

Sul Ross State University
Rio Grande College
Counseling Program

Department of Education

PLAY THERAPY

EDUC 6330

3 semester credit hours

Spring Semester 2016

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Course Purpose

The primary purpose of this course is to develop knowledge and skills necessary for enhancing the counseling relationship with diverse clients of all ages by utilizing play media and action-based strategies to facilitate expression, self-understanding, catharsis, and personal growth and development. The basic theories and applications of play-related and action-based approaches will be explored, with special emphasis on the counselor's own unique contribution to the therapeutic relationship and the emotional needs of clients of all ages.

Course Objectives

Upon successfully completing this course, students will be able to:

1. Identify and discuss the theories and historical perspectives of play therapy and the play-related and action-based approaches of sand tray therapy, art therapy, music therapy, bibliotherapy, game play therapy and action/adventure-based therapy.

Assessment of this objective will be conducted through class participation and class discussion, the technique activity, the play therapy blog and the final examination.

2. Demonstrate the skills and techniques of play therapy and the play-related and action-based approaches of sand tray therapy, art therapy, music therapy, bibliotherapy, game play therapy, and action/adventure-based therapy for working with clients from diverse age, ethnic, social, and linguistic backgrounds.

Assessment of this objective will be conducted through the counseling relationship/supervision, class participation and class discussion, the technique activity, the play therapy blog and the final examination.

3. Identify and explain the major ethical and legal issues in the use of play therapy and play-related techniques with clients of all ages.

Assessment of this objective will be conducted through the counseling relationship/supervision, class participation and class discussion, the play therapy blog and the final examination.

4. Demonstrate the development of an integrated personal approach to play therapy and play-related techniques with clients from diverse age, ethnic, social, and linguistic backgrounds.

Assessment of this objective will be conducted through the counseling relationship/supervision, class participation and class discussion, the technique activity, the play therapy blog and the final examination.

5. Create a dynamic, unique and practical play therapy and play-related and action-based counseling resource kit.

Assessment of this objective will be conducted through the counseling relationship/supervision, class participation and class discussion, the technique activity, the play therapy blog and the final examination.

Readings

There are no required texts for this course. All required readings will be posted on Blackboard under the Assignments for each particular week in the semester. Readings will include journal articles, book chapters, papers presented at conferences, and various handouts. Additionally, students will share valuable information and resources with one another through the Play Therapy Blogs.

Class Sessions

This is an “enhanced web-based” course design, with about half of the content coming from teleconference (via Collaborate) presentations, demonstrations, and discussions, and about half coming from the virtual classroom on Blackboard. Real time class meetings will be conducted every other Wednesday evening beginning on **January 25, 2017**. Consequently, students will need to follow the Proposed Course Outline (syllabus) closely, as well as email announcements and correspondence, in order to keep tabs on the class meeting schedule. Class sessions will occur in Collaborate (like Skype) on Blackboard and will include instructor presentation, fun, demonstration, enjoyment, discussion, laughter, fishbowl demonstrations and role-plays, merriment, video/film viewing, hysterics, and small group activities.

Course Requirements and Grading

*participation in course activities	30 points
*play therapy blog	40 points
*play therapy technique activity	50 points
*professional counseling relationship, records and supervision	80 points
*final examination	100 points

According to this scale, there are 300 total points possible on which your final course grade will be based. A final point total of 270 or greater will earn you a final grade of A, a total of 240-269 will be a final grade of B, and a total of 200-239 will be a C grade. **Regardless of the excuse, late assignments will be discounted in point value at 10% of the total points possible per day of lateness.**

PROPOSED COURSE OUTLINE

DATE	TOPICS, ACTIVITIES, AND ASSIGNMENTS DUE
January 18 (No Collaborate)	*Introductions *Course overview and expectations *Building your play therapy resource kit *Planning the semester of play therapy *** Blackboard Assignments and Readings
January 25 (Collaborate)	*Ethical and legal issues in play therapy *To talk or not to talk! *Traditional verbal approaches to psychotherapy *Developmental decision-making in play therapy *Play as catharsis, projection, conflict-resolution, and problem solving *** Blackboard Assignments and Readings
February 1 (No Collaborate)	*Historical perspective of play therapy *Theoretical assumptions of play therapy *** Blackboard Assignments and Readings
February 8 (Collaborate)	*Play therapy techniques *Play therapy skills practice *Puppetry and puppet techniques *Dollhouses and toy boxes *Healing power of natural play *** Blackboard Assignments and Readings
February 15 (No Collaborate)	*Historical perspective of sand tray therapy *Theoretical assumptions of sand tray therapy *** Blackboard Assignments and Readings
February 22 (Collaborate)	*Sand tray techniques *Sand tray skills practice *** Blackboard Assignments and Readings
March 1 (No Collaborate)	*Historical perspective of art therapy *Theoretical assumptions of art therapy *** Blackboard Assignments and Readings

March 8
(Collaborate) *Art therapy techniques
 *Art therapy skills practice
 *****Blackboard Assignments and Readings**

March 13-17 ****Spring Break: No Class!**

March 22
(Collaborate) *Historical perspective of music therapy
 *Theoretical assumptions of music therapy
 *****Blackboard Assignments and Readings**

March 29
(No Collaborate) *Music therapy techniques
 *Music therapy skills practice
 *Dance and movement therapy
 *****Blackboard Assignments and Readings**

April 5
(Collaborate) *Historical perspectives of game play and adventure-based counseling
 *Theoretical assumptions of game play and adventure counseling
 *****Blackboard Assignments and Readings**

April 12
(No Collaborate) *Game play and adventure-based counseling techniques
 *Game play and adventure-based counseling skills practice
 *****Blackboard Assignments and Readings**

April 19
(Collaborate) *Bibliotherapy and storytelling techniques
 *Bilingual bibliotherapy
 *Scriptotherapy and Cinematherapy
 *****Blackboard Assignments and Readings**

April 26
(No Collaborate) *Integrating the various nonverbal play-related techniques
 *Play therapy skills practice
 *Developing integrated personal approach to counseling
 ****Due: Play Therapy Technique Activity**
 *****Blackboard Assignments and Readings**

May 3
(Collaborate) *Play therapy with special needs clients
 *Play therapy with families
 *Play therapy with older adults
 *Termination issues in play therapy
 *****Blackboard Assignments and Readings**

May 10
(No Collaborate) ** **Due 5/10: Final Examination from May 5 – May 10, 2017**
 ** **Due 5/10: Play Therapy Blog completed**
 ** **Due 5/11: Client Case File completed**

Remember these important dates:

January 17	Spring semester classes begin
January 20	Last day for late registration and schedule changes
January 25	First class meeting on Collaborate 6:00 pm
March 7	Mid-Semester
March 13-17	Spring Break
April 7	Last day to drop a course or withdraw from University
April 14	Good Friday Holiday
April 26	Play Therapy Technique Activity is due
May 3	Last class meeting on Collaborate 6:00 pm
May 10	Play Therapy Counseling Blog must be completed on Blackboard
May 10	Final Examination must be completed on Blackboard
May 11	Client Case File is due via Blackboard
May 13	Spring Commencement in Del Rio at 7:30 pm

ASSIGNMENTS AND ACTIVITIES

Class Participation

All students are expected to participate in the virtual classroom community for a minimum of six hours per week in addition to the biweekly class meetings conducted via Collaborate on Blackboard. Additional content, assignments, and activities are offered online via Blackboard and email assignments and discussions. All students are expected to fully participate in all online experiences and activities. Participation is evaluated by the instructor on a subjective basis and through Blackboard user statistics available to the Instructor. Participation in the “virtual” worlds of Collaborate and Blackboard is worth a total of **30 points** toward your final grade in this course.

On the evenings designated as “**Collaborate**,” the instructor will facilitate a class meeting in real time on Collaborate beginning at 6:00 pm and ending around 8:30 pm. Students who are not familiar with Collaborate (similar to Skype or FaceTime) will want to get acquainted with the feature by contacting counseling student colleagues. Students will log in a couple of minutes before 6:00 pm from their homes or offices (anywhere you have a reliable Internet connection). Students are required to turn off or completely silence electronic devices such as cell phones, iPhones, iPads, and laptop computers while participating in the Collaborate class meetings. Furthermore, if a student is participating in the Collaborate class session from his/her home, then she/he must make all necessary arrangements to not be disturbed by family members or visitors. If a student’s job requires him/her to be “on call” for emergencies then such arrangements should be discussed and planned in advance with the instructor.

The instructor will maintain contact with students via email and Blackboard announcements. You must inform the instructor of your various email addresses so that class messages and announcements are sent to multiple email boxes. Beware that if you do not check your various email addresses on a regular basis, you will miss important information. All announcements originating from Blackboard will only be sent to your Sul Ross email account. Your routine and regular email correspondence with the instructor is highly encouraged. It is how the professor knows that you are alive, thinking about the course material, and planning on earning a good grade! When the instructor receives your email messages and attachments, he will send a confirmation notice to you via return email within two working days. The instructor will rely on email to make special announcements and/or notifications. Please get in the habit of checking your various email accounts regularly each day, including your Sul Ross account.

All course materials will be posted on Blackboard. You are encouraged to save articles and handouts to your own hard-drive in order to read and study at other times. Additionally, many of the materials available on Blackboard are valuable professional resources that you will want to save for future reference. Please avoid printing articles and handouts unless absolutely necessary. The technology consultant at your site can explain accessing Blackboard to you. You must get in the habit of checking Blackboard site several times per week for postings by the instructor.

Play Therapy Technique Activity

All students are expected to create or design a unique (one-of-a-kind) play therapy technique or activity based on one's own integrated personal approach to play therapy and counseling clients who are nonverbal. This activity is due to the instructor on or before **April 26, 2017** and is worth a total of **50 points** toward your final grade in this course. All activities will be presented and discussed during the class Collaborate session on **May 3, 2017**. The requirements of this assignment are to articulate the theoretical orientation of the unique play therapy technique activity (theoretical approach and the nature of the therapeutic process), and then describe and demonstrate the play activity (goals, objectives, materials needed, steps or procedures, and counselor leads, questions, and responses). Copies of all accompanying written materials and associated resources must be posted to the Blog space on Blackboard prior to the May 3, 2017 Collaborate session.

Include the following in the written documentation of the play therapy technique activity:

TITLE: Give your original contribution a descriptive title.

THEORETICAL APPROACH: Describe the theoretical approach of your intervention (your own integrated personal approach). Also consider the stage of play process for the intervention demonstrated.

GOALS: Identify the purpose for your activity.

OBJECTIVES: Cite two or three specific objectives for the intervention (what you hope the client will gain from the activity).

MATERIALS NEEDED: List those items or materials needed for the technique activity.

EXPERIENTIAL COMPONENTS/VERBAL COMPONENTS: Describe the extent to which experiential components and verbal components will be used in the intervention.

PROCEDURES: List in chronological order the specific steps (procedures) needed to carry out the activity. Be descriptive. Tell what the counselor should do in an easy to follow guideline so that your technique activity can be accurately replicated by other counselors.

PROCESSING LEADS: List possible phrases or statements, which might be used to help process the experience or activity.

RECOMMENDATIONS: Cite any recommendations that are appropriate or seem relevant to help make the activity successful.

REFERENCES: Cite any relevant references or resources needed.

Play Therapy Blog

All students are required to maintain Play Therapy Blogs on the class Blackboard site. These blogs are documentations and demonstrations of personal growth, struggle, awareness and professional/academic understanding. Additionally, the blogs must include a running log of your professional play therapy relationship. The blogs should include at least twice weekly (or more) entries based on the events and experiences of that week's class activities and your individual action-oriented counseling sessions. Each entry must be comprehensive, insightful, and analytically in-depth. On our class Blackboard site there is a blog forum entitled, Play Therapy Blogs.

Within Blackboard, under the subheading **Play Therapy Blogs**, you have the ability to create an individual journal blog. When you open this subheading click on **Create Blog Entry**, this will allow you to create your personal blog for the class. It is important that you keep the same blog throughout the semester. After this initial creation of your blog, you should not have to click on create blog entry again. You can modify your blog entries by clicking the down arrow that is beside the title of your blog. By selecting the **Edit** option the blog will allow you to type your weekly responses to classroom experiences and your individual counseling sessions. Remember to add your new entry prior to your previous blog entry; making sure to date and time each entry. When commenting on your fellow student's blogs simply click on the **Comment** button at the bottom of their blog. At various points throughout the semester, the instructors will provide feedback to individuals regarding the content and depth of the journal blog entries. You are **required** to read and comment on other students' journal blogs by posting appropriate replies. You are encouraged to respond to the questions and comments of others in the body of your blog, as opposed to posting individual replies to replies.

You are required to comment on other students' blogs by posting relevant replies and reactions to their blog postings. In your initial journal blog entry, please tell us about your winter break experiences, your "resolutions" for 2017, and your expectations for the Play Therapy class. As you embark on establishing and maintaining a play-based counseling relationship, you will use this Blog as your client file. You must protect the confidentiality of clients and fellow staff members by using first names only. In accordance with the ***Ethical Standards of the American Counseling Association***, counselor blogs can only be viewed by fellow counselors, clinical supervisors and the university instructors. Your first blog entries must be made by **January 26, 2017**. Your blog must be completed by **May 10, 2017** and is worth a total of **40 points** possible.

Final Examination

All students are expected to complete an objective Final Examination that will be administered online and be available on Blackboard from **May 5-10, 2017**. The Final Examination will be worth a total of **100 points**. It will cover all topics presented and discussed in class, all materials and readings posted on Blackboard, and various discussion topics.

Professional Counseling Relationship: Client Records and Supervision

You are expected to engage in regular play therapy counseling sessions with a volunteer client outside of class. The client may be someone who you know, but with whom you are neither close nor related. (For example, teachers may invite a past student to serve as their client.) Students are required to conduct a minimum of five (5) action-oriented counseling sessions (30-50 minutes each) with the volunteer client. You will obtain client written permission (or parent written permission) to engage in the counseling relationship, maintain progress notes for each counseling session, and participate in weekly supervision with one of the Counseling Program Teaching Assistants (TA's) or an advanced student enrolled in the *Advanced Strategies in Play Therapy* class (EDUC 6331). All sessions must be digitally recorded for the purposes of professional liability, supervision, skill evaluation, and self-evaluation. Students are encouraged to utilize the site-based counseling rooms and the VAULT recording systems.

You are required to maintain electronic records and session notes as part of your Play Therapy Blog on Blackboard. All case notes and blog entries must be completed by **May 11, 2017**. Informal case staffing will occur at times during our Wednesday class sessions. The professional counseling relationship, client records, and clinical supervision are worth a combined total of **80 points** toward your final grade in this course.

You are expected to engage in weekly face-to-face (in-person or via Skype or FaceTime) clinical supervision meetings with a counseling supervisor assigned by the professor. These one-hour supervision sessions will be individual, and a minimum of six (6) supervision sessions are required during the course of the semester. This relationship is not solely based on the video-recorded counseling sessions, but rather on the cultivation of the supervisor-supervisee relationship. Supervision sessions must be held weekly for 50-60 minutes and the Clinical Supervisor will balance the amount of emphasis placed on video-recordings, client conceptualization, counselor strengths and weaknesses, and the parallel process of the clinical supervision relationship.

The individual clinical supervisors will submit to the instructor regular reports of your play-related counseling performance. Near the end of the semester the clinical supervisor will submit a final evaluation of your counseling performance. There are **80 points** possible for the professional counseling relationship, case notes and records, and clinical supervision.

Professional Counseling Identity and Behavior

The Counseling Program of Rio Grande College is a professional graduate program designed to meet the standards for Texas school counselor certification and professional state licensure. The Counseling Program does not train students for specific job descriptions, but rather provides a comprehensive preparation meeting the national and state standards of professional knowledge and skill in Counseling. The Counseling Program has specific policies and procedures which provide students with a sequential, growth-oriented progression of courses to take; students are fully responsible for knowing and following these policies and procedures. This is not a singular academic program to prepare students for advanced levels of teaching or beginning levels of administration, but rather a distinctly different profession entirely. Counseling is not an appropriate career field for all students. In the process of pursuing professional training in Counseling, some students discover (or faculty may advise) that they are not appropriate for the Counseling field, nor is the field of Counseling appropriate for them. Faculty of the Counseling Program will provide continuous, honest and pragmatic feedback to each student regarding progress and suitability in this program.

It is the personal and professional responsibility of each and every graduate student in the Counseling Program of Rio Grande College to be familiar with the most current issue of the ***Counseling Program Handbook***. This document details and describes all aspects of the Counseling Program, from taking the first courses to passing the Comprehensive Oral Examination and graduating with the Master's in Counseling.

Unethical behavior (as defined by the *Code of Ethics and Standards of Practice* of the American Counseling Association) by a student enrolled in any counseling course will result in the exclusion of that student from the Counseling Program of Rio Grande College, and may subject the student to civil penalties as well. Professional behavior is expected of each and every student at all times across all Counseling courses. Failure to maintain professionalism is considered unethical behavior.

Distance Education Statement

Since *Play Therapy* (EDUC 6330) is an enhanced web-based course, a large portion of the full experience of this course will take place on Blackboard. Required readings, assignments, blogs, presentations, and videos will be posted on Blackboard. All students are expected to regularly access the class site on Blackboard and participate fully in the virtual aspect of this course. Additionally, students must log on to the Collaborate feature of Blackboard on a biweekly basis (indicated in the Proposed Course Outline) in real time from 6:00 pm to 8:30 pm.

The policy on Distance Education at Rio Grande College is as follows: Students enrolled in distance education courses have equal access to the university's academic support services, such as *Smarthinking*, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should use Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Accessibility and Learning Environment

The Counseling Program of Rio Grande College is committed to providing a learning environment that is free from intentional or unintentional sexual harassment, as defined below, or harassment on the basis of any protected classification including, but not limited to race, gender, color, religion, sexual orientation, age, national origin, disability, medical condition, marital status, veteran status or on any other basis protected by law. Such conduct is unprofessional, unproductive, illegal, and generally unacceptable. All conduct of this nature is expressly prohibited, regardless of whether it violates the law.

The Counseling Program supports equal employment and educational opportunities for all persons. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Rio Grande College on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age or disability.

The Counseling Program is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator assists students with disabilities in gaining opportunities for full participation in programs, services and activities. The Disability Services Coordinator is the Director of Student Services (830-758-5006) in Eagle Pass, Texas. Services available to all students include consultation, information and referral as well as personal counseling and academic advising. A student is eligible for disability services if s/he has been admitted to Rio

Grande College and has a documented physical or mental impairment that substantially limits one or more major life activities. Qualified students with disabilities who need academic adjustments, auxiliary aids or services or other accommodations to ensure equal access must register with Disability Services. It is the student's responsibility to bring disability documentation with them to an appointment with the Disability Services Coordinator to discuss their individual needs at this time. Each request is considered on an individualized, case-by-case basis. As considerable time may be involved in obtaining complete and adequate documentation and arranging for qualified service providers, prospective and current students should request services in a timely manner. These services should be requested well in advance of the anticipated need.

Recent disability documentation from appropriate qualified professionals must be provided by the student to establish current functional limitations and the impact of the disability. Any recommendations for specific accommodations may be helpful in making determinations and these will be considered as part of the documentation review process. Documentation of disability status and other related information is handled in a confidential manner and is maintained in files separate from a student's educational record.

In compliance with applicable laws, unless Rio Grande College can demonstrate that an academic requirement is an essential component of a degree or program, the University will make reasonable adjustments to requirements to ensure that the requirements do not discriminate against qualified students with disabilities. A student with a disability may request a course substitution or a modification of a degree or program requirement through the following process.

The student's first point of contact for assistance with this process should be the Disability Services Coordinator. The student should submit:

1. A written request for the modification explaining his/her difficulties in the relevant areas and reasons for requesting the modification;
2. Information about the results of previous efforts in the relevant area (transcripts, etc.); and
3. Comprehensive documentation of the disability and the specific aspects of the disability which impair the student's ability to learn or perform in the area in which the student is requesting the modification. The Disability Services Coordinator will meet with the student, review the documentation and prepare a recommendation on the request.
 - a. A diagnostic statement identifying the disability, date of the current diagnostic evaluation (within a 5 year period), and the date of the original diagnosis.
 - b. A description of the diagnostic criteria and/or diagnostic test(s) used.
 - c. A description of the current functional impact/limitations of the disability.
 - d. Treatments, medications, assistive devices/services currently prescribed or used.
 - e. A description of the expected progression or stability of the disability over time.
 - f. The credentials of the diagnosing professional(s) to include the training and experience which enable the person capable of making the diagnosis(es).

Recommendations for accommodation are helpful and will be given due consideration. If a student feels that s/he has been discriminated against based on disability, it is recommended that the student first attempt to resolve the issue directly with the individual or group suspected of

discrimination. If this procedure is non-productive, a second step may be to seek assistance from the Disability Services office. Students may also file a complaint with the appropriate university officer for ADA/504 compliance, the ADA Compliance Officer, according to the student grievance procedure.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, or offensive educational environment. Examples of sexual harassment include, but are not limited to: unwanted sexual advances; demands for sexual favors in exchange for favorable treatment; verbal abuse of a sexual nature; graphic commentary about an individual's body, sexual prowess, or sexual deficiencies; leering; whistling; touching; pinching; assault; coerced sexual acts; suggestive, insulting or obscene comments or gestures. The Counseling Program prohibits all conduct of this nature whether or not such conduct violates any applicable laws.

ACTION TECHNIQUES AND TOOLS

Play Toys

Puppets
Dolls
Stuffed Animals
Soft Balls
Koosh Balls
Squish Balls
Wooden Blocks
Telephone
Magic Wand
Projective Cards
Legos
Cars and Trucks
Lincoln Logs
Doll House
Doll Furniture
Cash Register
Typewriter
Bop Bag
Guns
Rubber Knives
Costume Jewelry
Masks
Baby Bottle
Hats
Rope
Kaleidoscopes
Yo-yos

Sand Tray

Sand Tray
Small Figurines
Water
Various Containers
Farm Animals
Dinosaurs
Soldiers
Gems
Cowboys
Knights
Zoo Animals
Small Cars
Small Trains
Small Planes
Utensils
Funnel
Sieve
Sea Shells

Art

Clay
Playdough
Crayons
Scented Markers
Paper
Finger Paints
Face Paints
Magazine Pictures
Glue
Colored Pencils
Scissors
Pipe Cleaners
Tape
Stapler
Chalk
Chalkboard

Music

Xylophone
Drum Sticks
Tambourine
Old Guitar
Small Piano
Bongos
Maracas
Bells
Recorder
Sand Blocks
Children's Music
Music for Lyrics
Cymbals
Tape Recorder

Games

Buoy Game
Bongo Board
Ungame
Talking, Feeling, Doing
Emotional Poker
Pick-up-Sticks
Scruples
Family Games
Emotion Ping-Pong
Pictionary
Imagine
Self-Esteem Game
Reunion
Problem-Solving Game
Picture That
Card Games
Velcro Ball
Racquet Koosh
Lawn Games
Adventure Games