



Therapeutic Play Program Sungura's (3-7 year olds)

Muhimbili Hospital
Paediatric Oncology

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THIS THERAPEUTIC PLAY PROGRAM

Introduction

This therapeutic play program has been created to explore the most challenging issues relating to being a 3– 7 year old, diagnosed with cancer and admitted to hospital in Tanzania. Each of the 12 sessions has a different level of emotional intensity which is colour coded. These sessions should be conducted by a trained professional who understands the therapeutic process and is sensitive to the needs of children.

Sessions have a clear structure, within that there is freedom for creative expression imaginative play. Creative play methods including; Storytelling, Music, Creative visualisation, arts and crafts have been combined with medical educational materials and child life techniques to meet the all of the psycho social needs of this target group.

The key elements to creating a therapeutic environment in the session are:

1. The therapist must develop a warm, friendly relationship with the child, in which good rapport is established as soon as possible.
2. The therapist must accept the child exactly as he is.
3. The therapist establishes a feeling of permissiveness in the relationship so that the child feels free to express his feelings completely.
4. The therapist is alert to recognize the feelings the child is expressing and reflects those feelings back to him in such a manner that he gains insight into his behaviour.
5. The therapist maintains a deep respect for the child's ability to solve his own problems if given an opportunity to do so. The responsibility to make choices and to institute change is the child's.
6. The therapist does not attempt to direct the child's actions or conversation in any manner. The child leads the way; the therapist follows.
7. The therapist does not attempt to hurry the therapy along. It is a gradual process and is recognized as such by the therapist.
8. The therapist establishes only those limitations that are necessary to anchor the therapy to the world of reality and to make to the child aware of his responsibility in the relationship.

Virginia Axline's (1974) eight basic principles of child centred play therapy.

This program was created and written by Leone Ellis –Certified Play Therapist -over a 4 year period (2009-2013) of working at the paediatric oncology ward. The sessions and activities have been chosen for their local sustainability in buying resources wherever possible. All books have been translated and adapted for this population. The children chose the therapeutic aims by demonstrating, responding and showing what they needed.

1. Resources Needed To Run The Program

1.1 Books:

1. Nita goes to hospital- a girl is admitted to hospital with a broken leg
2. Sometimes- lovely pictures of a child admitted to hospital and his sister
3. The little tree -coping with disfigurement after an illness or amputation
4. Amazing Hannah-a young girl is ill in hospital in photo's
5. All different emotions-introducing words and scenarios for emotions
6. I like myself-to boost self esteem
7. On a road in Africa- a journey down an African road to an animal orphanage
8. Journey home from Grandpa's-a journey that sees all different vehicles
9. My dad is a pretzel-a book about parents occupations and yoga poses for children
10. Mulberry bush- has pictures of children from different cultures getting ready for school
11. Quiet loud- each page has a quiet or loud activity
12. How do you feel?-names different feelings in a very simple book
13. Lala salama- a family with a fisherman for a father and a mother who cares for her child
14. Selfish crocodile- an unfriendly crocodile learns he needs to be nice to have friends
15. Tigger just be nice –tigger is too rough and has to learn to play nicely
16. Handa's surprise- a story set in a rural village with fruit, and animals and a funny ending
17. We all went on safari- a counting book set in the Serengeti
18. We're going on a lion hunt-a search for a lion with a anticipation and s fun ending
19. We are going on a bear hunt- a search for a bear with anticipation and a fun ending
20. The owl says wow- a book with colours and a rainbow at the end
21. The very hungry caterpillar- a book to read as a story or play card game
22. Big cat babies- an educational book with great photos and simple facts
23. Give me a yam-a story set in Africa about a boys day and his mums home cooking
24. Where is leopard?- a fun book where the children find leopard on the page

Any orange and yellow books can be read as stories at any time. Red books should only be read in a therapeutic session.

1.2 Permanent resources:

- ✓ Tumaini puppet
- ✓ Boom box
- ✓ Medical toys
- ✓ Real medical kit
- ✓ Dressing up clothes

- ✓ Kitchen toys
- ✓ 20 Small bed sheets
- ✓ Bag of 20 soft toys
- ✓ Bag or 20 puppets
- ✓ 20 Scissors
- ✓ Transport cards
- ✓ Pain scale
- ✓ Medical procedure book
- ✓ DVD player
- ✓ Paul and the dragon DVD
- ✓ Emotional flash card
- ✓ Boom box
- ✓ Relaxation CD's
- ✓ Mirror
- ✓ Ball
- ✓ Real medical kit
- ✓ White board +markers
- ✓ Body outline photocopies
- ✓ Medical pictures photocopies
- ✓ Parachute

1.3 Consumable resources:

- ✓ Paint# #items from overseas volunteers
- ✓ Plastacine#
- ✓ Rolls of wall paper#
- ✓ A4 white paper
- ✓ A4 coloured paper Glue
- ✓ A4 coloured card
- ✓ White paper plates
- ✓ Crayons, felt pens, pastels
- ✓ Play dough
- ✓ Leaves, sticks, sand
- ✓ Empty card board boxes

2. Session contents

This program has been designed to be run one session per week - for 1 hour -for 12 weeks in numerical order. Then start back at 1 again. Each session has a therapeutic aim:

2.1 Dragon DVD

This session is to educate the children about their illness and treatment and to answer any confusing questions they may have. We use play dough to make dragons.

2.2 Medical procedure

This is an interactive group discussion to enable children to share their experiences of medical procedures and to attempt to normalise them. We colour in photo copied pictures of hospital procedures.

2.3 Journey to hospital

The purpose of this session is to get to know how far the children have travelled and for them to talk about home. Making them feel less alone in their experience of being far away. We draw on a long piece of paper a journey from home to hospital as a group.

2.4 All about me

The purpose of this session for everyone to get know each other. Giving the children a sense of who they are away from home. Also informing staff about the child's background and home life. The children draw on a photo copied outline of a body sheet and then draw a picture of their family or home.

2.5 Emotional education

The object of this session is to teach the feelings word to enable them to talk about them to alleviate inner stress and anxiety. The children make heads with face and expressions on them with play dough on a pencil.

2.6 The Very Hungry Caterpillar

The objective of this lesson is to inspire the children's imagination and realize they may change while being in hospital. The children make caterpillars out of play dough or paint butterfly pictures.

2.7 Coloured weather story

The purpose of this session is to release built up tension in the children and to, allow them to express themselves noisily. This huge tension breaker and release of energy. The children paint a storm or a rainbow.

2.8 The lion Hunt

The objective of this lesson is to inspire the children imagination and release tension or frustration. They make a mask of a lion from paper plates and elastic.

2.9 The teddy bear hospital

The purpose of this session is for the children to be able to rein act their own experience of be in hospital but be in control of it. The children have toy medical kits, white sheets and teddy bear making a mini hospital having free medical play time.

2.10 Fruit sensory

The purpose of this session is for children to explore and engage their senses and try new things. This activity is particularly designed so the blind children can join in and excel. We play a huge group game of tasting, smelling, and touching fruit and guessing what fruit it is. Then the children draw the fruit.

2.11 The little Tree

A creative visualisation to relax the children's body and teach them a tool to use to unburden their worries or in times of stress, fear or pain. We collect real leaves and sticks to make into trees and paint them.

2.12 The bear hunt

The objective of this lesson is to inspire the children imagination and release tension or frustration. The children make bear masks from paper plates.

3. Running Therapeutic Play Sessions

The sessions titled in red cover the most sensitive and challenging issues that the children face. The orange titled sessions touch on less sensitive issues and yellow is generally a fun educational session.

Before starting the first session at the check in circle create some rules with the group. Explaining that during these sessions we may talk about difficult or personal things so we need to take care of each other's feelings. Try to get the children to suggest them but make sure you include: no mocking each other, listening when someone is talking, not telling people outside of the group afterwards what other people said during the session. Write these up on a big piece of paper in Swahili on the wall or white board and remind them of them if they break them.

3.1 Steps Involved

- Be as prepared in advance as possible make sure you have everything you need to hand and that you have made something from the art activity yourself first to demonstrate and to test it out.
- This age group need have short attention spans so props and moving on quickly is key don't spend a long time telling them what not to do keep them as engaged as possible and keep the flow of the session moving.
- Remember the purpose of the session this is the 'therapeutic aim'. Even if you have to adapt it as you go keep it in mind if possible. Alternatively if it's really not working out as planned then just try to have fun as fun is always therapeutic!

- Positive discipline of praise and encouragement is the main focus in this school but if a child is being very disruptive to the group then they can be asked to leave and go back to their carer or sit at the back and play with the pangya's (0-2 age group).

Ensure all creative work is named and dated and displayed on wall of class room for up to 1 month. Then take work down to include in memory books.

1	Dragon DVD session	
	<p>Therapeutic Aim: this session is to educate the children about their illness and treatment and to answer any confusing questions they may have. You can arrange for a medical professional to be in the room to answer the questions or if you don't then you must refer all medically related questions to a doctor or nurse.</p>	Items needed:
10am	<p>Sit the children down all together in front of the TV then introduce the Cartoon by explaining; 'This is a cartoon about a boy who gets sick, and his parents take him to the hospital, they do tests and find he has an illness called cancer, a lump growing in his tummy. Paul gets medicine called chemo he imagines a world inside his body where the cancer is a dragon and the medicine is the round blue balls and the purple blobs. They have a big imaginary Battle'</p>	Paul and the dragon DVD, DVD player
10.15am	<p>Show DVD 20 mins Explain clearly as the DVD goes on:</p> <ul style="list-style-type: none"> • The dragon is the cancer • The blue round things are medicine • The purple blobs are chemo. 	
10.35am	<p>Ask if the children have any questions at the end? See if they understood it?</p> <p>The most frequently asked questions are:</p> <ol style="list-style-type: none"> 1. What causes cancer? 2. Did I do something to make me get cancer? 3. Who's fault is it? 4. Why does hair fall out? 5. Will I get better? 	Pen & paper

	<p>6. When can I go home?</p> <p>Make clear that it is nobody's fault it's nothing they or their parents did. And many studies are currently being done to find out the cause of children's cancer but right now no one knows the cause not even the cleverest people in the world!</p> <p>As to if they are going to get better, explain that the doctors and nurses are doing the best they can to make them better and that most children do get better.</p> <p>If a child asks about death tell them that you don't know about their individual case and that they should ask their Doctor.</p> <p>Try to end on a happy note of the fact that a lot of very clever people all over the world are trying to find the cure for cancer and that they are in the right place.</p>	
10.45am	<p>Give the children some plastacine or play dough and tell them to make their own a dragon. Give them 20 mins or so with warning 5 mins before time is up.</p> <p>Then if they want to ask them after the count of 1-2-3 to destroy their dragon however they want. Dropping, Squashing, throwing on the floor ripping it up, pulling it apart, punching it, slapping it....however they want it doesn't have to be violent but it can be if they want.</p>	Plastacine, play dough.
2	<p>Medical Procedures Session</p>	
	<p>Therapeutic Aim: this is an interactive group discussion designed to educate but also to normalise the children experiences at the hospital so they feel less alone.</p>	Items needed:
10	<p>Sit in a circle and sing a welcome song (hello everyone) with sign language, or clap the children names or sing karibuni watoto.</p>	

<i>5mins</i>		
10.05pm <i>10mins</i>	Read 'Nita goes to hospital' book and 'sometimes' book.	Nita goes to hospital book and sometimes book.
10.15pm <i>10mins</i>	<p>Hold up one of the medical procedures book Ask;</p> <ul style="list-style-type: none"> • Do you know what is going on in this picture? • Have you ever had one? • What was it like? What number on the pain scale did it hurt or not hurt? <p>Making sure each child in the group gets to have a turn at speaking if they want to. Emphasising that everyone is different and feels pain differently there is no right or wrong.</p> <p>Encourage them to share how they cope, what they think of or what they do to make themselves feel better.ie praying, singing a song in their head when they are having an injection....holding hands with their Mum....</p> <p>Take out Tumaini Puppet and get them to tell him about hospital, what is it like, what do they do to you? Is there anything good? What is the worst thing?</p>	<p>Medical procedure book.</p> <p>Laminated pain scale</p> <p>Tumaini puppet</p> <p>Real medical kit</p>
10.25pm <i>30mins</i>	<p>Give out colouring in sheets of hospital procedures asking the children to colour them. Or</p> <p>Get out dressing up clothes and medical kits, sheets and some soft toys and dolls. Encourage the children to play being doctors or parents with sick toys.</p>	<p>Photo copies if medical procedure picture</p> <p>Soft toys, medical toys, sheets, dressing up clothes</p>
3	Journey to Hospital session	
	Therapeutic Aim: the purpose of this session is to get to know how far the children have come from and for them to talk about home and where they are from. Making them feel less alone in their experience of being far away.	Items needed:

10am <i>5mins</i>	Sit in a circle and sing a welcome song (hello everyone) with sign language, or clap the children names or sing karibuni watoto.	
10.05am <i>15mins</i>	Read ' or 'on a road in Africa' or 'Journey home from Grandpa's' book	on a road in Africa, journey home from grandpa's books
10.20am <i>15mins</i>	Hold up the card with many different forms of transport, train, trucks, cars, taxi's, bicycle, Ambulance, on foot... Ask the children what the cards are. <ul style="list-style-type: none"> • Which one they have travelled on to get to the hospital? • What happened on the journey? • What did they see? 	Transport cards
10.35am <i>20mins</i>	Roll out a long piece of wall paper and ask the children to draw the roads to the hospital. With home at one end and the hospital at the other. Encourage group participation sharing of space, drawing: trees cars houses, bikes , people...anything they saw on their way here. Or make cars or buses out of a card board boxes painting them and sticking on circles of paper for wheels.	Roll of wall paper paint, or crayons. Card board boxes and circles cut out glue for wheels paint.
4	All about Me session	
	Therapeutic Aim: the purpose of this session is to get to know The children and to get other to know them. Giving them a sense of who they are and a raise their self-awareness.	Items needed:
10am <i>5mins</i>	Sit in a circle and sing a welcome song (hello everyone) with sign language, or clap the children names or sing karibuni watoto.	
10.05am <i>15mins</i>	Read 'here we go round the mulberry bush' and 'I like myself' book. Talk about the different children in the book and ask them what they like about themselves.	'Here we go around the mulberry bush' and 'I like myself' book
10.20am <i>15mins</i>	Throw the ball around the room asking for things you like i.e. colours, foods, sports, games,... Then things you don't like.....Pass a mirror around look at their face, what colour eyes do they have ,long eye lashes or	A ball a mirror

	<p>short eye lashes, big nose ,small nose, dark skin, light skin,.....</p> <p>Draw on white board a human body out line fill it in with them.</p>	White board +marker
<p>10.35am</p> <p>20mins</p>	<p>Give out photo copied sheets of a body outline....encourage the children to think about who they are not to copy others. What colour eyes do they have? Hair? Clothes? How many eyes, ears mouth? If a child has already done this then ask them to draw a picture of their family or home.</p>	Worksheets and felt pens
5	Emotional education session	
	<p>Therapeutic Aim: the object of this session is to give words to feelings to enable children to talk about them to alleviate inner stress and anxiety.</p>	
<p>10</p> <p>5mins</p>	<p>Sit in a circle and sing a welcome song (hello everyone) with sign language, or clap the children names or sing karibuni watoto.</p>	
<p>10.05pm</p> <p>10mins</p>	<p>Read 'all different kinds of emotions' book 'how do you feel' book.</p>	'all different kinds of emotions' 'how do you feel' books
<p>10.15pm</p> <p>10mins</p>	<p>Siting in a circle say: There are many more feelings than this but here are some common ones... Hold up a card with a feeling on and ask the children;</p> <ul style="list-style-type: none"> • What is this child feeling? • Can you make that face? • What makes you feel like that? <p>Discuss other scenarios that might make them feel like this. Letting each child who wants to have a turn. If one child shares something you think is relevant ask the group 'do you ever feel like that?' Listening, and thanking a child when they share a story that is particularly hard to admit/share.</p> <p>Act out feelings exaggerating them and get children to mimic you ask them to call out what you are feeling, i.e make and angry face and body posture, Make a sad face and pretend to cry, jump up and down in an</p>	Feelings flash cards

	excited way, hide your face in a scared way, peep out in a shy way, jump in a surprised way, smile and laugh in a happy way... Tell the children to copy you and follow you around the room however you are moving.	
10.25pm <i>30mins</i>	Give them a lump of plastacine and blunt pencil ask them to make a face with a feeling expression on it. Make one yourself first to demonstrate what you mean but be sure they don't just copy yours. Have them walk around the room talking to each other asking what they are feeling.	Plastacine or playdough pencils
6	Hungry caterpillar session	
	Therapeutic Aim: The objective of this lesson is to inspire the children's imagination and realize they may change while being in hospital.	Items needed:
10 <i>5mins</i>	Sit in a circle and sing a welcome song (hello everyone) with sign language, or clap the children names or sing karibuni watoto.	
10.05pm <i>10mins</i>	Read 'just like mister croc' and 'the hungry caterpillar' book	'Just like mister croc' and 'hungry caterpillar' book.
10.15pm <i>20mins</i>	Give out the cards and read the book again asking the children to hold up their card when they see it in the story. Do this through twice changing the cards if they are engaged. Stand up and pretend to be caterpillars popping out of an egg eating lots of food then building a cocoon around ourselves inside the parachute. When all the children are inside open it up and shouts beautiful butterflies!! And then do it all again if still engaged.	Hungry caterpillar cards parachute

10.35pm 25mins	Show the children how to paint one half of a page and then fold it in half to make a butterfly. You can add the body and head if they like or paint it using their hand prints.	Paint, paper(coloured) brushes
7	Weather Story Session	
	Therapeutic Aim: the purpose of this session is to release built up tension in the children and to, allow them to express themselves noisily. This huge tension breaker and release of energy.	Items needed:
10am 5mins	Sit in a circle and sing a welcome song (hello everyone) with sign language, or clap the children names or sing karibuni watoto.	
10.05am 15mins	Read 'the owl said WOW' and 'lala salama' book. Talking about the colours and explaining that owls live at night explain how rainbows come when there is rain and sun. When reading the lala salama book talk about the boat at sea and what happens if there is a storm.	' the owl said WOW' and 'lala salama'book
10.20am 15mins	<p>Sitting in a circle tell the children to close their eyes and listen to the story imaging it in their minds. Say this story through using a progressively, building up and down gradually to create tension. Using your voice and tone to get louder more intense, fast reaching a crescendo and the calming down again.</p> <p>Picture a scene of a beautiful sunny, calm day in a valley with mountains off in the distance. The birds are singing the trees are swaying in the gentle breeze.....there are flowers growing in the lush green grass...there is a sea of cool calm water just rippling in the breeze.....slowly the wind gets a bit stronger. You look up and see clouds coming over the sun. It's getting darker.... Spots of rain begin to pitter patter on to the ground and into the water there are splish splosh sounds..... there is a quiet rumbling sound from the sky it gets louder becoming a loud rumbling the wind starts to blow harder and harderthe rain beats downwater is pouring everywhere!! Waves start to crash on the edge on the lake washing water right up onto the land...then there is a loud boom of thunder and a flash of lightning lighting up the sky!! There is chaos and noise everywhere rain! Wind! Thunder! Lightning! Then the thunder stopsand the wind begins to slowdown the rain is now just a pitter patter again...the rain in the water slows down....the lightning has stopped.....the clouds are starting to clear...its getting lighter...the wind stops...the rain has stopped.....the sun is coming out!....the birds start to sing once more the sea is all quiet and calm. There is a rainbow in the sky! Look at all the colours, red , orange, yellow ,green blue purple...arching right across the sky....</p>	Colour card, emotions cards.

	Get out the parachute and have the children hold in on their laps in a tight circle. Explain that this is the sea. Say the story again and get the children to move the parachute the story. Add some small light balls or toys as boats and do it again watching the boats fly around.	
10.35am <i>20mins</i>	Get out paints and paper giving one to each child. Ask them to paint an image, pattern, idea from the story they were just told. There is no right or wrong way it doesn't have to be a definite picture it can be just colours. Give them 10 mins to do that they may want to do more than 1.	A 4 paper, paint brushes and water.
8	Lion hunt session	
	Therapeutic Aim: The objective of this lesson is to inspire the children imagination and release tension or frustration.	Items needed:
10 <i>5mins</i>	Sit in a circle and sing a welcome song (hello everyone) with sign language, or clap the children names or sing karibuni watoto.	
10.05pm <i>10mins</i>	Read 'the selfish crocodile' and 'lion hunt' book.	'The selfish crocodile' and 'lion hunt' book.
10.15pm <i>10mins</i>	Stand up and lead the children around the room in a lion hunt, building the tension and going through all the different conditions. At the end run home slam the door and jump into bed all hiding under the parachute; phew we don't feel like catching a lion today after all! Do this twice through.	parachute
10.25pm <i>30mins</i>	Take out paper plate's scissors orange and yellow paint and black marker pens. Make lion masks helping the children cut out the eyes.	Paper plates, orange and yellow paint, black markers, scissors.
9	Teddy bear hospital session	

	Therapeutic Aim: the purpose of this session is for the children to be able to rein act their own experience of be in hospital but be in control of it.	Items needed:
10am <i>5mins</i>	Sit in a circle and sing a welcome song (hello everyone) with sign language. Check in circle of asking how they are feeling today.	
10.05am <i>15mins</i>	Read 'the amazing Hannah' and 'where's my yambook	'the amazing Hannah' and 'whereas leopard' book
10.20am <i>40mins</i>	<p>Take out Tumaini puppet or a large teddy and ask the children to come up and show you a good way and a bad way of giving an injection. Or taking care of a sick toy.</p> <p>Explain that you have a whole bag of sick toys that need to go to hospital. And they need to be the doctors and nurses who are going to look after them.</p> <p>Get out the bag of toys and ask the children to make beds for them in a line against the wall. Showing how to tuck them into bed. All the while play acting that the toy is real and sick.</p> <p>Demonstrate to the children how they should pretend to be doctors and nurses i.e dress up and take syringe and inject the toy. Encourage them to play act on the toys. Let them be in control of how they take care of the toys. Reflect back their actions ie' I see you gave teddy a line very gently' or 'I saw you giving that monkey an injection'...'you are a good doctor you are taking care of everyone.'</p> <p>Just observe guide and encourage this free play with structure.</p>	Tumaini puppet. Bag of soft toys, sheets, medical toys dressing up clothes.
10	Fruit Sensory Session	
	Therapeutic Aim: The purpose of this session is for children to explore and engage their senses and	Items needed:

	try new things. This activity is particularly designed so the blind children can join in and excel.	
10am 5mins	Sit in a circle and sing a welcome song (hello everyone) with sign language .check in circle of asking how they are feeling today.	
10.05am 15mins	Read ‘ we all went of safari’ and ‘Handa’s surprise’	we all went of safari’ and ‘Handa’s surprise ’book
10.20am 15mins	<p>Tel the children that today they are going to learn about their senses: taste, touch, smell, hearing, sight. To explore them we are going to use fruit. Ask them what is their favourite fruit? What colour is it? How does it taste?</p> <p>Show the children a bag that has 4 different fruits in it. Tell them that they are going try to guess what each one is Hold up each one in turn under a cloth ask them to call out what they think it is You have to ask all children to close their eyes and no peeping while you take the fruit around.</p> <p>Then pass the fruits around under a cloth or in a bag and see if they can use their sense of touch to guess what it is. Take it out and show everyone once you have been around the circle ta, da! Try it with all 4 fruits.</p> <p>Now ask them to close their eyes and sniff when you say and try to guess what it is, do the same with all 4 fruits. That was your sense of smell.</p> <p>Now close your eyes again and tap or slap each fruit near their ears asking them to guess what it is. That is hearing.</p> <p>Now cut up the fruit into little pieces and wash the children’s hands. Ask them to hols their hands out and give them one piece each into their hand tell them to eat it with their eyes closed. They have to guess what it is using their sense of taste.</p> <p>After counting dramatically 1..2..3...Take it out and show them, ta da! Do it with all 4 fruits. That</p>	Colour card, emotions cards.

	was using the sense of sight .	
10.35 am <i>20mins</i>	Now put the fruit in the middle of the room and ask them to draw it.	A 4 paper, pastels/pens
11	The little tree session	
	Therapeutic Aim: to relax the children body and teach them a tool to use in times of stress, fear or pain.	Items needed:
10am <i>5mins</i>	Sit in a circle and sing a welcome song (hello everyone)with sign language .check in circle of asking how they are feeling today.	
10.05am <i>10mins</i>	Read the 'quiet and loud ' and' little tree book 'as an introduction to the session	The little tree book
10.15am <i>10mins</i>	Get the children to pretend to be a seed and grow to being a big arm waving, strong tree! Do several times.	
10.25am <i>35mins</i>	Ask the children to make a tree from sticks leaves and play dough or Collect large leaves and get the children to paint then. This is an outside activity.	Sticks, leaves play dough, Large leaves paint and brushes
12	Bear hunt session	
	Therapeutic Aim: The objective of this lesson is to inspire the children imagination and release tension or frustration.	Items needed:
10 <i>5mins</i>	Sit in a circle and sing a welcome song (hello everyone) with sign language, or clap the children names or sing karibuni watoto.	

10.05pm <i>10mins</i>	Read 'where is leopard' book and 'bear hunt' book	'where is leopard' book and 'bear hunt' book.
10.15pm <i>10mins</i>	Stand up and lead the children around the room in a Bear hunt, building the tension and going through all the different conditions. At the end run home slam the door and jump into bed all hiding under the parachute; phew we don't feel like catching a lion today after all! Do this twice through.	parachute
10.25pm <i>30mins</i>	Take out paper plates scissors, brown and black paint and black marker pens. Make bear masks helping the children cut out the eyes.	Paper plates, brown and black paint, markers, scissors.