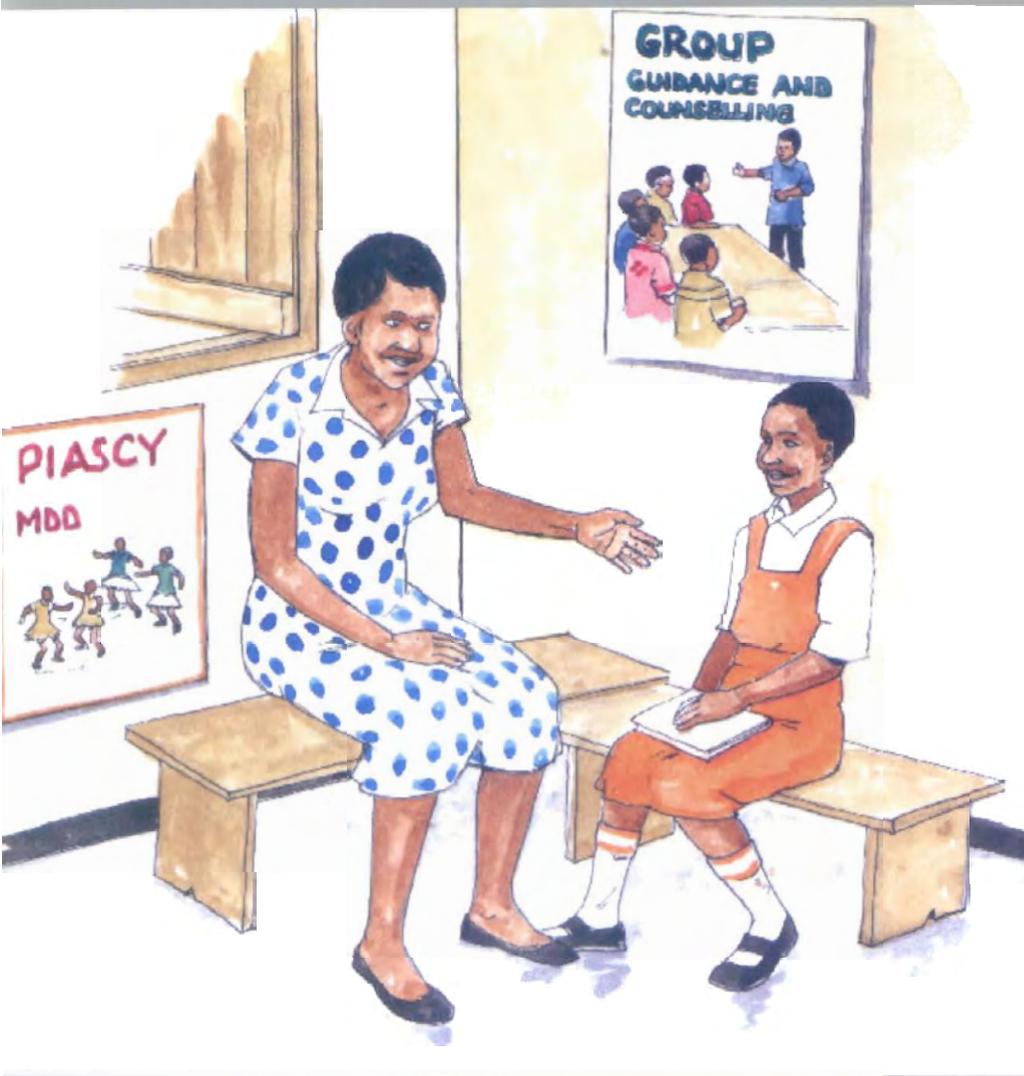




THE REPUBLIC OF UGANDA
MINISTRY OF EDUCATION AND SPORTS



A RESOURCE BOOK FOR PRIMARY SCHOOL GUIDANCE AND COUNSELLING

THE THERAPEUTIC PLAY



BASIC EDUCATION
AND
POLICY SUPPORT
(BEP9)



USAID

Therapeutic Play

A Resource Book for Primary School Guidance and Counselling



Ministry of Education and Sports

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Preface

The documentation of local plays for use in child Guidance and Counselling for Ugandan schools is a great innovation and the first one of its kind in the country. Child Guidance and Counselling has been practised in the Western Countries for the last half a decade. It is still developing. In Africa, approaches to child emotional and other problems has been more of a collective social support effort, by the extended family members. Schools have been more concerned with academic and moral issues. However, over the last 20 years, other issues have arisen, preoccupying children and overshadowing academic concerns. These issues include, among others; death of one or both parents due to HIV/AIDS or armed conflict; disintegration of the traditional home setting and the extended family or community social support in child rearing. You are, therefore, faced with more than making the children pass their exams, but helping them to mend their fractured emotional and social lives. Child Guidance and Counselling becomes important at this point, and play as a therapeutic medium plays the central role in facilitating the process.

This book is an introduction for you the schoolteachers to aid you communicate, with the children through play media in and outside of the classroom as well as build trusting helping relationship with the children for counselling purposes. It is hoped that pre-service teachers will have the chance to train in Play Therapy and qualify to provide it at a professional level. However, this resource material makes a good foundation.

Acknowledgement

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More appreciation goes to the team from the BEPS/SUPER Project for their cooperation, moral support and participation in the fieldwork, which saw the compilation of these plays. For enriching the final outcome, the efforts of the Nakaseke PTC staff and the DPOs from the Six Core PTCs of Nakaseke, Soroti, Loro, Canon Apollo, Bishop Stuart's and Bulera can not be underestimated. The names of all those whose contributions made this book possible are written hereunder for recognition:

1. Mr. Martin Omagor - Loican
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11. Mr. Mugisha Patrick
12. Mr. Okwi Simon
13. Mr. Kyaligonza Edward
14. Mr. Abraham Were
15. Ms. Jane Serubogo

Final recognition to all those who may have contributed indirectly and whose names can not be mentioned here; and lastly to Mrs. Joy E. Ogutu for her expertise in child psychology, whose technical input gave a professional touch to the use of therapeutic play in primary schools.

Dear Teacher,

This Handbook is specially designed to help you get more acquainted with the use of the local games and play activities within the already scheduled activities of the school, to design Guidance and Counselling interventions. The major emphasis in this Handbook is mainly on:

- play observation and assessment, and
- use of play for therapeutic purposes within the Guidance and Counselling interventions.

PART

ONE

General Information to the Teacher

Introduction

This Handbook was developed out of the local games, plays and activities that have been in existence for sometime. It is an innovative way of helping you to appreciate the invaluable healing benefits that can be derived from what seems to be just-child-pass-time-activities. Schools have had a tendency of thinking that the only way to help a child improve her/his learning performance was by talking about their weaknesses and ways to improve on. Punishing children to make them perform, and sometimes drilling them for long hours with academic assignments under the saying, "practice makes perfect" was also a common practice. Schools have timetabled co-curricular activities that include games, plays and other activities, but their benefits have been more associated with leisure or relaxation from classroom work and a release of excessive energy.

There are many theories of learning that propose various approaches to make a child adapt desirable habits and behaviours to enable her/him to perform well in all spheres of their lives, including the academics. The classroom activities are designed to advance a child's appreciation of learning, improve concentration, and develop positive learner's attitudes to achieve success through hard work and meaningful competition. Learning happens within and is affected by the personal, socio-emotional, cognitive and psychological spheres of an individual. Hence, it is important that the teacher remains sensitive to the whole child and helps her/him develop into a well-balanced person. Hence, Guidance and Counselling becomes central to the proper learning of the child. There are however, other underlying emotional issues that may not be directly related to academics, but may nonetheless impact on a child's school performance. These may arise out of:

- poor parenting skills,
- internal struggles with issues of growing up amidst mixed and confusing social messages,
- low self-esteem,
- peer pressure, and

- unhealthy interpersonal relationship with significant others (parents, teachers, peers or religious leaders).

Though children may lack the verbal expression to point out actual issues that may be bothering them and interfering with their learning, they can express them through actions and behaviours. So it becomes important for the teacher to adequately assess the problem and be able to apply the most appropriate methods to facilitate healing as well as improve a child's performance.

Lay out of the book

This book is designed to help the teacher identify the most appropriate medium to use in helping children find healing from emotional loose ends that may be affecting their academic and other school performance. The items are arranged according to the original traditional themes and objectives. However, there is a brief analysis of each item that brings out suggestions of possible healing qualities, outlines the possible goals for its use during Guidance and Counselling, age and situation specifics where it is most appropriate and how to best use it. These suggestions are, however, not final.

Play as one of the child assessment approach

The primary school system has different modes and related tools for child assessment. School-based assessment can be time-limited for a specific purpose or on-going. As soon as the child enters school, assessment becomes part and parcel of everything that concerns her/him, for example, classroom assessment is a daily activity as you guide the children through the curriculum. You also measure growth in terms of acquisition of readiness skills as well as relevant academic skills by level. If the results show that learning may not be happening as expected, you intervene through individualized remedial arrangements. In Uganda, there are several tools for measuring specific aspects of the child, while at the school, namely:

- Child study activities,
- Continuous Assessment and

- Cumulative Record Cards.

All these are routine assessments to:

- Measure ability,
- Measure achievement,
- Review a child's academic history,
- Provide information about the child's health and physical development,
- Respond to referral from other teachers or professionals,
- Measure the child's social and emotional functioning.

Play assessment can be very useful as an additional primary source of information in classroom observation and the socio-emotional assessment. It can also give insight into the child's inborn abilities from the developmental perspective. Whatever assessment methodology may be used, the ultimate reason is to isolate and deal with any interference with the child's learning. Such interference could be related to:

- Socio-emotional or behavioural problems, within the child's social systems, for example, in the classroom setting, the school compound, the family or in the child's neighbourhood.
- Developmental challenges the child may be facing.

One way that has not been commonly or consciously used to measure a child's academic and other school-related activities, is play. Play can be very informative about a child in all aspects of life while at school. There are developmentally appropriate principles and techniques of play assessment that can be applied in observing the child in the classroom and the playground. Play assessment can enrich and give direction to child study findings, through development of recommendations for (though not limited to):

- Individualized remedial plan,
- Behavioural intervention plan,
- Generalised school intervention plan, and
- Special needs education plan.

How can you make the best out of play assessment?

It may be difficult for a single teacher to closely monitor the child's play activities at all times, given the timetabled nature of her/his school activities. The recommended approach is through teamwork. Team approach allows the teacher who is carrying out the play assessment to get feedback, and make recommendations to other significant persons like staff and parents, or other professionals and involving them as co-counsellors.

How do we make formal assessment acceptable and useful to the child and the parents?

With the implementation of the Universal Primary Education, schools have been overwhelmed by the high expectations of the majority of parents, who do not see any role for them to play in the education of their children. This, coupled with the automatic promotion through levels, distances the parent further from the teacher's assessment of their child. However, if parents and teachers have a chance to constantly communicate about a child's strength and weaknesses, assessment would be the ideal way to go. You probably have always had challenges and at times resistant, when presenting findings to the parent, especially concerning the outcomes of children's socio-emotional assessment. They usually take these issues personally and feel insecure about their parenting abilities. Faced with this scenario, you may need to present the outcomes of their assessment in a very simple way, specifying clearly the following:

- What is the presenting problem of the child? (This is what the child has exhibited openly).
- What are the salient issues or problems? (These are the underlying and most significant causes of the presenting problem).
- What plan or method do you intend to use to address the problem?

- What evaluation criteria will you use to measure progress and eventual healing?

How does therapeutic play come in?

Formal normal educational assessment is a time-limited task with specific thematic issues. Therapeutic play is more of a process, with assessment being an on-going aspect embedded within it. Both these assessments, therefore, can be used concurrently for complementary purposes, since they must be developmentally appropriate.

Observation of Play

Child play observation can be both formal and informal, depending on your purpose for doing it. You may use their normal time for classroom teaching or out door activities to observe play. This may give you an opportunity to distinguish between normal children and those who may need support through Guidance and Counselling. As the children become familiar with your presence, everywhere in their school life, they begin to shed off the "party manners" and show their real selves. There are two approaches to formal and informal play observations that you may use:

- Within the natural setting and
- Within the controlled setting, e.g., the playroom or art room.

What is a naturalistic setting?

A naturalistic setting is a setting where an activity happens normally in a spontaneous way without being controlled or censured. The person being observed or studied is unaware of it. The naturalistic settings include the classroom and the playground.

How does observation in the naturalistic setting work?

You may carry out observation in classroom or the playground in two major ways: the formal and the informal. The formal arrangement includes all the timetabled activities that involve a child all the time she/he is in school.

The formal timetabled observation

The school has so many activities already timetabled that include some form of play both in the classroom and outside of the classroom. Observation of play in this instance may involve a formal guide or checklist that enables a teacher to capture a number of significant aspects of the child's play that may be useful in the course of Guidance and Counselling. These checklists may include the foundational theories of child growth and development, but they may also be specific to play.

The informal play observation arrangement

The informal observer method has two major approaches that you can employ.

- The single observer approach, and
- The multiple observer approach.

The single observer approach

This is limited to one person doing the observation of a particular child or children. It is limited in its usefulness because it does not capture the particular behaviour in the context of a range of others to give a trend that may prove the need for Guidance and Counselling intervention. Also, the observer may have been biased from the start and could make a wrong assumption about the child's problem.

The multiple observer approach

The multiple observer approach is a two-faceted methodology. It includes several observers as well as several sources of information. This means:

- team approach that utilises several people of different specialities within and outside of the school setting. This is to diagnose the child's problem through play observation and find the most appropriate approach to treat it.
- multiple sources of information concerning a child's behaviour under observation, for example, registers, disciplinary records, etc.

So how does it work?

The team of observers may include, for example:

- The class teacher,
- The subject teacher,
- The special needs teacher or specialist in some aspects like speech therapy etc,
- The co-ordinator for Guidance and Counselling, and
- Any other professional who may be working with the child at school, home or any other arrangement.

What are the major areas of focus in naturalistic play observation?

There are several important aspects of the child's behaviour that become significant in the process of play observation. These include how the child interacts with:

- the environment and the things in that environment,
- other children, of the same age, younger or older than she/he is, and those of the same or different gender, and
- with the adults in the environment.

What helpful hints could help in assessing the child's behaviour through play observation?

As teachers, you are trained to be effective observers, but sometimes the outcomes are taken for granted. As a consequence, useful information may be missed. However, to make the most out of play observation, you should keep a number of important questions at the back of your mind. There is also no harm in having them jotted down to allow for reference and mastery with time. These include:

- how easily the child begins or joins into the play activity,
- how intense the play is,
- their repetition or compulsion (some sort of ritualistic or rigid procedure) attached to the manner of play.

- What particular theme the play seems to have or is it random or slow,
- how much confidence and mastery the child displays,
- how hesitant and watchful the child is,
- how the child seeks eye contact with any particular person for acknowledgement, encouragement, permission or approval,
- what emotions dominate the play and
- how interactive the play is.

With the theoretical information on child growth and development as well as socio-emotional and behavioural development, you can easily come up with useful assumptions that can point to a problem and the therapeutic approach to employ.

What developmental issues may be emphasised in the course of play observation?

If assessment is the major purpose for the teacher's observation of a child's play, there are about five major developmental areas that should be considered:

- the cognitive development;
- language development and articulation;
- self-control or emotional regulating behaviour;
- social interactions (relationships) and
- self-concept and self-esteem.

What do we observe in each of the developmental areas?

Each developmental milestone has specific tasks for a child who is growing normally to accomplish. In order to successfully achieve these tasks, there are observable skills and behaviour that accompany their mastery. Below is a brief description of each area:

1. Cognitive Skills

Younger children are concrete thinkers and their thoughts are very simplistic. They lack the in-depth and abstract aspect that adult thinking has. For example, children between 4-6 years lack the ability to distinguish between their own

thoughts and actions. They also think that if they are involved with another child in a play activity, their thoughts will automatically be the same with those of the other child. So when a child makes up a game, she/he thinks that the other child understands the game with all the rules she/he has set. So when the game does not seem to be fully understood by the other children, the one who invented it gets upset and thinks that her/his peers have deliberately broken the rules or have failed to play the game. This means that the child who came up with the game thought that as he/she explained it to the other children, they also thought the same along with him/her. In this instance, for example, you need to note the following:

- because young children are concrete and simplistic thinkers, they can only start a game, but can never be able to logically and systematically think out a whole game.
- categorizing items or toys is likely to be controlled by a single criterion, such as colour, size, or type.
- their linear thinking, cause and effect or hierarchical thinking will be very simple and concrete.

However, as children progress to ages 7-10 years, they also develop better cognitive abilities to display more complex reflection in their play. This means that their play is likely to be:

- well planned,
- more organised, and
- have a more predictable agreed-upon ending.

This age is capable of using multiple criteria in their thinking and can shift their organisation consciously when they realise that the original plan is not working as expected.

2. Language Skills

The language skills of children 4-6 years are closely linked to their cognitive abilities. Their vocabulary is so limited that verbal expression of abstract concepts is very limited too. Because of this limitation, these children will:

- use concrete vocabulary and simple sentence structures;
- become so enthusiastic with pre-reading skills of rhyming words or rhythmic patterns of letters, words and simple phrases;
- use non-verbal expressions like touching, pointing, smelling, etc., to add details to their play intentions where verbal expression has failed.

On the other hand, older children have attained a secure enough vocabulary to have the ability to:

- be more flexible in their use of language;
- understand the concept of multiple meanings;
- use more tools to add to the use of irony, figurative language and assumption;
- integrate language more fluidly (as opposed to concrete). For example, they may have a song and play another game along the rhythm of that song concurrently, e.g., rope skipping.

So how do we involve language development in play observation?

The play observer should note a number of aspects in the language content and structure of the child under observation:

- Is the language articulation and comprehension similar to or different from the other children in this playgroup?
- Does it appear like the whole group of children has gravitated towards each other, following the similarity in their ability and level to communicate and get along though they are dissimilar in age and gender?
- If there are other play groups of the same age nearby, does the child under observation seem to be more similar or different from the children in the second group?
- Does it appear like the child's language exceeds the age-appropriate expectations as gauged by your knowledge of cognitive developmental milestones? In this case, the observer needs to be cautious about the following issues:

- the child may be parroting the adult talk they are so accustomed to hearing, to appear as if he/she has advanced language skills when actually it is more of a mask on the underdeveloped or weak skills.
- the observer should listen to the age-expected quality and not quantity.

3. Self-control

Whether a child is playing alone with toys and play materials or with others in a group, one aspect that is important for the play observer is the child's ability to exercise self-control. Self-control is one's capacity to manage emotionally provoking situations. It is the ability to:

- accept and tolerate one's own mistakes and those of others;
- detach and observe oneself in order to identify and deal with destructive emotions.

Self-control development is a lifelong process. As children grow, they learn to conform with the family and social norms, which restrict their behaviour to acceptable standards.

How can young children of 0-7 years have self-control?

If children have had loving caregivers who have trained their restrictive wills in certain aspects of life, for example, toilet manners, knowing where to drop litter or saying polite words to others, then they will try to practice them as they grow older until they become part of their own principles. However, they need adult responses of approval and encouragement from significant others to reinforce these behaviours.

How does the school help the child to develop skills of self-control?

The education system was designed in a way that puts certain restrictions on the child's movement and social interaction. The structures within the school environment that facilitate the child's acquisition of self control include:

- The school rules and regulations,
- The classroom and co-curricular routines,
- Teachers' interventions where the child seems to be failing to conform to expected school behaviours,
- Limited resources in the school environment that require sharing, taking turns, negotiating, etc.

How does play observation help in identifying problems related to self-control?

The major area of observation would be the child's social problem-solving skills:

- How easily does the child share, take turns, and negotiate?
- Does the child set personal goals and act assertively during social interactions with other children?
- How does the child deal with situations where other children want to take advantage of them, e.g., bullying and teasing?
- Does the child choose her/his words carefully?
- Is the child intrusive/pushy?
- Does the child show egocentric tendencies like easily throwing tantrums?
- Does the child show signs of fear and insecurity whenever he/she tries to self-regulate? If a child displays this kind of behaviour, it may mean that she/he is a bully or a potential victim of bullying who would rather recoil into solitude. Whether bully or victim, this kind of behaviour protects the child from being discovered.

4. Interpersonal relationships

As children grow up, they begin to develop personal relationships with other children. Between 5-11 years, children tend to gravitate towards same-sex friends. The same sex groups provide a mirror and a measuring stick for the child's self-concept. As children grow older, their friendships become more committed and they rotate around certain themes, for example:

- Common interests,
- Likes and dislikes,

- Common settings (same village, religion, etc.) and
- Activities like games and sports or fans of the same club.

What to observe for, concerning interpersonal relationships

During play observations the teacher has to pay attention to the important relationships that the child has. Some questions that define the child's quality of relationships include:

- Is the relationship a two-way interaction with mutual respect to all the children involved in it?
- Are there signs of greater need or dependency of the child or a number of children towards others? If this is the case, what role does the child being observed play in this relationship? Is she/he at the mercy of others or on top of others?
- Does the child gravitate towards developmentally appropriate social groups or does she/he gravitate more towards the opposite sex earlier than expected?
- Does the child show hostility towards the opposite sex? Does the child have older friends?

Sometimes, children who are fast in their cognitive development may gravitate towards older children with greater abilities than their own age groups. Such children may be searching for similar cognitive or language abilities, etc.

Hint:

1. Before the teacher becomes interested in the child's social interactions at school, she/he may have to establish the following:

- The social functioning of the child within the family and the community. This information could be provided by the caregiver.

- The child's previous social interactions within the school environment.

2. If the child's social functioning seems to be deteriorating in one or more of the three primary environments home, school and community, then you have to establish what possible triggers may have been already identified by the caregivers and whether there have been any previous interventions.

**5. Self-concept**

Issues of self-concept are a very vital part of play observation. Self-concept and emotional development for younger children is closely tied to their ability to self-control. While the younger children depend more on externally imposed controls of family, school, or any other significant social setting, older children are learning to internalise those controls, but also experiment with their own.

How can one tell that the child has positive self-concept?

When a child gains control over strong and frightening impulses, she/he gains self-esteem. A child with a healthy or positive self-concept can be able to do the following:

- takes risks and initiate positive actions,
- has personally considered opinions,
- enjoys the company of others,
- takes alternative point of view,
- stands outside of oneself and laugh at her/himself,
- respects others as she/he expects to be respected and
- uses appropriate means of expressing negative emotions.

If the child being observed lacks those qualities, then you have to intervene and facilitate the age and developmentally appropriate skills building.

Are there any additional sources of observation within the naturalistic setting?

Yes, the school has a variety of records that can provide information about every child's behaviour. One such major source is the disciplinary records. Usually, records of discipline contain children who may be experiencing difficulties in adjusting to the expectations of the school. These records presuppose that the behaviour concerned is negative. Therefore, it is necessary that they be included in the multiple observer approach. When you analyse these records, you may be able to establish the seriousness of the child's behavioural problems in terms of types and frequencies of occurrences. This analysis should answer the following questions:

- what is the behaviour in question?
- what are the triggers for that identified behaviour?
- are the triggers related to a particular time, day, period of term, or to particular structures and adult supervision?
- is the behaviour recent and time-limited or is it cyclic and occurring over long periods of time?
- what does the child usually achieve, through that particular behaviour?

Whatever the school records, they have a major benefit of broadening the scope of multiple observers.

Hint:

Whereas the information from the disciplinary records can be very useful in establishing a longitudinal scope and clues to possible interventions, you have to be aware also of the shortcomings and possible destructive outcomes, arising out of the following:

- the degree of objectivity in these records may not be known or readily be established.
- usually, the disciplinary records are written in the hit of the moment when the adult or person responsible expects conformity to a particular behaviour.
- booking the undesirable behaviour does not necessarily mean the child will achieve the desired behaviour.

Play Observation in the controlled settings

This approach is used within specially arranged playroom. In this Handbook, however, it is not discussed because the major concern has been on using local games and play activities for therapeutic purposes for anyone with basic developmental theories. Play therapy is a more specialised field with comprehensive training and is handled at the training colleges.

How do we determine the individual or group treatment following the play observation?

There are two major approaches to Child Guidance and Counselling in schools: individual and group. The teacher needs to be sensitive to the individual children's issues before they can be put into groups.

Individual Guidance and Counselling

Some children have problems, which cannot be handled within a group. When a problem is unique to a particular child, individual counselling should be employed. For example, children who suffer from Attention Deficit and Hyperactive Disorder (ADHD), or if a child has undergone a highly traumatising experience, such as the effects of sexual abuse, they may need personal counselling before they could join a group session.

Group Guidance and Counselling

Group counselling can only be appropriate after individual counselling has been done and children who may have similar problems or who lack social skills have been identified to benefit from Group Counselling. When the formal assessment has been done, the teacher is able to determine the goals for behavioural interventions. Children's social and emotional needs are best expressed within their group settings. The child's group acts as a replica of a family and social relationships. The teacher's roles include helping children:

- increase the cohesion within the group therapy members. This helps them to safely experiment with positive social skills during the treatment.
- transfer the learned social skills into other settings where problems may have originated, e.g, home.
- carry the new behaviours into new relationships.

Hint:

1. You have to be aware that play is tied to developmental theories and requires a demonstration of basic knowledge of the foundation theories of child growth and development in order to do the following:

- carry out play observation and assessment.
 - establish projective assumptions for insight into the child's problems, and
 - design the most appropriate intervention that applies to the uniqueness of the child.
2. Play observation is very effective as a time-limited, ongoing or process-oriented assessment for individuals or groups.
3. play observation fits very well within the already existing school structures and routines.
4. the healing effects of play groups help the children to learn social and self-regulating skills and prepare for responsible levels.

Further Reading:

Gardner, R. (1988). *The Story Telling Card Game*

Mary Schmidt, *Using Play Assessment in the School Setting.*

PART

TWO

Classification of Local Plays

Dear Teacher,

This section presents the local play activities in their most current versions as compiled from the various regions of Uganda. This is an attempt to help you utilise them in providing play-centred Guidance and Counselling interventions within your school.

You are, however, required to read and internalise the suggested purpose for each play, in order to apply it appropriately and to provide a balanced feedback for the subsequent reviews and revisions.

On the next page, is a table that provides you with simple guidelines of selecting games of your choice or those presented in this Handbook for use with your pupils during the Guidance and Counselling engagements. The examples given here are not exhaustive, but they are an attempt to provide familiar play activities as appropriate media for use in Guidance and Counselling.

Guidelines for selecting appropriate therapeutic media or activities

Goal	Appropriate media and activities
<p>1. To gain mastery over issues and events:</p> <ul style="list-style-type: none"> † To re-experience past events or traumas of concern through re-enacting, acting out or re-explaining them † Need to imagine how he/she could have changed his/her role in the event to have felt more comfortable † Engage in an activity in his/her new role to enable for experience through imagination the effect of the changed role † Stimulate an event which will allow him/her to experience the feelings of power and/or control not previously experienced. 	<p>To gain mastery the child may need to create imaginary environments where there are new powerful roles. Roles may be fantasy giving the child superhuman abilities to deal with physical and social situations.</p> <ul style="list-style-type: none"> † Books and stories – to alter the story: the child can project outcomes he would have desired for himself on to some characters within the story † Drawing – to make pictures that depict traumatic events, where child may depict self as powerful or in contro † Imaginary journey –invitation of the child to revisit significant life situations. In his imaginations new behaviour for self in order to achieve some sense of control or mastery in situations where previously helpless † Imaginative pretend play – dramatic representations of powerful roles † dolls – to assume powerful roles † Sand play/ Soil Play – to create fantasy environments where control can be experienced
<p>2. To be powerful through physical expression</p> <ul style="list-style-type: none"> † To feel empowered as they witness their ability to impact on own environment- can be achieved through controlling the media, altering them or act out powerful roles 	<p>Clay -Punch a lump of clay till it is flat</p> <ul style="list-style-type: none"> † Imaginative pretend play – child can attack a bean bag with a toy 'weapon' † Sand play – child may bury figures or objects in the sand to obliterate or conceal them <p>Note: Engaging in these activities can be cathartic, as they symbolize in a concrete way the child's ability to impact on her environment</p>
<p>3.To encourage expression of emotions</p>	<ul style="list-style-type: none"> † Clay- expression of anger, sadness, fear and worry † Drawing –to get in touch with projected thoughts and emotional feelings
<p>4. To develop problem-solving and decision-making skills</p> <ul style="list-style-type: none"> † To explore options, make choices, take risks, and experiment with challenges and changing behaviour 	<ul style="list-style-type: none"> † Blocks and story telling-for exploring alternative solutions † Sand play- re-arrange a visible picture to accommodate different feelings † Worksheets – for problem solving and decision-making

Goal	Appropriate media and activities
<p>5. To develop social skills</p> <ul style="list-style-type: none"> † Learning ways of relating to others to make friends, get their needs met, appropriately be assertive, identify and live within sensible boundaries and co-operation with others † To develop socially adaptive skills by understanding and experiencing consequences of social behaviour 	<ul style="list-style-type: none"> † Games- playing with the child and giving feedback † Imaginative pretend play- younger children to learn about and practice social skills † Worksheets- addressing specific social skills
<p>6. To build self-concept and self-esteem</p> <ul style="list-style-type: none"> † Trauma and troubling events affect the child's self-concept and esteem. There is need to help child achieve self-fulfilment and independence, as the child is enabled to explore, accept and value strengths and weaknesses. 	<ul style="list-style-type: none"> † Drawing –where comic strips can be created to illustrate the development of a child's strength [e.g., child may show progression from infancy to the present, highlighting memorable milestones] † Games – to target the child's specific skills and give her/him opportunity to perform well † Imaginative pretend play – allows child experience roles such as being a leader, helper and to discover unique strength † Worksheets – specifically designed to address issues related to self-esteem and self-concept
<p>7. To improve communication skills</p> <ul style="list-style-type: none"> † Often child's story involving significant others may seem confusing, incongruent and at times difficult to believe. 	<p>Activities highlighting the sequence of the story, important themes related to the story, the child's understanding of significant events, and how the child felt at different times are helpful:</p> <ul style="list-style-type: none"> † Story telling- to develop communication skills † Imaginary journey- to get in touch with memories and then relate perceptions of events more easily † Imaginative pretend play- encourages communication through dramatic role play † Symbols in sand play- to develop visual picture of events experienced placing them in chronological order. The visual picture helps the child tell their story as they practice communication skills

Goal	Appropriate media and activities
<p>8. To develop insight and understanding of self and others.</p> <p>† Through understanding how his/her involvement in significant events occurred, and how his experience fits into his wider social system.</p>	<p>† Books and story telling- develops insight through illustrating the reality of human behaviour and the inevitability of consequences of behaviour</p> <p>† Drawing – allows child to gain insight in own involvement in events- can be achieved by inviting the child to draw comic strips or simple pictures showing the sequence of past events</p> <p>† The imaginary journey – to retrieve memories of his involvement in past events and experiences, and thus gain insight</p> <p>† Imaginative pretend play- allows child to take on the roles of others in play to gain insight into motives and behaviour of self and others</p> <p>† Miniature animals – to gain insight into relationships as animals are placed near each other or absent from each other</p> <p>† Sand play – allows child to develop insight into events by developing a visual picture of the way events may have or could have been</p>

**Sample
Local Plays
and
Suggested Therapeutic Uses**

Dear Teacher,

The play sample activities that are assembled in this Handbook were randomly collected. However, an attempt to classify them according to their closest characteristics is presented below.

1. Games

Games may fall under any of these categories involving:

- Physical and motor skills, or
- Strategy, or
- Games of chance.

What goals can be achieved through use of games?

Whenever you choose to use games for therapeutic purposes, they should have the following as Guidance and Counselling goals:

- Build counselling relationship with resistant and reluctant children.
- Provide opportunity for child to discover strength and weaknesses regarding fine and gross motor skills, and/or visual perceptual skills.
- Provide opportunity to explore ability to attend, concentrate and persevere with tasks.
- Help to practice social skills like co-operation and collaboration, to practice appropriate responses to disappointment, discouragement, failure and success.
- Help the child to practice problem-solving and decision making skills.

When are games most suitable? (*Remember children about 8 years may have problems being consistent with rules.*)

- Individually or in groups.
- Primary school children to adolescence.

2. Imaginative Pretend Play

Children have a tendency of acting out their experiences within social systems with significant others, for example, in a family or school environment. They assume roles of adults or children but, communicating real life events and/or experiences. They may act mother/father or doctor/patient, or teacher/pupil etc. When you choose this type of media, the following should be their Guidance and Counselling goals:

- To enable the child internalise and articulate ideas, wishes, fears and fantasies both verbally and non-verbally;
- To enable for expression of underlying thoughts or thought processes;
- To achieve cathartic relief from emotional pain; and
- To enable the child experience being powerful, through physical expression of emotion to gain mastery over past issues and events.

How do children perform their Imaginative Pretend Play?

Depending on their theme, children's pretend play will take on any of the following forms:

- Parallel play,
- Co-playing and
- Play tutoring.

3. Books, Stories and Song/Rhymes

If you have access to a variety of books, stories, songs and rhymes for children, select them purposely for therapeutic reasons. Selected books according to themes that best address the child's problem. Some of the themes may include:

- Making friends,
- Families,
- Success,
- Bravery or taking healthy risks,
- Decision making

- Rejection,
- Magic,
- Monsters,
- Fairy tales and
- Fables.

What are some of the Guidance and Counselling goals to be achieved through books, stories, songs and rhymes?

The few examples of goals mentioned below give an insight into why you may choose books and stories to help a pupil whom you may be counselling. The major goals may be summarised as helping the child to:

- recognise own anxiety or distress by identifying with characters in situations or stories.
- discover themes and related emotions, which recur in own life from time to time, e.g., fear of being left alone, fear of betrayal, etc.
- explore alternative solutions to problems by changing stories to have different outcomes.

When can books and stories be the most suitable?

- Children of pre-school age.
- Books and stories for individual counselling.
- Open and expansive thinking.
- Promotes creative thinking.

4. Use of Worksheets

Worksheets are guided assignments that children have to complete by themselves or in groups following specific activities and instructions. It is common to find teachers using worksheets exclusively for academic assignments. However, they can provide a very helpful media for Guidance and Counselling as well, for both academic and non-academic problems. There are several types of worksheets including:

- Questionnaires,
- Quizzes,

- Finding words,
- Joining dots,
- Looking at different pictures,
- Finding hidden items in pictures and
- Matching similar items.

What goals can be achieved through worksheets?

Depending on the child's presenting issues, any of the goals outlined below could be addressed by use of worksheets.

- To look at particular issues.
- Consider new ways of thinking and behaviour.
- Explore, understand and develop problem-solving and decision-making skills.
- Make choices on how to respond on social situation/event and explore possible consequences to these responses.
- Recognise differences between old and new behaviour.
- Affirm and/or reinforce concepts, ideas, beliefs and behaviours, which have been explored or discussed during counselling.
- Develop a plan so that learnt skills are generalised into the child's environment.

Other purposes

- Building self esteem,
- Social skills training and
- Education in protective behaviour.

How were the games selected and classified?

The games selected in this book under each category are just a few examples that could be documented in limited time and with limited resources. However, you are free to add to this list as many games as you encounter in the course of working with children. The classification of these games followed the recognised psychological criteria, along the growth and developmental continuum in all aspects of the child. Therefore, for each play activity, you have been guided along these lines:

- The name of the game,
- Classification,
- Number of participants,
- Appropriate age,
- Benefits,
- How it is played and
- Rules and procedures.

Though these games are usually child innovations, the kind of elaborate description provided above could help you to initiate the game if you recognise the therapeutic benefits your pupils may gain according to your assessment. You should always refer to the introductory notes provided to ensure maximum benefit for you and the pupils.

Games of Chance

Introduction

Games with outcomes that are beyond prediction or control of the participants are known as games of chance. Scoring may be systematic, but winning is purely by luck. When children are playing these types of games, they may believe that they have supernatural powers to predict the outcomes and failing to score as expected may be upsetting to them. Their moral reasoning is just developing and it is common to find such a game ending in a heated argument or even a fight!

The few games selected under this category are simply examples. You can work closely with your own pupils to compile different or new versions of similar games in the school environment for use with them (the pupils).



Name of the game: Hide and guess

Classification: Game of chance

Materials: Any two objects of different colours that can fit into the fist of either palm

Number of participants: Two

Appropriate age: 6-8 years

Benefits:

- **Begin to appreciate rules,**
- **Emotional skills in accepting defeat,**
- **Social skills of co-operation and**
- **Humour and laughter for relaxation.**

How it is played: Children take turns to play.

Rules:

- **Each player must have two objects, one in either palm.**
- **Only one hand is presented for the rest to guess which colour may be hidden there.**
- **A right guess leads to change of turns.**
- **A wrong guess means a score and a second chance for the current player.**

Procedure:

1. A square is drawn on the ground.
2. Participants stand in a circle around the square.
3. The current player does the following:
 - stands in the middle of the square and holds out open palms with the two objects of different colours for the rest to see,
 - puts her/his hands at her/his back and swaps the objects as many times as she/he wishes and
 - presents one fist with a colour of her/his choice for the rest to guess.
4. The rest of the participants have turns guessing the colour of the object in fist presented.
5. The person who guesses right scores a point and takes the next turn.



- Name of the game:** Zaara
- Classification:** Game of chance
- Materials:** Three Beans cotyledons
- Number of participants:** 2 or more players
- Appropriate age:** 7+ years

Benefits:

- **Begin to appreciate rules,**
- **Mental addition skills,**
- **Emotional skills in accepting defeat,**
- **Social skills of co-operation and**
- **Humour and laughter for relaxation.**

How it is played: Children take turns to throw their beans in the air.

Rules:

- **Players take turns to toss their slices of beans in the air and let them fall.**
- **When all three fall down facing the same way (on the inside) the player scores 10 points.**
- **When all three fall down facing the same way (on the outside) the player scores 8 points.**
- **If two beans faced on the inside with one on the outside, the score is 2.**
- **If two beans faced on the outside with one on the inside, the score is 0.**
- **The aim is to score consecutively up to 100 points. The person who does is the winner.**

Procedure:

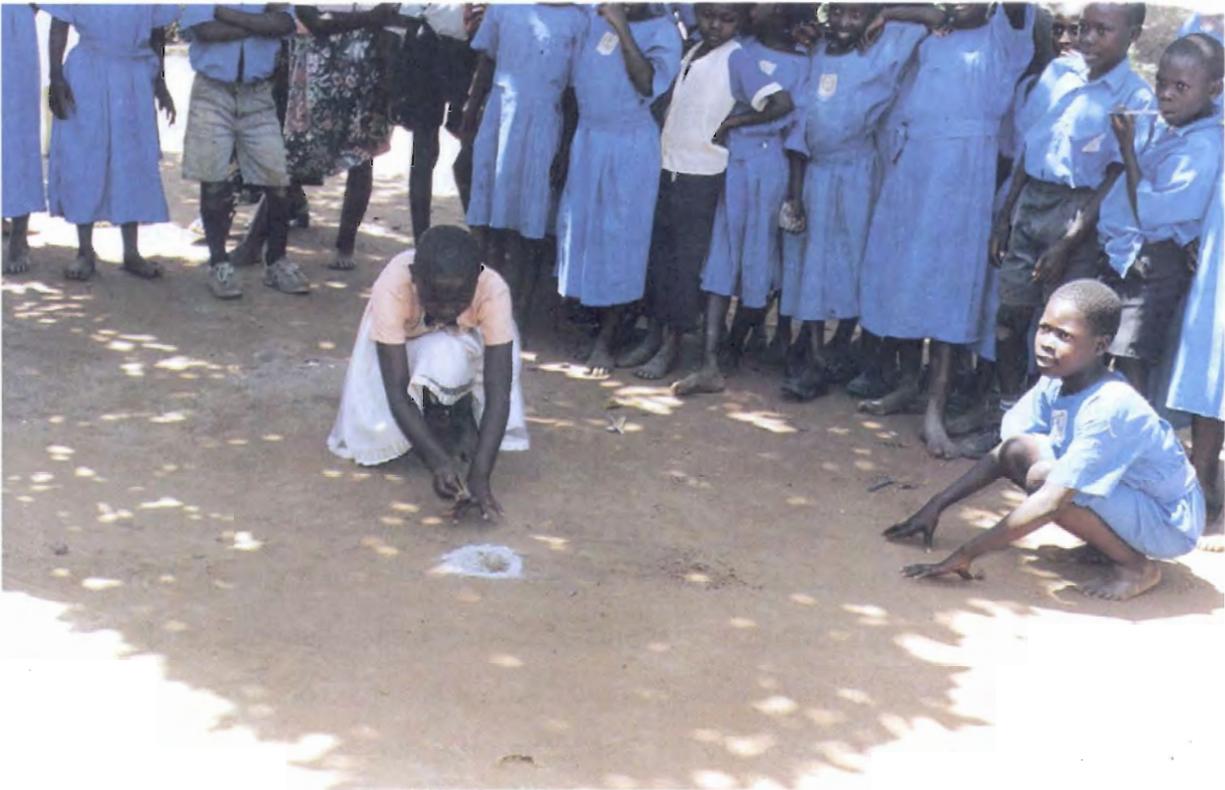
1. Players determine mode of starting the game, for example; who ever tosses their beans and two of them face up or down may have the first turn.
2. The rules must be clear and acceptable to everyone before the game starts.
3. When the score is zero, another player takes the turn and if the previous player records her/his current total until, it is her/his turn again.
4. Totals are updated every time a player takes a new turn.
5. The first player to add up to 100 wins the game.

Games of Strategy

Introduction

Games of strategy are games that call for cognitive manoeuvres. The participants need to use their reasoning to make moves that allow them to score. Such games have levels of complexity according to the cognitive ability of the participants. Hence, the you have to observe whether the children who are involved in these types of games have the cognitive ability to comprehend. Cognitive ability should be weighed against age expectations. Some children's cognitive development may be ahead of their chronological age and may be able to participate in games of strategy, which those of their age mates may find difficult. You need to pick out these children and carry out further assessment in comparison with other aspects of the child, such as social and academic areas. When a child's cognitive ability is ahead of her/his chronological age, it is not surprising to find that their physical development may be faster than the average child, hence giving her/him a false age-outlook, which then forces her/him to gravitate towards the company of older children. These children may develop other social and emotional behaviour as they try to cope with older friends, despite their underdeveloped capacities in those spheres.

The few games selected under this category are simply examples. You can work closely with your own pupils to compile different or new versions of similar games, for use with the pupils and environment.



Name of the game: Marble

Classification: Game of Strategy

Materials: Any of the following: Marbles, round clay noodles, ball bearings, round seeds, or rollers from the 'roll-on' deodorant containers.

Number of participants: At least more than two

Appropriate age: 6-15 years

Benefits:

- **Begin to appreciate rules,**
- **Concentration in order to aim right,**
- **Emotional skills in accepting defeat,**
- **Social skills of co-operation and**
- **Humour and laughter for relaxation.**

How it is played: Children take turns to hit their marbles into a hole.

Rules:

- **All aim their marbles into one hole.**
- **Each player must have a marble of her/his own.**
- **For ease of targeting, the person squats or kneels before hitting the marble.**
- **The ground must be dry, flat and with no grass.**
- **When a marble enters the hole, the player earns 19 points and if it is just close to the hole, the score is 6.**
- **When a player scores 25 points it is "game up" and a new one starts.**

Procedure:

1. Participants dig a hole in an agreed location.
2. All players who are not taking turns, surround the hole to monitor correct score.
3. The first player taking the turn rolls her/his marble to aim at the hole.
4. If marble does not roll into the hole, she/he scores 6 points, takes one turn to snap it with her/his finger and propel it on into the hole. If she/he fails to "hole" her/his marble, another player takes the turn. If he/she does, the score is 19.
5. The next player rolls her/his marble towards the previous player's marble to try and "hole" it along with her/his own.
6. If her/his marble hits the previous player's marble into the hole, she/he scores agreed points. If both marbles including her/his are "holed", then the score is doubled.
7. If none of the marbles get into the hole, the player takes a second turn to catapult one marble to hit the other into the hole. If the second turn holes only one or none, another player takes the turn.
8. Points are updated with every successful "holing" and who ever has 25 points, wins.

Name of the game: Pick-and-place-in-the-pocket

Classification: Game of Strategy

Materials: Any object, small enough to fit into the pocket
(e.g., stones).

Number of participants: 2-6 people

Appropriate age: 6-11 years

Benefits:

- **Begin to appreciate rules,**
- **Concentration in order to aim right,**
- **Emotional skills in accepting defeat,**
- **Social skills of co-operation and**
- **Humour and laughter for relaxation.**

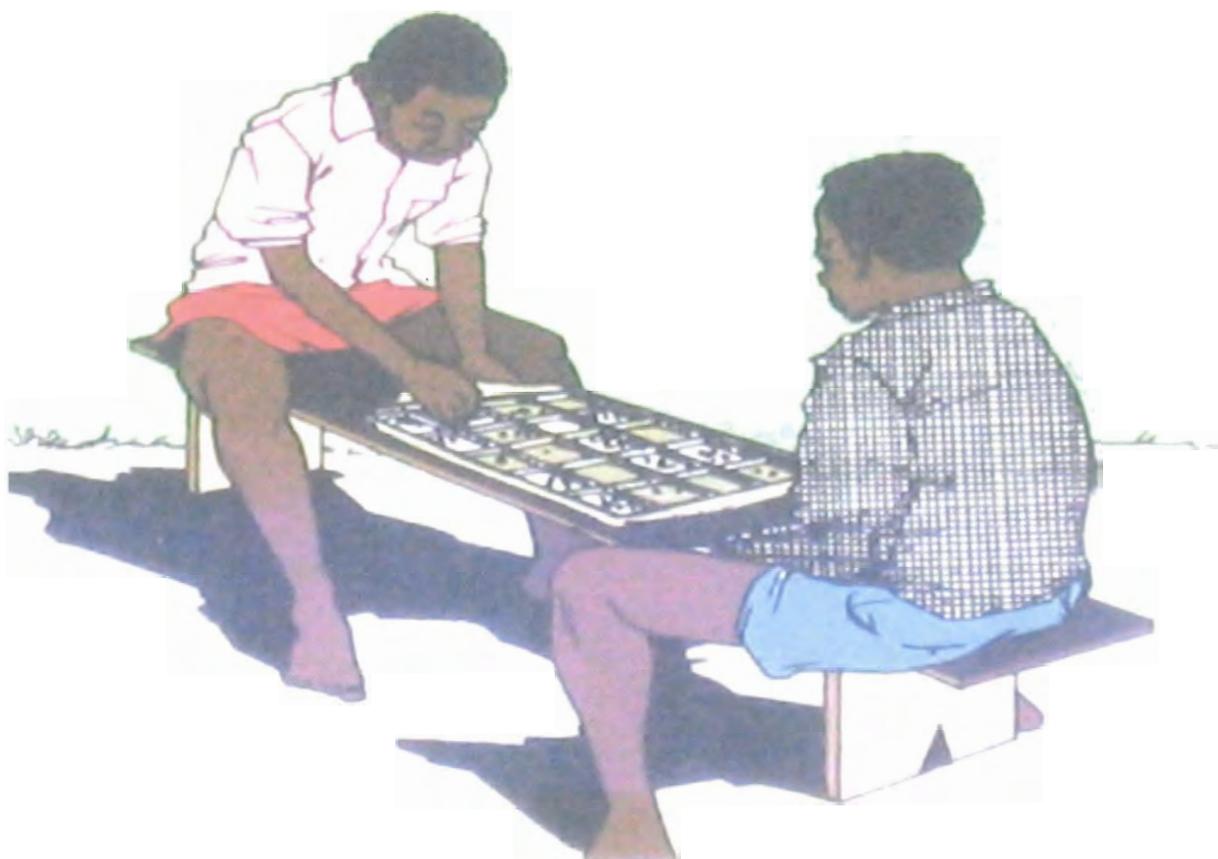
How it is played: Children take turns to hit single objects in a line of many.

Rules:

- **Only one object should be hit from a row of many.**
- **Every single object that the player hits, she/he places it into her/his pocket.**
- **Whoever knocks out the highest number of single objects, wins the game.**

Procedure:

1. Players collect agreeable play objects, which they then arrange in a straight line, but closely packed.
2. Players take turns to hit single objects out of the line, without touching any adjacent ones.
3. The game continues until all objects have been hit.
4. The players count objects in their pockets, and the one with the highest number is the winner.



Name of the game: Omweso

Classification: Type of Puzzle

Materials: Wooden frame with two rows of equal number indents;
seeds or round smooth stones.

Number of participants: 2 or even teams

Appropriate age: 6 years and above.

Benefits:

- Skills of decision-making,
- Critical and creative thinking skills.

How it is played: In pairs, players compete against each other by moving the seeds and stones within the indents, following an agreed arrangement.

Rules:

- **No cheating.**
- **Only one correct response.**

Procedure:

1. Varies with individual players and areas of origin.

Games Involving Physical and Motor Skills

Introduction

Games involving physical and motor skills are more for fun and energy expenditure. These games vary in terms of vigour and complexities, but they can be enjoyed by any children at any age, with or without adult supervision.

The few games selected under this category are simply examples. You can work closely with your pupils to compile different or new versions of similar games.



Name of the game: Seven Stones/ dodge ball

Classification: Physical and motor skills

Materials: Seven stones that can be piled one on to the other (not necessarily of same shape and size) and a ball.

Number of participants: 3-6 people

Appropriate age: 7-12 years

Benefits:

- **Develops fine and gross motor skills,**
- **Concentration,**
- **Speed and accuracy ,**
- **Task completion,**
- **Healthy competition,**
- **Emotional skills in accepting defeat,**
- **Social skills of co-operation and**
- **Humour and laughter for relaxation.**

How it is played: Stones are dismantled. The player arranges stones on top of each other, while watching out for the ball thrown at her/him from any direction of the other players.

Rules:

- **One player at a time to arrange the stones and dodge the approaching ball.**
- **If a player is hit by the ball before completion of the task, she/he falls out.**
- **The player wins when he/she successfully completes the task before being hit.**

Procedure:

1. Players agree on procedure for choosing the first player.
2. Seven stones are piled in a central point and all the players stand facing each other at a distance of about 3 meters.
3. The first player takes his/her turn and hits the pile of stones with the ball to disorganise them.
4. The player immediately starts re-piling the stones, as one of the other players runs to pick the ball and tries to hit her/him and disrupt the arranging of stones.
5. If the player is hit before completion of the task, he/she gets no points.
6. If the player successfully re-arranges the pile of stones, and successfully escapes being hit by the ball, he is a winner.
7. Each player takes a turn following a win or a fall out by the previous player.



Name of the game: Throwing and catching

Classification: Physical and motor skills

Materials: Stones or seeds

Number of participants: any number

Appropriate age: 7-11 years

Benefits:

- **Develops fine and gross motor skills,**
- **Concentration,**

- **Speed and accuracy ,**
- **Task completion,**
- **Healthy competition,**
- **Emotional skills in accepting defeat,**
- **Social skills of co-operation,**
- **Humour and laughter for relaxation and**
- **Develops hand and eye coordination.**

How it is played: Two stones are alternately tossed into the air-as one stones returns, the player grabs it and tosses the other into the air.

Rules:

- **The player must have only one stone in her/his hand at a time.**
- **No stone should fall on the ground.**
- **A count of 100 sustained throws makes a win.**

Procedure:

1. Players agree on procedure for choosing the first player.
2. Player tosses stones or seeds alternately into the air and catches them before they fall to the ground.
3. As the stones or seeds are tossed and caught, the number of times are counted and monitored by all the other players.
4. A drop of any of the stones or seeds is a fail.
5. A successful count of up to 100 sustained tossing and catching is a win.
6. Players take turns following a win or a loss.



Name of the game: Two dogs and a bone, number race

Classification: Physical and motor skills

Materials: A bone a ball, handkerchief, leaves

N.B: Flexibility of materials depends on their availability.

Number of participants: Any number divisible by two.

Appropriate age: 7-11 years

Benefits:

- Develops fine and gross motor skills,
- Alertness,
- Speed and accuracy,
- Task completion,
- Healthy competition,
- Emotional skills in accepting defeat,

- **Social skills of co-operation and**
- **Humour and laughter for relaxation.**

How it is played: The person who successfully picks the bone from the centre and returns to her/his position before being tapped by the player from the opposing group, earns her/his group a point.

Rules:

- **Each player must have an identity number.**
- **Only the person whose identity number is mentioned should run to pick the bone.**
- **Only a successful return earns the group a point.**
- **If a player is tapped before returning to her/his position, the group loses a turn.**
- **The group with the highest number of successful returns is the winner.**

Procedure:

1. Players divide into two groups to form two lines, facing each other.
2. A bone is placed in a central location between the two groups.
3. Each player is assigned an identity number or name of an animal, identical to another player in the opposing group.
4. When an identity number is mentioned, one of the two identical players must rush faster than the other to the centre, pick the bone and return before being tapped by the opponent.
5. Any person who mistakenly goes to the centre, falls out of the game.
6. Every successful return with the bone to the group is a win for that group.

Name of the game: Filling the bottle with water

Classification: Physical and motor skills

Materials: Bottles, bowls and safe drinking water (previously boiled and cooled)

Number of participants: Any number

Appropriate age: 8-11 years

Benefits:

- **Develops fine and gross motor skills,**
- **Alertness,**
- **Self-control to contain water in the mouth and not swallow/ carry water in a small container from one end of the field of play to another,**
- **Speed and accuracy,**
- **Task completion,**
- **Healthy competition,**
- **Emotional skills in accepting defeat,**
- **Social skills of co-operation and**
- **Humour and laughter for relaxation.**

How it is played: A number of bottles, corresponding with the number of players, are placed some 10 meters away from the bowls containing water. Each player has a separate bowl of water to draw from and a bottle to fill.

Rules:

- **Bottles corresponding to the number of competitors are placed 10 meters at the finishing point.**
- **Bowls with water also corresponding with the number of**



competitors are placed at the starting point.

- **A signal to begin is given.**
- **Competitors collect water from the bowls and run as fast as possible to fill it into their respective bottles.**
- **The player with the biggest amount of water wins.**

Procedure:

1. Players line up at the starting point in front of their bowls with water.
2. A signal is given to start.
3. Each player draws water from her/his bowl and runs to fill her/his bottle.
4. The game continues until the bowls are empty or when it is deemed fit to stop.
5. The player with more water in the bottle wins.



Name of the game: **Poison in the Ring**

Classification: Physical and motor skills

Materials: Chalk or anything to write with

Number of participants: Any number

Appropriate age: 8-11 years

Benefits:

- **Develops fine and gross motor skills,**
- **Alertness,**
- **Social skills of co-operation and**
- **Humour and laughter for relaxation.**

How it is played: People in a circle hold each other firmly around waist, or by elbows. They sway to and from the circle but avoid stepping into it.

Rules:

- **There is poison in the ring.**
- **Anyone who steps in the ring is poisoned and drops out of the game.**

Procedure:

1. Players draw two circles: an outer and inner circle.
2. Players form a circle around the outer circle, by holding each other's waist or at the elbows.
3. The ring of players swings forwards and backwards, but avoid stepping into the inner circle.
4. If any player is drawn into the circle, they are poisoned and so drop out of the game.
5. The last three players to fall out become winners.

Name of the game: Hopping

Classification: Physical and motor skills

Materials: Chalk or any writing material and a small piece of flat stone or piece from a broken pot.

Number of participants: Any number

Appropriate age: 7-12 years



Benefits:

- Develops fine and gross motor skills,
- Self-control to balance,
- Task completion,
- Healthy competition,
- Emotional skills in accepting defeat,
- Social skills of co-operation and
- Humour and laughter for relaxation.

How it is played: A matrix is drawn on the ground and the player hops from one cell to another, but skips the one with the stone and only picks the stone on her/his return round.

Rules:

- **A player must sustain himself on one leg through out the game.**
- **No stepping in the cell where the stone fell.**
- **A player is successful if he/she hops through the first round, returns on a second round, picks the stone and hopes through all the cells without losing balance on one leg.**

Procedure:

1. Players draw a matrix with 8-10 cells.
2. Modalities of how to determine the first player to take the turn are agreed in the group.
3. The player taking a turn stands at the edge of the matrix, facing away from it and randomly throws the stone over her/his shoulder to drop into any cell.
4. If the stone does not clearly fall into any cell (i.e., if it lies on a line between two cells), the player loses her/his turn to another.
5. If the stone falls clearly into one cell, the player starts by hopping on one leg systematically from one cell to another, but hopping over the cell with the stone on his/her first round.
6. On successful completion of all the cells, the player turns round on a return journey and this time, picking the stone to take it with him to completion of the game.
7. Every successful completion of the cycle is a win.
8. The successful player will have two more chances of a repeat play. If he/she fails in any of the additional chances, or wins both of them, he/she must step aside to give chance to the next player takes her/his turn.

Name of the game: Round Game**Classification:** Physical and motor skills**Materials:** Chalk or any writing material and improvised ball**Number of participants:** Any number**Appropriate age:** 7-12 years**Benefits:**

- **Develops fine and gross motor skills,**
- **Concentration,**
- **Healthy competition,**
- **Emotional skills in accepting defeat,**
- **Social skills of co-operation and**
- **Humour and laughter for relaxation.**

How it is played: A circle is drawn on the ground. One group of players enter the circle while the other tries to target them with the ball.

Those in the centre make sure they are not hit. Any one who is hit, falls out.

Rules:

- **No player inside the circle oversteps the marked area.**
- **If all members are eliminated before the count of 25 or 50, they lose the game.**

Procedure:

1. Players divide into two groups.
2. A circle is drawn on the ground, inside which one group will rotate as they dodge the ball.
3. One group gets inside the circle while the other group remains on the outside of the circle.
4. The group on the outside randomly targets any member in the inside with the ball. Any player hit falls out.
5. The members on the outside also count the numbers of times the ball is thrown into the circle, without hitting any one. Any time a member is hit and they fall out, a fresh count is begun.
6. Every time 25 or 50 counts are made without any member falling out, they are recorded against the group.
7. At the end of the game, whichever group has the highest score is the winner.



Name of the game: Mark Game

Classification: Physical and motor skills

Materials: Ball

Number of participants: Not limited

Appropriate age: 10-15 years

Benefits:

- Develops fine and gross motor skills,
- Self-control to balance,

- **Task completion,**
- **Healthy competition,**
- **Emotional skills in accepting defeat,**
- **Social skills of co-operation and**
- **Humour and laughter for relaxation.**

How it is played: The player stands on one leg and sustains as many bounces of the ball on the lap of the raised leg.

Rules:

- **A player must sustain her/himself on one leg through out the game while bouncing the ball on the raised lap. The ball should not drop on the ground.**
- **A continuous count of 10, 25, 50 or 100 (depending on what the group agreed, age and ability) makes a person a winner.**

Procedure:

1. Players agree on number of sustained bounces and agree on how to take turns.
2. When a player sustains the bounces through the agreed counts, she/he has the points recorded against her/his name.
3. If the ball falls down before the agreed number of counts, the player loses his turn to another one and scores no point.
4. If the player sustains the agreed count she/he still gives chance to other player.
5. The game continues until every member has taken her/his turn.
6. The person with the greatest number of counts from her/his successful completions wins the game.

Imaginative Pretend Play

Introduction

The imaginative pretend play to children is enactment of real life experiences. It involves spontaneous imitations of the past or present events in the child's life. They do not need any form of rehearsal like adults do for their role-plays because they act out the way they experience their real world. Watching children construct play materials or borrow from their parents/caregivers in order to express their feelings and opinions can give you some insight into the child's world.

The few games selected under this category are simply examples. You can work closely with your pupils to compile different or new versions of similar games for use with the pupils and environment.



Name of the game: Kabaka Ajja (The king is coming)

Classification: Imaginative pretend play

Materials: None

Number of participants: Not limited

Appropriate age: 6-16 years (Boys only)

Benefits:

- **Imagination of wishes or admiration/inspiration,**
- **Fantasy taking on roles,**
- **Social skills of co-operation,**
- **Humour and laughter for relaxation and**
- **Learning to accept rules, sharing.**



How it is played:

Option 1:

Children form two lines facing each other, and stretch out their arms to hold them with the person across in the second line to make a bridge. The 'king' glides over the arms till he reaches the other end of the line his destination.

Option 2:

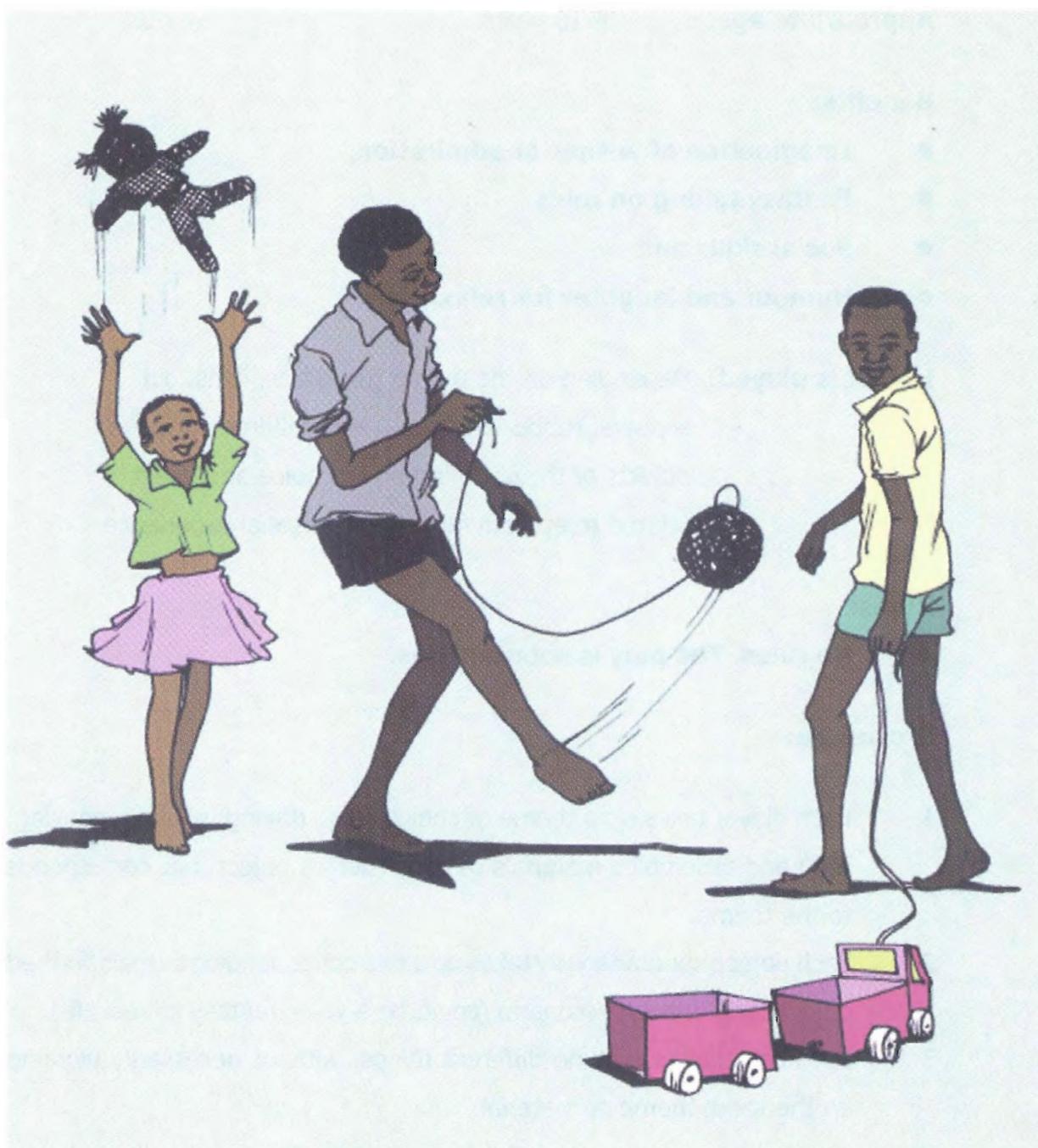
Children form two lines facing each other, and lie down on their bellies to make a bridge. The 'king' passes over their backs without stepping on them but placing his feet in the spaces between them till he reaches the other end of the line his destination.

Rules:

- **The bridge should not be broken when the king is passing on it.**

Procedure:

1. Players divide into two groups of even members.
2. The two groups form two lines, facing each other and ensuring each faces a partner.
3. The players stretch and join hands to form a bridge with their arms.
4. The smallest of the boys is king, so he does not exert too much weight on the arms of his colleagues. He glides over the arms to the end of the bridge.
5. The game may be repeated for as long as the group may wish to do so.



Name of the game: Creative arts

Classification: Imaginative pretend play

Materials: Depending on theme (e.g., household items or doctor's kit or hospital; school related materials, etc.)

Number of participants: Not limited

Appropriate age: 6-16 years

Benefits:

- **Imagination of wishes or admiration,**
- **Fantasy taking on roles,**
- **Social skills and**
- **Humour and laughter for relaxation.**

How it is played: Depending on the theme (used tins, cans, old slippers, rubber tyres etc.) and children construct objects of their admiration or choice and enact related roles from fantasy or personal experience.

Rules:

- **No rules. The play is spontaneous.**

Procedure:

1. Each player takes up a theme of choice (e.g., driving, piloting, cooking, etc.) and assembles materials to construct an object that corresponds to the theme.
2. Each person spontaneously takes up a role corresponding to their finished objects and enacts a scenario (could be a wish, fantasy or real life).
3. Different players may do different things, without necessarily working on the same theme or material.
4. Players may compare their finished products if they so wish. Each one carries away their objects for future use.



Name of the game: Kony

Classification: Imaginative pretend play

Materials: None

Number of participants: Not limited

Appropriate age: 6-16 years

Benefits:

- **Imagination of victory over evil,**
- **Social skills of co-operation and**
- **Humour and laughter to lessen the impact of imagined or real pain and fear.**

How it is played: There is a mother for protection who calls her children to safety through a jungle full of fierce animals.

Rules:

- **Respect the mother and her instructions to escape falling prey to the beasts.**

Procedure:

1. Players divide into two groups.
2. One group forms an impenetrable line of wild animals on one end, with the mother on another end. The group of children is between the animals and the mother.
3. The mother calls out to the children, shields them from the wild animals to cross to safety, while the animals struggle to snatch the children from their mother.
4. Any child who is snatched is lost and does not gain any points. Whoever crosses safely with the mother earns the agreed points.

Name of the game: Kuku yagwa Ssese**Classification:** Imaginative pretend play**Materials:** None**Number of participants:** Not limited (three main players with the rest as spectators).**Appropriate age:** 8-14 years (Originally for boys only)**Benefits:**

- **Imagination of success or actions of bravery,**
- **Social skills of co-operation,**
- **Humour and laughter.**

How it is played: Two boys stand side by side. Each boy puts his hands to their backs and intertwines one set of fingers with the other to form a hollow structure for the person to place their foot on.

Rules:

- **The boys/girls carrying the person across the river should not part their hands or create a big distance between them.**

Procedure:

1. Two boys/girls form the "simulation of a boat".
2. One boy places either foot in the other two boys/girls joined hollow palms at their backs, and supports his arms on the shoulders of both boys/girls.
3. As the other players cheer and support, the trio crosses to the agreed destination.
4. Successful crossing over to the destination means a win.
5. If the boy/girl being carried falls off, she/he loses the game and another takes the turn.
6. As many children as are interested take turns.



Songs, Rhyme and Rhythm

Introduction

This category of children's play cuts across ages and becomes more complex as children grow older. The rhyme and rhythm, in song or poetry have a regular beat to which the child systematically adjusts to calm down the internal conflicts they may have over issues surrounding their lives. Music and song have a soothing therapeutic quality that can be beneficial to children in various circumstances. For example, all mothers know that music and song in the form of lullaby causes the child to feel secure, loved and comfortable enough to go to sleep. Music, song and dance can go a long way in tranquillising disturbed emotions in children.

The stories, whether told from story books or by folklore have a healing benefit, in that children will always look for a character to identify with in the story. This is to enable them gain mastery over a disturbing event or undesirable behaviour, like fear. You can also pick a particular story which the child feels has a character of reference to help the pupil overcome a behavioural or emotional problem.

The few games selected under this category are simply examples. You can work closely with your pupils to compile different or new versions of similar games for use with the pupils and environment.

Name of the game: Sekitulege

Classification: Song, rhyme and rhythm

Materials: wooden frame, strings and feathers

Number of participants: Not limited

Appropriate age: 6-15 years

Benefits:

- **Imagination of wishes or admiration,**
- **Fantasy taking on roles,**
- **Social skills of co-operation,**
- **Humour and laughter for relaxation.**

How it is played: Improvised harp, made from wooden frame and strings attached on to it.

Rules:

- **All members sing to the tune and dance to the rhythm**

Procedure:

1. One member strikes the strings on the harp, to make an accompanying rhythm to the song "Sekitulege".
2. The rest of the members join in and sing. They may dance to the rhythm if they so wish.
- 3 It is purely for fun, and there is no competition or scoring.



Name of the game: Face-to-face; Back-to-back.

Classification: Song, rhyme and rhythm

Materials: Drawing material

Number of participants: 2

Appropriate age: 6-15 years

Benefits:

- Social skills of co-operation,
- Humour, laughter and rhythm for fun and relaxation.

How it is played: Each pair alternates posture (face-to-face or back-to-back) and strike palms to augment rhythm and give pace to the movement

Rules:

- **All members clap and rap to the tune and dance to the rhythm**

Procedure:

1. Players draw a circle and divide it into 4 equal parts.
2. Each person stands in one of the sections of the circle, facing outwards with their backs to each other.
3. A signal is given to start the game.
4. Each person responds to the appropriate posture (for example; face to face means face your partner, and back to back means face away from her/him).
5. If a player responds with a wrong posture, the pair loses and falls out of the game.





Name of the game: Ekyuuma kyalima enguudo (the grader levelled the road)

Classification: Song, rhyme and rhythm

Materials: None

Number of participants: Not limited

Appropriate age: 6-17 years

Benefits:

- **Imagination of victory over evil,**
- **Social skills of co-operation,**
- **Humour and laughter.**

How it is played: Two queues are formed with pupils facing each other. Pairs join hands to form an arch. The pair at one extreme end of the arch passes through the arch to the rhythm of the song. The next pair follows till all have had a chance.

Rules:

- **A pair that breaks the arch drops out.**
- **A pair that fails to successfully pass through the arch falls out of the game.**

Procedure:

1. Players divide into two groups.
2. Each group forms a straight line facing the other group, ensuring each person has a partner.
3. Each person stretches out her/his arms towards her/his partner to form an arch.
4. All players begin singing the song, "Ekyuuma kyalima engudo" as pairs begin to pass through the arch.
5. The play can go till all pairs have had a chance to pass through the arch.



Name of the game: Rope skipping

Classification: Books, stories, song, rhyme and rhythm

Materials: Rope

Number of participants: 3 or more

Appropriate age: 8-12 years

Song:

Down the Mississippi;
if you miss you go out
the number of times one skips
without failing.

Benefits:

- **Social skills of co-operation,**
- **Humour, laughter and rhythm for fun and relaxation.**

How it is played: Two players hold either ends of the rope and sway it from side to side. One person jumps over the swaying rope and avoids any contact with it. Any contact with the rope disqualifies her/him and another player comes in. Usually accompanied by song.

Rules:

- **All members clap and rap to the tune and dance to the rhythm.**

Procedure:

1. Get a rope and agree on rules and who starts in the centre.
2. Two people hold the rope at either ends and sway it from side to side, singing or counting along to provide the rhythm.
3. The person in the middle jumps the rope until she comes into contact with it. In this case, no point is gained but she gets out to give chance to other players.
4. If the player completes the agreed number to make a winner, she still has to get out and give chance to other players.
5. The game may go on as long as the players wish.

Worksheets

Introduction

Worksheets fall under many categories, depending on the goal you seek to achieve with the child. However, they become very useful where the child needs to be helped to concentrate and complete tasks. They also help in identifying cognitive-related challenges, to enable you to apply the right intervention. Worksheets may be used for individual and group counselling, depending on what you intend to achieve with those involved. They cut across all issues from academic, social, emotional, behavioural and also for fun.

The few worksheets selected under this category are simply examples. You can work closely with your pupils to compile different or new versions of similar games for use with the pupils and environment.

Name of the game: Puzzle of the Canoe**Classification:** Puzzle**Materials:** Depends on approach (if individual, writing materials and paper; if group, then can be verbal).**Number of participants:** Not limited**Appropriate age:** 6-17 years**Benefits:**

- **Skills of decision-making,**
- **Critical and creative thinking skills.**

How it is played: Read out for group activity or done individually as worksheet.**Rules:**

- No cheating.
- Only one correct response.

Procedure:

1. Present the following quiz written or read out:

A man had two sons on one side of the river. The man weighed 100 kg., while both of his two sons each weighed 50kg. The maximum capacity their canoe could carry is 100kg. How did they manage to cross over to the other side of the river using the same canoe?

Solution

1. The two boys crossed first. One of them remained the other side of the river while the other took the canoe back to the father.
2. The father crossed alone, handed over the canoe to the first boy who went back to his brother on the other side and the boys crossed together to where their father was.

Name of the game: The mad person on the island**Classification:** Puzzle**Materials:** Depends on approach (if individual, writing materials and paper; if group, then can be verbal).**Number of participants:** Not limited**Appropriate age:** 6-17 years**Benefits:**

- **Skills of decision-making,**
- **Critical and creative thinking skills.**

How it is played: Read out for group activity or done individually as worksheet.**Rules:**

- **No cheating,**
- **Only one correct response.**

Procedure:

1. Present the following quiz written or read out:

In the middle of the lake, was an island. On the island, there was an orange tree with ripe fruits. Up in the fruit tree, there was a mad man eating the ripe fruits. On the lake shore, there was a very hungry boy who wished to have a share of the fruits, but they were out of reach. How do you think he managed to get some of the fruits for himself as well?

Solution

The hungry boy picked stones and aimed at the mad man in the orange tree (but with no intention of hitting him). For every stone that fell, the madman threw back fruits at the boy. So the boy managed to eat some of the fruits as well.

Name of the game: Crossword Puzzle**Classification:** Worksheet**Materials:** Puzzle on paper, pencil and rubber, ruler**Number of participants:** Not limited**Appropriate age:** 6-17 years**Benefits:**

- **Skills of decision-making,**
- **Critical and creative thinking skills.**

How it is played: Individuals read and round off correct responses.**Rules:**

- **No cheating,**
- **Only one correct response.**

Procedure:

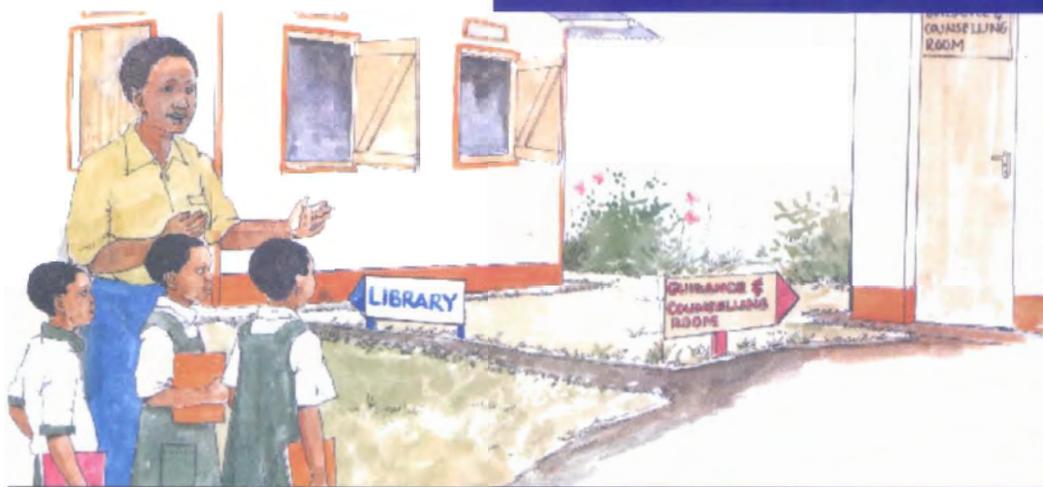
1. Individually, children follow the instructions below:

There are 11 districts of Uganda in the crossword puzzle. Can you try to identify them?

A	B	M	B	A	R	A	R	A	C	D	I
E	K	P	F	G	H	A	I	J	K	D	M
L	M	I	N	O	K	P	Q	R	K	W	O
T	U	G	B	A	V	W	X	A	Y	S	R
A	K	I	S	O	R	O	T	I	A	Z	O
R	A	A	C	D	G	A	E	F	G	B	T
I	M	I	J	K	K	A	B	A	L	H	O
L	U	W	E	R	O	P	J	I	N	E	A
L	L	M	N	O	K	A	M	U	L	J	P
Q	I	R	S	T	U	C	V	W	X	I	Z

Play is one major activity of children and all children have a right to play. In a Guidance and Counselling situation, play is one major mode of communication, through which children can express their feelings, emotions and aspirations. It also helps in building rapport (trusting relationship) between the child and the child counsellor. Child play has, however, previously been ignored by many. Teachers had expressed ignorance of the importance of plays children engage in. Until recently, they thought child play was unimportant.

The examples of plays and games in this book are collected from all the regions of Uganda. With a professional touch, their therapeutic values are, as well, comprehensively discussed.



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BASIC EDUCATION
AND
POLICY SUPPORT
(BEPS)