

For Grades 2-5

TURN THE PAGE  
FOR

PLAY THERAPY  
ACTIVITIES



©

WRITTEN BY:

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&

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This book is dedicated with love and appreciation to Dr. Rosemarie Smead, who is the "The Frog Queen," ultimate mentor, and most important—dear friend.  
~ Michele Neace Page

I dedicate this book to Jordan, Kennedy, Kaylie, Keely, and Benjamin. We love you all!  
~ Joy A. Wilson

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# INTRODUCTION

This book is designed to benefit the client as well as the professional. You may reproduce pages and copy activities, worksheets, checklists, and examples for personal use. Each activity includes instructions and worksheets.

The consistent activity format facilitates implementation of highlighted techniques. You'll find the outline useful for assessing each activity's suitability and relevant connection to a developmentally appropriate group. Uniform throughout this book, it includes:

## **Rationale**

A quick reference to each activity's intent, this portion summarizes why a particular activity should be implemented. Subsequent sections include more in-depth explanations.

## **ASCA Standards**

Each activity's ASCA Standards are included for your personal information and the convenience of counselors whose school districts require justification for activity use.

## **Recommended Age/Grade Level**

Ages and grade levels are only recommendations. Many of the activities can be used/adapted for lower or higher grade levels. When choosing an activity, always consider your students' abilities and developmental levels.

## **Therapeutic Purpose**

This section's clarification of components explains specific applications of each technique. Evaluation, goal setting, prevention, reinforcement, and relationship building facets of each activity are outlined. Their connection within a therapeutic framework helps counselors better understand each activity's benefits and purpose.

# CIRCLE OF STRENGTH



## Rationale:

This activity helps children identify skills, abilities, resources, and people that can help them discover their personal strengths. The goal is to make children more aware of positive influences and other assets available to them.

## ASCA Standards:

PERSONAL/SOCIAL DEVELOPMENT
<b>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</b>
PS:A1 Acquire Self-Knowledge
PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
PS:A1.9 Demonstrate cooperative behavior in groups
PS:A1.10 Identify personal strengths and assets
PS:A2 Acquire Interpersonal Skills
PS:A2.6 Use effective communication skills
<b>Standard B: Students will make decisions, set goals and take necessary action to achieve goals.</b>
PS:B1 Self-Knowledge Application
PS:B1.4 Develop effective coping skills for dealing with problems
PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
<b>Standard C: Students will understand safety and survival skills.</b>
PS:C1 Acquire Personal Safety Skills
PS:C1.10 Learn techniques for managing stress and conflict
PS:C1.11 Learn coping skills for managing life events.

## Recommended Age/Grade Level:

8–11 years of age/Grades 3–5 (adaptable for Grades 6–8)

**Note:** Do not use this activity with children who are not permitted to wear jewelry or with children who cannot physically handle the beads and cord.

## Therapeutic Purpose:

- **Evaluation**—Identify strengths and growth areas
- **Goal setting**—Identify under-utilized skills, abilities, resources, and people and brainstorm ways to incorporate these into future relationships
- **Prevention**—Identify and clarify strengths in order to build future connections
- **Reinforcement**—Identify and discuss sources of strength and ways to make changes
- **Relationship building**—Facilitate bonding, identification, and support for others' strengths

## Materials:

### For The Leader:

- Copy of *Circle of Strength Materials Checklist* (page 27)
- Pencil or pen
- Copy of *Circle of Strength Worksheet Example* (page 28)
- Beads (about 8 different colors, optional)
- 8 smaller beads to serve as spacers (optional)
- Elastic cord (about 12" long, optional)
- Scissors
- Tape measure or ruler
- Flip chart and marker
- Copy of *Circle of Strength Chart* (page 30)

### For Each Child:

- Beads (8 different colors for each participant)
- Elastic cord (about 12" long)
- 8 smaller beads to serve as spacers (These beads will not be assigned meaning.)
- Copy of *My Circle of Strength* (page 29)
- Crayons
- Pencil or pen

## Pre-Activity Preparation:

Reproduce the necessary sheets and gather the other materials.



# FEELINGS MATCH GAME



## Rationale:

This activity helps children identify and discuss feelings and helps you discover if a child understands his/her feelings. If the child has a difficult time talking about feelings, this game can begin to teach feelings and help him/her expand and explore difficult or complicated emotions.

## ASCA Standards:

PERSONAL/SOCIAL DEVELOPMENT
<b>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</b>
PS:A1 Acquire Self-Knowledge
PS:A1.2 Identify values, attitudes and beliefs
PS:A1.5 Identify and express feelings
PS:A1.9 Demonstrate cooperative behavior in groups
PS:A2 Acquire Interpersonal Skills
PS:A2.3 Recognize, accept, respect and appreciate individual differences
PS:A2.6 Use effective communication skills
<b>Standard B: Students will make decisions, set goals and take necessary action to achieve goals.</b>
PS:B1 Self-Knowledge Application
PS:B1.4 Develop effective coping skills for dealing with problems
<b>Standard C: Students will understand safety and survival skills.</b>
PS:C1 Acquire Personal Safety Skills
PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
PS:C1.11 Learn coping skills for managing life events.

## Recommended Age/Grade Level:

7–11 years of age/Grades 2–5 (adaptable for Grade 1)

## Therapeutic Purpose:

- **Evaluation**—Explore differences in feelings about situations and experiences
- **Goal setting**—Evaluate whether the child(ren) can discuss feelings and assess ability to cooperate
- **Prevention**—Demonstrate healthy processes for sorting feelings and addressing hidden or ignored feelings
- **Reinforcement**—Provide a non-threatening environment that reinforces safe ways to explore feelings
- **Relationship building**—Explore feelings with peer groups and reinforce connections with others who have similar feelings

## Materials:

### For The Leader:

- Copy of *Feelings Match Materials Checklist* (page 48)
- Pencil or pen
- 2 sets (8 each) *Feelings Match Cards* (page 49)
- Heavyweight paper or cardstock
- Scissors
- Small prizes (bubbles, modeling clay, cards, stickers, erasers, etc.)
- Copy of *Feelings Match Score Sheet* (page 50)

### For Each Child:

- 2 sets of *Feelings Match Cards* (page 49)

## Pre-Activity Preparation:

Reproduce the necessary sheets and gather the other materials.

On the heavyweight paper or cardstock, reproduce two sets of *Feelings Match* cards for the leader and each child. Cut the cards apart, then shuffle the two sets together. Purchase or make small prizes.

## Instructions:

**Introduction:** Tell the children they are going to play a game about feelings.

**Activity:** Distribute two sets (16 cards) of *Feelings Match Cards* to each child. Have the child place the cards face-down.

# IF I COULD TALK TO THE ANIMALS

## Rationale:

This activity helps individuals get in touch with feelings they experience when losing control of such emotions as anger, frustration, or anxiety.



## ASCA Standards:

PERSONAL/SOCIAL DEVELOPMENT
<b>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</b>
PS:A1 Acquire Self-Knowledge
PS:A1.5 Identify and express feelings
PS:A1.6 Distinguish between appropriate and inappropriate behavior PS:A2
PS:A2 Acquire Interpersonal Skills
PS:A2.4 Recognize, accept, and appreciate ethnic and cultural diversity
PS:A2.6 Use effective communication skills
PS:A2.8 Learn how to make and keep friends
<b>Standard B: Students will make decisions, set goals and take necessary action to achieve goals.</b>
PS:B1 Self-Knowledge Application
PS:B1.2 Understand consequences of decisions and choices
PS:B1.4 Develop effective coping skills for dealing with problems
PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
<b>Standard C: Students will understand safety and survival skills.</b>
PS:C1 Acquire Personal Safety Skills
PS:C1.6 Identify resource people in the school and community, and know how to seek their help
PS:C1.10 Learn techniques for managing stress and conflict

## Recommended Age/Grade Level:

7–8 years of age/Grades 2–3 (adaptable for PreK and Grade 1)

## Therapeutic Purpose:

- **Evaluation**—Explore self and identify feelings
- **Prevention**—Diffuse anger and unrealistic coping mechanisms
- **Goal setting**—Develop new anger- or stress-management strategies
- **Reinforcement**—Expand positive coping strategies and enhance productive behaviors
- **Relationship building**—Build connections among children and peer supports

## Materials:

### For The Leader:

- Copy of *If I Could Talk to the Animals Materials Checklist* (page 73)
- Pencil or pen
- Copy of *If I Could Talk to the Animals Worksheet Example* (page 74)
- Selected resources such as books with pictures of animals, stickers, animal figurines, gently used stuffed animals, or coloring sheets featuring different animals

### For Each Child:

None

## Pre-Activity Preparation:

Reproduce the necessary sheets and gather the other materials.



## Instructions:

**Introduction:** Display the selected animals. Point out some animals and describe their different characteristics. Invite the children to discuss each animal's habits and characteristics.

**Activity:** Read the examples on the *If I Could Talk to the Animals Worksheet Example*. This will help the children understand what you want them to do.

THE FOLLOWING SAMPLES  
ARE REPRODUCIBLE/PRINTABLE PAGES  
INCLUDED ON THE CD-ROM

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# CIRCLE OF STRENGTH WORKSHEET EXAMPLE

## For Skills And Abilities

Bead Color	Represents
Pink	Reading
Brown	Keeping Promises
Yellow	Drawing
Blue	Dancing
White	Good Friend
Green	Sports
Purple	Help Others
Red	Scouts

# FEELINGS MATCH GAME

## Materials Checklist

Materials Needed For The Leader	
Copy of <i>Feelings Match Materials Checklist</i>	
Pencil or pen	
2 sets of <i>Feelings Match Cards</i>	
Heavyweight paper or cardstock	
Scissors	
Copy of <i>Feelings Match Score Sheet</i>	
Small prizes	

Materials Needed Per Child	
2 sets of <i>Feelings Match Cards</i>	

Additional Notes For This Activity



# HELPING HAND

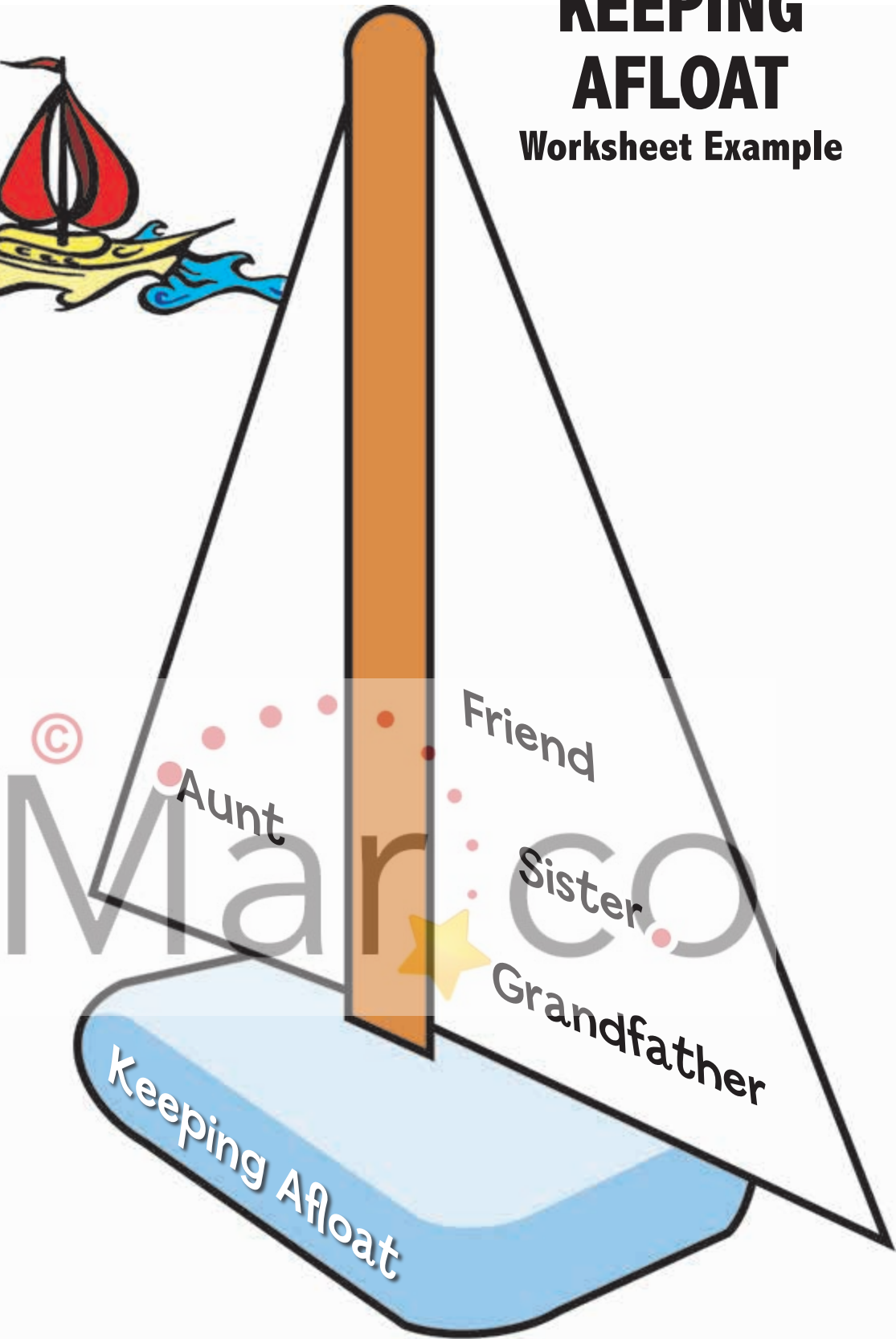
## Worksheet Example





# KEEPING AFLOAT

Worksheet Example



# I AM UNIQUE AND SPECIAL

## Worksheet Example

