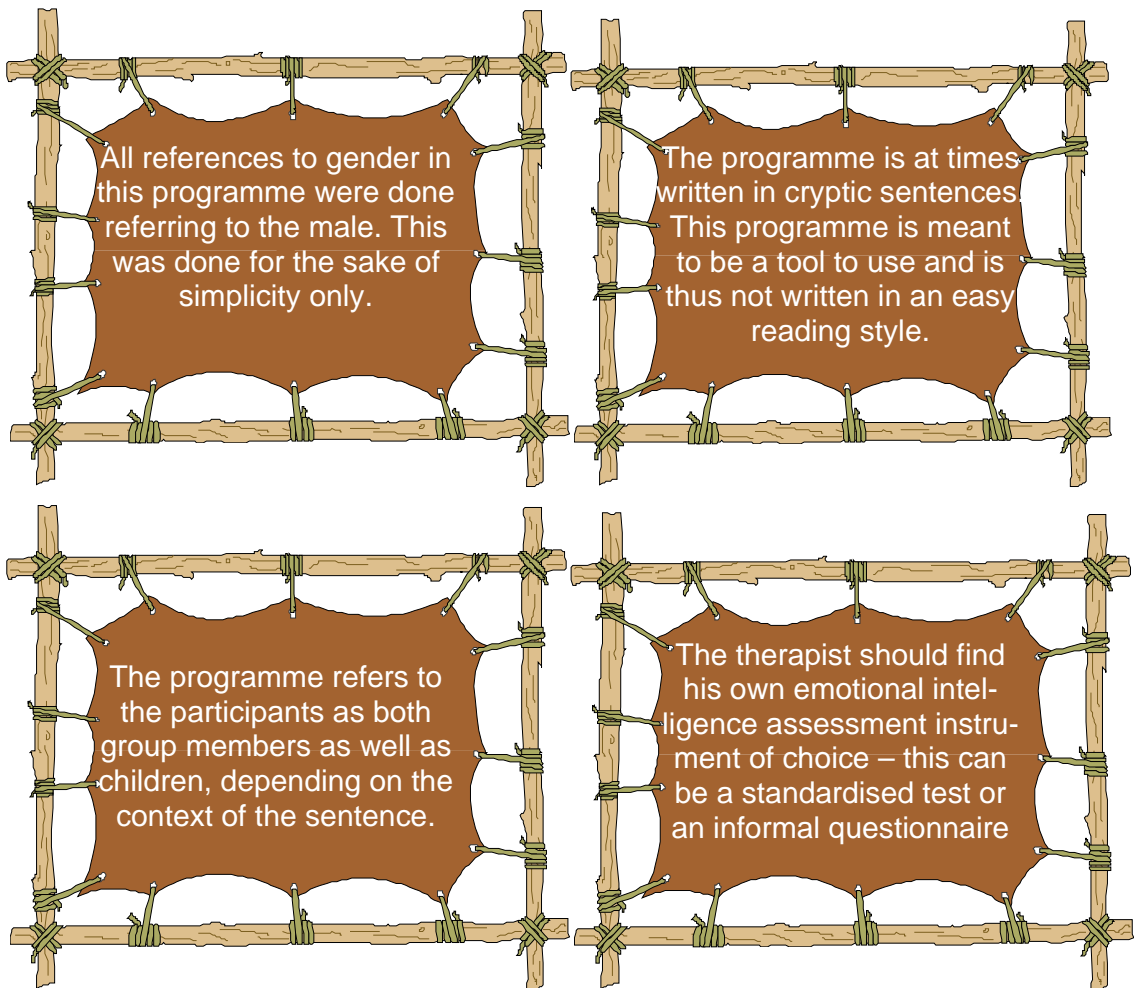
The therapist can continually go through the following ideas of experiments, because possibilities of experiments need to be at hand in the therapist's mind when needed:

- Re-enactment - relive a life event with unfinished business and finish it in the therapy session
- Enactment – act out a dream or fantasy
- Around the world - the opportunity to explore a negative or unsatisfactory experience and in so doing come around to the opposite polarity
- Empty chair - to come into dialogue with a polarity within himself – place an imaginary object or person in empty chair and resolve conflict or unfinished business
- Experiments with internal dialogues - to contact parts of our nature that we hide from others – like dialogue between polarities of being gentle or hard / harsh
- Fantasy approaches - Fantasy can be used when group members feel too threatened to deal concretely with a problem
- Rehearsal – “members say *out loud* what they are thinking silently” (Corey, 2000:325)

- Reversal – ask a group member to play an opposite role from the way he usually is, thus making contact with those parts of one self that have been denied or submerged and which are causing anxiety
- Exaggeration – a group member can be asked to exaggerate something abstract like having to carry others' burdens by having to carry something very heavy
- Dream work – to bring the dream back to the here and now and relive it to thus finish the unfinished business

The following are some **Gestalt theory principles** to be aware of:

- Unfinished business – things still interfering with the child's happiness
- Polarities – using opposites to cover the real issue
- Make the children aware to be able to grow and develop
- Lead children to take responsibility for their own lives – use language like, “I want to do homework now” instead of “I have to do homework now”
- Work with the child as a whole – understand how emotions, thinking and the physical body as well as the child's culture all have an influence on each other



SESSION 1 INTRODUCTION OF PROGRAMME AND GROUP RULES



- An initial introduction of all the group members
- To introduce participants to the type of programme and give an overview of the content of an emotional intelligence programme
- Orientation towards what group work / group therapy is: Introduction to the structure of group sessions – the Schoeman model
- Clarification of group rules
- To get the group members enthusiastic about the programme



- Creative techniques
- Imaginary techniques
- Biblio-play techniques
- Dialogue – discussing programme, group rules and processes according to choice of animals



- Play animals
- Crayons / pencils / cokies / paint etc. – any drawing, colouring or painting material
- A3 paper or A3/A2 piece of cardboard



1. **Introduction of all group members**

- Technique: Dialogue, imaginary exercise

Therapist introduces herself and the other group members, by sharing everybody's names.

All group members should each one choose an animal whom they think is a little like him. They should then share in the group why they are a little like that animal. They should then also say their names again.

2. **Introduction to the type of programme and an overview of the content of an emotional intelligence programme**

- Technique: Dialogue / biblio-play

The therapist asks the children what they think they are going to do and through dialogic interaction gives a quick overview of the programme.

A time graph poster (A3 paper works well) can be used to show how the different themes will follow.

3. **Orientation towards what group work / therapy is: Introduction to the structure of group sessions – the Schoeman model**

- Technique: Dialogue

The therapist explain to the children that they will always first do a short sensory exercise, followed by their theme related activities, which they will discuss and apply to their lives, they will always end off the sessions with self-nurturing.

4. **Clarification of group rules**

- Technique: Dialogue, creativity, biblio-play

The therapist set certain basic group rules. While doing this she make a drawing of each on an A3 / A2 paper / card board. Children can add and discuss some more rules, which they would like to add. This part of the session will continue during the next session when they can add more rules. The children make drawings or picture collages to represent the group rules on the A3 paper or poster.

5. Inspirational part / self nurturing**● Technique: Imaginary technique**

Inspiring the children to be enthusiastic about the programme should be done through the session. At the end of the session children should share a favourite thing they wish they could do during the rest of the day. After this they can share how they will feel if they could do this. They should all imagine themselves that they can do this and try to feel the way they would then when they leave.

6. Conclusion

Hand out information letters to parents as well as the session overview note.



APPENDIX 1 OF SESSION 1
INFORMATION LETTER TO PARENTS

EMOTIONAL INTELLIGENCE PROGRAMME



Dear Parent

Herewith I want to thank you for including your child in the programme presented by me this term. I will try my best to make this an enjoyable learning experience.

This programme has as its goal the strengthening of your child's emotional intelligence. The following are the basic themes, which will be covered in the programme:

- Awareness of self and emotions – self-knowledge
- Being responsible and in control of emotions and thoughts
- Expressing feelings using the right vocabulary
- A good relationship with other people
- Understanding self as a whole – feelings, thoughts, body
- Being flexible – also accepting different opinions
- Having a goal / purpose in life
- Being motivated, enthusiastic and positive
- Courage and energy to be what he/she wants – not to give up when failing
- We choose happiness

The programme will be presented over 12 to 15 weeks to be able to cover the necessary themes. Follow-up programmes might be available if necessary. No sessions will be held during school holidays.

The first two sessions will be spent on an introduction to the programme and group members as well as determining the child's personality / behaviour and learning style.

Sessions will be one and a half hour long. It will start exactly atto be able to fit the programme goals and also to fit in with the rest of the afternoon programmes of the children.

Please bring your child on time and pick him/her up at again. We can unfortunately not promise safe care for your child before or after the sessions.

Please complete the slip at the bottom of this letter and return this with your child to the next session.

I sincerely hope that we will have an enjoyable and effective programme. You will receive an information slip each week, with the theme for the week and the date of the next session.

Yours sincerely.

.....

Herewith I, _____, caretaker of _____ gives my permission that this child may be included in a Gestalt play therapy group therapy programme to enhance emotional intelligence in a multicultural environment.

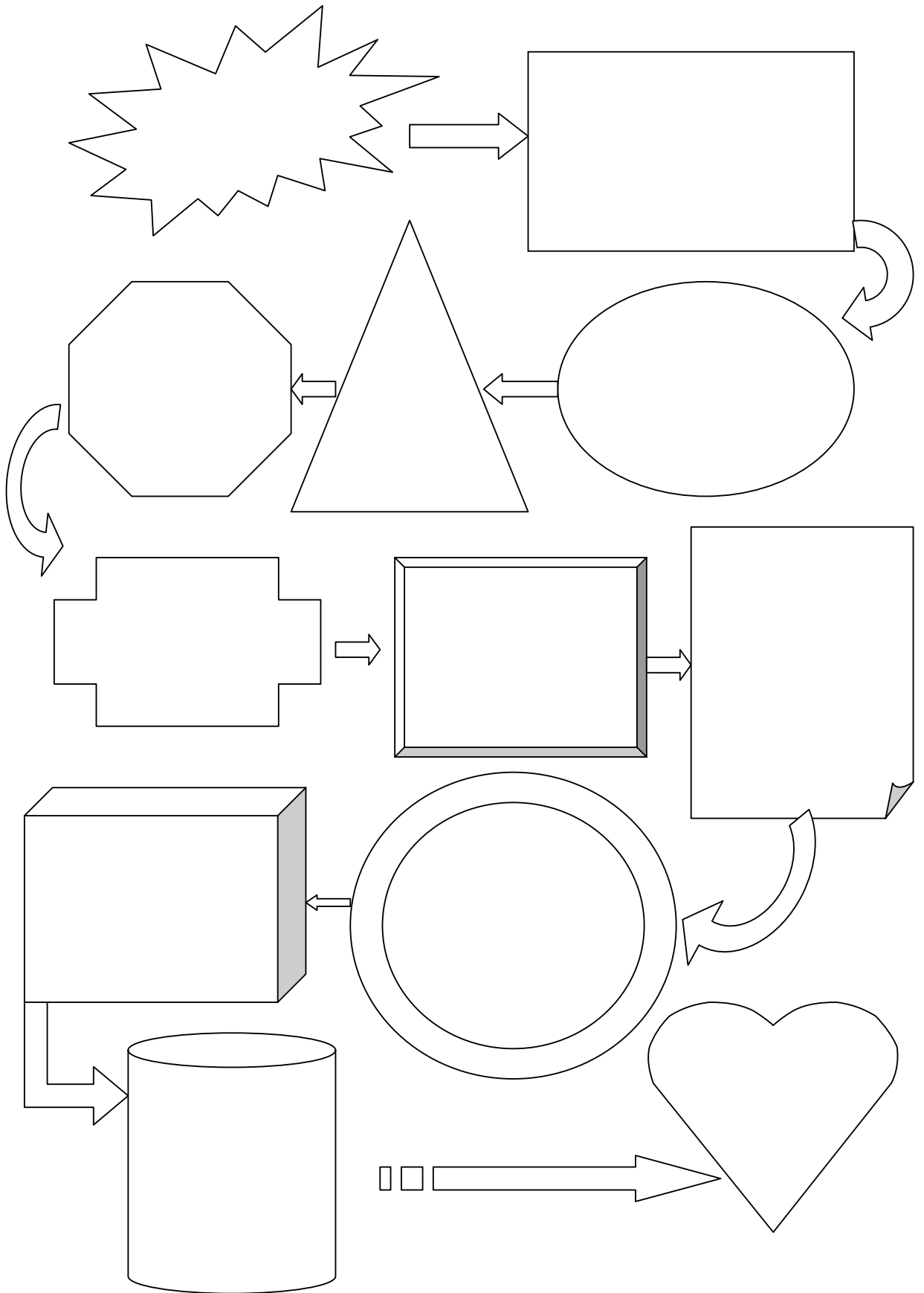
Signed:

Parent

Date

APPENDIX 3 OF SESSION 1
EMPTY TIME GRAPH OF THE PROGRAMME

(Therapist can either complete the time graph before the session or can use the help of the groupmembers to complete this during the session)



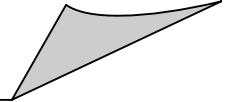
**APPENDIX 4 OF SESSION 1
SESSION OVERVIEW AND REMINDER TO PARENTS**

OVERVIEW OF SESSION 1

- * INTRODUCTION OF ALL GROUP MEMBERS AND THE PROGRAMME**
- * COMPILING GROUP RULES**

NEXT SESSION: DATE: _____ TIME: _____

PLEASE NOTE: _____



SESSION 2 SCHOEMAN MODEL AND IDENTIFYING OF PROCESS



- Group members will be introduced to the session programme, starting with sensory awareness exercises
- DISC exercise to determine the children's processes – "All About Bots! All About You!" (Rohm, 1998)
- The children can share their experiences of the Bots exercise – bringing self-awareness to their attention
- Finalising of group rules



- Sensory exercises
- Biblio-play technique – using stories of Robots in DISC exercise
- Dialogue – self-awareness
- Creativity and biblio-play – last drawings on group rules
- Imaginary exercise – self-nurturing



MATERIAL NEEDED:

- Smell pots (pots or bottles with cotton wool cented with food flavouring / essential oils etc.)
- What About Bots exercises – process
- Pencils for above exercise
- Crayons, group rules poster – group rules



1. Welcome of all group members

- Technique: Dialogue
The therapist asks how their days were, how do they feel at the moment and why. Although they might be very young to handle such a discussion very effectively, it makes them aware of their feelings.

2. Sensory awareness exercise – to increase awareness

- Technique: Smell pots – sensory awareness through smell
Children can choose smell pots according to the colour – visual awareness. Because of a restriction of time, children will not explain why they chose a specific colour. Children smell their pots. Each one gets a chance to tell us what he/she smelled and what it reminds them of. The therapist asks probing questions like:
What does your pot smell like?
When and/or where did you smell this before?
Where were you the previous time when you smelled this?
What feelings did you feel then?
What do you feel now if you smell that?

3. **DISC exercise of the day – awareness of and determining processes of children**

- Technique: Biblio technique – determining of processes

Each child receives a book with the “All About Bots Exercise” and a pencil. The children are informed that there are 24 stories in their books, each about four BOTs namely:

OneBot, TwoBot, ThreeBot and FourBot.

The following instructions are given from their books.

“The BOTs like to do lots of different things. **Look** at the pictures and **listen** to their story. Then, put a circle around the face of the BOT you FEEL MOST LIKE. **Choose only one.** Then, in the same picture, put an ‘x’ on the BOT you DO NOT FEEL LIKE AT ALL. **Again, choose only one.** Look at the example...” (Rohm, 1998:I).

The therapist reads each one of the 24 stories and assists the children to make their choice. Children are allowed to discuss and share their choices to heighten awareness. When all are finished, each child’s name is written on his/her book and books are handed in to the therapist for scoring.

“All About Bots! All About You!” can be ordered from: Personality Insights, Inc. PO Box 28592, Atlanta, GA or at telephone number: (770) 509-7113 or at www.personality-insights.com.

4. **Finalising group rules**

- Technique: Dialogue and creativity

If time allows it and if needed the children can add more rules to their group rules poster and finish off the drawings.

5. **Inspirational part / self nurturing**

- Technique: Dialogue and creativity (Use appendix 2)

The inspiration towards enthusiasm about the session should be done through the session.

Play soft relaxing music.

In this exercise they need to think about a wonderful place where they wish they could be. They should think what they can smell, feel, see and hear. They should be aware of how they feel emotionally – the therapist can list a few options of feelings, like happy, relaxed and content if needed.

If time allows it, they can share their experiences.

6. Conclusion

Hand out learning style questionnaires to parents as well as the session overview note. Children are informed to return the completed questionnaires as soon as possible to the therapist. If possible they should already return these during the next contact session.



APPENDIX 1 OF SESSION 2
LEARNING STYLE QUICKCHECK FOR PARENTS TO COMPLETE

EMOTIONAL INTELLIGENCE PROGRAMME

LEARNING STYLE QUICKCHECK

Adapted From: How to Maximise Your Child's Learning Ability (Bradway & Hill, 2004:153).

INSTRUCTIONS:

Mark one statement that best describe your child in each line. Mark letter with a cross. The total of crosses in specific columns is an indication of your child's learning style.

LOOKER	LISTENER	MOVER
<u>1. Communication: When my child wishes to express himself...</u>		
a. His sentences are short and unelaborated	a. He speaks in long, complex sentences	a. He speaks in short sentences and mispronounces some words
b. He rarely volunteers answers in class	b. He often volunteers answers in class	b. He is quiet in class, but loud in the class
c. His vocabulary is about average for his age.	c. He has a huge vocabulary	c. His vocabulary is rather small and sometimes he searches for words
d. He prefers to communicate face-to-face	d. He likes to chat on the phone	d. He avoids using the phone whenever possible
<u>2. Favourite Pastimes: When my child has free time...</u>		
a. He spends much of his time at the computer	a. He opens a library book from his favourite series	a. He enjoys attending sporting events like football or <i>horse riding</i>
b. He excels at video games	b. He memorises songs and dialogue from favourite videos	b. He excels at <i>rugby, tennis, gymnastics etc.</i>
c. He assembles puzzles and kits with ease	c. He may be chosen for a role in a school programme	c. He is expressive with his body, but is unable to memorise lines for a part in a play
d. He enjoys board games and is a stickler for rules	d. He takes charge when playing games	d. He prefers outdoor to indoor play, and tends to lose pieces to board games
<u>3. Fine Motor Skills: When my child uses his hands...</u>		
a. He produces beautiful, creative art projects	a. He tolerates art class, and may repeat a project from year to year	a. He likes the hands-on aspect of art, but is messy in his use of materials
b. His schoolwork is neatly done	b. He turns in acceptable though not overly neat paperwork.	b. He writes off the line and into the margin, and number columns drift
<u>4. Gross Motor Skills: When my child moves about...</u>		

- | | | |
|---|---|--|
| a. He excels at eye-hand games like badminton | a. He requires encouragement to participate in physically demanding games | a. He is agile, well coordinated, and good at gross motor activities |
| b. He prefers non contact sports such as running and hiking | b. He likes playground games that involve word play, such as jump rope | b. He is usually the game leader or team captain |
-

5. Social Skills: When my child mixes with other children...

- | | | |
|--|--|---|
| a. He tends to be a loner within a group | a. He is social and maintains interaction by talking | a. He seeks out other children who enjoy noisy, active play |
| b. He prefers to work on individual rather than group projects | b. He prefers group projects to working alone | b. He does not work well independently, requiring frequent teacher assistance |
-

6. Emotions: When it comes to my child's feelings...

- | | | |
|--|---|---|
| a. He does not readily express emotion | a. He freely expresses his feelings by talking about them | a. He tends to express feelings nonverbally by shouting, hugging, jumping, or <i>tantrums</i> |
| b. Emotional displays make him uncomfortable | b. He is sympathetic to his friends' feelings | b. He tends to be moody, impatient, and easily frustrated |
-

7. Memory: When my child learns...

- | | | |
|--|---|--|
| a. He doodles to help himself recall information | a. He is good at memorising poems, jingles, and facts | a. He has trouble remembering what he's seen and heard |
| b. He has a large sight word vocabulary | b. He remembers new vocabulary words after hearing them only once | b. He recalls action and movement |
-

8. At school: When my child is in the classroom...

- | | | |
|--|---|---|
| a. His desk is well organised | a. He is fairly well organised | a. His work area is messy |
| b. He is conscientious about following classroom rules | b. He sometimes gets in trouble talking and passing notes | b. He recalls action and movement |
| c. He dresses neatly with coordinated accessories | c. He insists on putting together his own outfits, which may or may not match | c. His clothes are often rumpled and grass-stained |
| d. He excels in math and spelling | d. He excels in language arts and social studies | d. He enjoys doing science projects, and may be receiving extra help in reading and maths |
-

TOTALS: _____ LOOKER _____ LISTENER _____ MOVER

NOTE:

Please return this questionnaire with your child to his/her next session.

APPENDIX 2 OF SESSION 2
SELF NURTURING EXERCISE

PROGRESSIVE RELAXATION AND IMAGINARY EXERCISE

"Lets all close our eyes. Lets relax our muscles and take a deep breath in through our noses and out through our mouths. Lets do that again, in through the nose out through the mouth. Now we continue breathing normally.

Focus only on the feet, relax the feet and ankles. Now focus on the lower part of the legs, relax those. Focus on the upper part of the legs, relax. Focus on the hip-area and buttocks, relax those. Feel how heavy the legs feel in this relaxed state. Feel how all the tension flow out of the legs. Now focus on the abdominal muscles. Relax the lower abdominals, the middle part, the upper abdominals and the obliques (the sides / waist). Now focus on the back muscles and relax the lower part, the middle part, all along the spine up to the shoulder blades and the part between the neck and shoulders. Now relax your shoulders, move your focus down the arms and relax the upper arms, the part around the elbows and the lower arms. Relax your wrists and the middle part of your hands. Relax your fingers. Feel how heavy the arms are and feel how all the tension flow leave the arms and flow out of your finger tips. Now focus on your neck muscles, relax your necks. Now focus on your face. Relax all the muscles in your face: your mouth, your cheeks, your eyes, the part where you usually frown, your forehead and right over your skull. Now your whole body is relaxed. Take a deep breath in through your nose and out through your mouth.

Now that our bodies are relaxed, we can use our imagination easily. Lets all think about a place where we wish we could be. It should be a happy or pretty place. Think about what you can see there. What can you hear? What do you feel against your skin? What do you smell at that nice place where you are? How do you feel if you are there / what feelings do you experience?

Think about feelings of happiness, how relaxed you feel. Think about the energy you have and how you enjoy to live when you can be at this place.

Lets try to keep these feelings with us through the rest of the day.

We are now coming back to our room. Lets listen to what we can hear in this room - the music, all the other sounds. Lets wiggle our fingers and toes. Lets open our eyes and smile...

APPENDIX 3 OF SESSION 2
BOOK: ALL ABOUT BOTS! ALL ABOUT YOU!
A BEHAVIORAL STYLE ANALYSIS FOR PRE-TEENS (Rohm, 1998)

The therapist may use this Behaviour Style Instrument if he has been trained in the use thereof or may otherwise make use of the information concerning training in this Appendix.

APPENDIX 4 OF SESSION 2
ORDER FORM FOR ALL ABOUT BOTS! ALL ABOUT YOU! BOOKS
AND
WHO DO YOU THINK YOU ARE...ANYWAY? (Rohm & Carey, 1998)

**APPENDIX 5 OF SESSION 2
SESSION OVERVIEW AND REMINDER**

OVERVIEW OF SESSION 2

*** DISC EXERCISE TO BE AWARE OF OURSELVES AND START TO
LEARN MORE
ABOUT OURSELVES.**

NEXT SESSION: DATE: _____ TIME: _____

PLEASE NOTE: _____



SESSION 3 SELF AWARENESS – LIFE BOOKS

GENERAL POINTS TO REMEMBER

Remember, “Biding one’s time” as an objective of the therapeutic relationship – don’t try to apply more exercises than only the life book and completion of DISC if necessary.

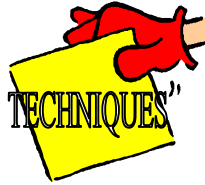
Stress the importance of all group members to share in dialogue.

In each session the therapist should be a good friend and share in the exercises.

Be aware of unfinished business – handle a child’s unfinished business as it come up in a session.



- Strengthening of relationship between therapist and group members. Healing experience of hugs.
- Sensory awareness and especially awareness of true feelings – children who are not true to themselves should be made attend to that. The therapist should model sincere sharing of feelings.
- DISC exercise to determine the children’s processes – “What About Bots” – completed if necessary.
- Introduction of life books (Van der Merwe, 1996b:117), for continuous self-awareness and appreciation of differences and an opportunity to feel proud about self.
- Self-nurturing exercise



- Sensory exercises – smell pots and related emotions, touch through hugs
- Biblio technique – Making life books and using stories of Robots in DISC exercise if it was not finished during the previous session
- Dialogue – self-awareness: sharing of feelings associated with smell pots and sharing experiences while making framework of life books as well as while starting to create life book cover
- Progressive relaxation – selfnurturing



- Smell pots – Smell pots (pots or bottles with cotton wool cented with food flavouring / essential oils etc.)
- A5 exercise books for life books, stickers for headings in the life book, glue, old magazines, colour crayons, pencils, Koki's, paint (optional) and / or any other utensils for creative work, like scrapbooking material.
- What About Bots exercises and pencils / colour crayons – if not finished during the previous session
- Music



1. Welcome of all group members

- Technique: Dialogue and touch as sensory awareness technique

Start the session with a word of welcome and informal conversations to strengthen relationships, especially between the therapist and group members. To establish sensory awareness and the healing experience of touch, the therapist start to introduce a hug to each child when they are greeted. The therapist should be aware of the childrens' processes and thus be sensitive not to force physical contact like a hug onto someone who does not like that. Sometimes touching a child's shoulder when greeting him/her might be just as effective, or more so, than a hug.

2. Sensory awareness exercise – to increase awareness

- Technique: Smell pots – sensory awareness through smell continued

The Schoeman model will be followed, thus starting the session with a sensory awareness exercise. The objective of 'biding one's time' will be used to properly finish the sensory exercise. The children only shared memories of experiences associated with smell pots during the previous exercise. Children should have time to share feelings associated with the sensory exercise during this session. Smell will therefore be taken one step further than just sharing a memory associated with the smell pots. Children should start to share a feeling created by their smell pots. The therapist should share in the exercise to model sincere behaviour. If necessary the children can make a drawing related to the feeling experienced or just scratch a colour on paper, which represents this feeling. The group can share their drawings or colours.

3. DISC exercise continued – awareness of and determining processes of children (if necessary)

- Technique: Biblio technique – determining of processes

If the DISC exercise of the previous session was not completed, the following procedure will be followed, otherwise procede to nr.4:

Each child receives his/her own book with the “All About Bots Exercise” and a pencil. The children are informed that they are going to complete the Bots exercises, which they started during the previous session.

The following instructions are given again from their books.

“The BOTs like to do lots of different things. **Look** at the pictures and **listen** to their story. Then, put a circle around the face of the BOT you FEEL MOST LIKE. **Choose only one.** Then, in the same picture, put an 'x' on the BOT you DO NOT FEEL LIKE AT ALL. **Again, choose only one. ...**” (Rohm, 1998:I)

The therapist read each one of the remaining stories and assist the children to make their choice.

When all are finished, books are handed in to the therapist for scoring.

“All About Bots! All About You!” can be ordered from: Personality Insights, Inc. PO Box 28592, Atlanta, GA or at telephone number: (770) 509-7113 or at www.personality-insights.com.

4. Self awareness exercise for homework – a journal / self book / life book

- Technique: Creating a book of me (Jones, 1998:178-179)

Jones (1998:178) created this exercise to help group members to open up and share something of them selves. She (Jones, 1998:178) reasons that learning the likes, dislikes and other simple day to day things of others can be the beginning of bringing the group members together. In this programme the children have to make a “self book” to increase their self-awareness and help them to share emotions with each other. The therapist will hand out a small homemade booklet to each child in the group. In this case, the therapist will purchase an A5 exercise book, which is more cost effective than to print pages for a booklet. The therapist will print heading “stickers” before the session. The children will then paste the headings in their exercise book all in the same sequence. The children need to create a book of how they feel, who they are and what they do and other interesting things about them selves. They need to decorate the cover of the book and present this to the rest of the group. The cover must tell something about their selves and interests. They can use magazine pictures, photographs, drawings and some writing if they prefer on the cover as well as inside the book. They prepare the life book in this session and can continue to work on their books throughout the therapy programme. It might be interesting to see how they developed at the end of the programme. They should bring their books along each week and during the beginning of each session they can share new things they added to their books during the past

week. If someone does not wish to share, this behaviour can be explored in a non-offensive way. During each session the group will decide on one or two headings to complete for the next week. In such a way the children keep on searching themselves. They also learn to share themselves with others and learn to appreciate themselves. The therapist can focus on finding something extraordinary in each presentation and make the children aware of this. This might be a good way to build self-esteem. During this first life book session, though the time will be spent on pasting the headings and starting to decorate the cover. It is important to probe discussions and questions on what the group members are doing with the covers.

5. Inspirational part / self nurturing

• Technique: Progressive relaxation

Play soft music for a relaxed atmosphere. Children are informed that they are now going to treat themselves a little. Children can sit where they wish in the room. The therapist do a few deep breathing exercises with them – belly breathing (pushing stomach out when breathing in and relaxing stomach when breathing out). Then the therapist tells them to try to concentrate only on their feet and totally relax their feet feeling how all tension is flowing out of their feet. Then she continues with to the following parts of the body repeating the same type of instruction as with the feet. Continue to lower part of legs, upper part of legs, abdominal area, back, shoulders, arms, hands, neck and face. The children are instructed to be aware of how relaxed their bodies feel and try to be aware of their own feelings at this moment. This is not a full progressive relaxation exercise, which can take half an hour, but a shortened version for children to nurture themselves. After this exercise they are brought to awareness of their surroundings, by instructing them to listen to what they can hear in their immediate environment, to feel the surface on which they sit against their bodies and the feel of their clothes against their skin. They are then informed to wiggle their fingers and toes and open their eyes and smile.

If time allows it, they can share their experiences.

6. Conclusion

Hand out session overviews and remind the children to complete the first section of their life books for the next session.



APPENDIX 1 OF SESSION 3
MY SELF BOOK (ENGLISH VERSION)

WHAT I LOOK LIKE	THINGS I LIKE TO DO
MY FAVOURITE FOODS	MY FAMILY
MY HOME	MY FAVOURITE VACATION
WHAT I AM MOST PROUD OF	THINGS THAT MAKE ME HAPPY
THINGS THAT MAKE ME SAD	THINGS ABOUT MY SCHOOL
THINGS ABOUT MY FRIENDS	MY FAVOURITE TV PROGRAMMES
THINGS I DREAM ABOUT	I LOVE...
I HATE...	I AM...

APPENDIX 2 OF SESSION 3
MY SELF BOEK (AFRIKAANS VERSION)

HOE EK LYK	DINGE WAARVAN EK HOU OM TE DOEN
MY GUNSTELING KOS	MY FAMILIE
MY HUIS	MY GUNSTELING VAKANSIE
EK IS BAIE TROTS HIEROP...	DIT MAAK MY GELUKKIG...
DIT MAAK MY HARTSEER...	IETS OOR MY SKOOL
...MY VRIENDE	MY GUNSTELING TV PROGRAMME
DINGE WAARVOOR EK DROOM...	EK IS LIEF VIR...
EK HAAT...	EK IS...

**APPENDIX 3 OF SESSION 3
SESSION OVERVIEW AND REMINDER**

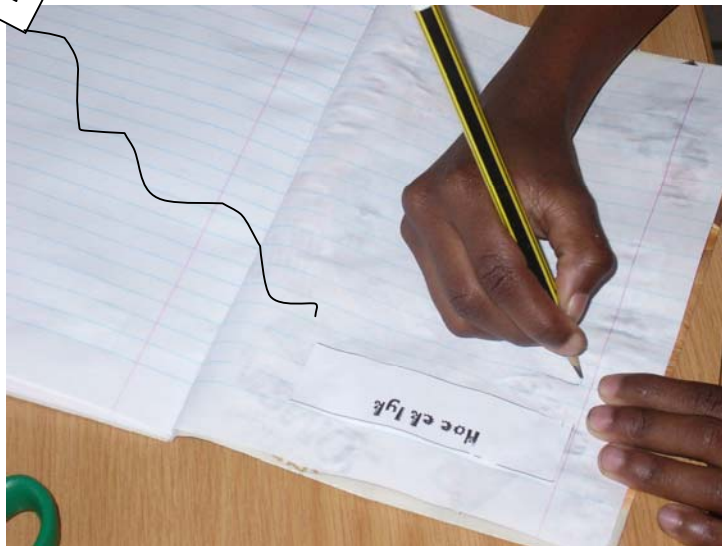
OVERVIEW OF SESSION 3

*** CREATING A LIFE BOOK.**
*** SELF-AWARENESS – SHARING FEELINGS**

NEXT SESSION: DATE: _____ TIME: _____

PLEASE NOTE: _____

Life book





**SESSION 4
SELF AWARENESS – CREATIVE
COOKIES**

INTRODUCTION

Although the processes of the children in the research group will unfold more and more as therapy progress, the specific exercises to determine the processes of the participants are completed after the DISC exercise and learning style questionnaires done by the parents are completed. The following sessions will be spent on improving emotional intelligence the Gestalt way. The first part of teaching emotional intelligence will be increased awareness. The latter is the goal of therapy according to Yontef (1993:13). Although increased awareness will also continue through the programme and has started already during the first session, this session will have increased awareness as main theme.

According to Jones (1998:155) all people have a story to tell about themselves. For some these stories are easier and more positive and for others these stories are more difficult and painful. There is much to learn from these stories and the sessions in the current programme is aimed to help people to grow and reach their own great potential.

It is also important for people to learn the perspectives of others, as this is a big part of self-discovery. Jones (1998:155) also states that knowledge of the perspectives of others helps people to discover their own strengths and weaknesses. In this programme, this means that we grow through and with others to reach our full potential.

Jones's (1998:155-156) opinions on the necessity and difficulty to figure out what changes need to be made for growth are parallel to that of Gestalt therapy. This includes self-awareness, thus being aware of what needs to change in our selves to grow.

“We must be able to accept our own self-discoveries so we can learn, grow and change our own stories that we are constantly in the process of writing!” (Jones, 1998:156).

The goal for this session will thus be help the children in the group to be aware of who they really are and also how others perceive them. The children should learn and grow from this.

GENERAL POINTS TO REMEMBER

Biding one's time as objective of relationship – don't try to push for time.

In each session the therapist should be a good friend and share in the exercises.

Be aware of unfinished business – handle a child's unfinished business as it comes up in a session.

Group members should feel free to share themselves.



- Strengthening of relationship between therapist and group members. Healing experience of hugs.
- Sensory awareness and especially awareness of true feelings – children who are not true to themselves should be made attend to that. The therapist should model sincere sharing of feelings.
- Self-awareness is the main goal.
- Self-awareness includes being able to share something of yourself as well as hearing other people in the group's perceptions of you.
- Self-nurturing exercise



- Sensory exercises – tasting cookies of different tastes and smells
- Creative technique – decorating cookies
- Dialogue – sharing the cookie built by each one as well as how others think he should have build the cookie
- Imaginary exercise - Choosing a present from a shop – self-nurturing



- Different types of cookies, sweet and salt – sensory awareness
- Cookie jar, pre-made cookies in different shapes, different colours of frosting, variety of cookie decorating items like sprinkles, candy, frosting tubes etc., spreading knives, plastic wrap, cover for the table, paper plates for extra cookies to take home



1. Welcome of all group members

- Technique: Dialogue and touch as sensory awareness technique

Start the session with a word of welcome and informal conversations to strengthen relationships, especially between the therapist and group members. To establish sensory awareness and the healing experience of touch, the therapist continues the hugging or related actions to greet children. Welcome also includes the introduction of a cookie theme.

2. Sensory awareness exercise – to increase awareness

- Technique: Tasting cookies (Jones, 1998:166-167)

The Schoeman model will be followed, thus starting the session with a sensory awareness exercise. The objective of 'biding one's time' should be used although time will be used as a boundary as it is necessary to do the other fun exercises too. Children should feel curious about the following exercise without rushing the sensory awareness exercise. A variety of cookies with different tastes (salt, sweet etc.) are presented. Each child can take any two cookies, but not two of the same kind. They all taste their cookies and then share the differences in taste and texture experienced in the group. Children are only sharing one feeling created by this taste.

3. Self awareness exercise – building myself in a cookie

- Technique: Creating cookies (Jones, 1998:166-167)

The therapist should spread all the pre-baked cookies in different shapes and decorating supplies on the table. The therapist give some feedback on the children's processes from knowledge gained during the scoring of the DISC exercises and observations made during previous sessions. The children can say whether they agree with this and alter the information a little according to their own experiences of themselves. The children should then build a cookie, which will communicate to all the other group members the way they really are. They can use the information gained in this session and / or something else. When every one has completed their cookies, they should show it to the group one-by-one and first explain what their cookie look like. Then the member should explain how this cookie is representing him self. Other group members may ask questions and / or say whether they agree or not. Each member should put his cookie in a plastic bag provided. The therapist should now explain that they should give it to somebody at home whom they really trust with their feelings and explain the meaning of the cookie to that person. This means that they can trust that person with their feelings. The group members then make another cookie representing a specific trait of them selves and then give it to somebody else in the group, explaining the meaning of the cookie to that person. Each one will therefore receive a special gift. The therapist will explain that we give something of ourselves when we share ourselves with others. This is something very special. Therefore we receive something special today. If time allows, the therapist can also before the time make a special cookie for every child in the group, which communicates a special part of his process found in the DISC exercise. Receiving such a special positive message of one self contributes to empower the children. Such empowerment can give the children power and control to live out their positive selves (Schoeman, 2004b:177).

4. Self nurturing

- Technique: previous creative technique continued

Each group member can make one or more special cookies just for himself. They can decorate it with the tastiest ingredients available. The therapist can encourage the children to be free and creative now. They can use the paper plates to take special cookies home or they can eat some of it or all of it during the session.

- Technique: Imaginary technique of buying a present

All the children close their eyes. The therapist do a 1-2 minute relaxation exercise, soft music can be used. The children should imagine buying themselves a present they really want. They need to experience it with their senses; what it smells like, what it looks like, what they hear while buying it. They should be aware of the feelings they experience. They should be encouraged to take these feelings with them throughout the rest of the day. Making them aware of their surroundings again, in the same way as with the imaginary exercise of the previous session concludes the exercise.

5. Conclusion

Hand out session overviews.

The therapist can use the feedback form in appendix 3 to prepare feedback reports on the information about the children's processes from the DISC exercise and the learning style questionnaires. This is optional, because this information will also be provided in a final report at the end of this programme.



APPENDIX 1 OF SESSION 4
RECIPE FOR SWEET COOKIES

Ingredients

- 1 Small packet of self-raising flour (500g)
- 125 ml Sugar / castor sugar
- Pinch of salt
- Half tin of caramel treat (Half of 360g) or regular condensed milk
- 125 ml milk
- 250 g butter
- 1 egg
- 2,5 ml vanilla essence

Method

Mix butter and sugar fast, add egg, vanilla essence and caramel treat or condensed milk (if condensed milk is used, use less milk)

Mix fast until sugar is dissolved.

Mix slower, add self-raising flour and pinch of salt.

Add milk and mix until firm dough is formed.

Role dough out to just thinner than 1 cm (about 7mm).

Press out a variety of forms with cookie shapers.

Bake on baking tray at 200 C for about 7 minutes or until light golden brown.

Take out of oven and cool on kitchen towelling role or other cloth.

APPENDIX 2 OF SESSION 4
FEEDBACK LETTER TO PARENTS: DISC BEHAVIOUR ASSESSMENT AND
LEARNING STYLE

Dear Parent

Herewith I wish to give you a cryptic overview of your child's behaviour and learning styles as assessed in the previous sessions with the DISC instrument and the questionnaire completed by yourself.

Your child, has a
behaviour style. The following is a short summary of this behaviour style:

According to his/her learning style s/he is a.....
The following is a short summary of this learning style:

I will use this information about your child in the groups for more effective communication and teaching. Although we will not teach much, learning does take place. Activities will be varied to accommodate the different styles. Some of these characteristics will also be communicated to your child in the sessions.

Please contact me if you need any more information or if you want to discuss this information in more detail.

Yours sincerely,

.....

**APPENDIX 3 OF SESSION 4
SESSION OVERVIEW AND REMINDER**

OVERVIEW OF SESSION 4 – SELF-AWARENESS

- **CREATIVE EXERCISE TO INCREASE AWARENESS OF THE SELF AND TO LEARN MORE ABOUT THE SELF AND TO SHARE THIS IN THE GROUP...**
- **DECORATE COOKIES TO DEMONSTRATE SOME IMPORTANT ASPECTS OF EACH ONE SELF IN THE GROUP – SHARE THIS WITH THE GROUP**

NEXT SESSION: DATE: _____ TIME: _____

PLEASE NOTE: _____





**SESSION 5
EXPLORING OUR DIFFERENT
HOMES AND VALUES**

INTRODUCTION

The current programme focuses on sensitivity for multiple cultures in one group. The children in the groups using this programme are thus from different cultural backgrounds. This means that their values and thought patterns might differ from each other. According to this programme, children can function effectively and joyfully within a multicultural environment if they are sure about their own value systems or cultural views and experience that their way of being is acceptable. Furthermore they also need to accept others as being different but still acceptable. It is the opinion here that children (and adults) who have a positive impression of their own cultures, might not very regularly have the need to get defensive or feel that others are trying to suppress their way of thinking and being.

It is thus necessary to include this session into the programme. Children will have the opportunity to share their field at home and within their cultures with each other through fun mediums. The whole session will be based on the value of each culture so the focus still remains to build their self-images. As stated in point 5.4 in the introduction to this programme, a positive self-image or good self-esteem is very important in building a good level of emotional intelligence. This programme thus continuously focuses on improving the self-esteems of the children in the groups. They need to know that they can do what ever they dream and that they can trust themselves for taking responsibility for their own lives. This programme needs to carry the message of “I can” over to the children who participate in it.

Coming back to the theme of culture, the following is important: We all differ from each other – different things are important in different families. The children need to learn in this session that their families are all great and special in the way they operate. It would be wonderful if they can feel proud of the way that they do things in their homes – or if the home family is dysfunctional, that somewhere there is something of value in the family system. They can therefore also appreciate the family lives of others and learn to see the value of other families too. In such a way the children can learn to appreciate each other and their cultures. They can learn to accept other cultures as different from theirs but still valuable.



- Still focusing on the relationship between therapist and group members. Healing experience of hugs continued. Also focusing on building a relationship between each other.
- Sensory awareness focus on self – sense of touch will be used, feelings associated with sensations discussed.
- Sharing something of themselves using their life books
- Awareness and value of own cultures
- Knowledge of others' cultures
- Value of other people's different ways of doing / being
- Self-nurturing exercise



- Sensory exercises – awareness of skin sensations, movement
- Creative techniques – drawing homes on white boards
- Biblio play techniques (media) – cutting out figures, applying to exercise
- Dialogue – sharing the sensory exercise's experience and feelings
 - sharing their life books up to now
 - discussing and sharing the value of cultures of self and others
 - sharing compliments in self-nurturing
- Experiments – if needed children need to handle a specific situation or discuss it



- A4 papers with a house on / laminated A4 papers, white board markers, cloth to wipe (the latter is more interesting and fun to use)
- Plastic or paper puppets
- Pastic to make puppets stay upright
- Scissors if children need to cut out their own paper puppets
- Colour crayons / pencils / paint
- Life books – self-awareness exercise at home.
- Cards with each group member's name on – one card with his name on per person
- Blank cards for compliments



for use of:

4. Sharing valuable ways of living (Preparation for fourth exercise)

- Technique: Dialogue

The therapist writes each child in the group's name on a card. The cards are held upside down and each child draws a name. If they draw their own name he/she should hand the card back and draw another one. Each group member will have to share something special about that member who's name card he/she has with the group at the end of the session. It is thus important to listen very carefully to what that member says. The children are informed that they are going to share things about their homes today. At the end of the session each one needs to share something of value of the person who's card he/she has. It is thus important to know which group member is attributed to each person before the exercises start. They need to ask questions about the way they do things, but nobody should know who has their name cards. They should thus also ask questions about other group members' homes. This might help not to show their cards' identities and also provide information to the other members who might have that person's name card.

1. Sensory awareness exercise

● Technique: Movement

It is important for the children to be aware of their way of doing in this session. Therefore the sensory exercise focuses on doing or movement. As the children sit in their chairs the therapist requires all of them to share what they feel on their skin and what their bodies feel like. Examples of this include feeling: cold, hot, itchy (all sensations of their skin), AND ALSO tired, energetic, awake, sleepy (how their bodies in general feel).

The therapist will do a conscious breathing exercise. Informing them to sit upright, inhaling air through their noses and exhaling through their mouths. When they inhale they need to push their stomachs out and not their rib cage, to make space for the air with their diaphragms. When they exhale they need to tighten their abdominal muscles (tummies) to push the air out. They should try to take in as much air as possible and exhale as much air as possible. After this they can do some movement exercises. The choice of movement exercises to include is left to the creativity of the therapist. He can use brain gym exercises (De Jager, 2001) or the following: Children reach as far as possible up imagining that they pick apples and then fall down to the floor to pick some up from the 'ground'. Repeat this a few times. They can form a circle and message each other's shoulders and form a line and message each other's backs. This might lead to a lot of laughter and activity, which is good for the release of endorphins, the feel-good-hormone, which is important here because it gets released with physical activity or exercise, touch, and laughter. (Pert, 1997:63-64,104, 167,245,272)

After these exercises the children can do another conscious breathing exercise while standing, moving their hands up as they breathe in and open and down when they breath out. This can be repeated twice.

After these exercises they can report on their energy levels.

2. **Who live in my house?**

● **Technique:** Dialogue, sand play, creative (drawing) technique, biblio (media) play
 In this exercise the therapist and group members attempt to understand the children's field at home. The therapist introduces the exercise in an explanation that may resemble the following:

“All of us live in very different homes with different people. Just for now, we are going to call this our home family. Today we are going to build / design a picture about the people who live in our house. At the same time we are also going to show how we can group these people. We will group them according to how we think they belong together. I will show you an example of a family and how I think they belong together. I want you then to do the same. After we did this we will each one have a chance to explain our home family and it's grouping to each other. In such a way we can see how our own family differ from others and also how special our own families are. You can draw the inside of your house and place the people in places where you will usually find them.”

The following will thus be done:

- 1.1 Paper puppets are available. Very simple designs are used to be easy to cut out. The children then cut and colour members of their home family.
- 1.2 They use their laminated white boards and white board markers / paper and drawing media to draw in their house.
- 1.3 They then place their house family members in the places where you will usually find them and group those who belong together with each other. They can also while they explain their house move the people around to show who usually belong together.
- 1.4 Each member needs to end his explanation by saying something, which they really like of the way the people in his house live together.

(Paper dolls and white boards can be replaced with paper dolls / plastic figures and copy paper box lids filled halfway with catsand.)

3. What are the rules in my house?

- Technique: Dialogue, sand play / biblio play (media)

In this exercise the children will use the same media as in the first exercise. Here the aim is to learn more about each other's cultural norms. The following should be done:

- 2.1 The children need to show one or two things that are expected of him in the house. They need thus to show a house rule or two. This will then be shared in the group.
- 2.2 After this they need to show one or two things that will lead to punishment in the house and something that will lead to praise. They can also share the typical punishment systems in their houses if they wish.
- 2.3 It is important that the therapist make group members aware of special points of value in their family systems in both this exercise as well as in the first one.

4. Sharing valuable ways of living

- Technique: Dialogue

Each group member will now have a chance to share something special about the culture of that member who's name card he has with the group. The aim of this exercise is to force the children to see something of value of another culture and also to hear something valuable of his culture.

If the time runs out before the self-nurturing exercise commenced, it is important to use this as self-nurturing.

5. Self-nurturing

- Technique: Dialogue

Group members hand their name cards back. Each one chooses a name again. It does not matter if they have the same person than before. Each one now has to think of the best compliment that they can give that person. Each member now writes that compliment on a blank card, plus the person's name. If they suffer with writing they can ask the therapist for assistance. No one should be able to see the name cards or the compliments.

The therapist now takes all the cards back and read the compliments out loud to all the group members. No one should know from whom he actually received the compliment.

This exercise is adapted from an exercise called, "To you, but from who?" (Jones, 1998:106-107).

6. Conclusion

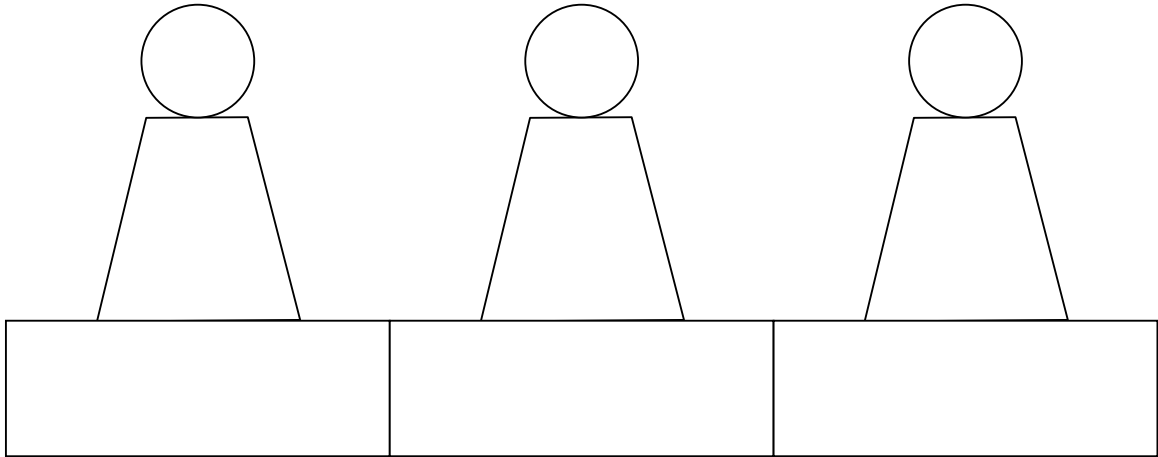
The therapist hands out questionnaires to the group members. The therapist should instruct the children to give this to their caretakers to complete and return it during the next session. If their caretakers prefer not to complete the questionnaire, it is acceptable, but then the child should return the empty questionnaire again. The therapist can phone the caretaker and speak about this to clear possible cultural differences or any other reason for this. It is important for the therapist to keep an open relationship with the caretakers of the children in the group.

The session overviews should also be handed out with the questionnaires. It helps to staple this to the questionnaire to assist the child not to lose one or the other of these.

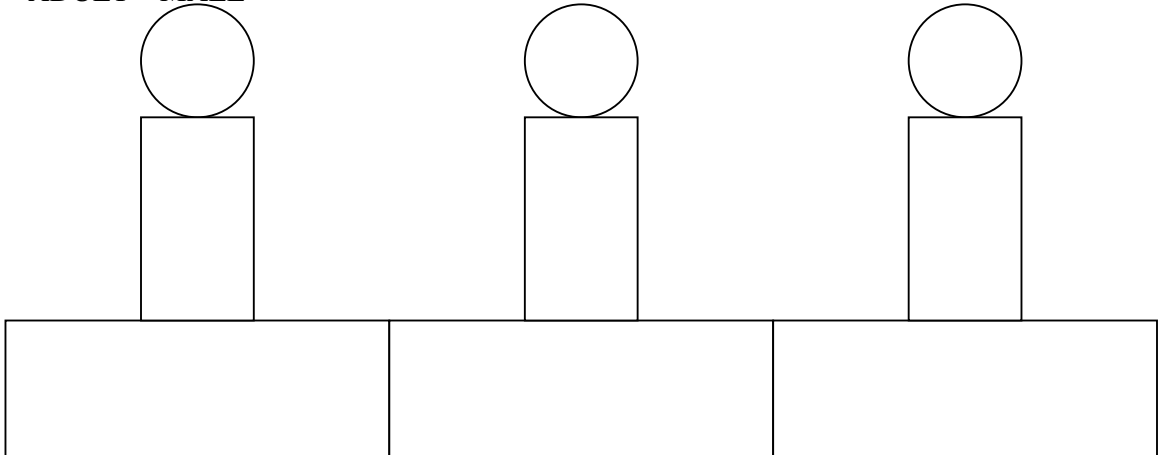


**APPENDIX 1 OF SESSION 5
PAPER PUPPETS TO CUT OUT**

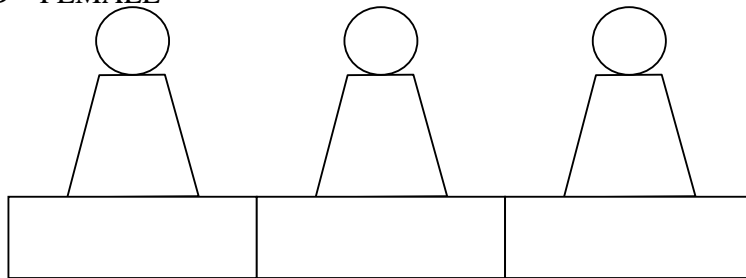
ADULT – FEMALE



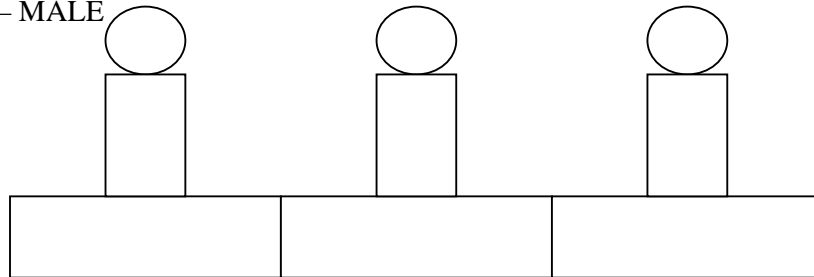
ADULT – MALE



CHILD – FEMALE



CHILD – MALE



APPENDIX 2 OF SESSION 5

**CULTURAL INFORMATION FROM VOLUNTEERS
AND
CULTURAL INFORMATION FROM CARETAKERS OF GROUP MEMBERS**

EMOTIONAL INTELLIGENCE PROGRAMME

Dear Participant

I am doing research on presenting a programme to enhance the emotional intelligence of primary school children, using Gestalt play therapy techniques in **a culturally sensitive way**. I will really appreciate it if you can answer the following open-ended questions as honestly as possible to help me to understand the influence of culture on the children who participate in my programme better. Please feel free to contact me in the case of any problems with clarity or in case of the need for more information.

1. Please state the cultural group you belong to, for example Oshiwambo, Nama/Damara, Herero, Afrikaans/English/German Western culture, etcetera:

2. What rules are the most important in your house? Example: "Children must respect adults" or "Children should help with cleaning up after dinner" etcetera.

3. What things do your family do together as family time? Example: "Go camping" or "Eat together each Sunday" etcetera.

4. Do you as a family still follow your own culture's traditions? _____
5. Please explain or give an example or two.

Please continue this answer on the back of the page if you need more space.
Thank you, very much for your time and effort.

Marelise Calitz

EMOTIONAL INTELLIGENCE PROGRAMME

Name of Child: _____

Dear Parent

I want to start by thanking you for making sure that your child attends as many as possible sessions of our emotional intelligence programme. I truly hope that he/she will benefit and grow as a result of this process. I will also appreciate it if you phone me if you have any queries or uncertainties concerning the process, practical arrangements and content of the programme.

This programme is designed as such to include children from different cultural backgrounds. I also use these groups as part of my research on a cultural sensitive approach when dealing with children in groups. We did some discussions on our homes in the group process, but I would also like some input from you as parents. Will you please answer the following questions and send this letter back to the next group session with your child.

1. What rules are the most important in your house? Example: "Children must respect adults" or "Children should help with cleaning up after dinner" etcetera.

2. What things do your family do together as family time? Example: "Go camping" or "Eat together each Sunday" etcetera.

3. Do you as a family still follow your own culture's traditions? _____

4. Please explain or give an example or two.

Thank you, very much for your time and effort.

Marelise Calitz

OVERVIEW OF SESSION 5 – DIFFERENT HOMES

- **ACTIVITIES TO EXPLORE FAMILY AND CULTURAL VALUES AND SHARING THIS WITH EACH OTHER.**
- **AWARENESS EXERCISE TO INCREASE THE ABILITY TO VALUE THE CULTURES AND VALUES OF OTHERS AND OUR SELVES.**
- **NEXT SESSION: DATE: _____ TIME: _____**
- **PLEASE NOTE: _____**



INTRODUCTION

It is important for people (specifically the children in the group in this programme) to be aware of what they are feeling. Feelings communicate our needs to us – they tell us what we need (Le Roux & De Klerk, 2003:53). Vermeulen (1999:34) gave a good example of this by using unhappiness. A feeling of unhappiness tells us that something is wrong. If we find out what is causing the unhappiness, we can start retrieving the force that will make us feel happy again. The latter goes along with Gestalt therapy, as we are working in a polarity here – finding the cause of unhappiness leads us to the cause of happiness. Unhappiness can thus become a powerful motivator for change. “These feelings are valuable because not only do they put pressure on us to grow, but they also accurately point us in the right direction” (Vermeulen, 1999:35). In identifying and exploring feelings, children can use its value to grow towards more effective people.

During this search of the importance of feelings, the theme of self-awareness will still continue. The children will in the following two sessions work on gaining awareness of their emotional selves. They will explore emotions and experiment with their own emotions and the expression thereof.

According to Le Roux and De Klerk (2003:41) it is important to be able to identify feelings accurately. If the children in the group do not have the vocabulary to identify a feeling, they might not be able to know the impact of different grades of feelings. Le Roux and De Klerk (2003:41) also note that if children identify their feelings incorrect or not at all, they will act in such a way that they will not fulfil the actual need that caused the feeling. It is therefore important for the researcher to help the children to be aware and to identify their feelings as well as to define it with the right concept. The children in the therapy groups will thus learn some emotional vocabulary, to be more specific than just sad or happy and good or bad in identifying feelings.

Emotional vocabulary will be taught by first dividing specific feelings in groups of some primary emotions. Although some controversy still exists concerning what the primary emotions are and whether there are such primary emotions at all (Goleman, 1996:289), it will be used to simplify the identification process. Ekman in Goleman (1996:290) listed some primary emotions according to specific facial expressions recognised by people from different cultures around the world. As the current study should remain culture sensitive, these categories might be more applicable than the broader spectrum of categories as listed

by Goleman (1996:289-290). The four primary emotions according to universal facial expressions are: fear, anger, sadness and enjoyment. Goleman agrees with Ekman (in Goleman, 1996:290) that different nuances of emotions can be divided in different families or dimensions. He then added to the above four dimensions also love, shame, surprise and disgust.

Language and the way we use it is very important in Gestalt therapy (Corey, 2000:321-322). Children should also learn to use the right language to express their own emotions rather than to blame others.

GENERAL POINTS TO REMEMBER

Biding one's time as objective of relationship – don't try to push for time.

In each session the therapist should be a good friend and share in the exercises.

Be aware of unfinished business – handle a child's unfinished business as it come up in a session.

Group members should feel free to share themselves.

Be aware of opportunities to use creative experiments. Children should learn by doing in Gestalt therapy.



- Still focusing on the relationship between therapist and group members. Healing experience of hugs continued. Also focusing on building a relationship between each other.

- Sensory awareness focus more on feelings – more time spend on the feelings associated with the sensations. Sense of focus for this session is sight, although others are also included.
- Awareness of emotions.
- Identifying and naming feelings – giving a very specific name.
- Being aware of how they feel in certain situations.
- Learning the value (the job) of feelings. Learning to read the message.
- Learning how to express them selves.
- Self-nurturing exercise



- Sensory exercises – looking at pictures and connecting feelings, conscious breathing to enhance the release of endorphins
- Cognitive exercises – categorising feelings
- Creative techniques – colouring
- Creative technique – continuing to make a journal
- Dialogue – sharing the sensory exercise's experience and feelings
 - sharing their journals up to now
 - discussing the value of feelings
 - completing the exercise on how we can use our feelings
- Experiments – if needed children can act out feelings or situations concerning the incomplete sentences
 - they can also practice how to express themselves using 'I feel' messages
- Imaginary exercise – Choose a picture – dream that they are there and remember the good feelings.



- Pages with pictures of different places or environments for the sensory and self-nurturing exercises
- Colour crayons / pencils / paint

- Exercises on the attachments: feeling blocks, feeling faces to connect to feelings, page full of feeling faces, exercise for value of feelings, incomplete sentence page
- Self book – self-awareness exercise at home
- Soft music to use for self-nurturing exercise



1. Welcome of all group members

- Technique: Dialogue and touch as sensory awareness technique

Start the session with a word of welcome and informal conversations to strengthen relationships, especially between the therapist and group members. To establish sensory awareness and the healing experience of touch, the therapist continue to hug or touch each child when they are greeted. Welcome also includes the introduction of the feeling theme. Life books are also shown to each other and a quick discussion of what has been done in the journals are done. One or two more categories are given for homework for the next time.

2. Sensory awareness exercise – to increase awareness of feelings

- Technique: Conscious breathing (Pert, 1996:149)

Children need to close their eyes and concentrate on their breathing. First only getting aware of their breathing. Then they are asked to take a deep breath in and release their abdominals / pushing their stomachs out to inhale more air and slowly breath out. They repeat this about three times. Then the therapist ask them to inhale and exhale as fast as they can within a given time – 20 seconds might be enough. After this they will repeat the first part.

- Technique: choosing a scene

Material: Papers with pictures

The Schoeman model should still be followed, thus starting the session with a sensory awareness exercise. The objective of ‘biding one’s time’ should be applied in this exercise to focus on the children’s feelings. Each child can choose a picture – it is not specified that they choose one that they like or that resembles their current feelings. They just choose a picture. They need to imagine themselves into the picture, thinking of what they see, feel on their

skins, hear, smell and the feelings they experience. The feelings are shared and discussed in the group.

3. Naming feelings – 8 main categories of primary families of feelings (Increasing emotional vocabulary)

- Technique: Dialogue and biblio play (colouring of blocks)
Material: - Colour crayons / pencils / paint
- Appendix one of session six

Appendix one has blocks with primary feelings in. The group discuss examples of when people in general experience these feelings. Each child chooses a colour associated with the feeling under discussion and colour the block.

- Technique: Cognitive exercise and dialogue
Material: - Colour crayons / pencils / paint
- Appendix two of session six

Children need to fit the faces with the feelings. The group discuss the reasons why they attached certain feelings and faces. After consensus is reached, they colour code the faces according to the codes chosen in the previous exercise.

(The next exercise is optional if time allows it)

- Technique: Cognitive exercise and dialogue
Material: - Colour crayons / pencils / paint
- Appendix three of session six (Le Roux & De Klerk, 2003:48)

The therapist starts by completing the exercise together with the children so that they can understand how it is done. The group takes the first line of faces one by one. They decide in which colour category it belongs and colour code it accordingly. If a child does not

understand the meaning of a feeling, it is discussed. Here after, the children colour code the faces line by line. After each line the group discusses the grouping and meaning of the feelings.

4. The value of feelings – why do we have feelings?

- Technique: Dialogue / discussion

Material: - verbal

Group members get time to think about the reason why we have feelings. Report back into the group, and the therapist writes these down. The therapist helps the children to understand that it shows us that a specific need is unfulfilled or fulfilled.

- Technique: Creative and cognitive use of arrows, owning the value of the feelings

Material: - Colour crayons / pencils / paint and scissors

- A4 paper OR

- White boards and white board markers

- Appendix four of session six

Each child receives another arrow (appendix four). The children colour code their arrows. They cut it out and paste it on the left hand side of an A4 paper turned horizontally or put it on the A4 white board with prestick. At the arrow's point the children need to represent the need, which that arrow shows to in their own lives. Each make a drawing or use colour to represent a need. The group share their unfulfilled or fulfilled needs. Here after they need to think what they can do to fulfil that need or what would they do if that need were not fulfilled (working in polarities). The group help each other to realise what they can do to fulfil that specific need. It is thus a self-exploration exercise as well as a group gelling agent. The children in the group need to get involved in each other's lives and emotional experiences.

The therapist needs to be aware of possible opportunities to use an experiment to help children deal with certain of these emotions / feelings.

5. OPTIONAL EXERCISES – owning feelings

- Technique: Discussion

Material: - Appendix three of session five

Each child chooses any feeling face. They get some time to think about a situation where they have experienced that feeling. They represent it in picture form – either by drawing or cutting a picture from a magazine (the latter can be timely and because the pictures are

restricted it can be inhibiting to a true representation – take caution). Group members share this and decide together which need is not fulfilled and how to fulfil it.

PLEASE NOTE – EXERCISES 4 AND 5:

Positive feelings might indicate a need that is fulfilled – children can then decide what they can do to keep it that way or what will happen if it is not fulfilled. Keep on working in polarities in these two exercises.

6. Report

- Technique: Discussion

Children discuss what they have learned today.

7. Self -nurturing

- Technique: Imaginary

Material: Picture pages used in sensory awareness, soft music.

The children choose a picture, which they can relate to a good / positive feeling. They close their eyes. The therapist should do conscious deep breathing with them and a one-minute progressive relaxation exercise. The children are then asked to imagine themselves in the picture. They can look at the picture again. They are asked to experience the good feelings associated with that picture and try to remember it through the day.



**APPENDIX 1 OF SESSION 6
FEELING BOXES TO COLOUR**

Colour each box in a colour that matches that feeling for you.

SAD / HARTSEER	ENJOYMENT / GELUKKIG
----------------	----------------------

ANGRY / KWAAD	AFRAID / BANG
SURPRISE / VERRAS	DISGUST / AFKEUR
SHAME / JAMMER / SKAAM	LOVE / LIEFDE

APPENDIX 2 OF SESSION 6

GIVING A NAME TO A FEELING

Use the exercise created by Le Roux and De Klerk (2003:53). The group members need to join the names of the feelings with the feeling faces. Discuss the choices in the group. Colour the faces here according to their colour codes chosen in the previous exercise.

Sad

Angry

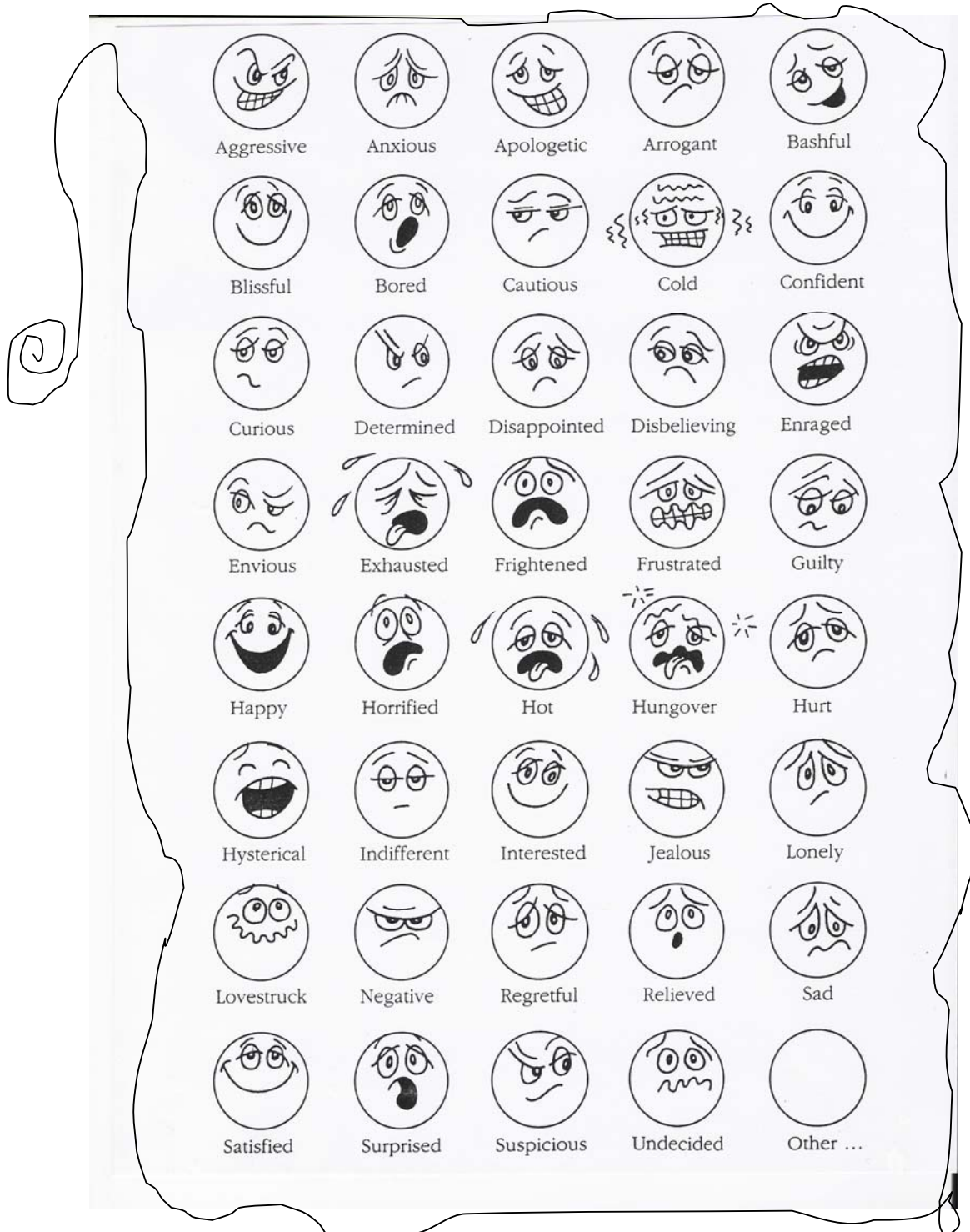
Scared

Happy

**Connect the facial expressions
to the definitions of feelings**

Colour code the faces

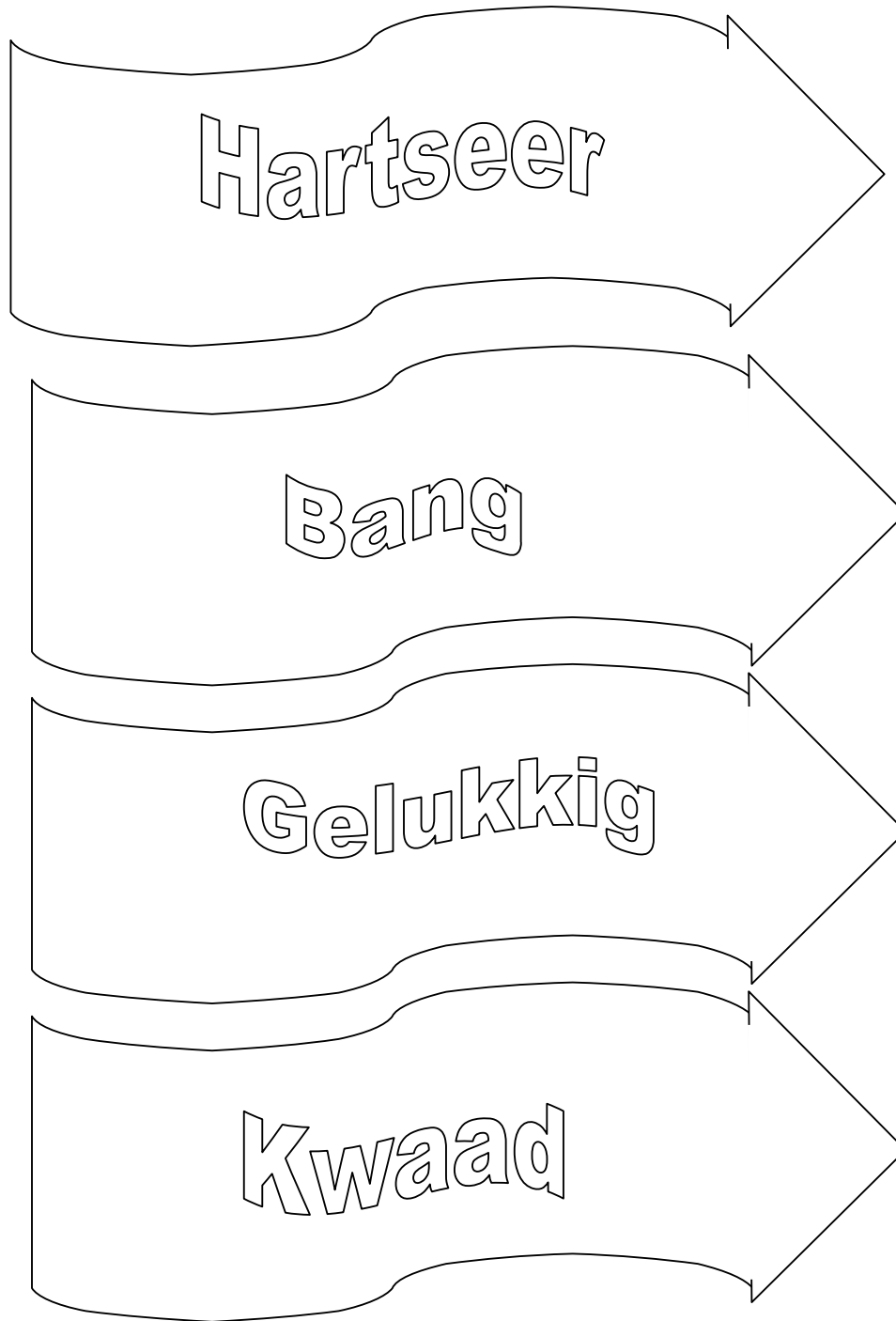
Divide the following feeling faces into the groups of feelings in the previous exercise by colouring the faces according to their suitable categories.
(Le Roux & De Klerk, 2003:48)



APPENDIX 4 OF SESSION 6

THE VALUE OF FEELINGS AS DIRECTING TO NEEDS

Each child in the group can colour one arrow according to the colours in the previous exercise where they fitted the terms to the faces (appendix 2)



OVERVIEW OF SESSION 6 – EMOTIONAL AWARENESS

*** LOTS OF COGNITIVE AND CREATIVE EXERCISES TO LEARN THE FOLLOWING ABOUT FEELINGS: - WORDS TO DESCRIBE FEELINGS; SOME MAIN CATEGORIES OF FEELINGS; THE VALUE OF FEELINGS; HOW TO USE FEELINGS IN OUR OWN LIVES**

*** NEXT SESSION: DATE: _____ TIME: _____**

*** PLEASE NOTE: _____**





**SESSION 7
BEING IN CONTROL OF OUR
FEELINGS...**

GENERAL POINTS TO REMEMBER

Biding one's time as objective of relationship – don't try to push for time.

In each session the therapist should be a good friend and share in the exercises.

Be aware of unfinished business – handle a child's unfinished business as it come up in a session.

Group members should feel free to share themselves.

Be aware of opportunities to use creative experiments. Children should learn by doing in Gestalt therapy.

We can change the way we feel by changing our beliefs. We can think about our feelings to find out what they want to say to us – what needs are not fulfilled? We can tell other people how we feel so they will understand us better. We are responsible for our feelings – we cannot blame other people or things.

Handle negative feelings toward other group members effectively in the group situation (Corey, 2000:100). Trust can be sacrificed if these feelings are not handled well. This can be handled in the current study through self-awareness and skills on how to express emotions in a non-offensive manner. Teach children certain language skills like 'I feel' messages rather than 'you are' messages. Do exercises of what things are irritating in the group, what things of yourself may irritate others and how to communicate these. Remember to always get to a solution / alternatives in the group so children don't leave feeling that they do not belong or that others don't like them. Also use rounds to carry the message over here.

Important note – remember to start sessions with sharing of how they feel right now and sharing their energy levels. This might lead to better awareness of the children's selves and their feelings.



- Still focusing on the relationship between therapist and group members. Healing experience of hugs and touch continued. Also focusing on building a relationship between each other
- Sensory awareness focus more on feelings – more time spend on the feelings associated with the sensations. Sense of focus for this session is sight, although others are also included
- Responsibility for their own lives, feelings and thoughts
- Choosing the best way to behave in certain situations by controlling thoughts, feelings and therefore also behaviour
- Creating the life they want
- Self-nurturing exercise



- Conscious breathing to enhance the release of endorphins
- Sensory exercises – looking at objects through a 'looking tunnel', identifying what they saw by touching the objects under a cloth
- Biblio / imaginative technique – story to explain ABC theory (Corey, 1996:371-390)
- Cognitive exercise – listing positive consequences and beliefs using the ABC theory
- Creative technique – making drawings of the feeling faces and thoughts on laminated cardboard with white board markers
- Biblio technique, experiment – robot
- Creative technique, biblio technique – continuing to make a life book
- Dialogue – sharing the sensory exercise's experience and feelings
 - sharing their life books up to now
 - discussing the value of thoughts determining our feelings
- Experiments – if needed with the robot technique. If someone has a feeling, which he wants to change, practice the robot technique with him

- Imaginary exercise – dream of a time when they really had a good laugh with friends, try to remember the feeling when they laughed, take it with them through the day.



- Laminated A2 card board, white board markers, piece of cloth
- Story – Appendix one
- Traffic light with colour papers, thus green, orange and red colour paper
- Empty toilet roles and colour crayons to colour them
- Objects to look at and cloth to cover them
- Soft music to use during the session



1. Welcome of all group members

- Technique: Dialogue and touch as sensory awareness technique

Start the session with a word of welcome and informal conversations to strengthen relationships, especially between the therapist and group members. To establish sensory awareness and the healing experience of touch, the therapist continue to hug or touch each child when they are greeted. Welcome also includes the introduction of the feeling theme. Life books are also shown to each other and a quick discussion of what has been done in the life books are done. One or two more categories are given for homework for the next time.

2. Sensory awareness exercise – to increase awareness of feelings

- Technique: Conscious breathing (Pert, 1996:149)

Children need to close their eyes and concentrate on their breathing. First only getting aware of their breathing. Then they are asked to take a deep breath in and release their abdominals / pushing their stomachs out to inhale more air and slowly breath out. They repeat this about three times. Then the therapist ask them to inhale and exhale as fast as they can within a given time – 20 seconds might be enough. After this they will repeat the first part.

- Technique: Using 'looking tunnels'

Material: Toilet roles, crayons, objects, cloth

The Schoeman model should be followed, thus starting the session with a sensory awareness exercise. Each child receives a toilet role, which acts as a looking tunnel. The children turn around / away while the therapist spread the objects on the table. The children may turn around with their 'looking tunnels' in front of one eye and the other eye shut. They have to focus on or zoom in one or two objects. Then the objects are covered and mixed. The children need to put their hands under the cloth and find the object/s on which they zoomed with touch. They then colour the tunnel according to how they feel at that moment and share the feelings in the group.

3. Increasing awareness / insight into thoughts causing feelings and behaviour rather than a situation

- Technique: Imaginary experiment and biblio-play (story)

Material: Appendix one of session seven

The children close their eyes. The therapist do a quick relaxation exercise with them and some deep breathing to enhance their consciousness of self. The children are informed to try to live into the story being told. The therapist tells part one of the story (see appendix one session seven). The story is interrupted there and the children share their bodily experiences and feelings. The children close their eyes again and the therapist continues with part two (see appendix one of session seven) of the story. The children share their experiences of bodily awareness and feelings again. The difference between the two experiences is discussed. The therapist makes the group aware that the situation stayed the same, but their feelings were different. The group discuss the reasons for this. The therapist needs to try to get to the children's awareness that it is their thoughts that caused the feelings, not the situation. They needed all the facts / information to change their feelings.

- Technique: Biblio-play (media)

Material: - Laminated white cardboard

- White board markers and cloth

The therapist makes a visual representation of the ABC theory of Ellis in Möller (1990), (Appendix two of session seven). The children draw feeling faces of examples of feelings and activating events. The group decide which thoughts caused the feelings. They then draw feeling faces they would rather experience. The whole group experience that they do not

change the picture/s of the activating event/s, but they change the thoughts. The group decide which thoughts will be the best to change the feelings to the more positive ones they drew.

- Technique: Experiment and dialogue

Material: - Laminated white cardboard

- White board markers and cloth

The therapist choose a situation which is as near as possible to the group situation. Apply the story of the first exercise here. The therapist can use some behaviour of the group and reaction of the therapist to this or any other applicable situation. The therapist should thus apply a real life situation to the story in the first exercise.

The following is an example of such an experiment:

In group X, the children were more interested in drawing on the cardboard than to really join in the discussion and get the real message of the exercise on the ABC theory. They were a little disruptive. The therapist took this situation as an example...

The following scenario was expressed in the form of a story: The therapist said that the children misbehaved. He would be very angry, close the door and leave the children for the rest of the session alone in the therapy room. While they were waiting there, he would phone their parents, inform them about the misbehaviour and tell them that they need to pay for this session, but the children will then not complete their work / he would prepare an information letter about their behaviour with a tear off strip that has to be signed, to make sure the parents received the letter. This is then the activating event.

The children reported feelings of guilt, sadness and worry about punishment at home. They also said that they will cry and feel sorry for their behaviour. The group made a diagram and discussed the thoughts leading to such feelings and behaviour. These included thoughts that they were wrong, that their parents are going to be very mad and disappointed in them. These thoughts caused them to feel scared and guilty about their behaviour.

The group then identified feelings that they would rather have, including not feeling worried, feeling that the therapist actually over reacted, that they were not wrong. They then changed the thoughts to more positive expectations from their parents' reactions. They included thoughts like: "they were not wrong, their parents are on their side and will think that the therapist is wrong in behaving the way she did". These thoughts had more positive feelings as a consequence.

The therapist can use a situation in the current session to create a similar experiment. The fact that the children's thoughts changed their feelings and behaviour should be discussed after this experiment. If time allows, the children can share similar experiences in which they could just change their thoughts to change the way they felt. They can also try to apply this at least once in the week to come.

4. How to handle feelings – taking control of own feelings

- Technique: Biblio play – robot / traffic light technique

Material: Robot with “stop” on red paper, “think” on orange paper and “do” on green paper. (Appendix three of session seven) or children can make their own robots during the session – too little time available might be a restriction here

Show the traffic light to the children. Explain that this can be used to prevent their feelings from controlling their lives, especially when it lead to undesirable behaviour like anger outbursts or crying. When they experience the bodily signs of the feelings and/or just experience the emotion, they should stop. Stop means to take a few deep breaths or to walk away. Stop means thus to stop any action based on the feeling experienced. The group can discuss more ideas of how to do “stop”. Then they should think about what happened, make sure they get all available information and think about the feelings / behaviour they would rather have and then change their thoughts accordingly. This means to apply the orange light. The group can again discuss possibilities of appropriate thoughts. Then they should discuss how they can apply the thoughts – they should “do”, thus apply the green light. If time allows they can practice an example of this in the group.

5. Self –nurturing

- Technique: Imaginary
- Material: Imaginative exercise, soft music.

The children need to close their eyes, do some conscious breathing and a quick progressive relaxation exercise to focus on them selves. The children are told to think of a time when they laughed out loud – even to the point that tears were coming from their eyes. They should think how their bodies felt and what feelings they had while laughing. They should also think how their bodies felt afterwards and what feelings they experienced. The bodily and emotional experiences after the good laugh exercise should be shared. The children should try to keep this feeling through the rest of the day.

6. Conclusion

Hand out session overviews.



APPENDIX 1 OF SESSION 7

Story to explain that feelings and behaviour can be changed if enough information is gathered, thus the true facts, and if thoughts are changed.

A burglar in the house...

Part 1

You are asleep one evening, No-one else is at home, you are all alone. Something wakes you up. You hear a banging and shuffling sound in the living area of your house. You think it is some one or more than one person, who got through the window, as you heard glass shattering on the floor. You think that those people might do you harm, they are burglars who might kill you if they find you in the house. You decide to go to the living area, taking only a cricket bat or stick with for protection, although you know it might not help a lot. The panic button for the alarm is in the living area. You want to reach the panic button before they see you. If they find you before the time or soon after, you will try to protect yourself with the bat / stick. As you near the living area you get more and more afraid. You are now just outside the area, only one step more and you will be there...

Open up your eyes.

Ask questions like: "What feelings did you have? How did your body feel?"

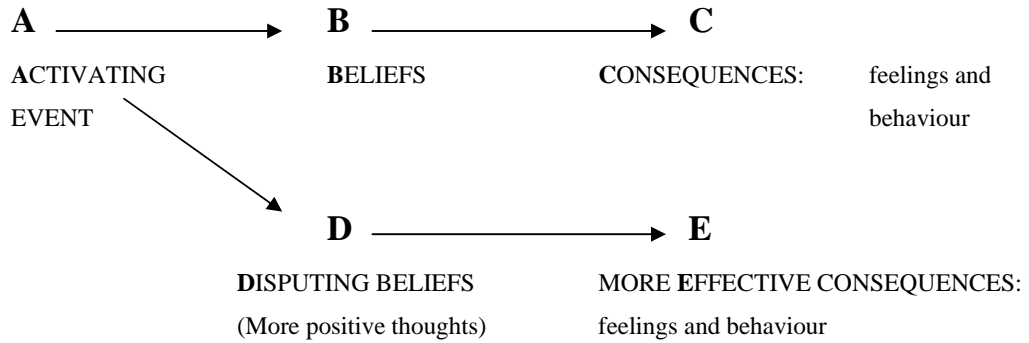
Part 2

When you enter the living room, you see that the wind is blowing outside. The one window's fastener is broken and it is slamming open and close. The wind is blowing the curtain and the curtain knocked a nearby vase off a small table. There is wire in front of the open window so no-one could get through there. You switch on the light and never the less search the whole area. You cannot find a trace of anyone there.

Open up your eyes.

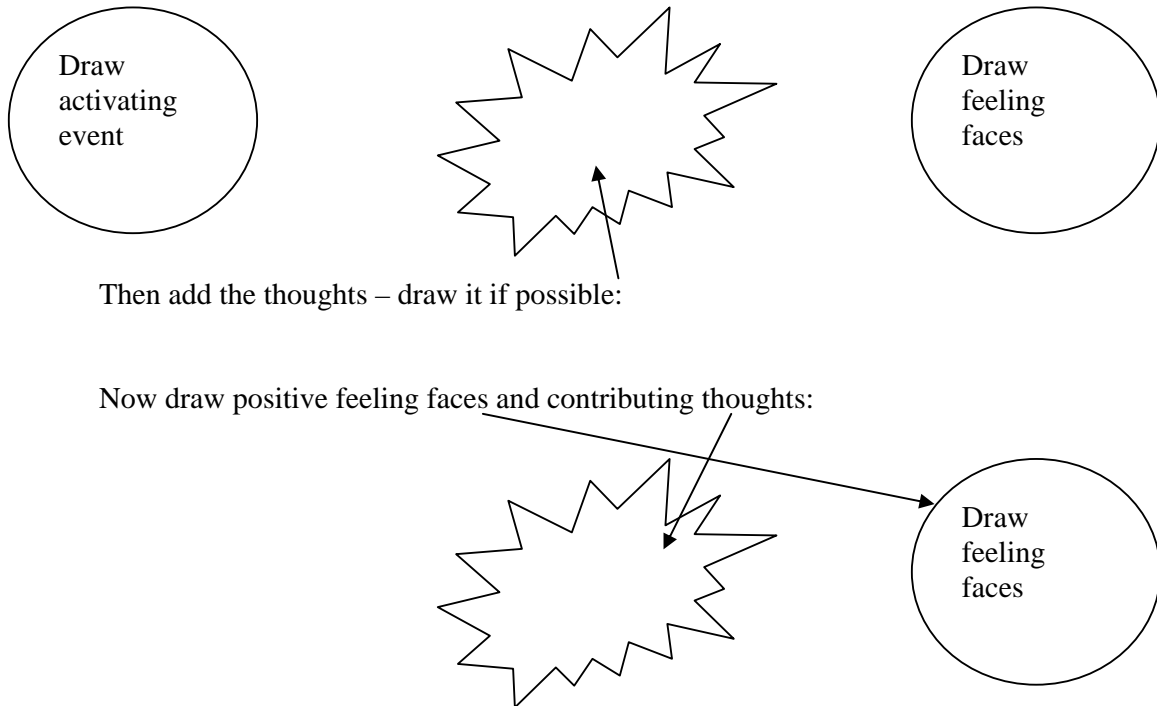
Ask questions like: "What feelings did you have? How did your body feel?"

APPENDIX 2 OF SESSION 7
ABC THEORY OF ELLIS



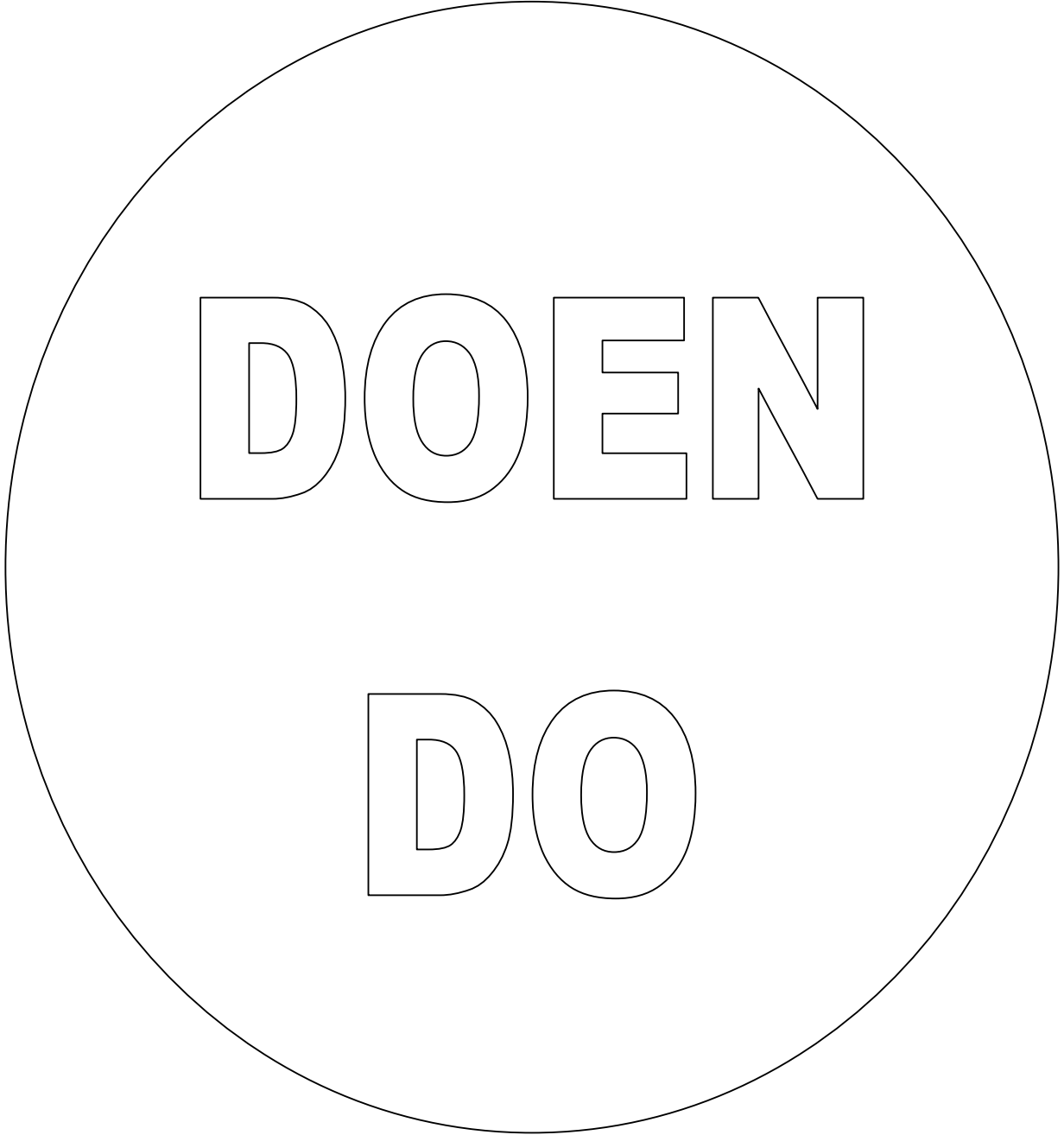
(Compare Corey, 1996:371-390; Möller, 1990:212.)

POSSIBLE / EXAMPLE OF DRAWING FOR THE GROUP MEMBERS:



APPENDIX 3 OF SESSION 7
FEELING TRAFFIC LIGHT

Green paper



Orange paper

THINK

DINK

Red paper



**APPENDIX 4 OF SESSION 7
SESSION OVERVIEW AND REMINDER**

OVERVIEW OF SESSION 7 – IN CONTROL OF OUR FEELINGS

*** EXPERIENCES TO TEACH CHILDREN THAT IT IS ACTUALLY THEIR THOUGHTS THAT CAUSE THEIR FEELINGS AND NOT REALLY WHAT HAPPENED...**

*** NEXT SESSION: DATE: _____ TIME: _____**

*** PLEASE NOTE: _____**





GENERAL POINTS TO REMEMBER

“Holism runs throughout gestalt thinking ... Mind, body and emotions function as a whole process...” (Ivens, [sa]:2). Ivens ([sa]:2) also reasons that the different parts of the whole cannot be divided into separate parts. Should one try to deal with separate parts without considering the whole, it is not healthy and can lead to neurosis. Schoeman (1996b:56) also stated that it is important that a human being function as a whole or a gestalt. If this is the case, the person has a lot of strength and power.

According to Fourie’s (1998:83) developmental theory children in this age specifically focus on whole brain thinking. They tend to combine knowledge and insight and form a new strategy. Holism is thus naturally present in their thinking processes. In the current programme children are thus viewed as a whole. It is reasoned here that different parts of self are interrelated. The opinion is held that if a child experience problems concerning a specific part of himself or is not in healing contact with a part of himself, he might not be able to fulfil his true potential. Awareness of such difficulties concerning a specific part or parts of himself is, according to the researcher, the first step of healing. The researcher reasons that healing happens when the child can function as a whole again. If certain parts of a child are not well, it influences the child as a whole. If a child does not feel good about himself, he will suffer to achieve good grades in school and might present physical symptoms of tension – psychosomatic symptoms.

According to Pert (1999:189) emotions are the messengers in our bodies. They are carrying the information in the system we call the body-mind. The body-mind is the interconnected system of the physical body and the brain (Pert, 1999:140). It is therefore important to make the group members aware of this interrelationship between mind, body and feelings. They will also explore options on how to maintain all three these systems and to be aware of any disturbances in any one of these.



- Still focusing on the relationship between therapist and group members. Healing experience of hugs and touch continued. Also focusing on building good relationships between all members of the group, as well as with the therapist.
- Sensory awareness focus more on self as a whole – they should connect sensory awareness with thoughts and feelings
- Check whether they understood the previous time's session – thoughts lead to feelings, not what happens
- A proper understanding of the fact that their bodies, emotions and thoughts are interconnected
- Responsibility for their own lives, feelings and thoughts is again a focus point, although this time within the reference of themselves being a whole
- Self-nurturing exercise



- Conscious breathing to enhance the release of endorphins; sensory exercises – feeling, smelling, tasting, seeing – thus many senses connected to thoughts and feelings
- Experiment with feeling and thinking – writing words under no pressure, writing words under pressure (OPTIONAL IF TIME ALLOWS OR IF SOME MEMBERS EXPERIENCE TEST ANXIETY)
- Biblio-play: Board game, Story of cells with clay, poster with healthy alternatives
- Creative play: Making own cell to represent a situation / condition / experience
- Imaginary exercise – dream of a possible alternative to apply and experience it – doing something to make the self as a whole healthy



- Nectarines or oranges or any other fruit with a strong taste and smell and which can be peeled and tasted during the session
- Traffic light with colour papers, thus a green, orange and red colour paper – to possibly use if needed to show children how to control anger or test anxiety
- Board game (card board, pins in yellow/white and black) to show connections to cells in the body
- Clay, scissors, magazines, poster paper (paper & pencils if needed for optional exercise)
- Soft music to use during the session



1. **Welcome of all group members**

- Technique: Dialogue and touch as sensory awareness technique
Material: Life books

Start the session with a word of welcome and informal conversation to strengthen relationships, especially between the therapist and group members. To establish sensory awareness and the healing experience of touch, the therapist continue to hug or touch each child when they are greeted. Welcome also includes the introduction of the theme of understanding themselves as an interrelated whole. Life books are also shown to each other and a quick discussion of what has been done in the life books are done. One or two more categories are given for homework for the next time.

2. Sensory awareness exercise – to increase awareness of feelings

- Technique: Conscious breathing (Pert, 1996:149)

Children need to close their eyes and concentrate on their breathing. First only getting aware of their breathing. Then they are asked to take a deep breath in and release their abdominals / pushing their stomachs out to inhale more air and slowly breath out. They repeat this about three times. Then the therapist ask them to inhale and exhale as fast as they can within a given time – 20 seconds might be enough. After this they will repeat the first part.

- Technique: Looking, touching, smelling, tasting a fruit

Material: Fruit: one per member

The Schoeman model will be followed, thus starting the session with a sensory awareness exercise. Each child receives his fruit – the same to all. They need to look at it and share what colour/s they see in the fruit and what they think of and feel like if they see that colour/s. They need to touch it and share what they experience. They then peel the fruit and smell it. They then share what the smell reminds them of and then taste it and share what they think of if they taste this fruit.

This exercise includes many senses, feelings and thoughts.

3. Increasing awareness / insight into the fact that the human being’s feelings, thoughts and body are all interconnected

- Technique: Lecture

Material: nothing

The therapist explains that feelings, bodies and thoughts all influence each other. Ask questions like: “Is it easy to concentrate when you have a cold or feel really sick?”

“If you are really scared of some school stuff, did you ever experience a blank?”

“If you are very upset, can you concentrate on schoolwork?”

“If you are very upset, did you ever experience sick feelings like feeling nauseous, get a head ache or feeling very tired?”

“Our bodies react on scary feelings like the previous session’s one. Shivering or sweating when feeling afraid / scared.”

Explain to the group members that our feelings, thoughts / brain and bodies work together. Explain to them how their feelings can make them physically healthy or sick. If our bodies are healthy, it leads to better feelings and thinking abilities.

4. Increase insight in how positive thoughts and feelings, especially laughter can protect us from illness and negative thoughts and feelings can make us very sick

- Technique: Creative technique (clay) and biblio-play (media and story)

Material: - Pins and cardboard – the side of a box works well, it should be thick, otherwise some cardboard placed on a mat or cloth.

- Clay and coloured pins
- Something to make holes with, like sosatie sticks

As an energiser and to get the group members enthusiastic and interested in the exercise do the following: Place the cardboard on the table and draw a circle on it. Hand out an even number of black pins to half to the group and yellow or white pins to the other half. Let them have a competition to see who can push the most pins on the side of the circle within 30 seconds. Then tell the following story with the clay and pins:

The therapist tells a story about the life of a body cell. It has openings where it can receive messages on how to feel good and how to heal, but viruses and germs can also fit into these openings. The little messengers from the brain, which keep us healthy, are released by good feelings, positive thoughts, certain foods we eat, and fun things and other healthy things we do. If we do many things that release these good messengers, they attach all over our cells and then there is very little space for viruses and germs. If we do, feel and think bad things, our brains don't release these good messengers and take the ones on the cells off. Then there are many openings for germs and viruses. While the therapist is telling this, he can show the body cell with a ball of clay, making some holes in it. He can fit white and yellow coloured pins into those for the good messengers. He can use black pins for viruses. While explaining the negative work of bad habits, feelings and thoughts, he can remove the white and yellow pins making space for black ones. He can then press the clay into a sick looking shape.

5. Apply this exercise as an experiment

- Technique: Experiment and creative

Material: - Clay and coloured pins

- Something to make holes with, like sosatie sticks
- Magazines
- Scissors

Each group member look for something they usually do or feel in the magazine. They share what is happening to their cells by showing it with the same material than the therapist did. All members share this.



(Point 6 can be used as an extra session on control of the whole – children can learn how to cause their own happiness focusing on their whole selves, including physical, emotional and cognitive care.)

6. Being in control of own whole

● Technique: Biblio-play

Material: - Pictures

- Glue and scissors
- Magazines

The group as a whole gather ideas on how to keep cells healthy. Include being aware of negative feelings and handling it, because they give us important messages. If we feel sad or angry, get it out and try to take the source away. If we cannot remove the source or fulfil the needs, then change thoughts and do nice things. Change what we can and accept the rest. The group can also apply this to practical situations in life, like test anxiety. They can discuss what they can do on cognitive, physical and emotional levels to handle such difficult situations.

7. Self-nurturing

- Technique: Experiment
Music and therapist

The whole group do progressive relaxation. They need to think about something related to physical body, thinking or feelings that is a healing thing. See in their imaginations how they are applying it – experience it.

All get aware of their surroundings by focusing on what they can hear in the room and wiggling their fingers and toes, open their eyes and smile.

8. Conclusion

Hand out session overviews.



**APPENDIX 1 OF SESSION 8
SESSION OVERVIEW AND REMINDER**

OVERVIEW OF SESSION 8 – SELF AS A WHOLE

- **UNDERSTANDING THAT WHAT WE FEEL, THINK AND PHYSICALLY FEEL ALL HAS AN INFLUENCE ON EACH OTHER.**
- **USING TEST ANXIETY OR SCHOOL STRESS AS AN EXAMPLE FOR AN EXPERIMENT**

*** NEXT SESSION: DATE: _____ TIME: _____**

*** PLEASE NOTE: _____**



**SESSION 9
MAKING FRIENDS – GOOD
COMMUNICATION...**

INTRODUCTION

According to Yeager (2001:386) good communication skills are essential to success for a child as a member of any type of group. This group can be a sports team, friends or workgroup members at school, family or friends. “Group members need to be able to tell one another about their ideas, opinions, and feelings. They need to be able to talk together in order to make plans and solve problems” (Yeager, 2001:386).

Gestalt therapy is a dialogic therapy where the relationship between the therapist and group members and between the group members themselves is healing (compare Ivens, [Sa]:4; Jacobs, 1998; Jarosewitsch, 1995:1-2; Yontef, 1993). Dialogue as part of the healing relationships in the groups in this programme is thus very important. It is part of communication, which effectiveness is still determined by the “old-fashioned ability to talk face-to-face with others” (Yeager, 2001:386). Good communication skills help children to make friends, get along with parents and teachers, to solve problems and to make more effective plans for both schoolwork as well as personal and interpersonal related objectives. (Yeager, 2001:387) The latter list forms an integral part of emotional intelligence skills (compare Le Roux & De Klerk, 2001:10; Le Roux & De Klerk, 2003:7,10-11).

Making friends and belonging to a group is also one of the important issues in the developmental phase of middle school age. (Compare Kiura, Gitau & Kiura, 1999:35-36; Mwamwenda, 1996:353; Newman & Newman, 1987:313.)

It seems a logical step to start to focus on the issue of communication and making friends at this point in this programme. Children explored themselves, heightened their awareness of self, worked on their sense of responsibility for themselves as a whole and their own happiness and got acquainted with the wide variety of feelings they can experience as well as on how to take control of these. Now that the group members have worked on their intrapersonal skills for some time, they can also focus more on interpersonal skills. The latter were not totally absent up to this point, as they are working together in a group. They will now deal with interpersonal issues in a more explicit way.



- Still focusing on the relationship between therapist and group members. Healing experience of hugs and touch continued. Also focusing on building a relationship between each other, this may increase with communication exercises
- Sensory awareness exercise should increase awareness and contact with self
- Find out how to make and keep friends
- Find out how to handle one or two specific situations
- Practice friendship by increasing communication skills in the group
- Having fun together
- The group bonds by playing games together
- Self-nurturing exercise to feel positive for next session



- Sensory exercises – feeling, smelling, tasting, seeing – thus many senses connected to thoughts and feelings.
- Biblio-play: Story, Board games
- Dialogue



- Two very different objects to touch, smell, and taste, like dried sausage and a hard boiled sweet
- Story of Rick Raymond, “Sam’s bully” (Lingo & Parks, 2002:89-90)
- Board game with pins or tokens, dice, question cards, task cards, and soft surface under board
- Snap game with 50 each of green and red cards and 20 question cards.



1. Welcome of all group members

- Technique: Dialogue and touch as sensory awareness technique

Start the session with a welcome greeting and informal conversations to strengthen relationships, especially between the therapist and group members. To establish sensory awareness and the healing experience of touch, the therapist continue to hug each child when they are greeted. Welcome also includes the introduction of the feeling theme. Journals are also shown to each other and a quick discussion of what has been done in the journals are done. One or two more categories are given for homework for the next time.

2. Sensory awareness exercise – to increase awareness of feelings

- Technique: Feeling, smelling and tasting contrasts

Each child receives two very opposite things to eat – for example a piece of dried sausage and a SuperC (strawberry) sweet. All group members – therapist included – touch, smell and taste these two edibles. After this all members share as many as possible differences they found, including texture, smell, touch, sharpness of taste etc.

3. A story of how to make friends

- Technique: Biblio play, dialogue

Read the story of Rick Raymond (Appendix seven or eight of session nine). It is a story about a boy who is always nasty to the smaller children in the class and another boy who resolves this problem by doing something nice for him. Rick then becomes his friend. This story has a Christian orientation. This is a culturally sensitive programme. Morality and Religion are part of our cultural environment and therefore this orientation of the story should be handled with care. It can be used as a point of discussion if members are from different religious backgrounds. They can share how they will handle the situation from their various orientations. This discussion should be focused on understanding and appreciating each other better.

After the story is read, the members discuss what the one boy did to make friends with the 'bully', Rick Raymond. After this the group list different ways to make friends as well as some behaviour that lead to losing friends or not being able to make friends. The following was listed in Le Roux and De Klerk (2003:77) and can be used as a guideline in the discussion.

We can make friends by:

- taking care of our selves – brushing teeth, being clean and smelling fresh
- Smiling and greeting friendly
- Keep eye contact
- Ask questions and be interested in another's hobbies and interests
- Answer questions honestly
- Don't always try to be the best in all situations
- Don't be negative and don't moan about all things
- Show good manners and treat others with respect
- Don't be desperate to make friends
- Make others feel good about themselves
- Treat others in the same way you would like to be treated

You can lose friends by:

- Gossiping
- Speaking too loud or too soft
- Taking over in a conversation, attempting to speak alone
- Don't want to play what the other children do
- Being bossy
- Always trying to do things better than others
- Laughing at the wrong times
- Always looking for empathy, but not giving empathy
- Interrupting others while they speak
- Not accepting critique in a positive way
- Not accepting compliments

4. Board game – The friendship puzzle

- Technique: Biblio play (board game as media)

The rules for this game are found in the appendixes following this session at 'The Friendship Puzzle Board Game' (Appendix one of session nine). The children play this game by moving forward according to their answer to a question concerning friendship. The game also allows for discussions if group members have opinions or differs from something said or read about friendship or even if they wish to share an experience related to the topic. There are also obstacle cards available at certain places on the route to the end. These cards order players to give an opinion, give a compliment or share something about conflict or something 'from the heart'. The obstacle cards have improvement of communication as a goal. This game can take some time, especially if many discussions originate from the game.

5. Snap – Friendship puzzle card game

- Technique: Biblio play – card game as media

This game's rules can also be found in appendix one of session nine. This game should follow on the previous one. It is a fun and higher energy game than the previous one. Its goal is also to improve knowledge about friendship, but also to lift the spirits. It is a competition game and should be handled with a light and positive spirit. In the current programme it is used as a self-nurturing exercise, because the researcher laughs and plays with. The laughter and excitement of the competition is healing to spirits.

6. Self-nurturing

The snap card game in number 5 above.



APPENDIX 1 OF SESSION 9
THE FRIENDSHIP PUZZLE GAMES: GOALS, RULES AND INSTRUCTIONS



GAME 1 - FRIENDSHIP PUZZLE BOARD GAME

MATERIAL NEEDED:

- The board game laminated or photocopied and placed on a soft surface if using pins.
- Pins or tokens - colour coded to differentiate between players.
- Dice
- Packet of question cards
- Packet of task cards

OBJECTIVES

- understand what it takes to make friends.
- Share something of their selves with the group and practice some communication skills

RULES

- Each one use a pin or colour coded token to move on board.
- Through a dice to determine who plays first, move clockwise from there.
- Group leader reads a question to the first one. Player moves on if right - steps are specified on cards or stay at his/her place otherwise. The rest of the group may discuss his/her answer and may decide that it is right/wrong if it differs from the card.
- If a player lands on a block numbered and or colour coded with yellow (O), red (C), blue (H) or green (A) the leader provides a card demanding a specific task including - opinions, conflict skills, something from the heart or an act of appreciation.
- If a player lands on a block with an arrow he/she must follow the arrow to its destination.
- The one who reaches the star first is the winner.

GAME 2 - SNAP: FRIENDSHIP CARD GAME

MATERIAL NEEDED

- One pack each of 50 red and 50 green cards
- Question cards

OBJECTIVES

- Practice what it takes to be a good friend / to make friends
- Have fun and energise the group

RULES

- This game is resembling 'snap', a fast acting card game.
- Each member receives 5 green cards (making friends) and 5 red cards (losing friends)
- A variety of short statements is given from cards by the group leader. Each statement can either cause making or losing friends.
- The member who puts the card down first, can take all the cards of that round. All members should put a card down with each round.
- The one with all the cards or the one who has most cards after a certain time is the winner.

**APPENDIX 2 OF SESSION 9
THE QUESTION CARDS OF THE BOARD GAME**

V/Q = VRAAG/QUESTION

A = ANTWOORD/ANSWER

(TWO SETS OF CARDS, ONE AFRIKAANS AND ONE ENGLISH)

AFRIKAANS CARD SET

<p>V1 'n Boelie in die skool is lalik met jou. Hy hardloop jou elke keer onderstebo as die klok na pouse lui.</p> <p>Wat wil hy he moet jy doen?</p>	<p>A1 Hy wil he jy moet kwaad word of huil.</p> <p>Skuiif 1 plek vorentoe.</p>
<p>V2 'n Boelie in die skool is lalik met jou. Hy hardloop jou elke keer onderstebo as die klok na pouse lui.</p> <p>Wat kan jy doen om dit te stop? Noem 2 goed.</p>	<p>A2 1. Moenie hom sy sin gee en kwaad of hartseer te word nie. OF 2. Wees vriendelik met hom. OF 3. Se vir 'n onderwyser daarvan as niks anders werk nie.</p> <p>2 plekke vorentoe vir elke regte idee. Nie meer as 4 plekke nie.</p>
<p>V3 Noem een ding wat jy kan doen om min vriende te he...</p>	<p>A3 1. Irriterende gewoontes OF 2. Swak maniere</p> <p>Skuiif 2 plekke vorentoe.</p>
<p>V4 Gaan jy vriende maak of vriende verloor as jy: Oorneem en alleen wil praat</p>	<p>A4 vriende verloor</p> <p>Skuiif 2 plekke vorentoe.</p>
<p>V5 Gaan jy vriende maak of vriende verloor as jy: vriendelik glimlag vir ander</p>	<p>A5 vriende maak.</p> <p>Skuiif 2 plekke vorentoe.</p>

<p>V6 Gaan jy vriende maak of vriende verloor as jy: van ander skinder</p>	<p>A6 Vriende verloor Skuif 2 plekke vorentoe.</p>
<p>V7 Gaan jy vriende maak of vriende verloor as jy:</p> <ul style="list-style-type: none"> • Te hard of te sag praat • Hoekom? 	<p>A7 Vriende verloor</p> <ul style="list-style-type: none"> • Skuif 2 plekke vorentoe. <p>Hulle gaan sukkel om jou te hoor of jou harde praat gaan hulle irriteer.</p> <ul style="list-style-type: none"> • Skuif nog 2 plekke vorentoe
<p>V8 As jy vriende wil maak, wat moet jy doen as ander nie wil doen of speel wat jy graag wil nie.</p>	<p>A8 Doen 'n slag bietjie hulle goed en probeer dit geniet – dalk verstaan jy hulle beter. Skuif 4 plekke vorentoe.</p>
<p>V9</p> <ul style="list-style-type: none"> • Is dit belangrik om jouself goed te versorg en te sorg dat jy en jou asem lekker ruik as jy vriende wil maak? • Hoekom 	<p>A9</p> <ul style="list-style-type: none"> • Ja, skuif 1 plek vorentoe • Dit is nie lekker om saam met iemand te wees wat sleg ruik of lyk nie. Skuif 3 plekke vorentoe.
<p>V10 Wat gaan gebeur is jy baasspelerig is en maak of jy altyd die beste weet?</p>	<p>A10 Jou vriende gaan nie meer van jou hou nie / jy gaan jou vriende verloor. Skuif 2 plekke vorentoe.</p>

<p>V11 Wat kan jy doen om iemand beter te leer ken en te verstaan?</p>	<p>A11 Vir ander uitvra oor dinge waarvan hulle hou en goed luister na dit wat hulle vertel OF Doen dinge saam met hulle Skuif 4 plekke vorentoe.</p>
<p>V12 Peter wil altyd dinge beter as ander doen. Hoekom wil hy graag altyd beter wees as ander?</p>	<p>A12 Hy hou nie genoeg van himsel self nie, en as hy altyd kan bewys dat hy beter is as ander, voel hy bietjie beter oor homself. Skuif 6 plekke vorentoe.</p>
<p>V13</p> <ul style="list-style-type: none"> • Is dit nodig om ander kinders se vrae aan jou eerlik te antwoord? • Hoekom 	<p>A13</p> <ul style="list-style-type: none"> • Ja, Skuif 1 plek vorentoe. • Dan verstaan hulle jou beter en hoef jy nie altyd jou leuens toe te smeer nie. Skuif 2 plekke vorentoe.
<p>V14 Hoekom is dit goed om nie altyd probeer om die beste te wees nie, dus iemand anders ook soms 'n kans gee om te wen / die beste te wees?</p>	<p>A14 As jy ander kinders ook laat goed voel, is dit lekker om by jou te wees en maak jy meer vriende. Skuif 4 plekke vorentoe.</p>
<p>V15 Noem 'n voorbeeld van wanneer iemand op die verkeerde tye lag en dit ander kinders irriteer.</p>	<p>A15 Iemand vertel 'n ernstige storie of iets waaroor hy/sy baie hartseer voel. OF Jy lag vir iemand vir wie die ander kinders eintlik baie jammer of lief is. Skuif 4 plekke vorentoe</p>

<p>V16 Hoekom maak 'n mens meer vriende as jy die lewe geniet en altyd die goeie goed raaksien</p>	<p>A16 Dit is vir kinders lekker om by iemand te wees wat gelukkig is – dit laat hulle ook gelukkig wees.</p> <p>Skui 4 plekke vorentoe.</p>
<p>V17</p> <ul style="list-style-type: none"> • As jy altyd negatief is en kla oor baie goed, hoeveel vriende gaan jy he? • Hoekom? 	<p>A17</p> <ul style="list-style-type: none"> • Baie min Skui 1 plek vorentoe. • Dit is sleg om by iemand te wees wat die healtyd ongelukkig is. Skui 3 plekke vorentoe
<p>V18 Hoekom maak mens makliker vriende as jy mooi maniere het soos om dankie en asseblief te se?</p>	<p>A18 Vriende voel asof jy respekteer hulle vir hulle en / OF Hulle hoef nie skaam te voel vir jou as jy by hulle kom kuier nie.</p> <p>Skui 5 plekke vorentoe.</p>
<p>V19 Gee 'n voorbeeld van:</p> <ul style="list-style-type: none"> • As jy vir iemand iets moois of goed oor homself of dit wat hy gedoen het se – om dus 'n kompliment te gee wat waar is. • Gee 'n kompliment aan iemand in die groep. 	<p>A19</p> <ul style="list-style-type: none"> • Skui 3 plekke vorentoe • Skui 2 plekke vorentoe
<p>V20 Hoekom is dit vir ander sleg as jy hulle in die rede val?</p>	<p>A20 Dit voel of jy nie na hulle luister nie en / OF hulle kannie wat hulle wil se klaar se nie.</p> <p>Skui 3 plekke vorentoe.</p>

<p>V21 Hoekom gaan jy nie so maklik vriende maak as jy te hard probeer om vriende te maak?</p>	<p>A21 Dan is 'n mens nie meer regtig soos jy is nie en kom die kinders gou agter dat jy eintlik 'n 'fake' is.</p> <p>Skui 4 plekke vorentoe.</p>
<p>V22 Wat gaan gebeur as jy baie keer seergemaak voel as iemand jou kritiseer of nie hou van iets wat jy gedoen of gese het nie.</p>	<p>A22 Kinders gaan nie meer met jou vriende wil wees nie, want jy voel die healtyd vies vir hulle.</p> <p>Skui 4 plekke vorentoe.</p>
<p>V23 Hoekom moet ons ander so behandel soos jy graag wil he hulle moet jou behandel?</p>	<p>A23 Dan behandel ons hulle op die beste manier wat ons van weet. Hulle sal meer van jou hou en jou vriende wil wees.</p> <p>Skui 4 plekke vorentoe.</p>
<p>V24 Sal dit help as jy ander kinders met hulle skoolwerk help sonder om alles vir hulle te doen – as jy graag wil vriende maak?</p>	<p>A24 Ja</p> <p>Skui 1 plek vorentoe.</p>
<p>V25</p> <ul style="list-style-type: none"> • Wat gaan gebeur as jy altyd wil he ander moet vir jou jammer se en verstaan hoe jy voel? • Hoekom? 	<p>A25</p> <ul style="list-style-type: none"> • vriende verloor – 1 plek vorentoe • Dit is nie lekker om die healtyd vir iemand jammer te moet kry nie. – 3 plekke vorentoe

<p>V26 * Gaan jy vriende maak of vriende verloor as jy: Jou gom en potlode vir ander leen en dit terug vra as hulle klaar is, want 'n mens kyk mos na jou goed. * Hoekom?</p>	<p>A26 * vriende maak Skuif 1 plek vorentoe. * Jy help hulle en jy kyk na jou goed sodat jy nie later kwaad voel omdat almal jou goed opgebruik nie. Skuif 3 plekke vorentoe</p>
<p>V27 Wat gaan gebeur as jy saam met ander kinders oor jou vriende praat omdat jy deel van hulle groep wil voel.</p>	<p>A27 Hulle gaan jou ook nie meer vertrou nie, want hulle sien dan jy skinder saam van jou vriende, dan sal jy mos van hulle ook skinder. Skuif 5 plekke vorentoe.</p>
<p>V28 Hoekom help dit as jy glimlag en groet in die oggend by die skool al voel jy nie so nie.</p>	<p>A28 Dit gaan vir kinders lekker wees om by jou te wees, want jy laat hulle spesiaal voel. Jy sal ook beter begin voel. Skuif 4 plekke vorentoe.</p>
<p>V29 Noem 'n voorbeeld van wanneer jy vir ander se hoe jy voel en hoekom jy so voel as dit moontlik is.</p>	<p>A29 As iemand jou seergemaak het kan jy vir hom/haar se dat jy seergemaak voel, dan beledig jy nie die ander kind nie, maar hy/sy weet dat jy ongelukkig voel. Skuif 5 plekke vorentoe.</p>
<p>V30 Hoekom is dit lekker om by mense te wees wat opgewonde is oor goed in die skool en gewoonlik dinge geniet</p>	<p>A30 Dit laat jou ook lekker voel. Skuif 4 plekke vorentoe.</p>

ENGLISH CARD SET

<p>Q1 A Bully in the school is nasty to you. He runs you over after every break when the bell rings.</p> <p>What does he want you to do?</p>	<p>A1 He wants you to get mad at him or get so upset that you cry.</p> <p>Move 1 place forward.</p>
<p>Q2 A Bully in the school is nasty to you. He runs you over after every break when the bell rings.</p> <p>What can you do to stop this? Name 2 things.</p>	<p>A2 1. Don't give him what he wants by getting angry or sad OR 2. Still be friendly and polite towards him OR 3. If nothing else works, tell a teacher. 2 places forward for each correct answer – not more than 4 spaces</p>
<p>Q3 Name what thing that you can do to loose friends...</p>	<p>A3 1. Having irritating habits OR 2. Having bad manners</p> <p>Move 2 places forward.</p>
<p>Q4 Will you make friends or loose friends if you:</p> <p>Always take over in a conversation and wants to speak alone</p>	<p>A4 Loose friends</p> <p>Move 2 places forward.</p>
<p>Q5 Will you make friends or loose friends if you:</p> <p>Smile friendly at other people</p>	<p>A5 Make friends</p> <p>Move 2 places forward.</p>

<p>Q6 Will you make friends or loose friends if you:</p> <p>Gossip</p>	<p>A6 Loose friends</p> <p>Move 2 places forward.</p>
<p>Q7 Will you make friends or loose friends if you:</p> <ul style="list-style-type: none"> • Speak too loud or too soft • Why? 	<p>A7 Loose friends</p> <ul style="list-style-type: none"> • Move 2 places forward. They will find it hard to hear you or be irritated by your loud manners. • Move 2 places forward.
<p>Q8 If you want to make friends, what should you do if other children want to do something else than what you planned to do?</p>	<p>A8 Try to do something that the others like for a chance and try to enjoy it with them.</p> <p>Move 4 places forward.</p>
<p>Q9</p> <ul style="list-style-type: none"> • Is it important for good friendships to take care of yourself and see to a fresh breath? • Why? 	<p>A9</p> <ul style="list-style-type: none"> • Yes, move 1 place forward • It is annoying to be with someone who does not smell well. <p>Move 3 places forward.</p>
<p>Q10 What will happen if you are bossy and always pretend to know the best?</p>	<p>A10 You will loose your friends.</p> <p>Move 2 places forward.</p>

<p>Q11 What can you do to get to know and understand someone better?</p>	<p>A11 Ask the person about things he/she likes and listen well to what he/she says OR Do things together with the person</p> <p>Move 4 places forward.</p>
<p>Q12 Peter always wants to be better than other people. Why does he need to at least appear to be better than others?</p>	<p>A12 He might not feel very good about himself and if he can always prove to be better than others, it might help him to feel better about himself.</p> <p>Move 6 places forward.</p>
<p>Q13</p> <ul style="list-style-type: none"> • Is it necessary to always answer others questions to you honestly? • Why? 	<p>A13</p> <ul style="list-style-type: none"> • Yes, move 1 place forward. • Others will understand you better and you don't have to cover for lies all the time. <p>Move 2 places forward</p>
<p>Q14 Why is it important not to always be the best, but also give other friends a chance to win or to be the best?</p>	<p>A14 If you give others the opportunity to also feel good about themselves, they will like to be with you.</p> <p>Move 4 places forward.</p>
<p>Q15 Name one example of an incident where someone laughs at the wrong time and irritates others.</p>	<p>A15 To laugh while someone tells a sad or rather serious story, or something important or sensitive to him/her OR To laugh at someone for whom others feel sorry or whom other really love.</p> <p>Move 4 places forward.</p>

<p>Q16 Why do one make more friends if you enjoy life and see the good in most things?</p>	<p>A16 Children enjoy being with others who are happy – it helps them to feel happy too. Move 4 places forward.</p>
<p>Q17</p> <ul style="list-style-type: none"> • How many friends will you have if you are always negative and complaining? • Why? 	<p>A17</p> <ul style="list-style-type: none"> • very few Move 1 place forward. • It is bad to be with someone who is always unhappy and complaining about everything. Move 3 places forward
<p>Q18 Why do you make friends easier if you have good manners like to say thankyou and please?</p>	<p>A18 Friends will feel as if you have respect for them OR They will not feel ashamed of you when you are in their company. Move 5 places forward.</p>
<p>Q19 Give an example of:</p> <ul style="list-style-type: none"> • Giving a compliment to someone – saying something you like or appreciate of someone else, honestly. • Give a compliment to someone in the group. 	<p>A19</p> <ul style="list-style-type: none"> • Move 3 places forward. • Move 2 places forward.
<p>Q20 Why do people not like to be interrupted while they are speaking?</p>	<p>A20 They don't feel that you are listening to them OR they cannot finish what they want to say. Move 3 places forward.</p>

<p>Q21 Why will you not make friends easily if you try too hard?</p>	<p>A21 Then you are not truly your self anymore and the children will notice this.</p> <p>Move 4 places forward.</p>
<p>Q22 What will happen if you feel hurt everytime when you are criticised or when others don't like what you do or say?</p>	<p>A22 Children would not like to be your friends anymore, because you are always mad at them.</p> <p>Move 4 places forward.</p>
<p>Q23 Why should you always treat others in the same way you would like them to treat you?</p>	<p>A23 Then you treat others in the best way you know. They will like you more and would like to be your friends.</p> <p>Move 4 places forward.</p>
<p>Q24 Will it help to assist others with their schoolwork, without doing everyting for them - if you want to be friends with them?</p>	<p>A24 Yes</p> <p>Move 1 place forward.</p>
<p>Q25</p> <ul style="list-style-type: none"> • what will happen if you always expect others to apologise to you and understand how you feel? • why? 	<p>A25</p> <ul style="list-style-type: none"> • You will loose friends - move 1 place forward • It is not nice to always feel sorry for someone else - move 3 places forward.

<p>Q26 * Will you make friends or loose friends if you: Are willing to borrow your glue and pens to others, but see to get it back again because it is good to take care of your belongings? * Why?</p>	<p>A26 * You will make friends. Move .1 place forward. * You help others and take care of your own belongings so you do not feel disappointed in others later. Move 3 places forward.</p>
<p>Q27 What will happen if you speak badly about your friends to feel part of the other group of people too or to feel better about yourself?</p>	<p>A27 No one will trust you anymore, because the other group of children will see that you speak badly about your friends and will do the same with them. Move 5 places forward.</p>
<p>Q28 Why does it help to smile and great others in a friendly way if you get to school and does not feel like it?</p>	<p>A28 Others will feel good to be around you because you make them feel special - you will also start to feel better. Move 4 places forward.</p>
<p>Q29 Noem 'n voorbeeld van wanneer jy vir ander se hoe jy voel en hoekom jy so voel as dit moontlik is.</p>	<p>A29 If someone says something that hurts you, you can tell that person that you feel hurt by what he/she have said, then you don't ashame him/her but he/she will know that you feel unhappy. Move 5 places forward.</p>
<p>Q30 Why would you prefer to be with others who are excited about what happens in school and who usually enjoys things?</p>	<p>A30 It makes you feel good too. Move 4 places forward.</p>

APPENDIX 3 OF SESSION 9
QUESTION CARDS OF SNAP CARD GAME
(AFRIKAANS AND ENGLISH VERSIONS)

AFRIKAANS VERSION

<p>1 Jou goed met ander deel. (vriende maak)</p>	<p>2 Skinder (vriende verloor)</p>
<p>3 Asem sleg ruik (vriende verloor)</p>	<p>4 Die lewe geniet (vriende maak)</p>
<p>5 vriendelik groet (vriende maak)</p>	<p>6 Te veel praat (vriende verloor)</p>
<p>7 Hou van die mense in jou klas (vriende maak)</p>	<p>8 Voel maklik kwaad (vriende verloor)</p>
<p>9 Luister mooi na wat ander se. (vriende maak)</p>	<p>10 Wil altyd graag wen (vriende verloor)</p>

<p>11 Vergeet gereeld om tande te borsel</p> <p>(vriende verloor)</p>	<p>12 Lag altyd die hardste</p> <p>(vriende verloor)</p>
<p>13 Wil he ander moet doen waarvan jy hou</p> <p>(vriende verloor)</p>	<p>14 Glo nie aan asseblief en dankie se vir kinders nie</p> <p>(vriende verloor)</p>
<p>15 Onthou kinders se name</p> <p>(vriende maak)</p>	<p>16 Vertel nie altyd vir die onderwysers van die kinders se stoutighede nie</p> <p>(vriende maak)</p>
<p>17 Weet nie wanneer jou vriende verjaar nie.</p> <p>(vriende verloor)</p>	<p>18 Maak valentynskaartjies vir almal in jou klas.</p> <p>(vriende maak)</p>
<p>19 Gee ander eerste 'n kans</p> <p>(vriende maak)</p>	<p>20 Vertel vir ander dat dit lekker is om iets saam met hulle te doen</p> <p>(vriende maak)</p>

ENGLISH VERSION

<p>1 Share your things with others</p> <p>(Make friends)</p>	<p>2 Gossip</p> <p>(Loose friends)</p>
<p>3 Having bad breath</p> <p>(Loose friends)</p>	<p>4 Enjoy life</p> <p>(Make friends)</p>
<p>5 Greet others friendly</p> <p>(Make friends)</p>	<p>6 Speak too much</p> <p>(Loose friends)</p>
<p>7 Like the other children in your class</p> <p>(Make friends)</p>	<p>8 Feeling angry regularly</p> <p>(Loose friends)</p>
<p>9 Listen well to what others say</p> <p>(Make friends)</p>	<p>10 Always wanting to win</p> <p>(Loose friends)</p>

<p>11 Forget to brush your teeth</p> <p>(Loose friends)</p>	<p>12 Always laugh the loudest</p> <p>(Loose friends)</p>
<p>13 Want others to do what you like to do</p> <p>(Loose friends)</p>	<p>14 Do not believe in saying please and thankyou to other children</p> <p>(Loose friends)</p>
<p>15 Remember other children's names</p> <p>(Make friends)</p>	<p>16 Don't always tell teachers about the mistakes of other children</p> <p>(Make friends)</p>
<p>17 Do not know the birthdays of your friends</p> <p>(Loose friends)</p>	<p>18 Make valentines cards to all the children in the class</p> <p>(Make friends)</p>
<p>19 Give others a chance to be first</p> <p>(Make friends)</p>	<p>20 Tell others that you like doing things with them</p> <p>(Make friends)</p>

APPENDIX 4 OF SESSION 9

SNAP CARDS OF SNAP CARD GAME – ENGLISH AND AFRIKAANS VERSIONS

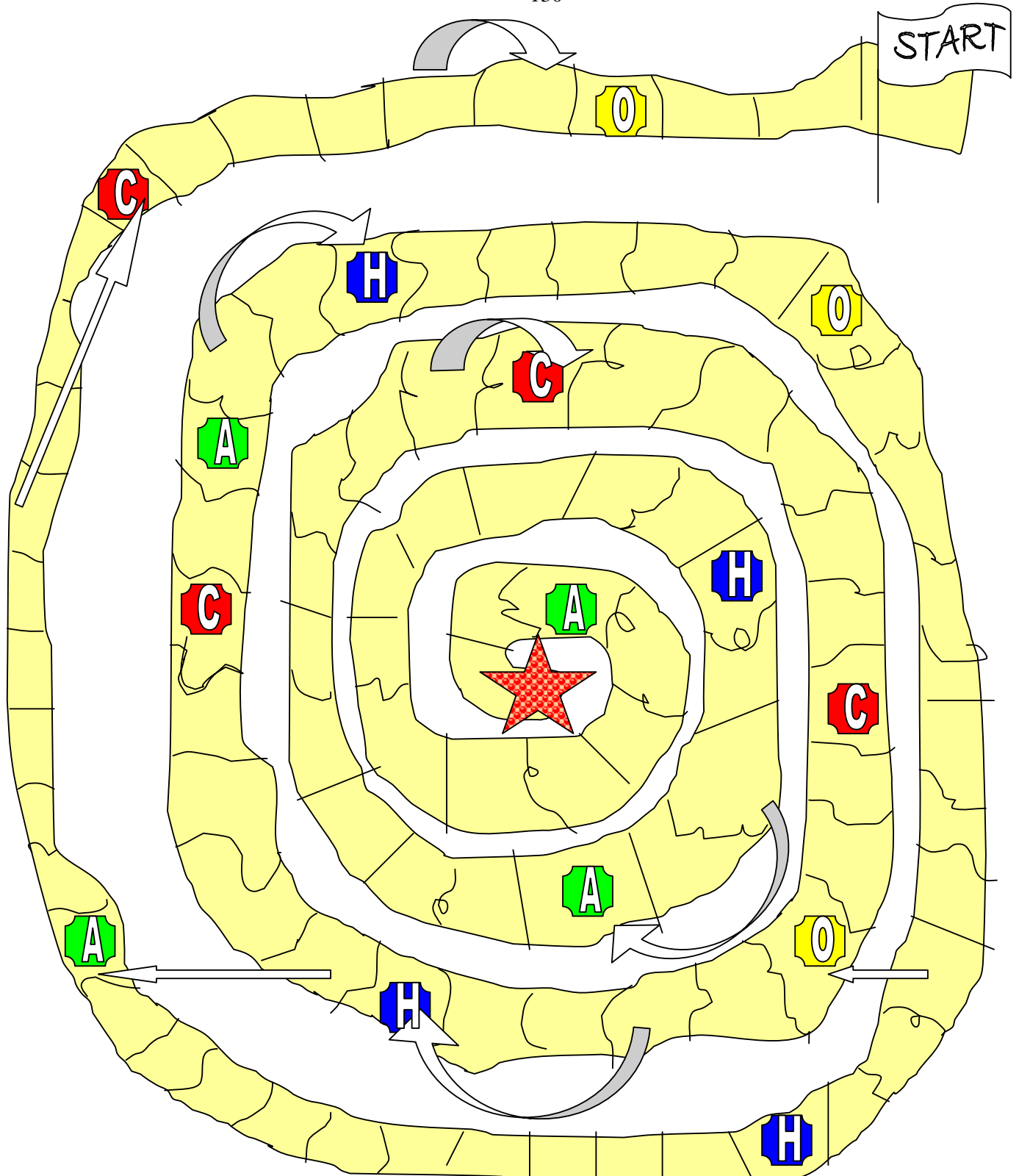
COPY “LOOSING FRIENDS” CARDS ON RED CARDBOARD

COPY “MAKING FRIENDS” CARDS ON GREEN CARDBOARD









LOSING friends	vriende VERLOOR
LOSING friends	vriende VERLOOR
LOSING friends	vriende VERLOOR
LOSING friends	vriende VERLOOR
LOSING friends	vriende VERLOOR

MAKING friends	Vriende MAAK
MAKING friends	Vriende MAAK
MAKING friends	Vriende MAAK
MAKING friends	Vriende MAAK
MAKING friends	Vriende MAAK

APPENDIX 5 OF SESSION 9
FRIENDSHIP PUZZLE BOARD GAME – REPRODUCABLE BOARD MASTER
IT WORKS BEST IF ENLARGED TO A3 SIZE, COPIED IN COLOUR AND
LAMINATED



APPENDIX 6 OF SESSION 9
OBSTACLE CARDS – QUESTIONS / TASKS
ENGLISH AND AFRIKAANS VERSIONS ON SAME PAGE

 <p>OPINION CARD: What do you think of: Reporting children who fight to a teacher.</p>	 <p>OPINION CARD: What do you think: It necessary to get angry sometimes.</p>
 <p>OPINIE KAART: Wat dink jy: Is dit reg om kinders wat baklei te raporteer?</p>	 <p>OPINIE KAART: Wat dink jy: Dit is nodig om somtyds kwaad te word.</p>
 <p>OPINION CARD: What do you think of: Their should be fights in a family.</p>	
 <p>OPINIE KAART: Wat dink jy: Daar moet soms baklei word in 'n gesin.</p>	

SPEAK FROM THE HEART CARD:

What is the most valuable thing that you would like to have now?

PRAAT UIT DIE HART KAART:

Wat is die waardevolste ding wat jy nou graag sou wou he?

SPEAK FROM THE HEART CARD:

What is the one thing that really scares you?

PRAAT UIT DIE HART KAART:

Wat is die ding wat jou die bangste maak?

SPEAK FROM THE HEART CARD:

What wish should come true to make you the happiest ever?

PRAAT UIT DIE HART KAART:

Watter wens moet waar word om jou die gelukkigste te maak?

SPEAK FROM THE HEART CARD:

What thing in school makes you the most unhappy?

PRAAT UIT DIE HART KAART:

Wat is die ding in die skool maak jou die ongelukkigste?

APPRECIATION CARD:

What do you like most about the person on your left hand side?

WAARDERING KAART:

Van wat van die persoon aan jou linkerkant hou jy die meeste?

APPRECIATION CARD:

Say one good thing about the person on your right?

WAARDERING KAART:

Se een goeie ding van die persoon aan jou regterkant?

APPRECIATION CARD:

What do you like most about coming to the group meetings?

WAARDERING KAART:

Wat van die bywoon van die groepsessies is vir jou die beste?

APPRECIATION CARD:

If you could say thank you for one thing today, what will it be?

WAARDERING KAART:

As jy vandag vir een ding kan dankie se, wat sal dit wees?



CONFLICT CARD:

What will you do if your best friend suddenly plays with someone else?



KONFLIK KAART:

Wat sal jy doen as jou beste maat skielik met iemand anders speel?



CONFLICT CARD:

What will you do if you did something wrong and your parents are mad at you?



KONFLIK KAART:

Wat sal jy doen as jy iets verkeerd gedoen het en jou ouers is kwaad vir jou?



CONFLICT CARD:

What will you do if your friends are saying bad things about you?



KONFLIK KAART:

Wat sal jy doen as jou vriende slegte goed van jou se?



CONFLICT CARD:

What will you do if you are new in a class and don't know anyone, while all children seem to know each other?



KONFLIK KAART:

Wat sal jy doen as jy nuut is in 'n klas en niemand ken nie endit lyk of al die ander kinders mekaar ken?

APPENDIX 7 OF SESSION 9
STORY (ENGLISH VERSION)

Sam's bully

Sam Strydom is very worried. "Rat" Raymond, the class's bully is nasty with his friends. The big boy calls himself "Rat", because he likes to frighten the little "mice" in his class. Nobody likes Rat Raymond. "Hey, run away! You are all afraid of me!" yells Rat when the children run away. It makes Sam very angry that Rat is so mean with the other children. But nobody can change Rat, or what?

During that evening Sam prayed to God to help him to know how to handle Rat and stop him from bullying him and his friends. Rat breaks all the rules, but God is still better than him. Do you think God can help Sam? Rat is twice as big as himself.

The next day at school Sam felt very brave. During break time he went straight to Rat and asked him whether he would like to share his cookie with him, because it was one of the children in the class's birthday and Rat did not take part in the party. Sam asked Rat whether he would like to be his friend. Rat stared at Sam and could not believe his eyes. He said, "nobody ever wanted to be my friend before. Thank you and my real name is Rick." The big old bully disappeared and Sam found that Rick is really a very friendly person. And what did Sam also learn? No problem is too big for God to help out with. If we want to change a nasty person, it always helps to be friendly.

(Lingo & Parks, 2002:89-90)

APPENDIX 8 OF SESSION 9
STORY (AFRIKAANS VERSION)

Sampie se boelie

Sampie Strydom is bekommerd. “Rot” Raymond, die klas se boelie, pik op sy vriende. Die groot seun noem himself “Rot”, want hy hou daarvan om al die bang “muise” in sy klas te terg. Niemand hou van Rot Raymond nie. “Toe, hardloop julle almal weg! Almal is bang vir my!” skree Rot wanneer die ander kinders vir hom weghardloop. Dit maak Sampie baie kwaad dat Rot so gemeen met die ander kinders.

Daardie nag bid Sampie dat God hom moet help om te weet wat omtrent die probleem te doen. Rot breek all reëls, maar God is steeds beter as hy. Wat kon Sampie doen? Sal God vir Sampie help, selfs al is Rot twee keer so groot soos hy?

Die volgende dag voel Sampie baie dapper. Pouse loop hy reguit na Rot Raymond toe en bied vir hom ‘n koekie aan. “Hierso, Rot, dis vir jou. Ek wil graag jou vriend wees as jy my sal toelaat.” Rot staar na Sampie. “Niemand wou nog ooit my vriend wees nie,” sê hy. “Dankie! En my regte naam is Rick.”

Die groot ou boelie het verdwyn en Sampie vind uit dat Rick eintlik ‘n gawe ou is. En wat het Sampie nog geleer? Geen problem is te groot vir ons God nie. Kyk net wat kan gebeur wanneer ons sy liefde deel.

(Lingo & Parks, 2002:89-90)

**APPENDIX 9 OF SESSION 9
SESSION OVERVIEW AND REMINDER**

OVERVIEW OF SESSION 9 – FRIENDSHIP AND COMMUNICATION

- **HOW TO BE A GOOD FRIEND AND SHARING OPINIONS AND FEELINGS ABOUT DIFFERENT TOPICS BY PLAYING A VARIETY OF BOARD GAMES.**
- **NB – PLEASE NOTE: WE STILL HAVE THREE SESSIONS TO COMPLETE THE PROGRAMME. THE LAST SESSION WILL THUS TAKE PLACE ON MONDAY, 1 AUGUST, FROM 15:00 TO 17:00. LET ME KNOW IF THIS IS A PROBLEM.**

* **NEXT SESSION: DATE:** _____ **TIME:** _____

* **PLEASE NOTE:** _____





**SESSION 10
BEING FLEXIBLE...AND RESILIENT -
PERSEVERENCE**

GENERAL POINTS TO REMEMBER

The following are some of the difficulties to be addressed in a session about flexibility and resilience. Two types of topics are included in this session based on the following definition of resilience: It is the universal ability of a person, group or community, which encourage them to prevent and / or overcome the negative consequences of discouraging life events (International Resilience Project in Le Roux & De Klerk, 2003:81). In this programme resilience will thus be handled as the necessary skills to cope with others' who are different from them selves and to be flexible enough to cope in situations, which are not as good as expected.

Things don't always go the way we want them to. This session focuses on how to accept this and find creative alternatives.



- Still focusing on the relationship between therapist and group members. Healing experience of hugs and touch continued. Also focusing on building a relationship between each other, this may increase with communication exercises
- Sensory awareness exercise should increase awareness and contact with self
- Finding ways to cope with the unexpected setbacks in life
- The importance of being in control of how we handle these things
- VERY IMPORTANT – We are strong enough to handle this!
- Some ideas on how to cope with setbacks – being flexible and resilient!



- Sensory exercises – feeling, smelling, tasting, seeing – thus many senses connected to thoughts and feelings
- Biblio-play – brainstorm on white board
- Creative exercises – creating business cards
- Dialogue



MATERIAL NEEDED:

- CD's with sounds or other material to create sounds – sensory exercise
- Peaceful, nostalgic music like pan pipe
- Crayons / colour pencils
- White board and markers / big paper and pens / black board and chalk
- Small cards like business cards
- Colouring material to create cards
- Some paper and drawing material for optional exercise – save place etc.



1. Welcome of all group members

- Technique: Dialogue and touch as sensory awareness technique

Start the session with a welcome greeting and informal conversations to strengthen relationships, especially between the therapist and group members. To establish sensory awareness and the healing experience of touch, the therapist continue to hug or touch each child when they are greeted. Welcome also includes the introduction of the feeling theme. Life books are also shown to each other and a quick discussion of what has been done in the life books are done. One or two more categories are given for homework for the next time.

2. Sensory awareness exercise – to increase awareness of feelings

- Technique: Listening

In this exercise the CD-set, “Moods of Nature” (Elap Music, 1996) will be used. Three different CD’s will be used. The beginning of each CD has sounds of nature on. The following CD’s will be used: “The Tropical Rain Forest” for bird sounds, “The Eye Of The Storm” for wind and thunder, and “The Rhythm Of The Waves” for sounds of the ocean. The sounds will be played on a CD player and the children will be asked what they heard and how it made them feel.

In cases where such recordings are not possible, children can do the following and each time identify what they heard and how it made them feel: hold a cup to their ears, close their ears with their hands, listen to the sounds around while closing their eyes, listen to any music, the therapist can bang something, blow a whistle, let the air out of a balloon without the children seeing it, shake a bunch of keys, ring a bell or use any other thing to create interesting sounds – the therapist can use his own creativity and preferences here.

3. **Listing all things that can go wrong...**

- Technique: Dialogue, brainstorm

The therapist can use a black board, white board or big piece of paper to write down as the children brainstorm. The therapist asks the children to list as many things that can possibly go wrong in a day in their lives.

Explain that our lives are not always as we want it to be. Small things go wrong as well as very big things. We all have the ability though to cope with this. Ask the children what we need to cope. Help them to reach answers like they will not give up, other people to help us and some self-help or self-nurturing things.

4. **Imaginary exercise – “worst thing that can happen to me now”**

- Technique: imaginary / day dream exercise

The therapist plays soft, preferably nostalgic / sad music – pan flute might help. The children close their eyes. The therapist does some conscious breathing and a very quick progressive relaxation exercise with them. They then need to imagine the worst thing that can happen to them. Make them aware of their awareness of their senses, like how would their bodies feel. They should also be aware of their feelings and how they react as well as what they think. To summarise the following should be brought to their awareness:

- Physical reaction
- Feelings
- How they react – behavioural reaction

5. **How to handle a set back**

- Technique: Dialogue, creative

The main ideas to handle these unforeseen things are the following:

- Mourn and do some self-nurturing
- DECIDE – I WILL NOT GIVE UP
- Find the resources in yourself – get up and be positive
- Find other resources and use it, like friends, parents, teachers, money etc.

A practical exercise like the following can be used to emphasise not giving up and the use of self-nurturing:

- Making a banner or reminder cards

If small cards are available or if the therapist can cut small cards as big as business cards, it works well. Ask the children to design “I will not give up” and “something valuable about themselves that will help them to cope” cards. They can use writing or diagrams or a drawing on them. These they should use as bookmarks, stick it in their diaries or on their desks or in their rooms.

- Drawing a safe place or any other special thing for self-nurturing

If time allows, children can also draw their safe place or a special thing they can use as self-nurturing. They can even cut a picture from a magazine for this exercise.



**APPENDIX ONE OF SESSION 10
SESSION OVERVIEW AND REMINDER**

OVERVIEW OF SESSION 10 – BEING FLEXIBLE AND RESILIENT

- **LIFE IS NOT ALL WELL – HOW TO HANDLE UNEXPECTED SETBACKS IN LIFE.**
- **FINDING OWN RESOURCES AND THE ABILITY NOT TO GIVE UP**

* **NEXT SESSION: DATE:** _____ **TIME:** _____

* **PLEASE NOTE:** _____





SESSION 11
MAKING A CHOICE FOR HAPPINESS

GENERAL POINTS TO REMEMBER

In this session the Gestalt concept of “responsibility for one’s own life” will be emphasised. Here it will be applied to happiness as a choice. It is important here that the children understand that they are not obliged to only feel happy. All emotions / feelings are acceptable. Being happy and positive towards life can help a lot though to develop as a person and to enjoy life. If one enjoys things, you perform better. Happiness can thus be a driving force.



- Still focusing on the relationship between therapist and group members. Healing experience of hugs continued. Also focusing on building a relationship between each other, this may increase with communication exercises.
- Sensory awareness exercise should increase awareness and contact with self.
- Understanding that happiness is a choice – taking responsibility for one's own life.
- The value of happiness.
- Some skills to help us to be happy.
- MOST IMPORTANT – Happiness comes from inside, it is a choice. It is not the consequence of life happenings.



- Sensory exercises – feeling, smelling, tasting, seeing – thus many senses connected to thoughts and feelings.
- Creative exercises
- Dialogue



- Chocolate for tasting – sensory exercise
- Crayons / colour pencils
- White board and markers / big paper and pens / black board and chalk
- Small cards like business cards
- Colouring material to create cards
- Some paper and drawing material for optional exercise – save place etc.



1. Welcome of all group members

- Technique: Dialogue and touch as sensory awareness technique

Start the session with a welcome greeting and informal conversations to strengthen relationships, especially between the therapist and group members. To establish sensory awareness and the healing experience of touch, the therapist continue to hug or touch each child when they are greeted. Welcome also includes the introduction of the feeling theme. Journals are also shown to each other and a quick discussion of what has been done in the journals are done. One or two more categories are given for homework for the next time.

2. Sensory awareness exercise – to increase awareness of feelings

- Technique: Tasting

The group will taste some chocolate and share the feelings associated with this taste.

3. What makes us happy?

- Technique: Collage

The therapist provides the group with some old magazines, scissors, an A3 paper or A2 poster and glue. The group needs to find pictures of things that will make them happy, cut it out and stick it on the poster.

4. Happiness is our own choice.

- Technique: Story

The therapist tells the children a story about someone who chose to be happy and of someone who has all the things that could make him happy, but still is not. Afterwards the children need to answer on what makes the one person happy and the other unhappy. If they don't get the message right, explain to them that that person made himself happy. He did not rely on things from outside. No matter what the circumstances are, we can still choose to be happy. It is a choice to use all those things on the poster to be happy.

5. Applying the technique to our lives

● Technique: Dialogue

The group can use one volunteer to share a time when he/she is or was not happy. The rest of the group can now give ideas on how to choose happiness. It can include the following:

- Changing thinking
- Find feel good things to do – treat yourself
- Use friendly behaviour like smiling and greeting others
- Give yourself a short while to mourn or be sad and cry and then start to do the happy things again.

6. Closure

● Technique: Biblio play

The therapist hand each group member a small piece of paper. Each member needs to draw a smiling face on it. Then each one will receive some prestic. They are instructed to paste this smiling face to a place where they will easily see it each morning. This should be a reminder to them to choose to be happy through the day.

7. Self-nurturing

Each group member writes something good about another group member on a piece of paper. On another piece of paper they need to write something good about themselves. They should carry their compliments with and hand the other members' compliments to the therapist. The therapist hands each one's compliment over to them as they leave.

If the group suffers to write compliments to others, the therapist can write something down of each one of them and hand it to them as they leave.



**APPENDIX ONE OF SESSION 11
SESSION OVERVIEW AND REMINDER**

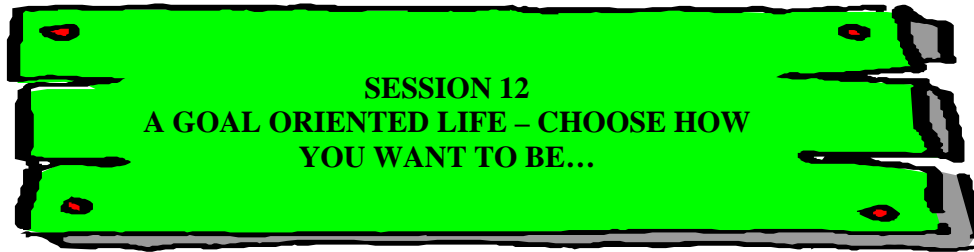
OVERVIEW OF SESSION 11 – BEING HAPPY IS MY RESPONSIBILITY

- **LIFE IS NOT ALL WELL – HOW TO HANDLE UNEXPECTED SETBACKS IN LIFE- REPEAT**
- **WE HAVE A CHOICE – WE CAN CHOOSE TO BE HAPPY!!!!!!**

*** NEXT SESSION: DATE: _____ TIME: _____**

*** PLEASE NOTE: _____**





INTRODUCTION

A parent of two teenage boys once said that his boys are participating in a variety of activities, but they are not very good in any one thing. They don't have something that really drives them. It seems as if they don't have a passion. "A life without passion would be a dull wasteland of neutrality, cut off and isolated from the richness of life itself." (Goleman, 1996:56) Goleman (1996:56-57) also states that there should be a balance, because extreme emotions "undermine or stability". This programme relates having a passion for life to a goal-oriented life. It is reasoned that if a child has a goal to work and live to, it can be a passion, which energises the child and which gives richness to his life. Vermeulen (1999:135) relates a goal-oriented life to the Gestalt principle of responsibility. She states: "Remember that if you aren't in control of your life, someone else will be for sure...In this ever-changing world goals are vital ... and Goals focus our attention; and instead of allowing distractions or excuses to side-track us, we find purpose in getting on with a job" (Vermeulen, 1999:135). Covey (1998:76) relates to this, saying "I am taking charge of me – and not blowing in the wind anymore!".

If the children who participate in this programme can be motivated to find a goal for their life and reach for that goal with passion, they would surely find hope (Goleman, 1996:86-87) and be able to live life happily. They will have an internal driving force empowering them to reach their full potential and be happy, energetic children.



- Sensory awareness to increase awareness of self
- Conclusion of the programme
- Making the group members aware of the importance of having a goal
- Finding a goal relating to the self and the knowledge gained through the programme
- Applying this to life
- Decide on the form of the last exercise of the programme



- Sensory awareness
- Movement – awareness of a goal-oriented life
- Creative – designing flags and business cards
- Dialogue – discussions on goals, objectives and life books



- A variety of different pieces of cloth, including a piece of soft leather, rough material like hessian, cotton, silk. One or two pieces of cloth more than the number of group members
- Cotton material squares, 30cm by 30cm
- Thin dowl sticks
- String
- Scissors
- Oil pastels or fabric paint
- Small cards, looking like business cards



1. Welcome to all group members

- Technique: dialogue, touch

All group members are greeted with hugs or touching and informal conversations should be used to find out how they feel and what their energy levels are like. During this part of the session the therapist should introduce the theme of having a goal in life. During this informal part, the group members should also share the last part of their life books. This part includes important knowledge about the self, because the heading of the last section starts with “I am”. A discussion on who they say they are is already important for the necessary self-knowledge to complete the section on having a goal in life.

2. Sensory awareness exercise

- Technique: sensory exercise, touch

The therapist puts different pieces of cloth in a container or bag. The children need to take a piece of cloth without looking at it. They all need to keep their eyes closed. They should be instructed to feel what the piece of cloth feels like and try to remember it. Hereafter they all receive a piece of A4 paper and a variety of colouring material, like oil pastels, wax crayons, colouring pencils and cokies. All group members need to represent what they have felt on the paper. They should also do it in a colour that fits what they have felt. After this the group members each one gets the opportunity to explain what he felt, how he represented it and what type of feeling this reminds him of.

3. Introduction to the theme

- Technique: movement, using senses

This exercise has the following two parts:

Part one:

The therapist instructs all group members to go somewhere in the room. After about 10 to 15 seconds he should tell them to stop. The therapist can now ask the children whether they knew which way to walk and whether they have reached a specific planned goal.

Part two:

The therapist asks all group members to close their eyes where they are standing. They should all think about their favourite colour. After this they should open their eyes and look around in the room to find that colour or another colour, which is the nearest to that one, if their favourite colour is not represented in the room. The children should then be instructed to go to that colour and touch it. The questions of part one should then be repeated.

The group can gather again and quickly discuss the difference between these two experiences and how it can be applied to their lives. If the children do not understand the application to their lives the therapist can help them. The following is an example of the explanation:

If we don't have a goal in life, we don't really know what to do with the talents we have. We just do anything and might miss a lot of opportunities to find and use our talents. We might just drift along with the rest of the world and never feel really happy, because we don't experience ourselves as someone special. If we have a goal for our lives, we know what we want to be and what we want to do to get that. We can then find different talents to use to reach our goals.

The children can give examples of a goal to have. It is important that the therapist relates having a goal to having a dream for yourself.

4. Creating a symbol of your goal

● Technique: Creative techniques, dialogue

The therapist should now do a quick relaxation exercise and some conscious breathing as described in previous sessions. The goal of this procedure is to bring the children in close contact with their selves again. They should then be informed to think what they have learned about themselves through this programme, especially during the DISC and creative cookies sessions. They should then think what they would really like to achieve during the next year. This can be related to sport, schoolwork, relationships or their own personalities or processes. The children should be informed to keep this dream in mind and open their eyes. Each group member should now receive a piece of cloth, some string, a dowl stick and the group should share oil pastels and scissors. The group members should now be informed to create a flag that represents their dreams. They can first design it on paper and draw their designs with oil pastels on the piece of cotton. They can use the scissors to make holes in the cloth to be able to tie it to the dowl sticks with the pieces of string. They can be free to create their own ideas of attaching their flags to the "poles" too.

After the creative designs are finished, the whole group should share their designs by explaining the design and what it resembles.

5. Deciding on at least one objective to reach the goal

- Technique: Creative techniques, dialogue

The therapist can now explain to the children that a dream will stay only a dream if they don't make a practical plan to reach that dream. They should therefore decide on things to do from now on that will help them to reach their dreams. Each group member should then have the opportunity to think of one thing that he can start to do in the following month to help him to reach his dream. This thing should be represented on a small card, handed out by the therapist. This business card of their first objectives should be kept with them, either by putting it up somewhere in their rooms or by keeping it in their pencil cases or diaries.

6. Conclusion

- Technique: Dialogue

The therapist should inform the group members that the next session will be their final session. During this session they might receive a quick post-test or re-assessment of their levels of emotional intelligence. The children should also decide what they want to do during their last contact session. They can have group party or can repeat a session, which they really enjoyed, like the creative cookies one. They should quickly decide what each member need to bring with to the session before they leave.

Each child receives the last session overview, which also informs their caretakers of the end of the programme and the final session. They are also informed that they will receive a progress report on their child through the mail after the last session.



**APPENDIX 1 OF SESSION 12
SESSION OVERVIEW AND REMINDER**

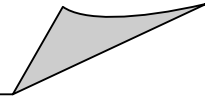
OVERVIEW OF SESSION 12 – MY GOAL IS

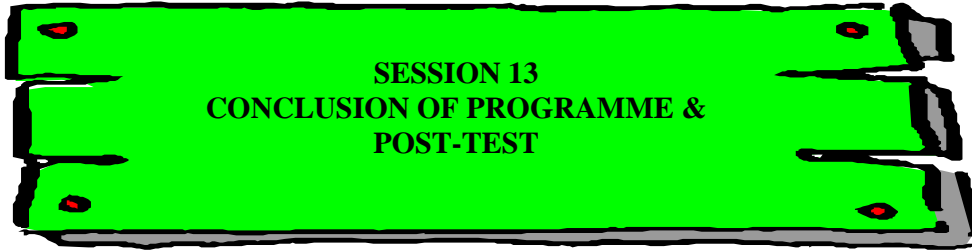
- **SETTING GOALS ON HOW WE WANT TO BE – SOMETHING TO WORK ON**
- **IT IS IMPORTANT TO TRY TO BE THE WAY WE REALLY ARE – OUR TRUE SELVES!**

* **NEXT SESSION: DATE:** _____ **TIME:** _____

* **PLEASE NOTE:** _____

-





**SESSION 13
CONCLUSION OF PROGRAMME &
POST-TEST**



- The goal of this session is to terminate the programme with positive experiences
- The post-test if necessary should be included during the first part of the session, followed by the group's chosen fun activity



This programme does not provide a specific structure of the techniques and content of this last session. The therapist using the programme makes his own choice on a technique to use for re-assessment or a post-test. The group members should lead the therapist on what to do during this final contact session.

APPENDIX 1 OF SESSION 13
EXAMPLE OF A FEEDBACK REPORT TO USE AS A GUIDELINE

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FEEDBACK REPORT – EMOTIONAL INTELLIGENCE PROGRAMME

(Time span: _____)

STRICTLY CONFIDENTIAL

1. BIOGRAPHICAL INFORMATION

Name and Surname: _____
Date of Birth: _____
Chronological age: _____
Date of assessment: _____

2. GOAL AND OVERVIEW OF PROGRAMME

The goal of this programme _____

During the first assessment or initial interview _____ seemed to experience difficulties because of _____

She thus needed some help with emotional intelligence, which could be enhanced using this programme, wich mainly focused on emotional related processes.

The programme’s main goal was self-awareness – a good understanding of the self, strengths and abilities. According to the theory of Gestalt therapy, a person has the ability to heal one self if you are aware of the things that disturb your balance. This includes a good understanding of the self as a whole and the interrelationship of emotions, cognition and the physical self. Furthermore the programme also attempted to teach the children to take responsibility for their own lives, especially their own happiness. One or two sessions were spent on social skills, in this case how to make friends.

3. RESULTS

3.1 Behaviour style / personality traits

Part of the process to learn more about the self included a DISC assessment right in the beginning of the programme. After the assessment a fun feedback session covered the first part of the process towards increased self-knowledge. The following is _____'s DISC behaviour style / personality traits profile:

_____’s basic style, thus when s/he is at home and does not have to adapt is the _____type. At school or other situation when s/he needs to adapt a little s/he is the _____ type.

In the group situation, _____ seemed to show his/her _____ style.

The following is a short summary of this behaviour style according to Rohm & Carey (1998:318)

3.2 Results of the re-test after the programme

Concerning the re-test,_____

_____.

4. CONCLUSION

I hope that the information you got from this report might help you to understand_____’s character and needs a little better. I can conclude her progress with the following:_____

The following are some recommendations for assistance in future:_____

Thank you again for your participation in this emotional intelligence programme.

Yours sincerely.

Programme presenter

**APPENDIX 2 OF SESSION 13
OVERVIEW OF SESSION**

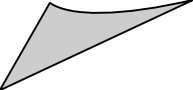
OVERVIEW OF SESSION 13 – TERMINATION OF PROGRAMME

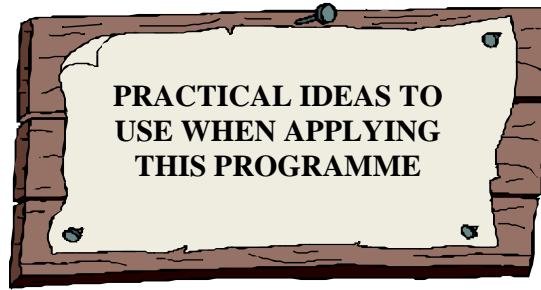
- **POST-TEST / RE-ASSESSMENT OF EMOTIONAL INTELLIGENCE**
- **FUN ACTIVITIES CHOSEN BY THE CHILDREN THEMSELVES**

* **NEXT SESSION: DATE:** _____ **TIME:** _____

* **PLEASE NOTE:** _____

-





- use a shoebox or plastic container as a “tool box”. Fill it with scissors, pens, pencils, white board markers, glue, prestic etc.
- Put all the accessories of the Friendship puzzle boardgame in a shoebox or plastic container. Mark the box or container clearly. Also print the rules and add it to the content of the box.
- Always start the content of the sessions before or after the sensory exercise with a presentation of the life books – it should not be neglected.

**VISUAL IMAGES OF THE
PRACTICAL IDEAS
STATED ON THE
PREVIOUS PAGE**





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