

Webinar Housekeeping



Participant audio and video are disabled.



Post questions using the Q&A function at any time.



Please gather simple items you find in your surroundings to be ready to play along with us!



This session is being recorded.



The recording and presentations will be shared on the INEE website: <http://www.inee.org/covid-19/webinars>.



Closed captioning is available in English.



Learning through play during COVID-19

17 August 2020



**Inter-agency
Network for Education
in Emergencies**

Agenda

1. Welcome and introduction
2. Topic overview — Paul Frisoli, LEGO Foundation
3. Panel presentations
 - a. PlayMatters at Home packets on literacy, numeracy, SEL — Hadijah Nandyose, IRC
 - b. Radio learning through play — Amani Mkamba, Ubongo
 - c. *Aprender Jugando* — Gustavo Payan, DAI Global
 - d. Teacher training in LtP — Lawrence Ofei, Right to Play
 - e. PSS and human rights education with refugee and migrant communities — Bryan McCormack, Yesterday Today and Tomorrow
4. Moderated discussion/Q&A





**What we
mean by
Learning
through Play**

The aim:

**Re-define play and
re-imagine learning**





play

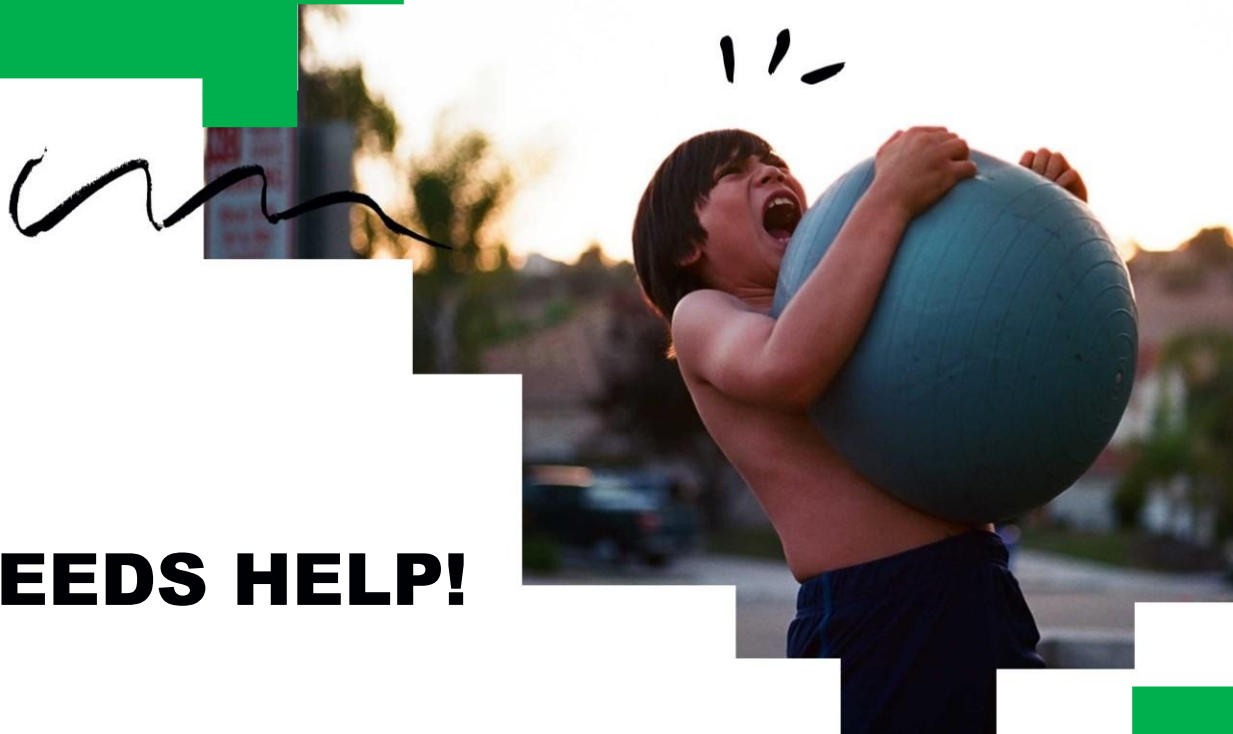
/pleɪ/ 

verb

1. engage in activity for enjoyment and recreation rather than a serious or practical purpose.

"the children were playing by a pool"

synonyms: amuse oneself, entertain oneself, enjoy oneself, have fun, have a good time, **relax**, **rest**, be at leisure, occupy oneself, divert oneself, play games, frolic, frisk, gambol, romp, cavort, caper; [More](#)



PLAY NEEDS HELP!

Materials



Please find any of the following:

Bricks

**Office materials (paper, pens,
etc.)**

**Other items from your house,
office or wherever you are**



Building task ***3 minutes***

- **Think of a playful situation from your childhood.**
- **Build a model that represents the key elements that made it playful.**
- **While building think of the characteristics that made it playful**

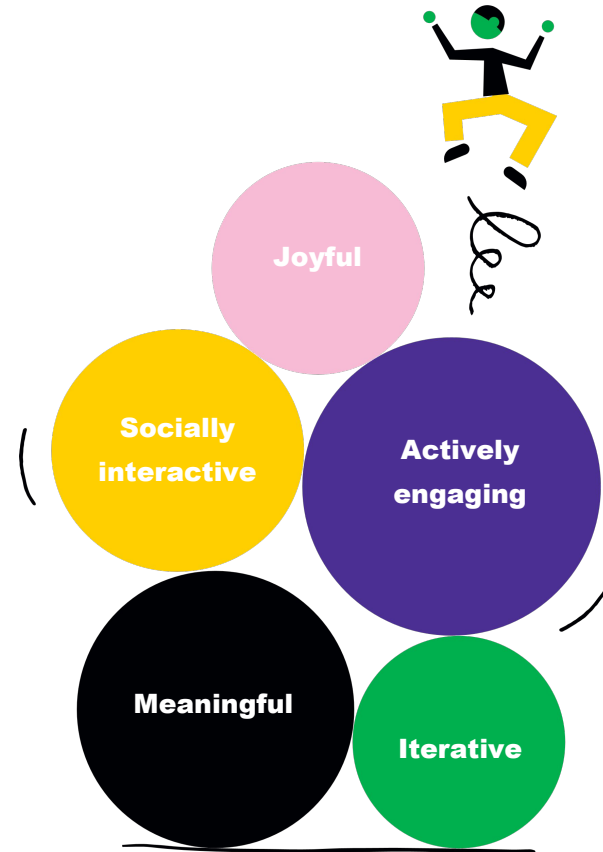




**Please share
(in the chat)
some
characteristics
of your playful
experience**

Characteristic of playful learning experiences

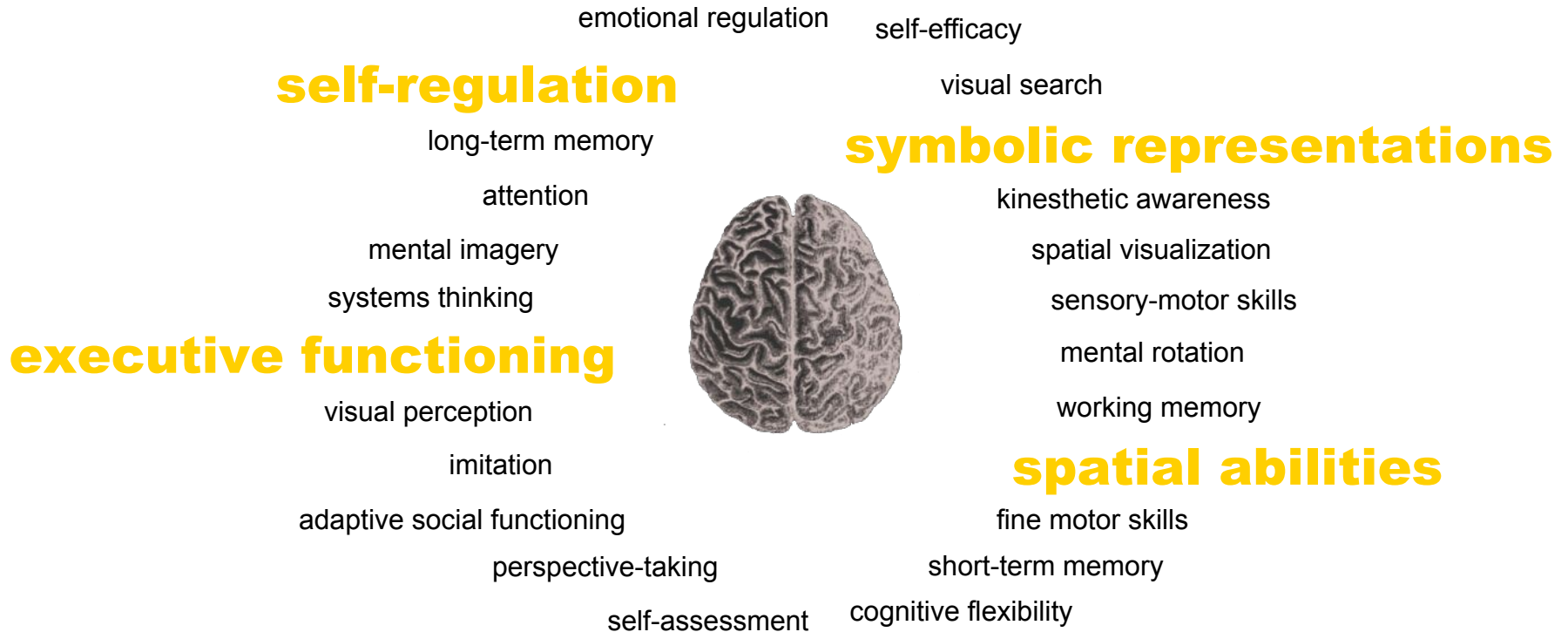
These five characteristics ebb and flow as children are engaged in learning through play activities and all five are not necessary all the time. But over time, children should experience moments of joy and surprise, a meaningful connection, be active and absorbed, iterate and engage with others.





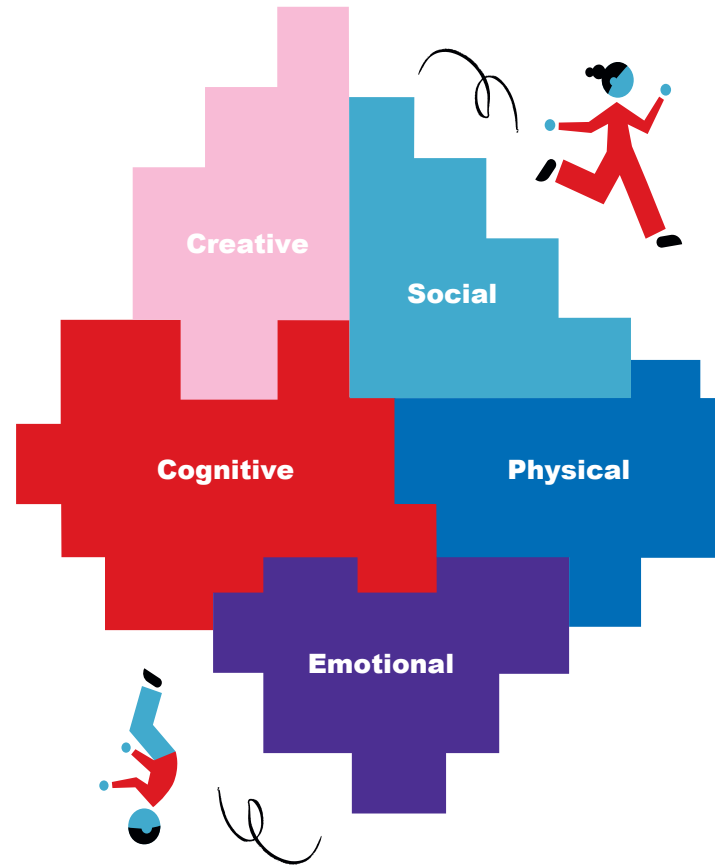
**Please
share
(in the
chat)
the skills
you used
to build
your
models**

Learning through Play



LtP Builds Holistic Skills and Supports Well-Being

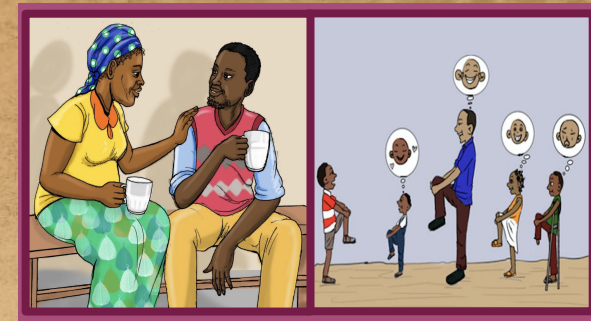
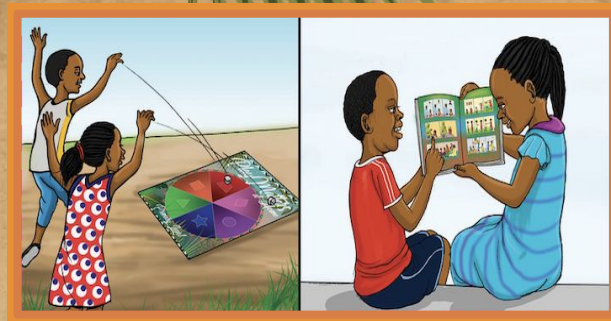
Children's development and learning is complex which is why we take a holistic view and high-light the importance of their physical, social, cognitive, creative and emotional skills and how these complement and interact with one another.





**Tusind
tak!**

**Play at the
LEGO
Foundation
Play List**



Collaborative

The PlayMatters at Home COVID-19 response packets were developed in collaboration with the PlayMatters consortium plus our radio partner, Ubongo, and in partnership with the LEGO Foundation..

Playful

The packets were designed as an interactive game. Caregivers and children can engage with learning games together, or children can lead and play learning games independently with their siblings. The games are designed to help children build their cognitive, literacy, numeracy, emotional, physical, social, and creative skills.

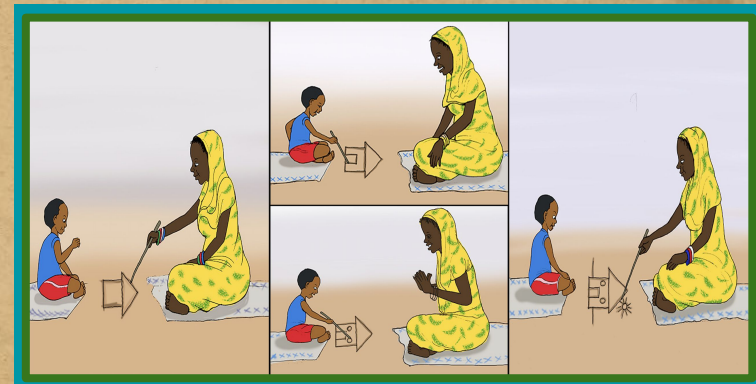
Wellness

The packets were centered around wellbeing. They featured a number of playful activities that encouraged social emotional learning through play as well as tips and strategies for caregiver wellbeing.



Simple

The learning games in the packet are simple and require little to no materials. Most materials needed are those found in nature or common household objects that vary in size, shape, or color. Activities also encouraged caregivers to engage children in their everyday household tasks in a playful way, promoting learning and fostering relationships.





Uganda:

- 43,132 packets will be printed and distributed in 8 refugee hosting districts for approximately 63,632 children(pre-primary and primary)
- Approval by government was required but also important for institutionalization beyond COVID
- Packets have been translated into 10 local languages to further ease access by end uses
- Distribution is by volunteers/teachers who know children and their homes well.
- Volunteers /educators have a guide, receive orientation and phone credit to assist their work
- An audio activity run by partner Ubongo supplements the paper learning packets



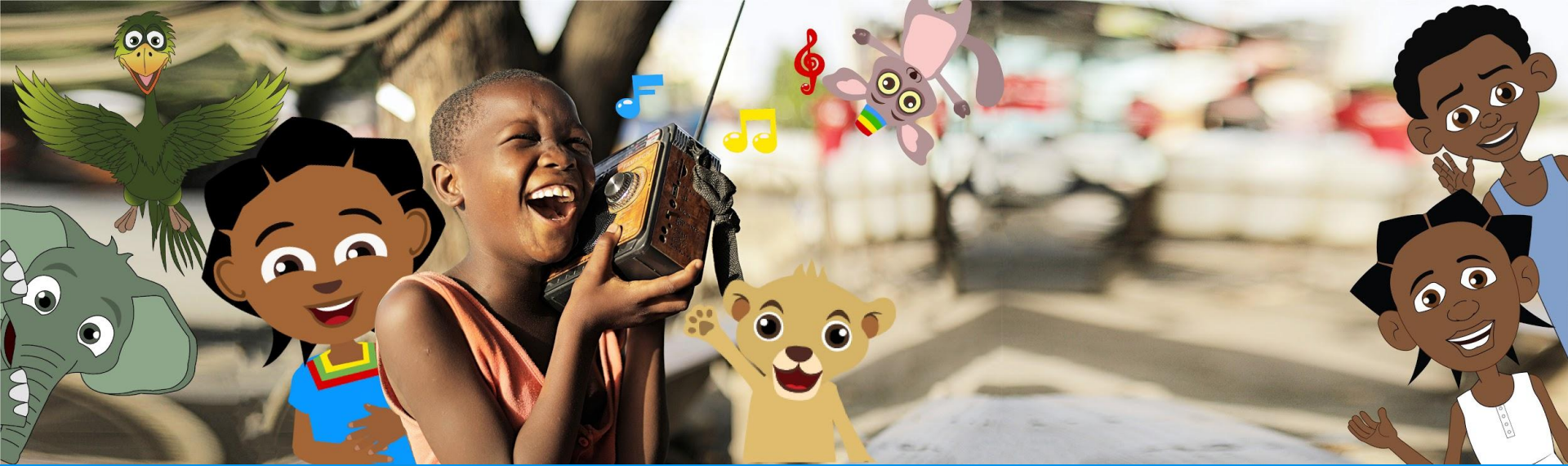
Ethiopia:

- Packets have been distributed in Assosa and Gambella, and are soon to be distributed in Somali and Tigray.
- Packets have been translated into **3 languages** for Somali and Tigray (Somali, Tigrigna, and Kunama) and **2 languages** for Assosa and Gambella (Arabic and Nuer)

Tanzania:

- Packets will be distributed in Mtendeli, Nduta, Nyaragusu, Kibondo, and Kasulu.
- Packets have been translated into French and Kirundi.





PlayMatters @ Home Radio

Radio Facilitated Play Based Learning for the Whole Family

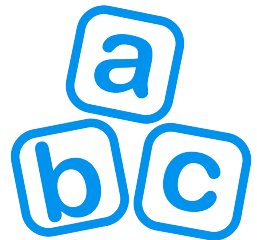
The **LEGO** Foundation



PlayMatters @ Home Radio

Radio Program structure:

- COVID-19 Message
- Numeracy or Literacy
- Mindfulness or Social emotional learning exercise
- A prompt or Call to Action for continued learning through play



PlayMatters @ Home Radio



Key Lessons:

- Be VERY CLEAR in communication.
- People take instructions very literally.
- With games that have variations, it's important to get them to understand how they can change it.
- Use culturally relevant activities and words.



USAID

DEL PUEBLO DE LOS ESTADOS
UNIDOS DE AMÉRICA

ASEGURANDO
LA EDUCACIÓN

Aprender Jugando

Gustavo Payán, Deputy Chief of Party, DAI Global

INEE Webinar “Learning Through Play During Covid-19”

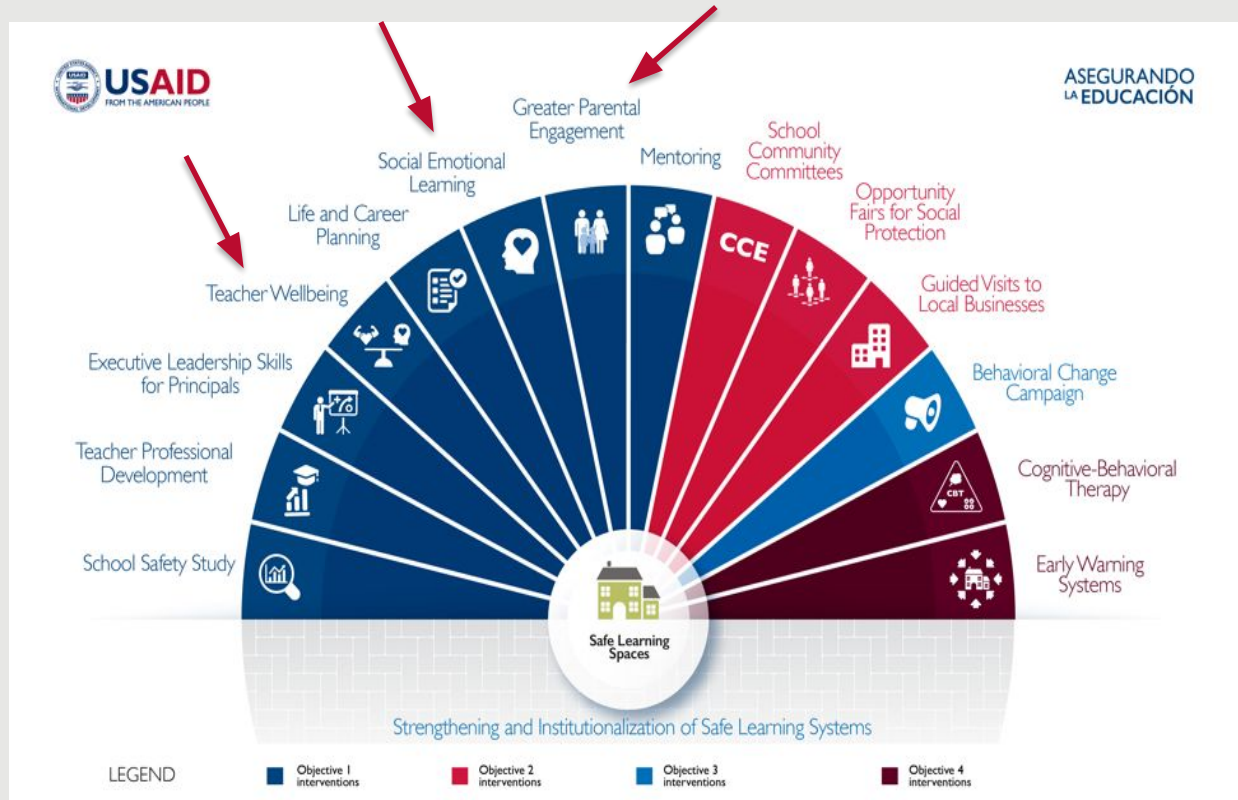
17 August 2020

Aprender
Jugando
2020



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.

Asegurando la Educación



- Honduras' 5-year Safe Learning Spaces Program
- Key Strategies:
 - Social-emotional Learning
 - Wellbeing
 - Parental Engagement
- Response to COVID-19 stronger emphasis on MH/PSS and resilience



Aprender Jugando

- Package of games developed by **Right To Play Global** “to quickly respond to needs arising in their communities due to the **COVID-19 crisis**”
 - Adaptation of the package for use in Honduras
-
- ✓ Example of resource sharing
 - ✓ Local names + 4 extra local games
 - ✓ Illustrations to reflect local diversity
 - ✓ Focused on children ages 4-8



LET'S STAY HEALTHY

We can keep a safe space between us

Let's stay healthy!

We can keep a safe space between us

Virus Catch

You need:

Ball or something safe to pass (examples: stuffed toy, plastic bottle)

1. Pass the ball to your partner.



2. After each pass, take 1 step back.



3. If the ball drops, see how far you are from each other. Are you 2 metres (ó feet) apart?

4. Keep playing!

Let's Talk

Why is it important to stay distant from many people at this time?

Why is it important to help keep other people healthy?

¡Mantengámonos Saludables!

Podemos mantener un espacio seguro entre nosotros(as)

ATRAPANDO EL VIRUS

¿Qué necesitas?

Un balón o algo seguro para pasar (Por ejemplo: un juguete o botella de plástico)

1. Pasa el balón a tu compañero/a de juego.

2. Después de que lo pases, den un paso atrás.



3. Si el balón cae, observa qué tan lejos están el uno del otro. ¿Estás a 2 metros de distancia?

4. Sigue jugando.

Hablemos:

- ¿Por qué es importante mantener la distancia de las personas, en este momento?
- ¿Por qué es importante ayudar a otros a mantenerse saludables?

Framework and Structure

Five sections:

- 1: Let's Stay Healthy!
- 2: Let's Stay Active!
- 3: Let's Take Care of Ourselves!
- 4: Let's Take Care of One Another!
- 5: Let's Play with Our Family!

Games include:

- Health, hygiene, SEL & wellbeing
- Key message and/or skill to be developed
- Key discussion questions



What do users say?

- Widely disseminated through USAID and the Ministry of Education
- Rollout test with parents and teachers:
 - Benefits of bringing family together
 - Alternative/fun learning activities
 - Importance of focusing on wellbeing
 - Keeping kids active



¡JUGUEMOS CON NUESTRA FAMILIA!



SECCIÓN **5**

[Click here to watch this video!](#)



Gracias!
gustavo_payan@dai.com

<https://bit.ly/ALE-Aprender-Jugando>



Teacher Training in Play-based Learning

Right To Play Ghana



Before COVID-19

- Delivering training in play-based learning in 139 pre-primary and primary schools in collaboration with district officials across 3 regions (GREAT program, Global Affairs Canada)
- Strengthening teaching and learning in literacy, numeracy and life skills through play, promoting gender equality, inclusion and reducing barriers to education
- 5 principles: continuous, play-based, creative autonomy, delivered in partnership, contextualized
- 700 hours of content drawn from library of 100+ RTP manuals and database of 1400+ games
- Preparing for national scale-up to 10,000 schools (Play Accelerator, LEGO Foundation)

Adaptations after March 2020

- Prioritized health and psychosocial support to children and families to manage the panic resulting from COVID-19 fake news
 - Adapted RTP Play @ Home manual, e.g. COVID-19 Fact Sheet game
 - Provided virtual training for teachers on facilitating playful learning at home
 - Provided PPE for RTP teachers/community caches to reach children in their communities to facilitate playful home learning
 - Provided children with age-appropriate books and materials to facilitate home learning

Training

- 21 Days over 3 years
- Play-based Learning
- Positive Learning Environment

Coaching and Mentoring

- Follow-up support visits
- Improved government supervision and monitoring

Communities of Practice

- Monthly meetings of peer support groups
- Play-based self-reflection and goal setting



Integrating Play in National Radio Education

Right To Play Ghana



Playful Radio Content

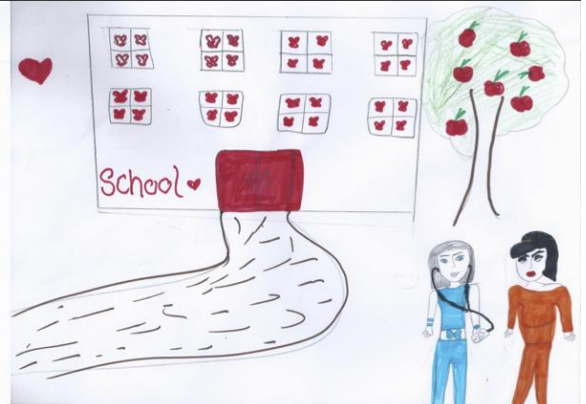
- Ghana Ministry of Education increasing the reach of the Ghana Learning Television by launching the Learning Radio Program on 15th June, 2020
- Right To Play is among 4 organizations, including USAID/FHI 360, UNICEF, Lively Minds, supporting this Government effort reaching over 1 million children
- Right To Play's support is directed at
 - Integrating the 5 characteristics of play in the script development, offering critical play-based content to enhance engagement and emphasize the social dimension of learning
 - Providing technical support in the development of learner materials and worksheets

Playful Modalities - Teachers' Support

- Teachers trained to support families in their respective communities to follow the radio broadcast and use playful techniques and to offer referral support to the children
- A total of 3500 children and 2,200 adults have so far benefitted from the support provided by 250 teachers across the 5 districts where RTP works
- Families for the first time in some cases are supporting home learning of their children drawing from the LTP resources provided



yesterday
today
tomorrow

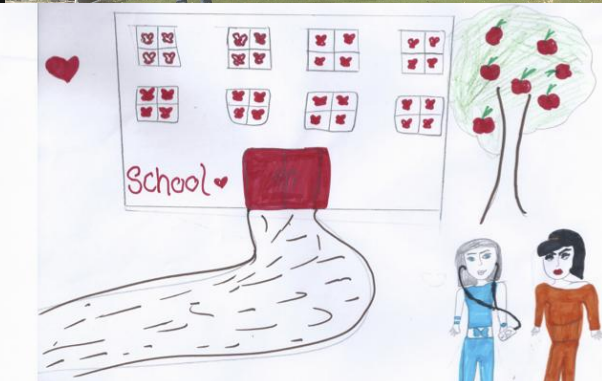


Exploring the World Around Us Through a Shared Visual Language

yesterday



by a
9-year-old
Iraqi
refugee girl
currently
living in
Miksaliste
refugee
camp in
Belgrade,
Serbia



refugee work in Morocco, France, and the Balkans

Questions?





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