

# Manual

**We don't stop playing because we grow old  
we grow old because we stop playing.**

George Bernard Shaw

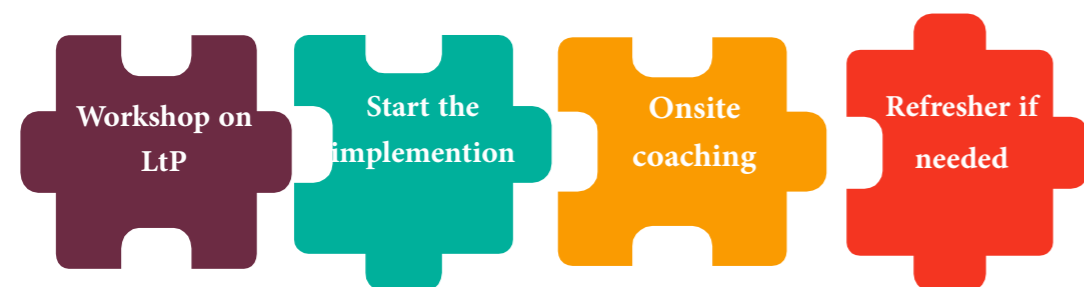


## Introduction to the learning through play workshop.

This guidebook is designed to build and help War Child technical officers to prepare and motivate field facilitators to implement and integrate the learning through Play (LtP) - Lego within the psychosocial or/and the educational activities.

Please keep in mind that this manual is intended to assist trainers through each session of the training of facilitators, however the trainers should be accredited War Child trainers and have attended a LtP workshop.

### The process needed in order to start the LtP with children:



#### -Workshop:

Two days workshop in a classroom setting

#### -Start the implementation:

Implementing the learning through play with group of children in education or psychosocial support activities

#### -Onsite coaching:

Technical officers will provide onsite coaching during the implementation phase. Support will include providing support and conducting observations. The frequency of the onsite coaching will be a joint decision between the facilitator and the technical officer.

#### -Refresher training:

After completion of cycle and based on the evaluation done by technical officer, a decision will be made on whether a refresher training is needed.

## Participants:

The participants can be either teachers or facilitators of psychosocial support who already have attended the series of trainings provided by War child to every facilitator or teacher that will be working with children attending War Chil programmes (Child safeguarding, child protection, facilitation, Psychological first aid PFA, Psychosocial Support programs, educational programmes...).

In both cases (if teachers or facilitators) the section of the workshop will be very similar, an additional part related to education will be done with the teachers.

## The workshop manual:

This manual is divided into two sections: one section to link the learning through play to psychosocial support and second section to link it to add the part related to education. It is tailored to fifteen participants (the ideal), in case of additional participants the number of days and activities need to be adapted.

**!** In case of external participants, additional content will be added and tailored based on needs.

## The LtP workshop schedule:

The table below gives an overview of how the two days of the LtP are organized. Each table includes the session topics and the learning objectives of each day. The day starts at nine a.m. and ends at four p.m. with a fifteen min coffee break in the morning and a one-hour lunch break. The number of training days may be adapted according to participants' needs.

*Please keep in mind that any workshop must include all of the sessions listed in the table.*

**Workshop schedule :**



Day 1				
#	Sessions	Duration	Learning outcomes	
one	Introduction	fifty min	<ul style="list-style-type: none"> <li>• Get introduced to the participants and to the objectives of the training</li> <li>• Learn about the link between the play and the core PSS concepts</li> <li>• Develop an understanding of play and its importance to child development</li> <li>• Identify the holistic skills of child development</li> <li>• Introduction to Lego Foundation</li> <li>• Experiencing play</li> </ul>	
Two	- Workshop learning method - Play time	fifty min		
Three	Holistic skills of child development	twenty min		
Four	Linking Psychosocial support /education to LEGO	thirty min		
	Connecting the teaching of basic literacy to LEGO			
Break (15 min)				
Five	Experiencing play	sixty min		
Six	Introduction to Lego Foundation and the donation boxes	twenty min		
Lunch (45min)				
Seven	Experiencing play	thirty min		
Eight	Division of play sessions and preparation for sessions	sixty min		
Nine	Closing and evaluation of day 1	twenty min		

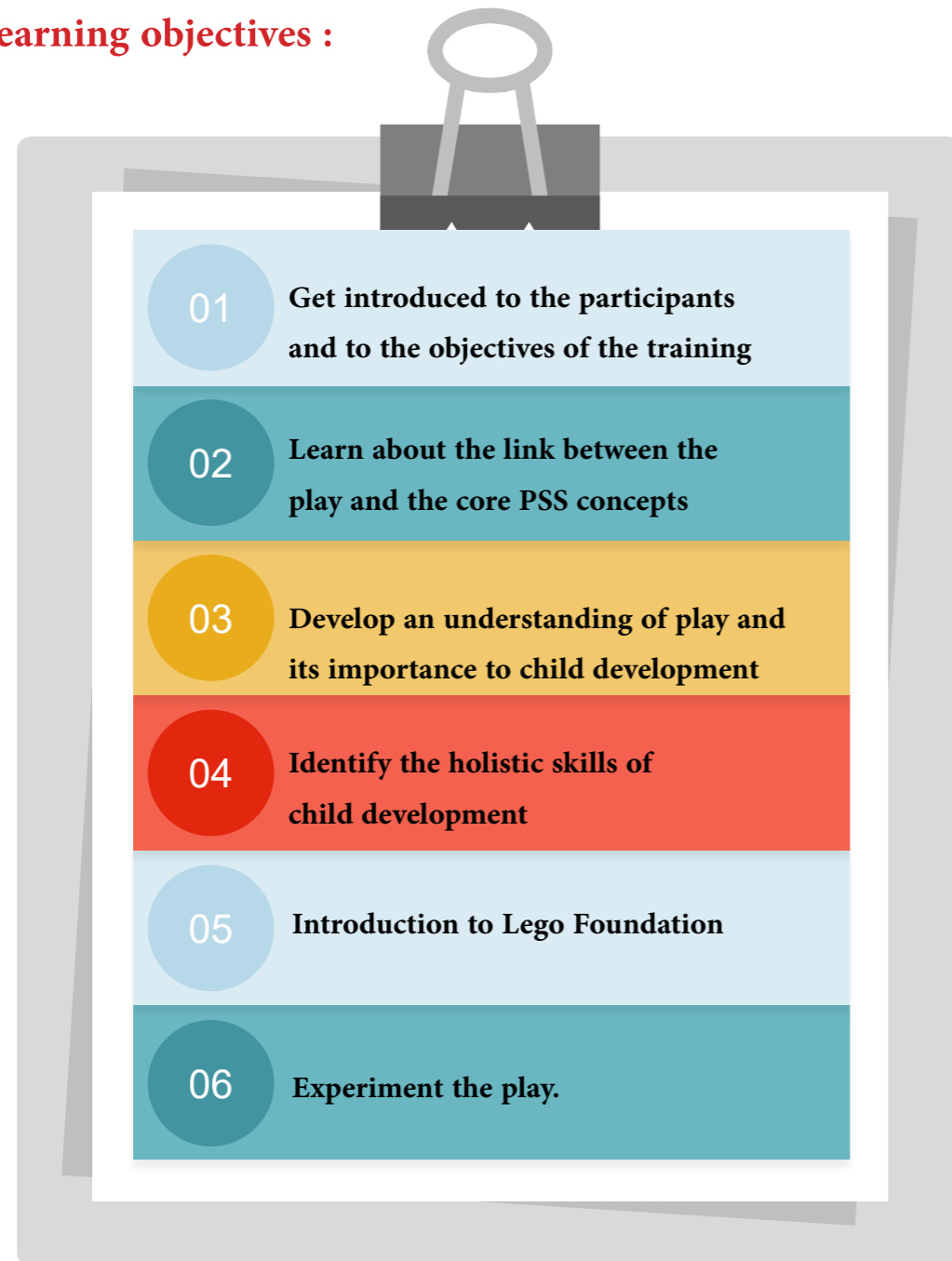


Day 2				
#	Sessions	Duration	Learning outcomes	
one	Recap of Day 1	Twenty min	<ul style="list-style-type: none"> <li>• Practice planning for play sessions and making the connection between to between play and PSS or the educational learning outcomes</li> <li>• Implement play and practice reaching educational or PSS objectives</li> </ul>	
Two	Implementation 1 With feedback	Thirty min		
Three	Implementation 2 With feedback	Thirty min		
Break (15 min)				
Three	Implementation 3 With feedback	Thirty min		
Four	Implementation 4 With feedback	Thirty min		
Five	Implementation 5 With feedback	Thirty min		
Lunch (45min)				
Six	How we can manage the flow of play in a session with children	Fifteen min		
Seven	Implementation 6 With feedback	Thirty min		
Eight	Implementation 7 With feedback	Thirty min		
Nine	Questions and answers + evaluation of the two days	Thirty min		





## Day one learning objectives :



### Session one: Introduction (fifty min):

In this part of the workshop, the participants are introduced to the trainers and to each other, and then they state expectations from the training. In addition, the procedural rules are laid out by participants for the workshop and will include a part called contraventions. The introductory part is concluded by the specific objectives of the workshop and the agenda.

### Getting to know each other:

- As a trainer start by welcoming the participants, then introducing yourself, your co-trainer (if applicable).
- Thank the participants for joining and explain to them that they will be introduced to each other and the trainers in a fun way
- Ask the participants to build a model with Lego system (the Lego system should be prepared ahead of time and available and accessible to the participants) in 0 minutes. This model will help the group to know each other. The model can describe one of the personal characteristics or something that he/she would like to share with the group.
- Then ask from the participants to introduce their names and explain about their model. As a trainer, you can also make your own model and share it with the group.

### Group Rules:

- Suggest making rules and guidelines together for this group it will also be in an interactive way.
  - Tell the participants: inside the room, there are seven or eight hidden Lego bricks with pieces of paper inside. In every brick they will find a piece of paper that a word is written on it.
  - Distribute whistles to the group so that they can blow it when they find a brick, to bring the attention of rest of the group, and then tell everyone what the word written.
  - On the papers, they will find words that they can relate to the agreements. Words can be such as: (time – relation – questions – talk...)
- (Ahead of time, distribute the bricks in the room, memorize where you are putting them)

### Objectives of the workshop:

- Introduce the goals and objectives of the training
- Provide participants with an understanding of the LtP approach (Lego)
- Prepare participants to prepare and facilitate LtP sessions
- Prepare the participants to start including the LtP with the education and/or the psychosocial support programs



## Session two (fifty min):

This manual uses a participatory and interactive training methodology, which requires that participants are actively involved. Most of the exercises are designed to elicit and provoke responses and take advantage of the skills, experiences and knowledge participants already possess.

-Explain to participants that they will participate in the workshop through a variety of learning tools including interactive games, plenary discussions, small group activities, PowerPoint presentations (PPT).

-Explain that participants will be assigned the preparation of a LtP session to implement using the rest of the group as children -participants. They will need to prepare their session with their co-facilitator before implementing it.

-Explain that the purpose of the practice sessions is to get familiar with the content in order to be better prepared when applying it with children, and also to practice their facilitation skills.

### Feedback and reflection

-Explain that it is important that the participants receive feedback with an open mind and put an action plan to keep on doing the positive things and address the issues that need improvement.

-In addition, explain to participants that you will ask them to reflect on the session they will implement and provide their own feedback.

-Finally, it's important to let participants know that at various times during the implementation of their practice session, the trainer may pause the session in order to point out an important "learning moment," or to get things back on track if the facilitators leave out an important activity or message or otherwise move away from the session plan

-Explain to participants that following each implementation session, the trainer will be providing feedback to the facilitators (trainees) in front of the group.

-The feedback will highlight their strengths (what did they do well), then ask the

participants to assess their own performance (what went well, what could be done better) and finally will advise on the points and skills to be improved (what needs to be improved and why).

-Notify participants that they should listen carefully to all feedback in order to benefit from the tips and recommendations provided and improve their own performance during the training and in the field.

### Parking Lot

-Before the training starts, the trainer should post a flipchart paper labeled "Parking Lot" in the training room.

-Inform participants that they can use the parking lot option to write down questions that they don't feel comfortable asking in the presence of others, or question that need to be addressed in more detail in an upcoming section of the training or that can be deferred for later discussion.

-Inform the participants that the trainers will address all questions by the end of the last day of training.

### Play time:

As a trainer, choose two or three games from the Lego manual and facilitate it yourself with the participants. Let them play only to enjoy the play and do not link it with any concept. The purpose is to play for the sake of playing and having fun. You can only ask how was the game? Did they enjoy it?





### Session three (Twenty min):

#### Holistic skills of child development:

During this session, the participants need to understand and know the holistic skills of child development. They should also understand that our role is to promote and support the development of these holistic skills.

Say in plenary what do you think are the skills that children need to have in order to follow a holistic development.

Brainstorm the information from the participants, once you got multiple, try to group the skills under the big titles: Social – emotional – cognitive – creativity – physical.



Then in plenary say that all these skills are related, and our role is to promote in our work with children and we are going to see next in this workshop how the play will affect these skills and can help in promoting them the best way possible.

### Session four (fifty min):

“Skills for holistic development Because child development is beautifully complex, we take a holistic view and highlight the importance of children’s physical, social, cognitive, creative and emotional skills and how these complement and interact with one another. Emotional skills Understand, manage and express emotions by building self-awareness and handling impulses, as well as staying motivated and confident in the face of difficulties.

Cognitive skills Concentration, problem solving and flexible thinking by learning to tackle complex tasks and building effective strategies to identify solutions. Physical skills Being physically active, understanding movement and space through practicing sensory-motor skills, developing spatial understanding and nurturing an active and healthy body.

Social skills Collaborate, communicate and understand other people’s perspectives through sharing ideas, negotiating rules and building empathy. Creative skills Coming up with ideas, expressing them and transforming them into reality by creating associations, symbolising and representing ideas and providing meaningful experiences for others.”

*«Lego foundation»*

#### Linking psychosocial support / education to Lego

During this session, you choose as a trainer to link the LtP to education or psychosocial support based on the participants’ backgrounds and the aim of the workshop.

In the following steps, you will have the two examples: psychosocial support and education.





## Psychosocial support



### Step one:

In this Part, the participants will understand the characteristic of play and they will be able to link play to the holistic skills of development, and following to this they will try to understand how this will fit into the objective of War Child that aims to increase the resilience of children.

Divide the participants into three groups, and ask each one of them to remember a time that he or she considers a fun playing time. Give participants 0 minutes to think about this, then ask them to share in groups their stories, and to think what made that play experience a lot of fun for them what were its characteristics. Give them ten minutes to share.

Take the answer from every group in ten minutes; try to gather the key points from their answers that can be useful in explaining the characteristics of play. *«Lego foundation»*

The five characteristics listed below draw on extensive conversations with experts in the field, as well as reviews of the literature on play and learning. We do not view them as providing any formal definition of play, but they do help unfold how playful experiences lead to deeper learning.

We say learning through play happens when the activity one is experienced as joyful, two helps children find meaning in what they are doing or learning, three involves active, engaged, minds-on thinking, four as well as iterative thinking (experimentation, hypothesis testing, etc.), and five social interaction.



Actively Engaging Learning through play also involves being actively engaged. Imagine a child who's fully absorbed in playing with a set of building blocks. She is actively imagining how the pieces will go together and is so engrossed that she fails to hear her father call her for dinner. This mental immersion and ability to stay focused are especially powerful in the context of learning through play” *«Lego foundation»*

### Step two:

Choose one game from the Lego manual, facilitate it and when you finish ask these questions:

A.What are the skills that this game promotes?

B.How can you make it easier?

C.How can you make it harder?

These five characteristics draw on evidence for how children learn best (the Science of Learning) and how to foster a playful mindset. Joyful Joy is at the heart of play - both enjoying a task for its own sake and the momentary thrill of surprise, insight, or success after overcoming challenges. Recent research shows how curiosity and positive experiences are linked to learning; for example, infants show more learning after a surprising event than after one that is expected.





### Step three:

In plenary ask the Participants: how do you think we can benefit from the LtP in our PSS programming?

Take their answers write it down on a flipchart paper and try to reach to this conclusion: Our intervention in psychosocial aims to increase the resilience of the children. In order to increase this resilience we need to build up these skills in children (social – emotional – physical – creative – cognitive) in order to be able to cope positively.

Lego will help us develop these skills in a very fun and creative way which will help children reach the best of their potential.

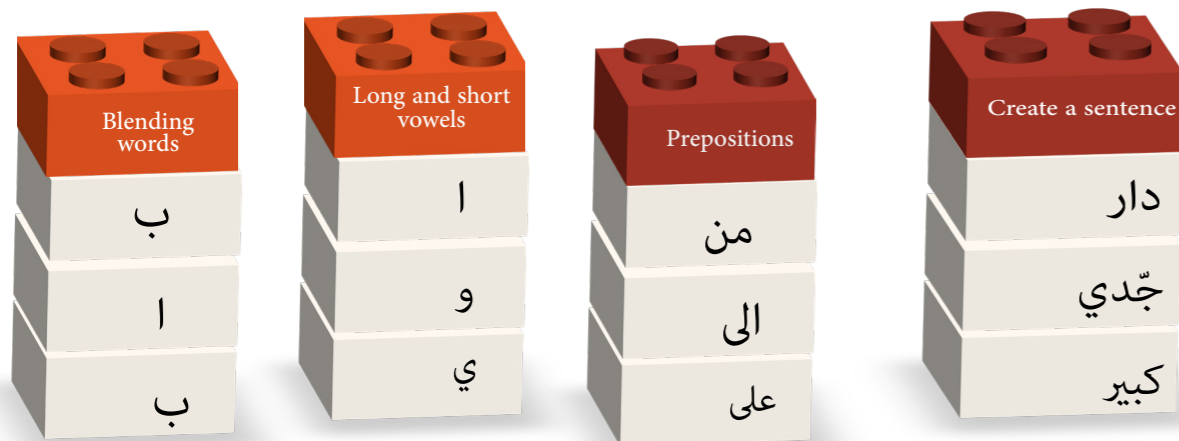
You will be using Lego and play the way that help the children. You have the PSS curriculum (I-deal – She deal – win win) and what we are going to do is try to integrate the game into this curriculum while maintaining the objectives of the intervention.

### Link Lego to education:



Children can use Lego in teaching basic literacy like phonics, longs and short vowels, blending words, building sentences.

In the picture, there are some examples about how we could use Lego based on the skills above.



### Example for storytelling activity:



### Connect:

- Prompt a discussion about stories by explaining that some stories, such as fairytales, often involve something magical that cannot happen in real life.
- Ask the children to take turns naming different stories. If the children have trouble thinking of one, remind them of stories they have • Tell the children they are going to listen to a famous story called The Princess and the Pea (or substitute a different story that is more relevant to your class).
- After telling the story, discuss the story and ask the children to recall what happened.

### Construct

- As a group, build the beginning of the story. Ask the children which background card is most like the setting at the beginning of the story. If the children cannot recall, reread parts of the story. *«Lego foundation»*



### Session five (sixty min):

In the part the participants will be able to experiencing the entire concept that we were talking about. They will be mainly playing games and trying to link the games with the holistic skills.

Choose games from the manual of Lego; try to pick games from both the Lego system and the Lego Duplo and try to make a mixture that targets different skills.

What are the skills that this game promotes? How can you make it easier? How can you make it harder?

### Session six ( twenty min):

In this part the participant will know about the Lego Foundation, the donation boxes, and then they will know the Lego system the Lego Duplo and the they will also know the terms that they should be using with children.

Talk about the Lego foundation and it is interest in the LtP pedagogy.

## Session seven ( seven min):

### Division of sessions and preparation:

The participants need to know that they will try to implement themselves their own sessions as if they are doing it with children.

Tell the participants: you will have between your hands the manual of Lego and you already have the PSS curriculum with you. You need to choose a goal from the PSS curriculum that you are implementing with children and try to design an activity using Lego and playing with Lego to reach the goals.

Tell them that they will be working in pairs; every two persons will prepare and divide the facilitation between themselves.

You will have 70 minutes to choose your goal, design your activity, and prepare the materials that you need.

Remind them that after each session of implementation, they will evaluate their performance and will get feedback from the trainers.

The feedback will be on the facilitation skills and how effective was the use of Lego in reaching the PSS goals.

## Session Eight( twenty min):

**Closure :** The participant will know about the Lego Foundation, the donation boxes, and then they will know the Lego system the Lego Duplo and the they will also know the terms that they should be using with children.

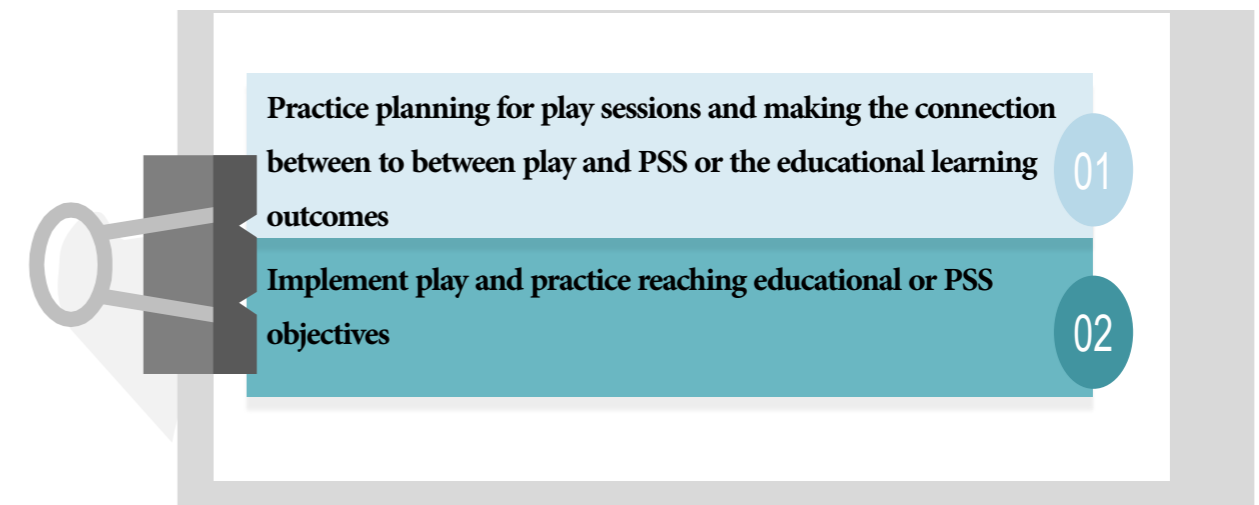
Talk about the Lego foundation and it is interest in the LtP pedagogy, and then inform the participants that the Lego Foundation have donated Lego boxes in order to promote LtP.

### Evaluation of the day:

Review the learning objectives with the participants try to ask them if they reached to it.

Make an evaluation of the day, do it your way as a trainer, but document it, close the day in a very positive way, and thank the participants for their involvement.

## Day Two learning objectives :



Welcome the participants , During this day the participants will implement the activities they previously prepared, the trainer will be focusing on supporting, and making sure that the participants are able to make the link between the play and the education or the psychosocial support.

## Session one (sixty

Choose a game a make the recap.

## Session Two until session Five implementation with feedback.

## Session six (fifteen min):

How we can manage the play in a session with children

In this section, the participants will be able to know how to work better with Lego, tips and tricks. Refer back to Lego manual page fifty three.

## Session seven and eight are implementation with feedback.

## Session nine (twenty min): questions and answers /Evaluation

Open the door for questions, answers, and feedback from participants.

Thank the participants for their presence and their involvement in these two days.



# LEGO & Children Successes stories!

During a free play session with Lego, a child aged twelve years old, built the people he interacts with the most. He built people with heads and without heads. He mentioned that those with heads are the ones he likes and those who do not have heads are those he dislike. This allowed us to identify that there is a need for the child protection team to intervene.



A child with an intellectual disability used to run away from the center and the facilitators did not understand from him why he was doing that.

Therefore, they asked for WCH CP officer support and explained to her the child's case. The CP officer decided to use Lego to communicate with him and with the Lego's he built a slide.

From this, the CP officer understood that he was running away because he wanted to play on the slide outside, and Lego was a way that helped them start communicating with him