

Building Resilience

Through Play-Based Learning

Training Manual for Teachers, Practitioners & ECCE experts

Introduction to the Manual

This training manual on Play and Resilience offers opportunity to teachers, caregivers and school administrators to acquire the skills and pedagogical knowledge to develop and implement effective strategies, approaches and curriculum on resilience building for children through play. There are six modules to be covered in the training.

These modules are based on research about how children can develop resilience through play as they learn and live in a complex and changing world. The modules reflect the growing consensus among early childhood professional organizations that a greater emphasis needs to be placed on young children's acquisition of resilience skills, play-based approaches and participation in a meaningful, learning and living experiences to be able to live happier and healthy lives that prepares them for the future workforce.

It also provides opportunities for participants to reflect on their own perspectives, working styles, develop and acquire knowledge and competencies that will add value to their teaching skills and capacities. It is required for the facilitator and each participant in this workshop to have a copy of this manual and all other documents of the toolkit that will be used during the training.

It is important for the facilitator and each participant in this workshop to have a copy of this manual and all other documents in terms of policies, materials and resources that will be used during the training. The training is practical oriented and adopts a participatory approach with hands-on activities, team and group work. Participants therefore must be ready for practical work, group discussions, presentations and reflective sessions. Organizers should prioritize that participants are provided with snacks, tea/coffee, water and lunch.

How to use this Manual?

Participatory approach

"Participatory methodologies aim to actively involve people and communities in identifying problems, formulating plans and implementing decisions" (DfID: Tools for Development, 2013)

Participatory approach is a technique wherein power is in the hands of all participants to control the process and actions involved in the training or discussion. It encourages the participation of individuals in a group process. The approach is designed to build self-esteem and a sense of responsibility for a community's decisions, and to mobilize the community as the source of change. The main goal of adapting a participatory approach is to implement change from the grassroots level. Participants learn from each other and develop a respect for each other's knowledge and skills. During this training, this approach should be used to offer opportunities for participants to share experiences, ideas, reflect on problems and brainstorm solutions. In this approach, the facilitator listens to the participant's discussions and respectfully provides constructive feedback.

Brainstorming

Brainstorming is a technique where a group of participants come together to generate ideas and solutions around a specific concept or topic of interest. Brainstorming is a valuable way to initiate discussion concerning a concept or topic. The step-by-step process of brainstorming are:

- Identify a problem or topic – the facilitator provides a short brief or explanation on the topic or concept.

- The facilitator establishes ground rules - such as “Listen To Others”, “Do Not be Judgmental” and “Respect Others”. Others may apply accordingly.
- Participants generate their ideas and write down in their notebooks. They present the ideas at the appropriate time and elaborate on the ideas during the presentation.
- From the pool of ideas, selections as per the needs of the topic are made and written down for further consideration.
- A summary of the relevant ideas is presented

Hands-on-minds-on technique

This technique requires the participants to be actively engaged in the learning or training process. Hands-on-minds-on is when participants are fully engaged in a task, and are actively thinking and doing an action simultaneously. The technique is associated with simulation, case study, role, behavior modelling etc . A participant’s hands are engaged, minds are questioning, sorting through cross-cutting themes, and making connections. This approach allows participants to engage in kinesthetic learning and provides a unique opportunity to enrich their minds in a new and engaging way. Participants learn better when they are actively involved in the process in the form of playing games, role playing, and experimenting. This approach helps the brain to create pathways that facilitate information retention.

Plenary Discussion

In a plenary session, participants can be divided into discussion groups. The facilitator gives instructions and runs through the list of discussion topics. The groups will then carry on the discussion and record their ideas or opinions. The summary of the group’s discussions is presented at the plenary session.

Role Play

Role play involves an activity which a participant or a group of participants dramatizes in their real reactions to certain topics or concepts. It is the act of imitating the character or behavior of someone who is different from the individual. The step-by-step process of role play involves:

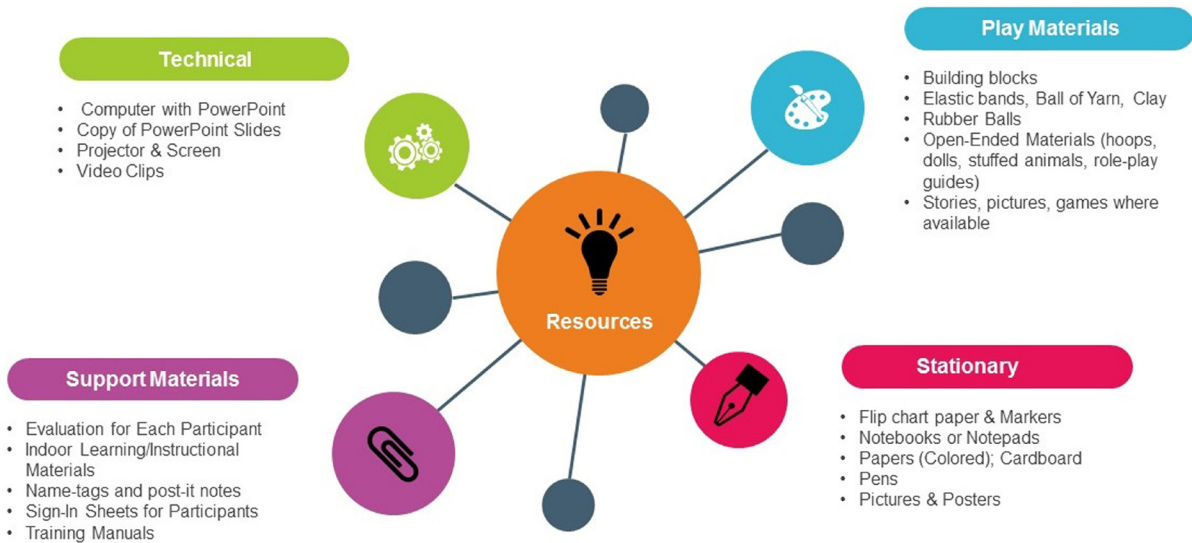
- Identifying the concept or topic- The facilitator explains exactly what the participants will do and learn from the episode
- Establishing the situation for role playing- brainstorming the situation to fit the objectives
- Explaining the skills or insights of the activity
- Participants decide on which role they want to play and act out the role
- The facilitator poses some probing questions to help analyze the presentation. Examples of such questions are: What happened in the play? Why did it play out that way? Which variation would produce other results? How do you feel after this activity?

Individual Exploration

Individual exploration is a technique that focuses on the individuals in a given span of time in a training session. The technique offers opportunities to individuals to assess themselves on how they are progressing in the training. They will also be engaging in the activities available during the training. This tool aids individual participants to determine their strengths and weaknesses, and introspect through the process, making this training more personalized for the participant. The technique helps participants to be themselves, be flexible and accessible, and to be committed to the process of the training.

List of Required Materials/Resources

Facilitators, and program planners must ensure that all these resources are prepared and available for the sound and smooth implementation of the training sessions.



Training Timeline

Facilitators, and program planners must ensure that all these resources are prepared and available for the sound and smooth implementation of the training sessions.

Duration: 9:00am-3:30pm			
Time	Day 1	Day 2	Day 3
1	Registration/Opening Ceremony	Review of Day One Activities	Review of Days One and Two Activities
2	Overview of the Workshop	Ice-Breaker	Ice Breaker
3	Ice-Breaker	Module Three: Concept of Resilience skills, 7Cs of Resilience	Module Six: Collaboration Between School and Community in Building Resilience
4	Module One: Importance of Early Childhood Care and Education	Module Four: Concept, Types and Benefits of Play	Action Plan
5	Tea/Health Break	Tea/Health Break	Lunch
6	Module Two: Risks and Protective Factors in the Community	Module Five: Play Environment (Indoor and Outdoor) and Safety Measures	Closing
7	Lunch	Lunch	
8	Daily Evaluation	Daily Evaluation	
9	Wrap Up/Closing	Wrap Up/Closing	

Facilitator Guide

The facilitator has a unique role in the training workshop. They need to acknowledge the experience and expertise of the parents, caregivers/teachers and stakeholders who work with the children on a daily basis, and have established bonds with them. By virtue of their roles, they have a great amount of knowledge, expertise and insights on the challenges that the children face and the deficiencies of the curriculum and other systems they function with. In addition, elders and community leaders influence to a large extent what happens in their communities. It is, therefore, imperative to create an environment where the facilitator's knowledge and the knowledge of the participants can be combined in order to explore the potential of the workshop.

Tips for the Facilitator

- Greet participants as they arrive
- Provide participants with name-tags
- Before the commencement of the training, ensure you address logistics such as breaks, location of restroom facilities, and are receive questions from participants regarding the logistics
- Ask participants to state any ground rules that they think are important for the workshop. Ask for agreement to these ground rules by a show of hands and make a final list. Place them somewhere in the room where everyone can see
- Involve participants by encouraging them to share their experiences with the modules. Many of them have valuable knowledge and experiences to contribute. Hearing different voices keeps sessions varied and interesting
- Be flexible with language. Make sure to use the language most convenient for the participants. Where it is expedient, mother tongue or language of the immediate environment can be used as a means of communication during the workshop
- Make provision to use inclusive language particularly when you have participants with special needs
- Keep to the time designated for the activity during the workshop. Be sure to start and stop the workshop on time
- Be humorous and share interesting experiences and practices, and build on ongoing experiences.

Module 1:

Importance of Early Childhood Care and Education (ECCE)

Approximate Duration: 1.5 hours

Facilitators are welcome to extend the duration of the sessions as they see fit, and as the program and the participants require

Objectives

At the end of this module, participants should be able to:

- Explain the concept of ECCE
- Discuss the rationale for ECCE
- Increased awareness about the importance of ECCE

Materials Required

- Flip chart and paper
- Pen and Marker
- Projector and Screen
- Video clips on the “Importance of early years”

Ice-breaker: Name Game

This session should begin with the Name Game. Facilitator asks participants to move around the room. When she/he claps, participants should shake hands with the closest person and introduce themselves. Participants should greet as many people as they can. They shake hands and provide a greeting in their native language, and if their partner does not speak the same language, they try and interpret each other. The facilitator claps again and the participants find a new partner. Participant can discuss a little about their personal background. Some volunteers are selected who will then share the information they have learnt about their partners with everyone.

Activity 1: Concepts in Early Childhood Care and Education

The facilitator leads participants to brainstorm on the concept of ECCE and write down in their notebooks their definitions of the concept. Participants present their definitions. The facilitator, together with the participants, examines some of the definitions by the participants, and captures some relevant ones on the flip chart.

The facilitator writes on the flip chart or displays on the screen the following definition: “Early childhood is a crucial stage of life in terms of child’s physical, intellectual, emotional and social development. It is a time when children particularly need high quality personal care and learning experience. A very high proportion of learning and crucial brain development takes place from the period of birth to age six.”

Which are some of the Developmental Tasks Preschoolers Must Achieve?

- Awareness of self
- Understanding others feelings/empathy
- Impulse control
- Resolving conflicts
- Problem solving
- Positive attitude about world, self and others
- Self-esteem
- Independence vs. dependence
- Distinguishing between reality vs. fantasy
- Language development
- Sensory development
- Executive functions

Activity 2: Benefits of ECCE

Where the facilities (internet connection, compatible video player, speakers) are available, show the following video clips:

Note: All videos are in English with subtitles. Organizers are requested to prepare some form of translation in local languages during the implementation of the sessions. These can be in the form of subtitles included. In case of such an option being an unavailable, organizers are requested to translate all the material of the videos from English to the relevant language, and have the facilitator read it out after or before each video is played. Where resources are available, it would also be helpful to share a copy of the translations with all participants so that they can closely follow the content.

Video links

How To Stimulate Healthy Brain Development In Your Child

<https://www.youtube.com/watch?v=B8bq2k5kcjl>

Why does early years education matter?

<https://www.youtube.com/watch?v=XoOpfdQ6-G8>

Early Childhood Education, Brain Function, and Research

https://www.youtube.com/watch?v=NNgp1_B-6c8

Early nutrition and learning ability

<https://www.youtube.com/watch?v=avEddklIISI>

Participants watch the video clips and discuss. The facilitator asks probing questions to guide the discussion on videos. However, when ICT facilities are not available, the facilitator should lead the participants to discuss the importance of early years and the benefits that would be derived from investing in early years using the notes found on the next page.

The Benefits of Early Childhood Education

Socialization

Children interact with other children and thereby transit towards their own friendship groups. They learn to share, cooperate, take turns and persevere. This opportunity helps them to overcome shyness, gain self-confidence, and develop healthy relationships among other things.

Early childhood education fosters the building of strong foundation for children's holistic development in terms of children's emotional, social and physical development .

Holistic Growth

The experiences that the early childhood facilities offer to children in terms of creating a consistent, secure and fair social environment help them to develop skills in managing their emotions, controlling their impulses and attaining key motor control and self-regulation abilities. Children, through play, experience a safe and controlled exposure to failures, problems, setbacks, and the sorrow of losing from time-to-time. These experiences serve as building blocks for coping strategies, which is foundational to developing resilience, and provide a small and controlled exposure to healthy stress. Healthy stress helps children develop motivation, and to learn the key tools to address stress in the future.

Development of mental health and personality traits

Early childhood period offers children the opportunity to develop confidence, self-esteem, patience, respect, and teamwork among others.

Development of enthusiasm for lifelong learning

Early experiences offer children the opportunity to learn with eagerness and enthusiasm, without the risks of harsh failures, and they develop a love of learning, discovery, exploration and experimentation. Their brains adapt to celebrate successful problem-solving by releasing endorphins, and children learn to seek solutions to problems in a healthy and self-regulated manner.



Activity 3: The Impact of ECCE

The facilitator leads the discussion on the scientific, economic, social justice, moralistic and human rights dimensions as justifications for investing in early years. They capture the major points raised in the discussion on flip chart.

- ECCE offers children the opportunity to achieve their full potential, which is their universal human right.
- Early childhood is a critical period to shape brain development and function, which when neglected results in lifelong mental, emotional and physical barriers.
- Right and smart investment in early years yields economic gain, as the Return of Investment rate for investments in ECCE is pegged at per \$1 yielding \$17 in developed countries, and per \$1 yielding \$12 in developing countries.
- Development and learning are children's rights, and UN Sustainable Development Goal 4 for 2030 is Ensuring Inclusive and Equitable Quality Education for All. Goal 4.2 specifically targets Early Childhood Development, Care, And Universal Primary Education (UN SDG 2030).

Participants are divided into five groups and each group answers the following questions, with one question per group

- What are the consequences of neglecting the early years of children?
- Why should governments be involved in the provision of early childhood services for children?
- Is investment in early years cost-effective? Give reasons for your answer.
- Why is investment in early childhood yielding high returns to investment?
- 'Right investment will guarantee sustainable development of the society' Do you agree with this statement? Give reasons for your answer.

After the group discussion, each group should make a presentation of their contributions to the discussion at a plenary while the facilitator moderates the plenary activities.

Sensitization

Activity 4: Creating Awareness of the Importance of ECCE

The facilitator leads the participants to identify strategies that can be used in creating awareness of the importance of ECCE. Probable strategies include:

- Advocacy
- Sensitization
- Broadcast of Radio jingle on ECCE and other media outlets available in the communities
- Town meetings; community meetings to educate and involve the public
- Public lectures, public forums to inject public voice

Participants demonstrate how these strategies should be conducted using role play. Participants form five groups to discuss how awareness could be created and increased. They should work on the theme of their choice.

Participants develop sensitization kits to be used in the campaign.

Participants settle in the five groups to design and develop the material to create awareness of the importance of ECCE (these may include postal, jingles, short messages, songs, drama sketches that could be played on radio or at meetings, etc.). What participants are producing in the workshop will be the basis of the design and development of quality sensitization resources that could be used to create awareness and sensitize the public of the importance of early years.

Summary

Early childhood is a crucial stage of life in terms of child's physical, intellectual, emotional and social development. The chart below details the argument of why to invest in ECCE and the sequential processes in early childhood development and the impact on society.



Improved health and physical outcomes: ECCE reduces the incidence of childhood neglect and abuse as caregivers are better informed on best practices and the wide needs of their children. Improved health also indicates to lower incidences of sickness, which means a child spends less time recovering from illness, and more time at school or at play.

Increased mental and cognitive abilities result in improved school performance and learning outcomes, which have the long-term effects of higher earning capacity in the labor market.

Improved linguistic abilities alongside accelerated cognitive development aid children to have better communication skills and develop their abilities to express themselves.

Better communication skills also result in prosocial behaviors that tap into developed socio-emotional bonds, which is a key adaptive skill for socio-emotional wellbeing and mental health.

Stronger mental wellbeing results in stronger coping mechanisms, which is an essential protective factor. Weak coping mechanisms are linked to unhealthy diet, poor health, addictive behaviors, substance abuse, early puberty and early risky sexual activity in at-risk children.

The high social costs of lost economic opportunity, incarceration, health disorders (in particular heart related ailments), and jeopardized parent-child relations are immense. In the United States it is estimated at a net \$403 billion of the net GDP per year.

©Anahita Kumar 2019

Reflection

- Early childhood education fosters the building of strong foundation for children's holistic development in terms of children's emotional, social and physical development.
- As a participant in this workshop, what will you do to promote early childhood in your community?
- Which of the strategies do you think will work for you in your community?
- Who will you be working with to achieve maximum results in your efforts?



Module 2:

Risk Factors and Protective Mechanisms

Approximate Duration: 1.5 hours

Facilitators are welcome to extend the duration of the sessions as they see fit, and as the program and the participants require

Objectives

At the end of this module, participants should be able to:

- Identify risk factors and their effects
- Identify protective mechanisms

Materials Required

- Flip chart and paper
- Pen and Marker
- Rubber/Soft Ball
- Locally Available Materials

Ice-Breaker Energizer: Mirror

Participants pair up and stand face to face. Partner A begins to move and Partner B imitates the movements like they are a reflection in a mirror of Partner A. Then the partners switch roles so that Partner B leads the movement while Partner A follows the lead of Partner B. After the exercise, participants answer the following questions:

- Did you prefer to lead or follow? Give a reason for your answer.
- The facilitator rounds up the energizer. Most participants will say that they enjoyed leading because it is easier to lead than to follow.
- At plenary session, ask participants the following questions:
- What is important in the life of a human being? Each participant should think and write down their answers.
- What is important to you as a person?

The facilitator writes the participants' answer on the flip chart and categorize them accordingly (Relationships, Activities and Spirituality).

Participants examine these:

- **Relationships:** What relationships are important to you? (Family, friends, siblings)
- **Activities:** What are you capable of doing? (Activities you are passionate about)
- **Spirituality:** What gives you purpose in life? What values are important to you and what are your beliefs? (Beliefs, values, trust)

From the answers given to these questions, the facilitator, leads the participants to identify the protective skills that can be developed through:

- Relationships*- Trust, Love, Sense of belonging
- Activities*- Confidence, Initiative, Competence
- Spirituality*- Self-esteem, Identity, Purpose in life

Activity 1: Risk Factors

The facilitator leads participants to define what a Risk Factor and what Risk is. Capture as many as possible of relevant definitions:

Risk: An elevated probability of an undesirable outcome

Example: The odds of developing schizophrenia are higher in groups of people who have a biological parent with this disorder

Risk Factor: A measurable characteristic in a group of individuals or their situation that predicts a negative outcome on a specific outcome criterion

Example: Premature birth; parental divorce; poverty; parental mental illness; child maltreatment

Participants are divided into groups and identify difficulties and adversities that are overwhelming on children on a daily basis in your environment

Group 1: List risk factors that are related to children's socioeconomic status (homelessness, school dropout, high social barriers, poor health and nutrition, poor access to sound infrastructure and facilities, lack of social safety net)

Group 2: List risk factors that are related to family (Family violence, family stress, harsh parenting techniques, corporal punishment, neglect, abuse, household obligations such as chores)

Group 3: List risk factors related to the school setting (Poor school facilities, lack of instructional learning materials, bullying, lack of academic support and guidance)

Group 4: List risk factors that are related to the community (Violence, immigration, political and social unrest, natural disasters, floods, lack of social services)

After the group discussion, each group will make a presentation of their findings. Discussions should be on how the risk factors can affect children's well-being, and how these effects are harmful to children. Participants will also discuss what happens when a child is exposed to more than one risk factor, i.e. multiple risk factors. The global trend happens to be that children living in poverty are exposed to multiple risk factors, and not just one or two. They can also discuss what are the cumulative effects of exposure to multiple risk factors.

Activity 2: Protective Factors

The facilitator discusses the definition of Protective Factors: These are conditions or attributes in individuals, families, communities or society that help people deal with significantly stressful events and mitigate or eliminate risk factors.

Protective Factor: A predictor of better outcomes, particularly in situations of risk or adversity

Example: Airbags in automobiles; 911 services; neonatal intensive care; health insurance

Participants divide into three groups and brainstorm to identify protective factors within the individual, family, school setting and community.

Group 1: Protective factors within individuals (social competence, safe coping mechanism, school achievement, sense of personal identity)

Group 2: Protective factors within the school setting (good school environment, sense of belonging, prosocial peer connections, caring teachers)

Group 3: Protective factors within the community (access to support services, strong cultural identity, community networking, participation in community group activities)

After each group presentation, the discussion should focus on how to promote these factors. Participants identify the strategies and name resources that can be utilized within the context of the participants. There are cultural practices that can be used to promote the protective factors within the communities.

- There is the network or web of support that is rooted in the culture of the communities. This could be explored and documented.
- There are indigenous stories and games that demonstrate protective mechanisms and could be promoted to enhance protection. For example, in one community, the game 'hide and seek' is very popular among the boys. The elders in the community mention that it is this game that help the children to identify safe places within the community. In the day of adversity, many boys were saved because they were able to hide from enemies. Participants can tell and document some valuable stories and games from the community. Participants can share some stories and play games that can highlight protective factors.

Summary

- A Risk factor is anything that hinders children's proper development and learning. It also refers to increase in chances of injury, illness, health problems, healthy living that have significant stressful event or occurrence that traumatizes or destabilizes the child.
- Protective factors are conditions or attributes in individuals, families, communities or society that help people deal more effectively with significantly stressful events and mitigate or eliminate risk factors.

Reflection

Develop an action plan and document the actions to be taken to implement what you have learned in this module. Share your action plan with the facilitators

Module 3:

Resilience and Pathways to Resilience

Approximate Duration: 1.5 hours

Facilitators are welcome to extend the duration of the sessions as they see fit, and as the program and the participants require

Objectives

At the end of this module, participants should be able to:

- Explain the concept of Resilience, and how it develops in children
- Identify protective factors that are pathways to Resilience
- Identify good practices within the learning environment
- Observe the learning environment through the lens of Resilience sciences

Materials Required

- Flip chart and paper
- Pen and Marker
- Projector and Screen
- Rubber/Soft ball
- Hula hoop
- Plastic cups
- Worksheet (to be distributed to participants)
- Flash cards containing names and definitions of Resilience
- Prizes to be won (Candy, extra tea during tea break, bottle of water)

Activity 1: Fun Review Activity: The Ping Pong Game

The facilitator divides the participants into two teams and names the teams (“ECCE Team” and “Risks Team”). The facilitator gives instructions that each team should write five questions about the name of their team. For example, ECCE team should write five questions in their notebook on concept of ECCE, importance, benefits, etc. Risks team should also write five questions on risks, risk factors, and their effects on children. Participants work together in their teams to review all what they have learned according to their names. They write down their questions. Each team should be ready to ask the other team their questions in turn and at the same time be ready to answer questions from the other team.

The facilitator lets the participants know that there are rewards for those who will answer their questions correctly for their groups. There is also a reward to the group that will perform better than the other.

The game begins: ECCE team asks the Risks team a question about ECCE. If the Risks team member gets the questions right, the member will have the chance to bounce a ball into one of three plastic cups to get a prize.

Risks team in turn asks the ECCE team their question on Risks and if ECCE team members gets it right, then they are rewarded. The game continues till the five questions have been exhausted. The team that answers the highest number of questions correctly becomes the overall winner. The prize is an additional snack for the winning team members during tea time.

Activity 2: The Concept of Resilience

The facilitator asks participants to attempt to define or explain what they understand by the word “Resilience”. The facilitator writes the following on a flipchart and read it out:

Resilience: Positive adaptation in the context of adversity

Example: Child brought up in poverty excels at school and emerges with high earning capacity in the labor market; Child who was exposed to neglect and emotional harm builds strong bonds and relationships with peers in adulthood

The facilitator presents some prepared flashcards that contain different definitions of Resilience

- Resilience is the ability to overcome various challenges (trauma, tragedy, personal crisis, life problems, death, etc.) and bounce back stronger and wiser
- Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant stress
- Resilience is not the absence of distress or difficulty, it is the ability to adapt and bounce back to normalcy
- Resilience is the human capacity to face, overcome and be strengthened, and even transformed by adversities
- Resilience can be defined as a child’s achievement of positive developmental outcomes and avoiding maladjustment outcomes under adverse conditions

The facilitator turns the cards upside down and ask participants to pick at random. Participants read out the definition in the card and discuss their understanding of the concept. This exercise should be followed by the use of a rubber ball to explain the concept of bouncing back. Each participant picks a rubber ball, presses the ball to its limit and then releases the pressure on the ball. The rubber ball will bounce back to its original shape. The exercise can be done with an elastic band. The elastic band should be stretched to its limit, released, and then the participants observe how it will returns to its original shape.

The facilitator links the exercise to resilience by discussing how adversities, trauma, significant stress, death, failure at any other difficulty or challenges can be overwhelming on people or children. However, when these adversities, trauma, etc are overcome and one bounces back like a rubber ball or the elastic then we become resilient. This can be used as an analogy for the human brain, and how the brain is “plastic”, and the facilitator will discuss how the brain has the capability to rapidly change, and respond to trauma in various degrees, such as positively or negatively. The facilitator will raise the question: “How does the brain respond to trauma positively?”

What's the good news?

Children can be asked to deal with problems ranging from adapting to a new classroom to bullying by classmates or even abuse at home. Add to that the uncertainties that are part of growing up, and childhood can be anything but carefree. The ability to thrive despite these challenges arises from the skills of resilience.

The good news is that Resilience is like a muscle - it can be built, and it can be built to be strong.

Additionally, research indicates that children who have been exposed to more adverse childhood experiences than others, benefit exponentially more than regular children. This means that interventions designed to help children build resilience skills **work**, and they **work better for children in worse conditions**.



What can Resilient Children do?

They can...

- Cope with the stresses of everyday life
- Learn new skills and apply those skills in new situations
- Solve problems that they encounter
- Manage strong feelings in a healthy way
- Express thoughts and feelings with adults and peers
- Demonstrate empathy for others
- Have a positive and hopeful outlook and belief system
- Develop and maintain supportive relationships with family and friends
- Manage disappointments
- Know who to go to for help
- Develop life skills they need to thrive as adults
- Feel good about themselves
- Have confidence in their abilities



Activity 3: Pathways to Resilience

“Just like no two trees are alike, no two pathways to Resilience walk the same” - The Pathways to Resilience Foundation

A pathway to resilience is a **mediating process**, that address a functional domain in a child’s development and enhances it. A pathway to resilience can be described as a process that is supportive of a child’s healthy holistic development, that if a child has access to a long term, can help the child to develop resilience in the face of adversity. A pathway to Resilience is a way to develop Resilience.

Examples of pathways to Resilience include-

- Consistent presence of a primary caregiver. The primary caregiver is never separated from the child
- The presence of caring adult exhibiting role-model behavior
- Food security and access to healthy daily meals
- Safety from physical trauma such as abuse or neglect
- Stress releasing activities such as play, music, dance, laughter
- Consistent peer support, social acceptance and praise from peers
- Autonomy and monitored independence of children example, such as children are given some leadership responsibilities, or allowed to make personal decisions
- Absence of toxic stress, and the ability for children to regulate their stress

The facilitator will discuss how if a child has access to these pathways, then they will be able to develop Resilience.

What are Some Steps Caregivers, Teachers, and Parents can Employ?

Make connections

Teach your child how to make friends, including the skill of empathy, or feeling another person’s pain. Encourage your child to be a friend in order to get friends. Build a strong family network to support your child through his or her inevitable disappointments and hurts. At school, watch to make sure that one child is not being isolated. Connecting with people provides social support and strengthens resilience. Some find comfort in connecting with a higher power, whether through organized religion or privately and you may wish to introduce your child to your own traditions of worship.

Help children by having them help others

Children who may feel helpless can be empowered by helping others. Engage your child in age-appropriate volunteer work, or ask for assistance yourself with some task that he or she can master. At school, brainstorm with children about ways they can help others.

Maintain a daily routine

Sticking to a routine can be comforting to children, especially younger children who crave structure in their lives. Encourage your child to develop his or her own routines.

Teach children self-care

Make yourself a good example, and teach children the importance of making time to eat properly, exercise and rest. Caring for oneself and even having fun will help your child stay balanced and better deal with stressful times.

Move toward goals

Teach children to set reasonable goals and then to move toward them one step at a time. Moving toward that goal — even if it's a tiny step — and receiving praise for doing so will focus them on what they have accomplished rather than on what hasn't been accomplished, and can help build resilience to move forward in the face of challenges. At school, break down large assignments into small, achievable goals for younger children, and for older children, acknowledge accomplishments on the way to larger goals.

Nurture a positive self-view

Help children to remember ways that they have successfully handled hardships in the past and then help them understand that these past challenges help them build the strength to handle future challenges. Help children learn to trust themselves to solve problems and make appropriate decisions. At school, help children see how their individual accomplishments contribute to the well-being of the class as a whole.

Look for opportunities for self-discovery

Tough times are often the times when children learn the most about themselves. Help them take a look at how whatever they are facing to teach them “what they are made of.” At school, consider leading discussions of what each student has learned after facing down a tough situation.

Accept that change is part of living

Change often can be scary for children and teens. Help them to see that change is part of life and new goals can replace goals that have become unattainable. In school, point out how students have changed as they moved up in grade levels and discuss how that change has had an impact on the students.

Activity 4: Resilience skills (the 7Cs of Resilience)

The facilitator leads the participants to discuss the Seven Cs (7Cs) of Resilience

Competence

The ability to handle situations effectively. Children become competent by developing a set of skills that allow them to trust their judgment, make responsible choices and face difficult situations.

Confidence

This is the solid belief in one's own abilities and is rooted in competence. Rather than by being told how special they are, children gain confidence as they demonstrate their competence in real situations. Children grow up with a sense of security through consistent and supportive relationships and is linked to self-efficacy.

Connection

Children with close connections to family, friends, school and community are more likely to have a solid sense of security that yields positive values and prevents children seeking negative alternatives. Family is the central place in children's life and this gives them the foundation for healthy development.

Character

Children need a fundamental sense of right and wrong to ensure they are prepared to make wise choices and contribute to the world. Each family or community has its own idea of what constitutes good character, and children with character enjoy a strong sense of self-worth and confidence.

Contribution

Children who understand the importance of personal contribution gain a sense of purpose that motivates them. This will help them make choices to improve the world. This also helps in developing leadership skills.

Coping

Children who learn to cope with stress effectively are better prepared to overcome life's challenges. A wide range of positive, adaptive coping strategies can also help prevent or reduce negative and unsafe responses to significant stressful conditions. Developing strong coping mechanisms also reduces the likelihood of risky coping mechanisms in adulthood, such as substance abuse, unhealthy diet and sedentary lifestyle, and risky sexual activity.

Control

When children realize that their decisions affect their lives and they can control the outcomes of their decisions and actions, they learn that they have control. This enables them to realize that they can make choices and take actions that will help them to bounce back in the day of adversity or challenges. This is also linked to impulse control and improved life-long discipline.

Activity 5: Practical Exercise on 7Cs of Resilience

During a plenary, the participants discuss how the 7Cs can be translated into actions in the classroom setting so that children will develop resilience skills. Participants are divided into 7 groups. Each group labelled after a resilience skill (Competence group, coping group, etc). The facilitator provides questions to guide the discussion at the group level.

- How will you adapt the resilience skills you have worked on to daily routine of children to foster the skills?
- What strategies would you employ to support the children in developing resilience skills?
- What challenges are you likely to face in enhancing resilience skills? Discuss how you will tackle the challenges.

Participants work together in their groups and choose a representative to do the presentation and the other members support the presentation. Question and comments be taken after the presentations.

Summary

- Resilience is the capacity of the individual to demonstrate the personal strengths needed to cope with some kind of challenges, hardship or adversity.
- Resilience is the capacity to transform oneself in a positive way after a difficult event.
- Resilience is built through various pathways, which address multiple domains of brain functionality.
- Resilience is important because it enables children to bounce back, builds their character, protects and promotes good mental health.
- Resilience can be fostered through play-based participatory activities, ICT supported infrastructure, indigenous knowledge, creating a safety culture, promoting mental health, fostering youth centers, developing safe playgrounds in the school and communities.

Reflection

Make an action plan, list what you will start to do to support children's resilience. Identify who you want to work with, share the knowledge you have gained, and identify strategies about how to incorporate Resilience into your school practices.



Module 4:

Play and Resilience

Approximate Duration: 1.5 hours

Facilitators are welcome to extend the duration of the sessions as they see fit, and as the program and the participants require

Objectives

At the end of this module participants should be able to:

- Define what Play is
- Identify some types of Play
- Demonstrate the benefits of Play
- Discuss how Play is a pathway to Resilience

Materials

- Balloons
- Open-ended reusable materials, and nonrepresentational and manipulative reusable materials
- Flip chart and paper
- Pen
- Locally available play materials (sticks, leaves, seeds, sand, water)
- Costumes, props and household utensils
- Blocks

Ice-breaker: Mixer

The facilitator calls out a list of characteristics of people that the participants could identify with examples. For example- all those who love to eat rice rolls should come forward. They will form a group in one corner of the room. Those who love football should come to another corner (that is another group). How many of you remaining live traveling? This will form another group. Groups will individually choose a volunteer among themselves to talk on behalf of their group on why they are part of the group. This should be done until all the groups are covered. Members of each group should find out other things that they have in common. These will form groups for the next activities.

Activity 1: Perspectives of Play

Participants write the definitions down and share the concept of Play. The facilitator and participants select the most relevant definition of play and write them on the flip chart.

Play involves the cognitive, imaginative, creative, emotional and social aspects of a child.

- Play is a spontaneous, voluntary, pleasurable and flexible activity that involves a combination of body, objects, symbols and relationships.
- Play is conducive of healthy stress in children, and also relieves any ongoing stress in the child by the release of endorphins.
- Play is the building block of a child's intellectual skills. It is the main way children express their impulse to explore, experiment and understand the world, develop their social and problem solving skills, and interpersonal skills.

Activity 2: Types of Play

The facilitator leads participants to identify some types of play (physical or locomotive, social, parallel, object, symbolic, pretend, social-dramatic, etc)

- **Locomotive/Physical Play:** This can also be called exercise play. Examples include running, jumping, sliding, etc. Physical play involves the use of large muscles (gross motor skills). This type of play supports physical training for strength, endurance and skills. Exercises help children to space out cognitive demands for which they have less mature capacity. Physical play also helps young learners with short attention spans to conduct an activity to completion.
- **Social Play:** It refers to playful interaction among children, between children and caregivers or parents. Children acquire social skills such as friendship, sharing, and cooperation from social play.
- **Parallel Play:** It refers to when children play next to each other without any interaction. This type of play is common in two and three-year-old children. Parallel Play can be physical and can be incorporated into objects or language play.
- **Object Play:** It is a type of playful use of objects such as dolls, building blocks, jigsaw puzzles, etc. Sometimes it involves pretend play, for example, building a house, or feeding a doll and putting it to sleep. This type of play allows children to try out a combination of actions. This helps them develop problem solving skills, and planning abilities.
- **Pretend Play** refers to pretending that an object or action is something else than it really is. For example, sand could be “rice”, banana could be “telephone”. Pretend play involves simple actions such as pretending to sleep or putting a doll to bed. Symbolic play is often pretend play.
- **Socio-dramatic Play** is closely related to pretend play. This type of play is useful for developing pre-literacy skills. It also helps the mind development, and an ability to understand.

Activity 3: Benefits of Play

At the plenary session, the facilitator leads the discussion on “Why is play fun?” “Play in school is a great use of school time; how should parents support the teacher to use play as a method of teaching?” “Why is Play so serious for children?” Participants express their opinions about the above statements and explain the benefits of play using the following as a guide:

- Play is fundamental to healthy child development. Children acquire social skills through play and develop social competence. They build relationships when they are with others. They learn to resolve conflicts, control and regulate their behaviors.
- Play expands children’s knowledge about the world. It helps them to space out cognitive demands beyond their age and maturity, and therefore serves as a tool for scaffolding. Play helps children to develop problem-solving skills.
- Play supports language development, and develops brain power that has increased flexibility to improve potential for learning.

- Play fosters emotional security for children. It is a known stress release, which reduces the risk of children developing toxic stress. It is often linked to child well-being and to the development of resilience in a multifaceted context.

Activity 4: Fostering Play-Based Learning in Early Childhood

The facilitator leads the discussion on how to apply play into classroom practices and children's daily routines to acquire resilience skills. The facilitator begins the discussion by pointing out that play does not happen in a vacuum. Play is usually undertaken within a physical and social space. The teacher has a role in making purposeful play happen so that children can benefit to the maximum. Participants divide into 5 groups to brainstorm on the following:

- What is the teacher's role in facilitating purposeful play?
- How can teachers incorporate play into the learning experience and daily routines of children in the school setting? Can it be used as a tool for scaffolding?
- How will the teacher play (internally structured and scaled) intellectual environment where children can freely play with materials and people?
- Identify some social, emotional and intellectual activities within the classroom that will promote resilience skills through play.
- How is Play a pathway to Resilience?

Each group presents the summary of their discussion at the plenary session. The facilitator leads discussions on the concept of play-based learning approach and how to foster it in early childhood to enhance resilience skills.

What is Play-Based Learning?

"Play is Learning, and Learning is Play" – Vygotsky, 1967

Play-based learning lies midway between direct instruction and free play, presenting a learning goal, and scaffolding the environment while allowing children to maintain a large degree of control over their learning. Considering the close relationship between play and the mental development of children, Play-based learning taps into a special area of a child's mind. Play-based learning is the nesting of fun in learning, reaching a "meso" stage in a child's zone of proximal development.

Play manifests as an exploration of a child's desires (attainable or not) and as the psychologist Vygotsky states: "play is essentially wish fulfillment, not, however, isolated wishes but generalized effects" that holds a pivotal role in the overall development of children. This manifests closely in play-based learning as well: students gain the ability to combine their imagination and desires into games like play acting, constructing stories and building dialogues. Aside from expression, Vygotsky states that play-based learning also benefits assigning meaning to new ideas, concepts and words, and therefore directly improves children's communication and linguistic abilities.

Play-based learning style is sometimes referred to as child-centered learning style, as the child is autonomous and the one with all the control on where the game play is headed. This style is relevant to the nature of children. It keeps them active and provides opportunities for them to use all their senses in the learning process. In the play-based approach, the teacher creates the structure but focuses

on providing hands-on-mind experiences that will foster social, emotional, cognitive and physical development. Children freely choose the activities they wish to pursue based on their interests and are therefore autonomous and independent. This makes them in charge of their learning, and to some degree, they become their own teachers.

There are a variety of settings/centers/corners/stations and materials for children to carry out their play activities and learn at the same time. Participants give examples of such learning corners/stations/centers (nature corner, literacy corner, home corner, science and math corner, manipulative corner, block corner, socio-dramatic corner, shopping corner, etc) that they can create in the classroom. Participants divide into groups and brainstorm on how they will create some of these learning stations/corners/centers in their classrooms at no-cost or at low-cost. Each group should design the corner of their choice, identify appropriate materials that will be relevant, prepare lesson plans on relevant themes or topics that will demonstrate how the station/corner/center can be used to foster learning through play and enhance resilience skills. Each group chooses a representative to present and demonstrate the use of these learning centers using a play-based approach. Participants talk about the presentations and lesson delivery, and discuss those that they can relate with and decide on an action plan to apply the experience or lesson learned in their own environment.

Summary

Play is a spontaneous, voluntary, pleasurable and flexible activity that involves a combination of body, objects, symbols use and relationships. Types of play are: Physical or locomotive, social parallel, object, symbolic, pretend, socio-dramatic. Play is a pathway to Resilience as it targets multiple domains of healthy child development, and can buffer the negative effects of the exposure to risk factors.

Reflection

Reflect on the following

- Your perception of the concept of play
- The types of play children engage in in our communities
- How we can purposefully structure and organize play activities in our classrooms to enhance resilience skills?
- How and why is play a pathway to building Resilience?

Participants write their reflections in their notebooks. The facilitator should go through them for further actions.



Module 5:

Play Environments

Approximate Duration: 1.5 hours

Facilitators are welcome to extend the duration of the sessions as they see fit, and as the program and the participants require

Objectives

At the end of this module participants should be able to:

- Describe children play environments
- Design indoor and outdoor environment for children
- Organize /structure the classroom to foster building resilience through play
- Explain what safety measures are
- Discuss the need to ensure the safety of children, materials and equipment in play environments.

Materials

- Flip chart and paper
- Pen
- Drawing Board
- Cardboard
- Crayons and pencils
- Handout on Play environment
- First Aid Box

Ice-Breaker : Qualities

Ask participants to choose a partner among themselves. Ask for the first name of the partner e.g Margaret, Elizabeth, Binyam, Ngozi, Mayowa. The partners add one adjective to the first name (Magnificent Margaret, Excellent Elizabeth, Beautiful Bill). Ask your partners to mention one remarkable quality of children they know. Facilitator records such qualities of children. When we focus on our good quality of those of the children, these help to foster connectivity.

Ice-Breaker Energizer: 'Huckle Buckle"

Participants divide into partners. The participants sit back to back with their arms linked together. On the facilitators' command, the partners try to stand up without separating. Repeat several times. Split the participants into teams of two and challenge each team to come up with a summary of Resilience in only about 140 characters in their notebook. Participants volunteer to read out what they have written down. Others add the missing links.

Participants share their perspective on what a play environment is. A play environment is a place where children meet with other people. It is a place where they explore different activities, learn new things and have fun doing what they do. It is an environment of free and open communication where a child feels completely safe and secure.

Participants give examples such as classrooms, community centers, churches, mosques, and others.

Activity 1: Learning Environment that fosters Play and Resilience

Participants visit preschools where possible. Arrangements should have been made by the organizers for participants to visit schools and observe the school environment. During the visit, participants take note of arrangement of ECD classrooms, learning materials and the activities going on there. Where school visits are not possible, pictures of indoor and outdoor ECD facilities should be shown and participants discuss the structure/organization, materials and ongoing children's activities in both the indoor and outdoor learning environment.

Participants identify learning corners/areas in the learning environment. Facilitator lists these on a flip chart (Manipulative, Odd-job, Shopping, Nature, Science and Math, Nature, Literacy/Reading, Dramatic, Home Corner, physical, sensory, etc). At the plenary, participants brainstorm on how to structure them to be play-based and select materials for them and how to keep them functional to learning. Participants discuss the activities that take place indoors, such as singing, reading, drawing, painting, molding, playing games.

Participants prepare lesson plans to demonstrate how these learning centers can be made to teach subjects/topics of the curriculum using play based approaches, such as use of stories, games, drama, objects, etc.

Activity 2: Outdoor Environment

Participants identify materials and equipment to be made available in outdoor that will promote play and resilience. Facilitator lists these on the flip chart. Materials and equipment include: water trough, sand pit, play equipment like swing, tires, ropes, short trees for climbing, ladder, rocking horse, garden, garden equipment, space for playground. Participants discuss the various activities, games, sports and learning that are carried outdoors such as running, jumping, climbing, swinging, molding, rolling tires, skipping, etc. Participants document this in their notebooks

Activity 3: Fostering Play and Resilience in Learning Environment

At the plenary session, participants share knowledge of how these play environments provide opportunity for building connectivity and reaching out if need be. Children work together to achieve a common goal. They are also making friends with others and asking for help or reaching out to teachers when need be.

Activity 4: Concept of Safety and Security

The facilitator leads participants to define what safety measures are.

Safety measures are activities and precautions taken to improve safety. Ensuring the safety of both indoor and outdoor learning environments of children should take a prime place in daily routines and school practices. Participants list things and actions that make children's learning environments safe (appropriate furniture safe learning materials, orderliness, cleanliness, warm interaction, friendliness, etc). They discuss how these things and actions promote safety.

Participants write down the points generated in their notebook. They should make a list of things and activities that make children learning environment unsafe (faulty materials, sharp objects, slippery floor, broken equipment, open electric socket, broken bottle, poisonous chemical, lead and asbestos in the construction). Actions that make children's environments unfriendly include harsh discipline, lack of warmth and love, neglect, and bullying.

The space a child is placed in impacts the child's learning and mood to a large extent, as cramped and noisy environments not only expose children to hazards, but also increase a child's stress and irritability. Open, clean, spacious and orderly environments help to calm down excitable children and reduces their exposure to hazards.

The facilitator leads a discussion about making the children's learning environments safe and their significance in early childhood. Participants divide into groups and brainstorm on how to ensure safety in children's environment.

Group 1: Identify strategies that can be used to protect children from dangers within the classroom

Group 2: How will you maintain safety on the playground in an ECD center?

Group 3: What are the roles of caregivers in ensuring safety in children's environment?

Group 4: Identify some precautions that should be in place in ECD centers

Participants should be able to identify the resilience skills children can develop when they are in a safe environment. For example, safe environments are linked to impulse control, spatial learning and reduced cortisol release.

Activity 5: Ensuring Safety and the First Aid Box

Participants discuss what a 'First Aid Box' is and list the contents of the box. A first aid box is a box containing medical materials like cotton, gauge, bandage, adhesive bandage, disinfectant, anti-bacteriological medicine, etc. which can be readily used in case of an accident to a person prior to shifting him/her to hospital. A first aid box is for minor injuries.

A first Aid Box is also referred to as a first aid kit. It is a container that has some basic first aid supplies. First aid kits can be bought from local drug store or a local Red Cross Office. Participants discuss if they have it in at home or in school. Participants brainstorm on benefits of keeping first aid box or kit either at home or in the school. Reasons to keep a first aid box/kit:

- Prevent infection
- Prevent excessive blood loss
- Prevent scarring
- Prevent acute injury from becoming a chronic problem
- Prevent death

A first aid box or kit should be kept out of children's reach. First aid should be administered only by trained personnel. The Red Cross officials or health workers can train teachers in first aid.

Summary

The Power of Play: A play environment is a place where children can exhibit their natural talents by exploring materials that are available within their reach to engage themselves in activities that are of best interest to them. There are indoor and outdoor learning environments.

- Both indoor and outdoor environment offers opportunities for connectivity, friendship, etc.
- Indoor environment can be designed to include nature, science and math, home, dramatic, literacy learning areas/corners/centers.
- Outdoor areas include water trough, sand pit, garden, playground, and more mostly natural elements.
- Principles underlying design play environments are important to consider in designing environments.
- Safety is the condition of being protected from harm or other non-desirable outcomes.
- Safety measures are activities and precautions taken to improve safety.
- Safety measures include increasing awareness of safety among children supervise and monitor children at play.
- First Aid Box or kit is an essential item in children's environment. It should be kept out of reach of children and should be used only by trained personnel.

Reflection

Reflect on your type of environment (Classroom or learning center), what do you think are missing? How would you improve the indoor and outdoor environment? Play-based learning and safe indoor and outdoor environment are non-negotiable issues for children's healthy development. Think about what constitutes dangers in children environment in the classroom or school compound. How will you remove or reduce these dangers from children environment?

Invite firefighters to the school to give a talk on safety measures against fire accidents and how to use equipment like fire extinguishers.



Module 6:

School and Community Collaboration

Approximate Duration: 1.5 hours

Facilitators are welcome to extend the duration of the sessions as they see fit, and as the program and the participants require

Objectives

At the end of this module participants should be able to:

- Describe parents' and teachers' role in building resilience skills in children through play
- Articulate the collaborative roles of caregivers/teachers and parents in ECCE
- Identify the strategies of working together of these important stakeholders
- Discuss the available opportunities within the school and the communities that they can explore to promote resilience skills through play

Materials

- School materials and equipment
- Community resources available in the environment
- Pictures of parents and teachers working together
- Hula Hoops

Ice-Breaker : Hoop Challenge

This game is played in a circle with all participants holding hands. Participants pull their body through a hoop without using their hands. Each participant has a space in the circle. The facilitator places the hoop over 2 people's interlocked hands so that it can't leave the circle. The goal of the game is to get the hoop all the way around the circle.

Activity 1: Group Chat

Participants share experiences of their involvement in their children's lives, what they do for or with them (provision of children's basic needs such as food, shelter and clothing). Together with the participants, the facilitator leads them to identify areas of neglect that are very important to the well-being of children (building strong relationships with their children through play, scaffolding children play activities, listening to and answering children's questions, etc).

Participants discuss hardships and difficult situations as risk factors (natural disaster, terrorist attack, loss of loved ones, sickness, neglect, poverty) present within the community, that the caregivers/teachers and parents can come together to address. Participants share their perspectives on how they think the role of the parents and how to align them with those of the teachers to equip the children with resilience skills, and build their own pathways to resilience.

Activity 2: Role of Parents in Promoting Resilience Skills through Play

The facilitator splits participants into two groups. Group 1 should brainstorm on the role of parents in promoting resilience through play and note them down. Group 2 should work together and agree on the role of teachers in promoting resilience through play. After this exercise, the groups come together to align these roles.

Activity 3: Promoting Resilience Skills in Children by Stakeholders

At the plenary session, participants are to identify avenues within the school and in the community where these two important stakeholders can work together to promote resilience skills in the children. The list should be captured on the flip chart (classroom, playground, clinic, school events, community events, churches, mosques, other public places like parks, libraries). The facilitator asks participants to brainstorm strategies on how the participants will utilize these opportunities to collaborate and work together.

Activity 4: Roles of Stakeholders in Promoting Resilience Skills

The facilitator gives out this worksheet activity on possible roles in which parents and teachers can collaborate.

Instruction: Please fill the blank spaces

Mediator	Activity	Targeted Resilience Skills
Building Strong Relationships	Listening to children; Regular communication with parents and teachers	Confidence, Connectedness, Coping
Volunteering	Involvement in school/community activities/events	_____
_____	Delegate responsibility to children	Responsibility
Parenting	_____	_____
Communication	Parenting	_____
_____	Clear messaging between home and school	_____
_____	_____	Reaching Out

Activity 5: Action Plan to Sustain building Resilience Skills

Participants are divided into two groups: Educators and Caregivers. Each group should brainstorm and discuss the plan they will embark on after the workshop experience. Let each group present their plan.

Activity 6: Evaluation

Participants answer the following questions:

What did you find most useful in this workshop?

What do you still need to learn about Play and Resilience?

How will you apply the knowledge and pedagogical skills you have acquired from this workshop in your learning environment.



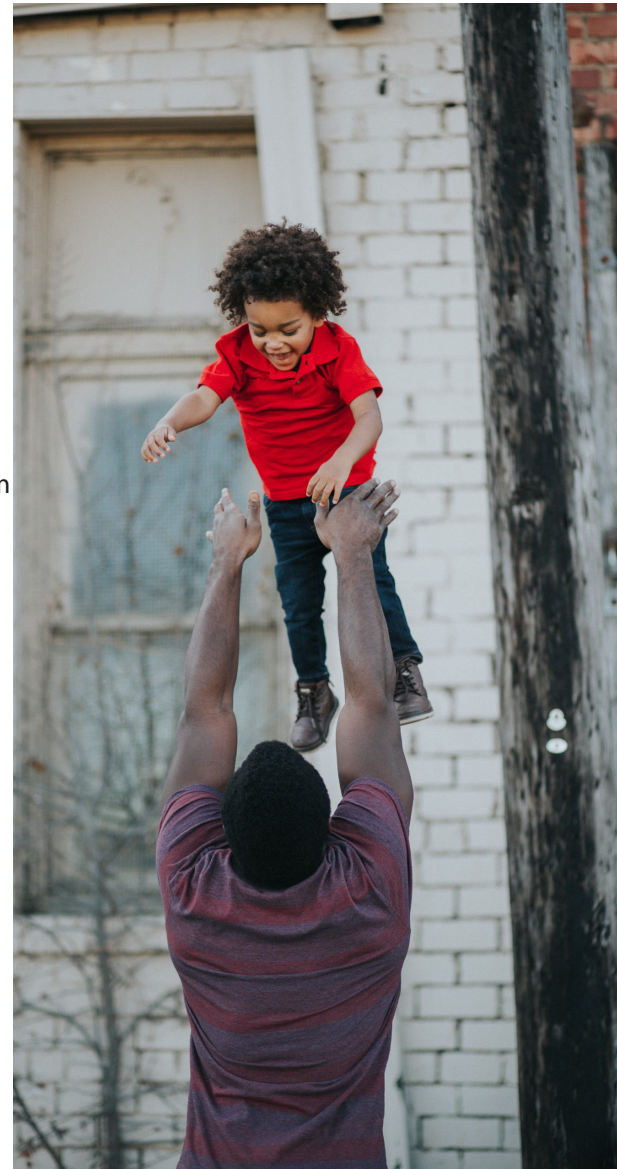
Summary

The role of parents includes the provision of children's basic needs (food, shelter and clothing). Unfortunately, some parents neglect the following in the process of upbringing practices:

- Building strong relationships with their children through play
- Scaffolding children play activities
- Listening to and answering children's questions
- Respecting their children's personal identities and choices
- Allowing children the independence and freedom to groom their own likes and dislikes

Some children face a variety of risk factors within the community. Parents, caregivers/teachers must collaborate to mitigate the effects of these risk factors. The avenues of collaboration can include:

- Regular meetings
- A database for communication, such as phone chat groups
- Forming interest groups to work together
- Maintaining good relationships where ideas are shared
- Visits to schools and learning centers
- Involvement in children's activities
- Functioning as positive role models
- Celebrating their children's success



References

- Aileen Shackell, Nicola Butler, Phil Doyle and David Ball () Design for play: A guide to creating successful play spaces from <http://www.playengland.org.uk/media/70684/design-for-play.pdf>.
- Blair, C. (2010). Stress and the Development of Self-Regulation in Context. *Child Development Perspectives*, 4(3), 181-188. doi:10.1111/j.1750-8606.2010.00145.x
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by design and nature*. Cambridge, MA: Harvard University Press.
- Bowes, J., Grace, R. and Hodge, K. (2012). *Children, families and communities: Contexts and consequences*. South Melbourne: Oxford University Press.
- Burnett C. space to play (and learn): 10 Tips for Creating Great Play Spaces from <https://childhood101.com/space-to-play-and-learn-10-tips-for-creating-great-play-spaces/>
- Casey T 2003 Environment for play from <http://www.playscotland.org/wp-content/uploads/assets/Documents/Environmentsforplay.doc>
- Classroom Design and Routines Completely Kindergarten - Kindergarten Curriculum Guide – Interim Edition from http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/completely_kinder/6.%20Section%20%20Classroom%20Design%20and%20Routines%20FINAL.pdf
- Child care (2015) Creating a Child Care Environment that Supports Children’s Exploration from <http://articles.extension.org/pages/25699/creating-a-child-care-environment-that-supports-childrens-exploration>
- Conger, R. D., & Donnellan, M. B. (2007). An Interactionist Perspective on the Socioeconomic Context of Human Development. *Annual Review of Psychology*, 58(1), 175-199. doi:10.1146/annurev.psych.58.110405.085551
- Corwyn, R. F., & Bradley, R. H. (n.d.). Socioeconomic Status and Childhood Externalizing Behaviors: A Structural Equation Framework. *Sourcebook of Family Theory and Research*, 469-492. doi:10.4135/9781412990172.n19
- Duncan, G. J., & Murnane, R. J. (2011). *Whither opportunity?: Rising inequality, schools, and children’s life chances*. New York: Russell Sage Foundation.
- Early child matters (2017) indoor and outdoor environment from <http://www.earlyyears.matters.co.uk/our-services/school-and-nursery-improvement-partner/enabling-environments/indoor-and-outdoor-environment/>
- Ebbeck, M. and Waniganayake, M. (Eds.) (2016). *Play in early childhood education: Learning in diverse contexts*. South Melbourne: Oxford University Press.
- Ejeh M. U. C. (2006). Pre-Primary Education in Nigeria: Policy Implementation and Problems. *Elementary Education Online*, 5 (1) 58 – 64. Fler, M. (1996). Theories of ‘play’: Are they ethnocentric or inclusive? *Australian Journal of Early Childhood*, 21(4), 12-18.
- Evans, G. W., & English, K. (2002). The Environment of Poverty: Multiple Stressor Exposure, Psychophysiological Stress, and Socioemotional Adjustment. *Child Development*, 73(4), 1238-1248. doi:10.1111/1467-8624.00469
- Fler, M. (1999). Universal fantasy: The domination of Western theories of play. In E. Dau and E. Jones (Eds.) *Child’s play: Revisiting play in early childhood settings*. (pp. 67- 80). Sydney, Philadelphia and London: MacLennan and Petty.
- Gaskins, S. and Göncü, A. (1988). Children’s play as representation and imagination: The Case of Piaget and Vygotsky. *The Quarterly Newsletter of the Laboratory of Comparative Human Cognition*, 10(4), 104-107.
- Ginsbury R (2007). The importance of play in promoting healthy child development and maintaining strong parent-child bonds. *Pediatrics Vol 119*. Issue, 1.
- Ginsburg, K. R. and Jablow, M. M. (2015). *Building resilience in children and teens: Giving kids roots and wings*, 3rd edn. Elk Grove Village, IL: American Academy of Pediatrics.
- Glover, J. (2009). *Bouncing Back: How can resilience be promoted in vulnerable children and young people?* Ilford: Barnardo’s. Retrieved from https://www.barnardos.org.uk/bouncing_back_resilience_march09.pdf

- Haney, M. and Bissonnette, V. (2011). Teachers' Perceptions about the Use of Play to Facilitate Development and Teach Pro-social Skills. *Journal of Creative Education* 2 (1), 41-46.
- Izumi-Taylor, S., Pramling-Samuelsson, I. and Rogers, C. S. (2010). Perspectives of Play in Three Nations: A Comparative Study in Japan, the United States, and Sweden. *Journal of Early Childhood Research and Practice*, 12 (1) 122 - 133.
- Karpov, Y.V. (2005). *The neo-Vygotskian approach to child development*. Cambridge: Cambridge University Press.
- Jeffery L. and Beasley K. (2012) Create the perfect play space learning environment for young children. How to series from [http://www.echr.edu.au/docs/default-source/resources/ipsp/ Create-the-perfect-play-space-learning-environments-for-young-children.pdf?sfvrsn=12](http://www.echr.edu.au/docs/default-source/resources/ipsp/Create-the-perfect-play-space-learning-environments-for-young-children.pdf?sfvrsn=12)
- Kaplan, G. A. (2006). *Social Determinants of Health*, 2nd Edition. M Marmot and R Wilkinson (eds). Oxford:Oxford University Press, 2006, pp. 376, \$57.50. ISBN: 9780198565895. *International Journal of Epidemiology*, 35(4), 1111-1112. doi:10.1093/ije/dyl121
- Killian, B. (2004). Risk and resilience. In R. Pharoah, L. M. Richter, B. Killian, G. Foster and S. Germann (Eds.), *A generation at risk? HIV / AIDS, vulnerable children and security in Southern Africa* (pp. 33–63). Institute for Security Studies Monographs.
- Kweka, A.N. (1998). *The Situation of Early Childhood Education in Tanzania: The Case of Temeke District. A Report of UNESCO, Dar es Salaam*. 39
- Learning environment The Indoor and outdoor Environment: Designing and Organizing from <https://www.virtuallabschool.org/school-age/learning-environments/lesson-3>
- Omet D. AND Mohammad al-Asad (2002) *Designing a Play Environment with Children at*
- Mbise, A. S. (1996). Pre-primary Education versus Primary Education. A paper in *Education and Development (PED)*, 16, 39-51.
- Morrison, F.J. (2009). Early gender differences in self-regulation and academic achievement. *Journal of Educational Psychology*, 101(3), 689-704.
- Musa, H.M. (2010). *The Role of Preprimary Education in School Readiness preparation for Formal School Learning in Tanzania. A Dissertation submitted in the partial Fulfillment of Masters Degree in the University of Dar Es Salaam*.
- National Literacy Trust (2017). 10 reasons why play is important. Retrieved Nov 8,2017 from www.literacytrust.org.
- Noble, T. and McGrath, H. (2012). Wellbeing and resilience in young people and the role of positive relationships. In S. Roffey (Ed.), *Positive relationships: Evidence based practice across the world* (pp. 17–34). Berlin: Springer Science and Business Media.
- Oakes, J., & Rossi, P. H. (2003). The measurement of SES in health research: Current practice and steps toward a new approach. *Social Science & Medicine*, 56(4), 769-784. doi:10.1016/s0277-9536(02)00073-4
- Olds, D. L. (2010). The Nurse-Family Partnership. *Nurturing Children and Families*, 192-203. doi:10.1002/9781444324617.ch17
- Sahab center for the study of the built environment from <http://www.csbe.org/designing-a-play-environment-with-children-in-sahab/>
- Shonkoff, J. P., Garner, A. S., Siegel, B. S., Dobbins, M. I., Earls, M. F., Garner, A. S., . . . Wood, D. L. (2011). The Lifelong Effects of Early Childhood Adversity and Toxic Stress. *Pediatrics*, 129(1). doi:10.1542/peds.2011-2663
- Stonebridge (2015). *Play and Child development*. Retrieved Nov 8,2017 from www.stonebridge.com.
- Wardle F. (2011) *Creating indoor environment for children, Classroom design the power of the environment* from <http://www.communityplaythings.com/resources/articles/2011/creating-indoor-environments-for-young-children>
- White R. and Stoecklin V. (1998) *Children's Outdoor Play & Learning Environments: Returning to Nature* from <https://www.whitehutchinson.com/children/articles/outdoor.shtml>
- Yoshikawa, Weiland, Brooks-Gunn, Burchinal, Espinosa, Gormley, Society for Research in Child Development. (2016, October 28). *Investing in Our Future: The Evidence Base on Preschool*. Retrieved from <https://www.fcd-us.org/theevidence-base-on-preschool/>