



Play and Resilience: A China-Africa Collaboration Project for Building a Peaceful and Sustainable Future

Supporting childhood resilience
through play: What we know from the
literature

By

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Play and Resilience: Objectives

- Develop culturally-appropriate activity guidelines and play materials;
- Provide opportunities for children to play, acquire contextually relevant skills, and enhance their resilience; and
- Create online multimedia resources of activities, innovations and best practices

Why and how to develop children's resilience?

- Global risks which threatens children's development e.g natural disasters, inequalities, and on-going conflicts;

HOW

- Deficit-based approach vs Strength-based approach
- A word of caution: Understanding children's unique contexts and specific 'risk' factors in their immediate environments are critically important

Rationale for play-based approach

- Play is one of children's '*right*'

Article 31 of UNCRC, 1989 states that:

“the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts”

Rationale for play-based approach

- Studies have documented strong relationship between play and learning achievements in ECE
 - Supports physical development;
 - Enhance socio-emotional growth;
 - Helps children develop cognitive and language skills;
 - Helps to develop creativity and imagination

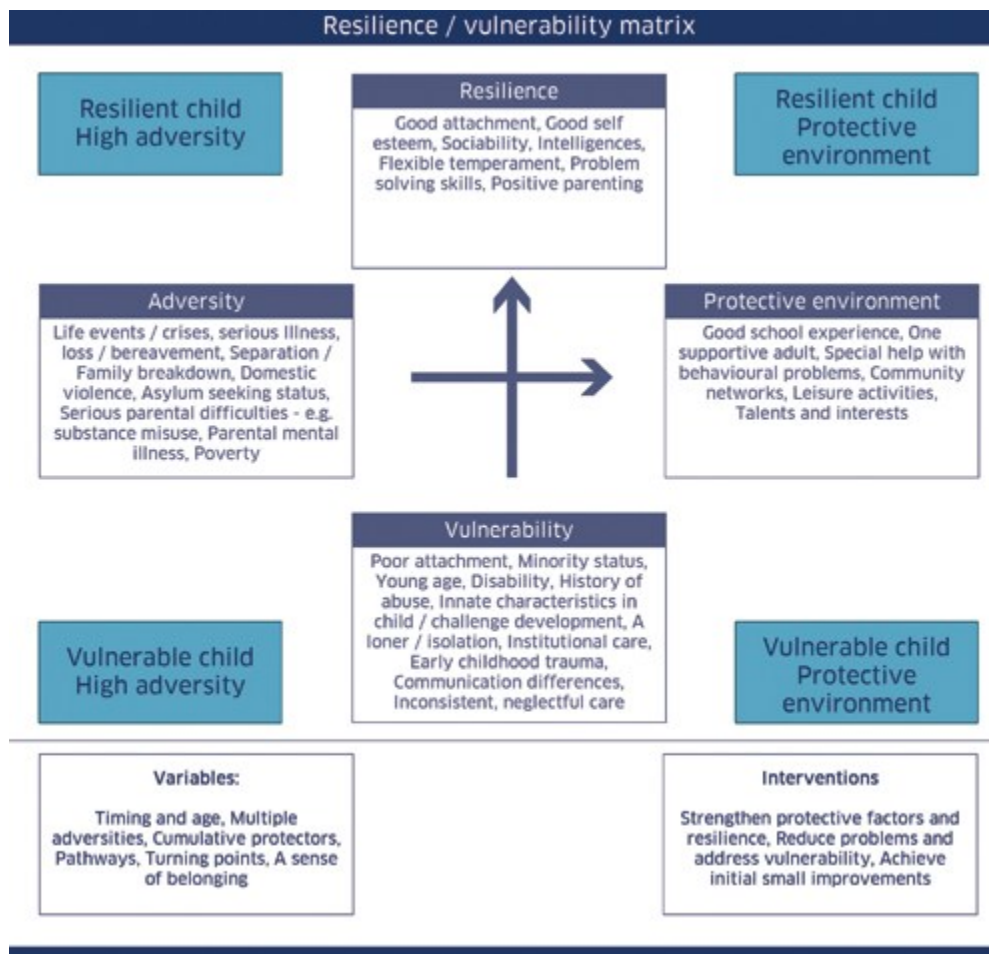
Key indicators of play in ECE

- Clear goal set by the player,
- Paying due and concerned attention,
- The player loses self-consciousness,
- Timeline of the game,
- Engagement to the game and internal motivation of the player,
- Player's belief that the experiences gained from playing are worthwhile.

Play-Resilience dialect in ECE



Linkage between play and resilience



Play-based approaches to support resilience in ECE setting

- Societal context
 - Training of teachers,
 - Idea sharing and networking,
 - Local identification of potential risks and vulnerabilities,
 - Discussion with other stakeholders (peers and superiors; parents and community members),
 - Identification of a set of activities and experiences,
 - Implementation and on-going reflection on implementation of experiences

Play-based approaches to support resilience in ECE setting

- Classroom setting, ask yourself the following:
 - What are the particular characteristics of resilient children *in my own local community context*?
 - How can I support development of these in my classroom?
 - What resources and supports are available to me in my centre and in the outside community?
 - ☐ As such, collect and use examples from other countries/communities and contextualize them to fit in your own setting

Types of play liked to resilience building



Types of Play	Opportunities for resilience-building
<p>1. Physical play</p> <p>(a) Active exercises (running, jumping, climbing, dancing, skipping, bike riding and ball play),</p> <p>(b) Rough-and-tumble (with friends, siblings or parents/ guardians) and,</p> <p>(c) Fine-motor practice (sewing, coloring, cutting, junk modeling and manipulating action and construction toys).</p>	<p>Supports development of confidence and competence,</p> <p><i>Affirming cultural traditions</i> through engagement in play that promotes important traditions reflected in music, dancing, play tools / resources.</p>
<p>2. Symbolic play</p> <p>Involves the use of 'pretend' objects, or toys, to represent real-life objects.</p>	<p>Enables children to:</p> <p>(a) Explore their own interests,</p> <p>(b) Decisions making</p> <p>(c) Develop emergent literacy and numeracy skills.</p>

Types of play liked to resilience building



Type of Play	Opportunities for resilience-building
<p>3. Play with objects Children develop explorations, as young scientists, of the physical world and the objects they find within it.</p>	<p>(a) Gives children opportunities to engage with different sensory experiences, (b) Interaction with objects, provides opportunities for multiple benefits.</p>
<p>4. Pretend/Socio-dramatic play (a) It is closely related to development of cognitive, social and academic abilities, (b) It has been linked to development of representational and self-regulatory abilities</p>	<p>Children learn: (a) <i>caring for others</i> and develop a sense of responsibility, (b) Children experience stress in a risk-free environment and develop effective coping skills.</p>
<p>Games with rules From a very young age, children enjoy games with rules, and frequently invent their own. These include physical games such as chasing games, hide-and-seek, throwing and catching, board and card games, electronic and computer games.</p>	<p>Play with rules in particular is well-suited for engaging children in opportunities for a strong focus on a particular task, learning rules and applying these rules to achieve success on a task.</p>

Play and resilience in ECE

The End

Thank you (Eng)

Merci (French)

Asanteni (Swahili)

谢谢! (Chinese)