28th ICCP World Conference on Play
Date: 8th and 9th July 2021

Organized by
ICCP, UAM and FED

BOOK OF ABSTRACTS

of the 28th ICCP World Play Conference

Time to play? Research, policy and practice

The conference is organized by International Council for Children's Play in cooperation with the University Autonomous of Madrid and the Spanish Education and Development Foundation.

Abstract book of the 28th ICCP World Play Conference

Time to play? Research, policy and practice
8th -9th of July, 2021

Online Conference

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ICCP President

The Board of ICCP are very excited to invite you to take part in this 28th ICCP conference: Time to play? Research, policy and practice.

This is a first for ICCP – like many other organisations in this global pandemic, we will be holding our conference online for the first time.

ICCP is a global network of play researchers across all disciplines. It is therefore exciting to think of how our online conference might offer new possibilities to develop our network and share our knowledge about play across disciplinary boundaries. ICCP also has a proud tradition of friendly, accessible and enjoyable conferences, and although we probably can't manage the fabulous dinners and dancing this time, we will do our very best to make sure that you enjoy your conference with us on 8 & 9th July!

Dr. Shelly Newstead

ICCP President

WELCOME ADDRESS by Dr. José Luis Linaza Iglesias,
Chair of the Conference and President of Fundación Educación y Desarrollo

The 28th ICCP World Conference on Play was scheduled to be held in June 2020 at the Faculty of Education of the Autonomous University of Madrid. The covid19 pandemic forced us to postpone it. The evolution of this global tragedy prevents us from knowing when we could celebrate it in person. That is why we have assumed that it is better to hold it virtually on the 8th and 9th of July 2021, pending a resumption of face-to-face meetings. We thank the ICCP, the Autonomous University and the other institutions for their support in doing so.

We encourage those who had already received acceptance of their work for last June to present them in this new edition. So, we keep the theme of the 2020 Conference: Time to play? Research, policy and practice. But we opened a new call for new work until 15 May 2021 and hope that the problem of how the epidemic is affecting children's play will be reflected in some of these new proposals.

More than ever, the defense of the right to play in children needs cooperation and exchange between researchers from different institutions and from countries and cultures that are also very diverse.

We regret that we were not able to offer you the artistic and cultural attractions that we had originally planned. We hope that the Conference will serve as an encouragement to be able to enjoy them in the not-too-distant future.

Dr. José Luis Linaza Iglesias
President of Fundación Educación y Desarrollo

GENERAL INFORMATION

ORGANIZATION

28th ICCP World Play Conference

Date: 8th and 9th July 2021

Place: online Universidad Autónoma, Madrid, Spain

CONFERENCE ORGANIZATION

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- Gema de Pablo (Universidad Autónoma de Madrid, Spain)
- Ignacio Garoz Puerta (Universidad Autónoma de Madrid, Spain)

PROGRAMME

SESSIONS AND PRESENTATIONS OF THE CONFERENCE

Thursday 8th of July, 2021	
09:00-10:00	<u>WELCOME AND KEYNOTE</u>: Play and Development as evolutive strategies, **Juan Carlos Gómez Crespo** St. Adrews University, Scotland, UK// Reader School of Psychology and Neuroscience; Institute of Behavioural and Neural Sciences; Centre for Social Learning & Cognitive Evolution
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10:10-10:30	<u>PLAY OUTSIDE</u> Oh, what a mess?! [Eva Liisa Kubinyi]
10:30-10:50	<u>PLAY OUTSIDE</u> The "installations for play" proposal: the biological and cultural dimension of childhood [Ángeles Ruiz de Velasco Gálvez and Javier Abad Molina]
10:50-11:00	BREAK
11:00-11:20	<u>PLAY OUTSIDE</u> What do we play, and what do we want to play, in our playground? A participatory process of playground transformation through the voice of 3 and 4 year old children in a school in Cantabria (Spain). [Noelia Ceballos López and Ángela Saiz Linares]
11:20-11:40	<u>PLAY OUTSIDE</u> Struggling street play: the decline in children's outdoor play observed [Johan Meire]
11:40-12:00	<u>PLAY OUTSIDE</u> Requalification of schoolyards: a participatory approach [Joana Vilar Pereira, Frederico Lopes and Rita Cordovil]
12:00-12:10	BREAK
12:10-13:30	<u>SYMPOSIUM</u> Narrative Play and Learning Environments (NEPL) as a perfect tool to support child development and learning in ECEC settings. Lithuanian case study [Milda Brėdikytė, Agnė Brandišauskienė, Monika Skeryte-Kazlauskiene, Monika Munikienė and Giedrė Sujetaitė-Volungevičienė]
13:30- 15:00	LUNCH
15:00-15:20	<u>PLAY AND INCLUSIVE EDUCATION</u> A game based intervention program and its effects on vocabulary acquisition and the development of the symbolic play of a child with Autism Spectrum Disorder [María Rubio López and Asunción González del Yerro Valdés]
15:20-15:40	<u>PLAY AND INCLUSIVE EDUCATION</u> Hearing, Feeling and Playing: A preliminary study on play preferences in children with hearing loss and its relationship with emotional competence [Brenda Silva]
15:40-16:00	<u>PLAY AND INCLUSIVE EDUCATION</u> Play and attention skills: A randomised controlled trial of a novel psychomotor education programme in preschool [Vassiliki Riga and Aimilia Rouvali]
16:00-16:20	<u>PLAY AND INCLUSIVE EDUCATION</u> Creativity - Design – Inclusion [Siegfried Zoels]

16:20-16:40	PLAY AND INCLUSIVE EDUCATION Play and disability in a "Support Service for school integration" in Rosario (Argentina). [Facundo Corvalán, Esteban Favarel and Leonel Carlini]
16:40-16:50	BREAK
16:50-17:10	MEMORY PLAY Childhood play experiences of different generations in Norway [Gunilla Isaksen and Ragnhild Norderhus]
17:10-17:30	MEMORY PLAY The "Guardians of Play" Training Program for Senior Citizens in São Paulo, Brazil [Janine Dodge]
17:30-17:50	MEMORY PLAY What they play, what they like, what they remember [Amália Rebolo and Beatriz Pereira]
17:50-18:10	MEMORY PLAY Play in childhood is related with how we are as adults [Monika Skeryte-Kazlauskiene]
18:10-18:20	BREAK
18:20-18:40	PLAY AND NEW TECHNOLOGIES Free-to-play mobile otome games: a trap for spending money or an opportunity for daily play? [Hélène Sellier]
18:40.19:00	PLAY AND NEW TECHNOLOGIES Let children lead their play: In-person and online [Jennifer Wong-Powell]
19:00-19:20	PLAY AND NEW TECHNOLOGIES Not Just for Kids: metaplaying Pokémon [Allen Kempton]
19:20-19:40	PLAY AND NEW TECHNOLOGIES Technological games, used as an emotional regulation tool? [Teresa Rossignoli and Elena Pérez Hernández]
19:40-20:00	PLAY AND NEW TECHNOLOGIES Leaning and socialization through videogames [Zhuxuan Zhao]
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20:10-20:40	CLOSING KEYNOTE

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09:00-10:00	<u>WELCOME AND KEYNOTE</u>: Children's play: a greenhouse of learning and development, **Rosario Ortega Ruiz** Universidad de Córdoba, ES// Professor of Psychology, is currently Emeritus Professor at the University of Cordoba (Spain) and Director of the Laboratory for the Study of Convivencia and Violence Prevention
10:00-10:10	BREAK
10:10-10:30	<u>ADULT IN PLAY</u> Our experience for promoting the Social Participation of children and adolescents: The Citizen Game of CiudadEscuela Muchachos [Jaime Gómez Blaya]
10:30-10:50	<u>ADULT IN PLAY</u> Collective games in nursery schools [Maria Luisa de Antonio Pérez, Laura Escribano Burgos and Asunción González del Yerro Valdés]
10:50-11:10	<u>ADULT IN PLAY</u> Children's Play & Teacher's Professional Development [Giovanna Caetano da Silva, Rosario Ortega-Ruiz and Eva Romera Félix]
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12:00-12:10	BREAK
12:10-13:30	<u>SYMPOSIUM</u> Play and Toy Research in Contemporary Russia [Elena Sheina, Olga Rubtsova, Svetlana Smirnova, Irina Ryabkova, Ekaterina Klopotova and Tatyana Poskakalova]
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15:00-15:20	<u>PLAY AND ARTS</u> Exploring Language and Literacy through Play as Reader Response [Tori Flint]
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15:30-15:50	<u>PLAY AND COVID-19:</u> Playwork during the Pandemic in the United Kingdom [Peter King]
15:50-16:10	<u>PLAY AND COVID-19:</u> A right to play promotion's project in primary education: impact on children's play experience and pandemic readjustments [Ana Lourenço, Beatriz Pereira and Rui Mendes]
16:10-16:30	<u>PLAY AND COVID-19:</u> Brain Breaks: movement play during the learning process [Vassiliki Riga and Konstantina Zachariadi]
16:30-16:50	<u>PLAY AND COVID-19:</u> Physical Activity Play in Covid time: parents and guardians views about catch games and play fight

	[Amália Rebolo, Beatriz Pereira and Carlos Neto]
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17:00-17:20	PLAY AND COVID-19: School and play. Study in Peru on educational conceptions about playing and teaching. [Facundo Corvalán, Martín Plascencia González and José Luis Linaza Iglesias]
17:20-17:40	PLAY AND COVID-19: From theory to practice: playgroups networks in Peru [Javier Flores Tapia, Luis Mercado, Abigail Anaika, Jorge Seco and José Luis Linaza Iglesias]
17:40-18:00	PLAY AND COVID-19: Play always and everywhere (even more post pandemic!) [Ana Cristina Almeida]
18:00-18:20	PLAY AND COVID-19: Children production and use of playful materials, in the context of family confinement [Ana Maria Araujo Pessanha]
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18:30-18:50	PLAY EFFECTS: "I play because it is fun": Play Experiences of Preschoolers [Emine Kilincci, Hatice Sebnem Cetken-Aktas and Serap Sevimli-Celik]
18:50-19:10	PLAY EFFECTS: Can playful learning be the magic ingredient to nourish young learners' willingness to exploring and meaning their worlds? [Ana Paulino and Andrés Payà Rico]
19:10-19:30	PLAY EFFECTS: Play in a refugee camp - Busting the myths [Ana Ardelean]
19:30-19:40	BREAK
19:40-20:00	PLAY EFFECTS: The value of chilhood play for the acquisition of active social change-making skills [Prado Martín-Ondarza, Silvia Sánchez-Serrano and Laura Camas Garrido]
20:00-20:20	PLAY EFFECTS: Play activity and peer sociability in Early Childhood Education classrooms [Eva Romera and Rosario Ortega Ruiz]
20:20-20:40	PLAY EFFECTS: Playing to flirt [Carmen Viejo and Rosario Ortega-Ruiz]
20:40-20:50	BREAK
20:50-21:20	CLOSING KEYNOTE

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KEYNOTES

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KEYNOTE: Play and development as evolutionary strategies

JUAN CARLOS GÓMEZ CRESPO

Reader School of Psychology and Neuroscience; Institute of Behavioural and Neural Sciences; Centre for Social Learning & Cognitive Evolution. St. Andrews University Scotland

Play is an ancient evolutionary product found in most species of vertebrates, especially, but not exclusively, in primates. Although when looking at children engaging in make-believe activities inspired by their cultures, it may seem that human play is a cultural product, at its root play is an activity with a long evolutionary history, a biological need. However, as a product of evolution, play is highly paradoxical, because somehow it does not entirely fit the notion of evolution as a 'serious', life or death affair —a daily fight for survival and reproductive success, where every selected behaviour must have some clear and well-defined adaptive benefit. Play is an activity of elusive functionality, potentially risky, more "exaptive" than "adaptive". In this talk I will consider some of the purported developmental functions that would explain the emergence of play in evolution, but will focus on one relatively neglected, and however most fundamental feature of play: the joy and delight of play, the unique emotional experience of acting and being in a playful mood, apparently as old and fundamental for individual development as the playful activities themselves.

KEYNOTE: Children Play and Games: The Greenhouse of Development and Learning

ROSARIO ORTEGA-RUIZ

Emeritus Professor at the University of Cordoba (Spain) and Director of the Laboratory for the Study of Convivencia and Violence Prevention

Children play can view from a variety of perspective. We are going to see it from the Scientific Framework of Developmental and Educational Psychology. We focus the behavior and playful attitude on the purpose of define the nature of the game during the childhood years and its important role in development and learning. A summary of our talk highlights the following ideas: Play behavior and playful attitude; What is and what is not play children; playful vs children´s games; Intelligence, feeling, sociability and playful attitude; children play as a "greenhouse": The role of the children play and development and learning. Children´s play and prevention of bullying and cyberbullying.

PRESENTATIONS: SYMPOSIUMS and INDIVIDUAL ORAL PRESENTATIONS

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TOPIC: OUTSIDE PLAY

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TITLE:

Oh, what a mess?!

AUTHOR(S):

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ABSTRACT:

Keywords: early childhood education, open-ended play, existing paper materials, temporary spatial installations, children's spaces, spatial design, child culture design

Creativity can be supported by the environment that young children live in. In the school context, pedagogues decide how to set up the indoor space: tools, toys, furniture, daily schedule, playing guidelines, spatial boundaries, etc. Too many and very strict decisions can, however, inhibit children's playing style. That is why this thesis project concentrates on increasing open-ended play possibilities that allow children to modify their surroundings freely.

The design process focuses on investigating how to increase open-ended play spaces with existing materials in the preschool context. Most of the experiments were conducted in a preschool in Sweden. Through research, it became clear that the settings from paper materials created a trigger for children to deconstruct, rebuild, rearrange and open up space for new possibilities. It visualised children's creative play: chaotic, messy and physical. This was only possible with an awareness of the pedagogues.

Based on various spatial arrangement tests, an approach was proposed for pedagogues to implement in their practice. Additionally, this approach has been tested out by pedagogues in different locations: in Estonia, in Denmark and in Italy. To reach out to pedagogues a digital platform has been created that describes the approach of creating installations and shows various examples with paper. The aim is to create more awareness of how open-ended play could be stimulated indoors.

The proposed method for pedagogues to implement has endless possibilities but every single decision (setting, material, size of the room, elements in the room, pedagogues mindset) already affects the children's play. Most important is to keep up the explorative mindset, observe the play that occurs and adjust decisions. The testing was conducted in preschool and primary school context with children from 3 to 8 years old. The process has yet to be tested out with older and younger children as well in long-term, which I expect will produce different spatial and play configurations.

TITLE:

The "installations for play" proposal: the biological and cultural dimension of childhood

AUTHOR(S):

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ABSTRACT:

The "installations for play" is a pedagogical proposal conceived from the configuration of a playful context inspired by the aesthetics of contemporary art, analytical psychology and relational psychomotor skills. It is this arranged, to favor the development of the symbolic processes of childhood in the encounter and the affective relationship between a group of children and a reference adult who accompanies and gives meaning to the different interactions that occur in the play space with the children. objects and people. The "installations for play" are a place of possibility and a metaphor for life.

TITLE:

What do we play, and what do we want to play, in our playground?. A participatory process of playground transformation through the voice of 3 and 4 year old children in a school in Cantabria (Spain).

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ABSTRACT:

Introduction

This contribution presents the results of a research project entitled "Innovation Networks for Educational and Social Inclusion. Co-laboratory of Inclusive Participation (Dir. Teresa Susinos.EDU2015-68617-C4-4-R) financed by the Spanish Ministry for Economy and Competitiveness. Its purpose is to accompany schools in order to produce changes and improvement through a critical perspective of student voice. We focus on the experience carried out with 3- and 4-year-olds children in a state school (public funded), located in Cantabria (Spain). In particular, this project aimed to improve the outdoor play areas through children's ideas and proposals https://inclusionlab.unican.es/ceip-menendezpelayo/).

School playgrounds are usually similar, unless they have been intervened. The playground is a large concrete track, where sports and competition are the main focus (especially football). In general, they are school spaces with no explicit pedagogical mission. A "drainage" space (Freire, 2018), in which children let out all their energy (to resume the calm activity considered most important in the classroom). Focused on adult control and surveillance. Merewether (2015) invites us to review the outdoor spaces of schools and offer varied play opportunities: Spaces to socialise, Spaces to imagine, Spaces to observe (micro-spaces) and Spaces to move. This is in line with the idea of Ritcher (2007, p.5) "A large empty space provokes agitated, repetitive, tired behaviour. On the other hand, an articulated and varied space invites intelligent behaviour: explorations, discoveries, intentions, encounters, collaborations, initiatives, projects, constructions".

This research is inspired by those proposals that seeks to promote and materialise children's rights in the educational context (UNCRC, 1989). While children's rights are understood from a holistic perspective, this contribution focuses on two of them. The article 12 demands the right of children, regardless of age, to make their own judgments and participate in decision-making processes on aspects of their life. Article 31 recognises children's right to play. It also recognises children's right to adequate play spaces and opportunities. The objective of improving the outdoor space through student voice presents an excellent opportunity to link the two articles. Our research recognizes

and aims to respect the right of students to develop their own play and to participate in the planning and design of the spaces where this takes place, given that this determines and defines the boundaries of the activities that can be carried out.

Methodological aspect

From a methodological perspective, this research was conducted according to the postulates of qualitative-participative research in which children assume the role of co-researchers (Fielding & Bragg, 2003; Bucknall, 2011; Groundwater-Smith, Dockett & Bottrell, 2015). The research has been structured following a "cycle of inclusive participation": deliberative moment, improvement project and dissemination and assessment. In this research, several strategies are used: tours and mapping documented with audio and photographs (Clark, 2010); child conferencing documented with audio and photographs (Clark & Moss, 2011) and shadowing those students with communication difficulties and documented with notes and photographs (McDonald, 2005). In addition to these strategies, which are typical of participatory research with children, the researchers make use of other usual qualitative research strategies: participant observations (Flick, 2017) and semi-structured interview (Kvale, 2011).

Results

We present the results organised around two issues: the mapping of the school playground (children's use, activities and interpretations of the outdoor space) and proposals for improvement by listening to the children's voices.

During the mapping, it became evident how space conditions play. The limited resources present stand out: a kitchen-toy or wood. Children are able to "create" play contexts with hardly any resources (a sewer becomes an aeroplane). Children create outdoor risky play (Sandseter, 2007, 2010) (they climb the fence or barrels to jump) becoming a prominent and relevant game for them. Teachers discover games invisible to them. While watching the children run, they thought it was meaningless, just playing catch. However, the children showed symbolic play and stories that give meaning to their runs. Finally, they highlight how play in outdoor space has a high social component.

Conclusions

The proposals for improvement are in line with Merewether's proposal to create different play spaces (2015). The proposals for improvement are aligned with Maria's proposal to create different play spaces although they express it through these ideas: places that offer challenges (climbing, climbing); play in movement (running, jumping); play with earth and sand: a quiet place to chat; having materials to play with (spoons, rakes, pails).

Keywords: children's rights; right to play; participation; listening strategies; improvement playground

TITLE:

Struggling street play: the decline in children's outdoor play observed

AUTHOR(S):

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ABSTRACT:

Do children still play on the streets? How many children are playing in public space in their own neighbourhoods? And how has this changed over the years? This paper outlines observational research which maps out children's actual play behaviour in seven neighbourhoods. It compares data from 2019, 2008 and 1983, and discusses results and trends.

This research is distinctive in two ways. First, it is observational research of children in their own neighbourhoods. It shows how children play in public space in the entire neighbourhood: streets, sidewalks, squares, playgrounds, parks… Observational research shows how and how much children actually play, rather than relying on children's or parental accounts in surveys or interviews. Moreover, this research does not focus on specific (play) spaces, but on public space in the neighbourhood as a whole.

Second, it is longitudinal comparative research in that it replicates observational research we did in 2008, in the very same neighbourhoods; and research from 1983 in other, albeit similar neighbourhoods. Therefore, this research shows historical trends in children's outdoor play.

Research was conducted in the summer of 2019 in 7 very divergent neighbourhoods in Belgium. In each neighbourhood we conducted 10 observational walking rounds that covered the entire neighbourhood. We recorded where we saw children play, their number, age, gender, type of play, and whether they were accompanied by adults or playworkers. We also wrote down the specific place and what the children were doing exactly. Over 1400 playing children (3-14 years old) were observed during the research.

Findings show some worrying trends. Playing in public space has declined considerably during the last decade. Taking into account the number of children living in the neighbourhoods, the number of children we observed playing dropped by 40% in 2019, compared to 2008. This decline has the same pace as the decline that we had observed between 1983 and 2008.

Echoing other research, fewer girls play outside than boys. In total, gender balance was 62 boys for 38 girls, which was worse than in 2008 (55/45) and on a par with 1983 (65/35). In the 9-11 age group in particular, boys outnumber girls greatly.

Differences between neighbourhoods are vast, although only one neighbourhood shows an upward trend in the relative number of playing children, and two neighbourhoods show a better gender balance than in 2008. The presentation will discuss

how playing interacts with public space and urban planning, and with the social climate and play culture in each neighbourhood.

Given the peculiar value of children's self-organised play in their own neighbourhoods, and considering the steep decline of street play, public efforts to promote outdoor play should focus on possibilities for children for going out and play on the streets.

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TITLE:

Requalification of schoolyards: a participatory approach

AUTHOR(S):

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ABSTRACT:

In the last decades, there has been a decline of the opportunities children have to play outdoors. Particularly in Portugal, school schedules are increasing and we should assure that the free time children have to play in the schoolyard can occur in a space that is designed to support their needs. Our team at FMH (Lisbon), together with some local authorities, is doing the effort of thinking critically about the quality of schoolyards.

We conceptualize children as social actors of their own free time, accordingly to the article 12 and 31 of the Convention on the Rights of the Child. Therefore, we implement a participative program within the school community, involving and listening to them aiming to re-create outdoor spaces that aim to diversify play types and learning opportunities and reconnect children with nature, considering the local identity and community needs.

Our theoretical framework is based on Gibson's ecological theory (Gibson, 1979) as well as the Bronfenbrenner's view of the reciprocal interactions between the subject and the multidimensional levels of the environment (Bronfenbrenner & Ceci, 2004).

We adopt a participatory pedagogical approach, carrying out different processes: practical workshops with teachers/educators; questionnaires for parents and subsequent discussion; direct observation of children in the schoolyard; sensitizing and training teachers to use participatory tools so that they can lead sessions with children to understand what are their wills, desires and needs; meetings with the local authorities to articulate ideas.

We collect data through semi-structured interviews, questionnaires, fieldnotes, photographic record, as well as systematic observation of child-environment interactions based on behavioral-mapping. This technique is used by many researchers with different goals (e. g. Azlina & Zulkiflee, 2012; Cox, Loebach, & Little, 2018; Kyttä et al., 2018; Moore & Cosco, 2010). As its name suggests, it consists on mapping the children's behavior through direct observation at the local where it takes place, using a graphic

representation of the area for the record. As Cosco, Moore, & Islam (2010) explain, this method is based on two pillars: a) the notion of behavior setting – the physiognomy of the milieu that determines a behavior context (Heft, 1988); b) the Theory of affordances – functional possibilities for action in the environment that are perceived by a certain subject (Gibson, 1979). Listing the affordances to describe and characterize the space can be a good tool to make decisions about space design (Chawla & Heft, 2002).

With the identification of the opportunities for action at the schoolyard, we can better understand how children use the space and which types of play they choose, accordingly to the different areas and materials available. This information is complemented with the data collected by the teachers that reflect what children really like and want to keep or don't like and want to change in their schoolyard. This characterization of children's perspective allows us to identify the strengths of the space as well as some gaps or weaknesses.

The multiple data collected throughout the participatory and pedagogical process is analyzed and converted into a program-base layout, which is used for the subsequent schoolyard landscape project to be carried out by local municipalities or other institutions. Changing the design of playgrounds and the perspectives regarding their use and value by involving different actors in the co-design of play spaces, enables communities to become more empowered in the removing of barriers and in the increase of opportunities for children to play and learn.

Key-words: school community, co-design, play spaces

TITLE:

Why are the children not outdoors?: Factors supporting and hindering outdoor play in Greek public day-care centres.

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ABSTRACT:

Even though outdoor play has been positively linked to children's well-being, health, development and learning, children's opportunities to play outside have reduced in recent years. This study, using a survey design (n=662), examines Greek preschool educators' views and practice, aiming to gain a better understanding of the factors that support or limit play within child care and to shed more light on whether children's outdoor play needs are adequately met. The physical environment of the day-care centres, the educators' attitudes and the policy context, were found to influence outdoor play. One of the main findings of the study related to the limited time outdoors during day-care, with 6.9% of the educators reporting that they do not go out at all with the children, and a further 32.5% stating that they spend a maximum of 30 minutes outside per day. Lack of suitable space, followed by health and safety concerns were the main factors identified hindering children's play. The physical environment and materials available, were the key factors proposed to enhance children's play, together with the educator's role. This study could be informative to countries facing similar challenges and could support the development of training, educational materials, play-promotion programmes and policy development.

TOPIC: PLAY AND INCLUSIVE EDUCATION

TITLE:

A game based intervention program and its effects on vocabulary acquisition and the development of the symbolic play of a child with Autism Spectrum Disorder

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ABSTRACT:

Purpose

The difficulty in developing the symbolic function is one of the most typical characteristics of Autistic Spectrum Disorders (ASD). The aim of this work is to analyze the repercussions that a game-based intervention program had on a five-year- child with autism´s vocabulary and symbolic play. For this, a pre-post research has been designed.

Methods

Systematic natural and participant observation have been used to collect information from the student during solitary play and together with the teacher in the symbolic game of the hairdresser. In order to assess the comprehension and production of vocabulary the child was asked to say the name of the image that the evaluator said and to indicate which one was named. And to analyze the complexity of the symbolic game, the observed behaviors of the participant were categorized according to categories adapted from Kasary, Freeman and Paparella (2006), Leong and Bodrova (2012) and Landry (2014). The types of support offered by the teacher have also been registered.

Results

The participant was able to develop his symbolic competence in a context of shared play with an adult who had placed herself in the potential development zone of the student, offering him the supports need to reach a higher level of the different dimensions of the game. And the percentage of words understood increased by 25% in the final evaluation, however, this difference did not reach statistical significance.

TITLE:

Hearing, Feeling and Playing: A preliminary study on play preferences in children with hearing loss and its relationship with emotional competence

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ABSTRACT:

Play, in its uniqueness, is crucial for the development of any child. Through play, children have the opportunity to effortlessly train and master their social, emotional, communicative and motor skills. Thus, play offers a safe environment in which children can train their skills in order to establish successful interactions with their peers, and adequately respond to the mishaps that may arise from those interactions. In this sense emotional competence seems to influence, and be influenced by the way that children play, and influence how and what they want to play. Previous studies have shown that children with hearing loss (CHL), tend to show impairments in their emotional development compared to their hearing peers (HP), but research has been mostly focused on the involvement of children in pretend play, leaving out other types of play (e.g. exercise play, construction play). Therefore, the aim of this study is to describe the involvement of CHL in different types of play, and how this relate to their emotional competence. For this purpose, we used a multi-informant and multi-method approach: Portuguese preschool children both normal hearing and with hearing loss were observed at the playground, during free play, in order to obtain information in regards to the quality of their interactions (e.g. activity that they were involved; type of peer; type of play); children performed tasks to test their emotional skills; parents and teacher filled questionnaires that were focused on the emotional competence of each child participating. Our preliminary results show that when comparing CHL with HP there are significant differences related to their emotional competences, and that these children are more prone to engage in specific types of play.

TITLE:

Play and attention skills: A randomised controlled trial of a novel psychomotor education programme in preschool

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ABSTRACT:

Introduction

        Over the last decade there has been a continuously increasing rate of young children facing difficulties in their attention skills in their learning environment. The predominance of research findings advocate that preschool children exhibiting difficulties in their attention skills (even when not meeting the criteria for Attention Deficit and/or Hyperactivity Disorder-A.D.H.D.) are at significant risk for social, developmental, and academic difficulties. Preschoolers' attention difficulties are very common and may be associated with developmental disabilities, physical disabilities, Social, Emotional, and Mental Health issues (S.E.M.H.), medical conditions, or even their family's socioeconomic background. A common characteristic among the children belonging to the aforementioned groups is the exhibition of difficulties in executive functions. Whether it is difficulty in inhibiting motor or cognitive responses, or difficulty in following instructions, children who exhibit attention difficulties also face difficulties in their executive functioning, and vice versa. Globally, the educational and research community has focused on finding early intervention methods that aim to improve those difficulties, in a way that is sustainable for educators, but also enticing to the young participants. Primarily, these interventions are programmes that require the use of a computer taking place in 1:1 context. However, in recent years, a positive correlation has been reported between physical and psychomotor education and the improvement of executive functions in children.

Methods

        The current project illustrates an innovative play-based programme. The Psychomotor educatiOn programme To ENhance attenTIonAL skills (POTENTIAL) constitutes a scientific- and classroom-based programme aiming to enhance the attention skills in children attending preschool inclusive education through engaging, fun, and meaningful play activities and games. One of the main theories according to which POTENTIAL was designed is the intervention facilitation training (FIT) according to which the continuous and quantitative improvement of the development and / or efficiency of the relevant nervous systems of executive functions can be achieved through extensive training that includes repetition, practice, and feedback. This way there can be generalisation of knowledge to other tasks, activities, and capabilities based on the same nervous systems (Klingberg, 2010). The FIT method is in complete agreement with the neurocognitive model of attention proposed by Posner over 30 years ago (Posner, 1990).

The functions of attention that take place in a specific part of the nervous system overlap to some extent with the executive functions of working memory, cognitive flexibility, and inhibitory control (Rueda et al., 2012).

POTENTIAL consists of a total of 35 interactive psychomotor sessions and is based on the results of previous research in the fields of psychomotor education, special education, and cognitive psychology worldwide, aiming to support young children's executive functioning development (working memory, inhibitory control, cognitive flexibility) as a means of training attention skills in a more holistic and playful way. More specifically, POTENTIAL is divided into seven distinct, yet connected, weeks with daily sessions lasting 30-45 minutes, implemented by the class teacher, utilising the existing space and materials. Each session is divided in three sections: 1. the alerting section which includes group games and play activities that aim to engage and prepare the participants for the rest of the session, 2. the organising section that aims to enable preschoolers to practice and improve their executive function skills through play-based activities either in groups or pairs, and 3. the relaxation section that includes yoga stories, guided relaxation, and breathing exercises to support the preschoolers' visualisation skills, allow them time to absorb the new information, and prepare them for the transition to the next part of their day. In order to achieve a continuity, a set of fantastical characters has been created (a robot-hero that faces attention difficulties and invites the young participants into the seven-week adventure to improve its attention, as well as a set of characters, each one representing a specific executive function). The creation of these characters aims not only to further engage and motivate the young participants, but also to enable them to work on their metacognition skills.

Results

This promising new programme will be implemented for the first time during the next academic year (2021-2022) in Greece, initially as a pilot study to examine its feasibility and acceptability among preschoolers, teachers, and parents/carers. More specifically, the initial pilot study will comprise a multicenter, open, randomised, controlled clinical trial of two parallel groups. The research population will consist of six preschool classes with an inclusion class/unit, which will be randomised either in the new intervention, or education as usual. Of the approximately 20 students in each class who will participate in the study, only the data of eight students from each class who will meet specific criteria set by the researchers, will be used in order to examine the acceptability and feasibility of POTENTIAL. The results of the pilot study will be made publicly available and utilised by the researchers to decide whether to proceed with the definitive study which will evaluate the effectiveness of the approach in enhancing attention skills in preschoolers, following a study design similar to the pilot study.

Conclusion

In conclusion, the researchers behind POTENTIAL aim to introduce a novel, scientific- and play-based, engaging, and effective prevention and intervention programme. Its aim is to support young children into developing and/or improving their executive functioning skills and as a result enhance their attention skills and minimise the possible negative effects later in their lives. POTENTIAL will be implemented following

the official guidelines for randomised controlled clinical trials, initially to evaluate its acceptability and feasibility, and at a later stage to assess its effectiveness.

Keywords: psychomotor education, play-based programme, executive functions, attention skills, preschool children

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TITLE:

Creativity - Design - Inclusion

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ABSTRACT:

Areas of my interest:
1. What is CREATIVITY?
     It is necessary to create unique conditions
     One of the best subjects to motivate and to train the creativity are TOYS
2. How could we incorporate PEOPLE WITH SPECIAL NEEDS?
3. What is the CONTEXT of the development OF DESIGN?
     What role does the user play?
     Our methodology: understanding people's conditions and creating opportunities
     to be creative
4. How does DEMOCRACY work?
     How is it possible to include all people – in a way of social justice and equality?
     I learned that everybody could learn from each other. Nobody is a 'nobody'!

1st Method
Creativity Workshops unique characteristics:
     Our basic assumption: Experts with different professional backgrounds can be
     guided
     to innovative solutions when they face extraordinary situations
     The participants are experts in different fields (interdisciplinarity)
     Users with special needs are taken seriously as autonomous partners and become
     part of the process

2nd Method
Characteristics of the Method of Inclusive Creativity:
     The basic assumption: Everybody is creative, so we include them in the process
     The important part is to create conditions for problem solutions
     We have organized workshops with people on the margins of society and
     productivity,
     people in „special situations"
Characteristics::
     The tasks are real problems
     The participants gain motivation and self-confidence in the process.
     Very different results are obtained, some of them are real innovations.
Broadening of the concept of 'USER'
     Design means grasping the living world, and not only intellectually.
     Disabled people may actually teach the designer a broader, holistic perspective on
     life and give inspirations for innovative solutions.
     The workshop method is „interactive design" in a comprehensive sense
     Instead of being the object of analysis the user becomes the subject of this process.
Broadening the concept of 'HOLISTIC DESIGN'

Creativity methods include a multitude of elements relating to a holistic perspective
Basically this is a contribution to the intricate relationship of theory and practice.
During the workshops the designer is enabled to becoming a 'catalysing agent'
Aspects of globalisation are experienced intensively and in a rather positive sense.

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TITLE:

Play and disability in a "Support Service for school integration" in Rosario (Argentina).

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ABSTRACT:

In this article, the methodological characteristics of a school monitoring device categorized as a Support Service (SAIE) will be described, developing pedagogical actions through specific programming designed according to the requirements of each type of disability, understanding it as a permanent, functional alteration. or prolonged, motor, sensory or mental, which implies considerable disadvantages in family, social, educational and / or work integration. Disability is understood as a dimension that is part of the personality but without determining it in terms of the possibility of projection and possible work.

As a Support Service to promote school integration, interdisciplinary work articulated with the different areas that accompany the educational processes is essential: family, common school and special school. In this way, case by case is analyzed, establishing meeting points and agreements to promote the necessary tools while respecting the rights of people with disabilities. It is here where the dynamics of the game takes on a fundamental importance in the assembly of strategies and dynamics in the educational process. At the same time, it is to contribute to cultural access to gambling as a Human Right.

The game as a technique offers not only an expression of the artistic capacity of the person, but of his conceptual and subjective repertoire. It establishes a link and gives the possibility for each participant to occupy a role, projecting the symbolic content necessary for the professional to work. The curricular adjustments of the specific contents about the school can be applied to the dynamics of the game, offering a physical and mental space necessary for the creation and obtaining of pedagogical and subjective tools.

TOPIC: MEMORY PLAY

TITLE:

Childhood play experiences of different generations in Norway

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ABSTRACT:

The point of departure for this paper is the assumption that play is a cultural phenomenon conditioned by historical time and space, such as educational institutions. In this paper we aim to describe childhood play experiences of three different generations (cf. Sandberg & Vuorinen, 2013). Our research question is: How do people of different ages perceive and describe their play opportunities, play environment and playmates from their childhood? This research question is answered by retrospective interviews. Approximately one hundred women and men of different ages were invited to participate in this Norwegian study. The three generation we interview were aged 20-30, 50-60 and 70-80. The participants were asked to reflect and describe their play memories of what toys they had, where and with whom did they play, the content of play and their favorite toys and play topic.

Retrospective interviews have some methodological problems, since people tend to remember the past through a filter which is highly influenced by the present. The memories of certain events fade, as do the feelings and thoughts connected to the event. Thus, we have
aimed to make concrete events or experiences a starting point, rather than asking for a general account of the past. Furthermore, people tend to embellish the past, especially from an emotional perspective. It is also common with memory displacement in the sense that people might idealise the past or over-systematise it and thus portray events as more positive, logical or thoughtout than they were.

The core of the thematic analysis was to compare the different answers, and study the differences and similarities found in participants' statements (Bryman, 2002). Findings in our study is that there are great variations in the play memories regarding what they emphasize. For all generations somethings seems to be common. What they played outside/in nature, topics and what toys they preferred seems to be strong in their memoires. Mostly, the participants expressed that friendship was important in their memories of play. Our study also points to differences. These are related to play environment, especially the institutionalization of childhood, technology and media and adult-led activities.

To a large extent our participant seems to idealize their own childhood and play when comparing their own experiences to children's play today. To a differing degree all generations express worries about children in our present time. Their worries concern the time children today use on technology and media, and adult-led activities, which they believe limit children's creativity, time to play with friends face to face, and spontaneous play.

TITLE:

The "Guardians of Play" Training Program for Senior Citizens in São Paulo, Brazil

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ABSTRACT:

We will share the experience of developing and implementing the first course specifically for senior citizens to support children's play in Brazil. Called "Guardians of Play," it was developed with the support of the São Paulo state government Council for the Elderly and offered in partnership with municipal community centres for the elderly in the city of São Paulo. The five-month long course prioritizes learning by doing. It includes fifteen unique workshops about play, the planning and execution of a local "play day" with children and a visit to a cultural venue. The objective is to rediscover play with the elderly – for themselves and together with children in their neighbourhoods – inspiring them to engage in and advocate for play in every way they can.

We believe that for children to be given more time and space to play, the elderly must become aware of the importance of play and enabled to actively create more play opportunities for and together with children. Only 17% of Brazilian parents agree that playing / going on outings is important for early childhood development. To provide for their families, many Brazilian parents work long hours outside the home and frequently depend on elderly family members to help raise their children. Although the number of Brazilian senior citizens is growing very rapidly, they still face significant discrimination and are often relegated to the sidelines of society. By training the elderly to assume the role of "Guardians of Play", we help them to recognize their own value and the tremendous value they can give society by embracing play on behalf of and with children.

To date, we have delivered 12 courses in different neighbourhoods across the city of São Paulo including more than 1,400 elderly and children from all socio-economic backgrounds, including many from the most vulnerable communities. Through our course,

the elderly are given a new perspective on childhood. They learn how to observe and listen to children: recognizing and connecting with them as individuals with unique needs, desires and rights. They are enabled to act as social protagonists to help ensure all children can exercise their right to free play and encouraged to transfer their knowledge of traditional children's games and culture. Play is promoted as critical for the development of responsive, caring, stimulating relationships between generations: interaction that is essential to the healthy development of children, to maintaining a thriving elderly population and creating strong, resilient, supportive communities.

To evaluate the program, participants completed a questionnaire following each of the more than 200 workshops implemented to date. Videos and pictures were taken to document the experience and post-course interviews were held with community centre managers and technical staff, as well as government officials.

We will share our results and experience in the hope that others may be inspired to copy this initiative, thereby helping ensure children have amply time to play, learn traditional games and thrive within a dynamic, intergenerational play culture in their own communities.

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TITLE:

What they play, what they like, what they remember

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ABSTRACT:

In the scope of research on the memories of experiences at school recess during primary school years, 17 young adults aged between 21 and 25 years were interviewed. These were some of the participants in a 2002-2003 study on play fighting and serious fighting during school recess throughout primary school attendance. In their childhood interview they stated that their favourite games at recess were catch-up games (31%) or soccer and other ball games (26%) or playing in the park (20%), they were effectively observed playing catch games (40%), football or others with ball (34%) but also play fighting and chase games (7%), or others including traditional ones (13%). After fifteen years we verified that everyone associates school recess times with physical activity play such as ball games, catch games or hide and seek games (83%) although they also resemble some sedentary games and activities. They distinguish the races from the catch games, with the latter always involving groups of friends, mainly from the same class.

Key words: childhood memories, physical activity play, recess

TITLE:

Play in childhood is related with how we are as adults

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ABSTRACT:

Being the advocates of play, we usually seek for evidence, whether play in childhood has some relations with well-being in adulthood, relations with others, happiness with one's life. This information could be helpful to encourage more space and time for children's play in educational institutions.

We conducted a research with the aim to evaluate how the retrospectively reported amount of play in childhood is associated with playfulness, relations and well-being in adulthood.

In total, 404 adult participants participated in online survey, most of them women ($n = 333$, 82%), 189 students, 250 had the higher education. The age of the participants was between 18 and 86 ($M = 33.54$, $SD = 12.03$), 231 of them had their own children (58 %). We asked respondents to provide retrospective evaluation of amount of play in childhood. The World Health Organization Well-being Index (WHO-5), Adult Playfulness Trait Scale (Shen, Chick and Zinn, 2014; APTS), Parental Bonding Instrument (Parker, Tupling, & Brown, 1979; PBI), Short Scale for the Assessment of Locus of Control (Kovaleva, 2012; KMKB) were used in the study.

We found some relations of the retrospectively evaluated amount of play and other variables. Participants who reported that they used to play a lot as children ($n = 319$) showed significantly higher levels of playfulness as adults (t (394) $=3.84$, $p < .001$), compared to those who said they used to play average or not so much ($n = 77$). This difference was also significant in all the subscales of APTS. Participants who played more were also happier about their life (t (392) $= 2.81$, $p < .01$), their well-being during the last two weeks was evaluated as significantly higher (t (398) $=2.25$, $p < .05$). Respondents who said that they used to play a lot reported their mothers (*t* (394) $= - 3.08$, $p = .01$) and fathers (*t* (100.948) $= 2.15$, $p = - .05$) as less protective, they saw their fathers as giving more care in childhood (*t* (382) $= 3.03$, $p = .01$). This group is also assessed as having more internalized locus of control compared to the group of respondents who reported to play less (*t* (397) $= 3.08$, $p = .01$).

Besides these results as giving some more evidence to advocate for the children's free play, we found out that the respondents who played more in their childhood now have more plans to work with children, which might be a good sign that we can have some more advocates of play.

TOPIC: PLAY AND NEW TECHNOLOGIES

TITLE:

Free-to-play mobile otome games : a trap for spending money or an opportunity for daily play ?

AUTHOR(S):

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ABSTRACT:

With the increasing legislations on gacha games (Koeder and Takana, 2017), mobile freeto-play games are often studied through the lens of monetisation. Numerous studies show how game mechanics are used to trick the player into spending money and rely on addictive features (i.e. Jordan & Buente, 2016). However, the improving discourse on ethical game design for free-to-play games in the industry (Shokrizade, 2013; Portnow, 2014) invites us to broaden our critical reception of this popular type of games.

Based on the idea widely developped in Cultural Studies that consumers are not passive (on participatory culture, see : Jenkins, 1992; Jenkins, Ito, Boyd, 2015), this communication aims to contribute to expand our understanding of the appeal of mobile games, and more precisely on freemium otome games, which are interactive love stories made for young girls, I argue that one of the reason of their success comes from their anchoring in everyday life. Focusing on the games created by three studios which are successful in Japan as well as the West (Voltage Inc, NTT Solmare Corp and Cybird), I will study both the ludo-narrative structure and the players' discourse.

Depicting the daily life of a girl who tries to create and maintain friend and love relationships, the otome games echo the socio-cultural concerns of their players in the themes developped. However, the "rhythm of play" (Triclot, 2019) of mobile games is the main feature that make them part of the day-to-day routine. In mobile otome games, the common "scenario ticket" system prevents the player from reading more than a few lines per day without paying. Playing these games is thus very different from the "long time" (Bouvard and Triclot, 2019) that takes the reading of romance Visual Novels published on consoles or digital plateforms like Steam.

Mobile otome games are thus a familiar playing space in which women can experiment their identities (Hyeshin, 2009; Hasagewa, 2013; Shamoon, 2012) and a daily habit that root gaming as part of our lives in post-industrial societies.

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TITLE:

Let children lead their play: In-person and online

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ABSTRACT:

We know children are powerful and active protagonists as they drive their own learning and realize their own identity. We also know children are linked and connected to the people with whom they interact with and the conditions which are available to them. These are aspects which remain constant whether we find ourselves in face-to-face contexts, in distance learning or in a hybrid scenario.

When we view children as capable, knowledgeable and agentic learners, we know they can develop, express and represent their play intentions. It is the opportunities and space which adults provide where children can think about what they want to play, what is needed to be successful in their play and then reflect on what worked and what did not so play can remain purposeful and enriching.

Through the use of play plans, children are viewed as the creators of their experiences. As a play theme unifies the classroom, children construct and attribute sense and meaning through their encounters with the environment and their relations with individuals. As the play progresses, children reformulate the conditions for their play to maintain continuity, stability and advancement in learning. Through play plans, this is what quality early childhood education should entail: play experiences away from the adult gaze and without adult interruption where children are the architects of their learning.

This session will focus on the following questions:

- Why is play distinct?

- What is the process of play?

- How do we include the student in the planning of play?

These questions are crucial in a distance learning environment as it is in a face-to-face context.

TITLE:

Not Just for Kids: metaplaying Pokémon

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ABSTRACT:

Relative to traditional forms and conceptions of play, contemporary society offers new forms of play. With the increasing accessibility of information communication technologies (ICTs), digital game play is transformed by an array of networks and connections that generates a culture. Playing a digital game is no longer an individual experience, but an entry into a collective culture and play practices. This form of play in the digital gaming world is metaplay. Building from the framework established by Bateson (1973), I argue the contemporary development of metaplay comes with three primary components: metagaming (Donaldson, 2016; Boluk & LeMieux, 2017), paratexts (Consalvo, 2007; Glas, 2010), and gaming capital (Consalvo, 2007). These components form a cyclical relationship where each one affects the other, culminating in a comprehensive culture of play which can be studied under the umbrella of metaplay.

Pokémon presents an interesting case in digital games. Pokémon is traditionally perceived to be part of children's culture and child's play, particularly in North America. Many North American children will have played Pokémon at one point or another, and most, if not all in general, have at least heard of it. With the debut of the franchise in North America in 1998, Pokémon has a fan and player base that is intergenerational in nature. My research of now adult players in suburban Canada provides insights to the way metaplay and its components have changed the way Pokémon is played. The research participants played since they were children, and provide a variety of insights into the ways in which ICTs have reshaped the play experience, as well as ways in which the culture and practices are reproduced via other adult players who played as children, called Gen Wunners (Assuncao, Brown, & Workman, 2017).

I argue that in the current ICT driven social environment, metaplay and its components present new ways of playing and interpreting the Pokémon games, particularly in the face of pre-ICT cultures in suburban Canada. Simulators and fan-made games such as Pokémon Showdown address issues such as time consumption, user-generated content websites such as Bulbapedia render purchasing official industry guides as obsolete, fan-made paratexts provide different purposes and ways of playing, and other platforms such as Discord provide players of many different ages and walks of life to discuss and shape their Pokémon experience. By more firmly conceptualizing the idea of metaplay, research can go further in understanding diverse play practices in an ICT driven culture, whether that is traditional or digital games, and child's play or adult play.

TITLE:

Technological games, used as an emotional regulation tool?

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ABSTRACT:

Certain daily activities and habits affect the development of executive functions. This study aims to analyze the correlation of spending time on new technological game tools (touchscreens and consoles) per week by schoolers over executive functions. Executive functions are relevant for individual adjudgment in school, family, and society. After exclusion criteria, 101 typical developed kids participated in this study. The assessment included questionnaires filled by teachers and children's parents. We compared two groups due to developmental factors: 1st grade compared to 3rd grade of primary school. Some correlates between new technology using (touchscreens and consoles), and executive functions were found for 1st graders; some correlates between new technology using (consoles) and executive functions were found for 3rd graders. Teachers' and parents' results differ. In general, parents tend to identify the positive impact of new technological game tools over emotional regulation functions for 1st graders and cognitive regulation in 3rd graders, whereas teacher tends to identify negative impact over emotional and cognitive regulation processes for the 1st graders and cognitive regulation in 3rd graders. As these devices are new gaming tools accessible for young children, it seems that families might employ them as an emotional regulation tool. We consider that studying the impact of them over executive functions in children is relevant for educative considerations.

Summary:

Aims: The first aim of this study is to detect and analyze possible correlations among weekly time spent on different technological game tools (touchscreens and consoles) and executive functions on typically developing children aged 6-7 old compared to children 8-9 years old due to developmental factors. We hypothesized that the duration of new technologies using would have a different impact on executive functions for children 6-7 years old compared to children 8-9 years old.

Methodology: The study involved 135 Spanish children, (101 after exclusion criteria), 51 boys and 50 girls divided in two groups (first group n=61; 6.49± 0.33 years old; second group n=40; 8.49± 0.28 years old) characterized as typical developed kids and parent's coalification rated from medium-low to high professional coalification according to INCUAL ("national institute of coalification," Spain). The inclusion criteria

were (1) between the ages of 6-7 and 8-9 years; (2) no previous diagnosis of diseases or disorders related to <u>developmental delays</u> (such as <u>cerebral palsy</u>, chromosomal anomalies or abnormalities, small for gestational age, low birth weight, traumatic brain injury, hypoxia, and infections during birth); (3) no psychological or speech therapy treatment required at the moment or into the past (4) monolingual (5) no diagnosis of learning difficulties or course repetition and (6) schooled in ordinary schools. The duration of the touchscreen (mobile, touchscreens such as IPad or the combination of both), consoles (consoles, portable consoles such as Nintendo ds or the combination of both) using during weekdays was collected through a parent's report questionnaire with multiple-choice questions. There were the following options: 0, none; 1, an hour per week; 2, two hours per week;3, ≥3 hours per week. Executive functions were assessed through the Behavior rating inventory of executive functions (BRIEF-2) (Gioia et al.,2000) filled by teachers and children's parents. Written informed consent was obtained from each subject parents or legal tutors before the study. Participation in this study did not involve financial compensation. Here we examined cross-sectional correlations between the duration of touchscreens and console using and executive functions variables registered through psychological tests mentioned above. Before data analysis, a test of normality (Kolmogorov-Smirnov for the first group, Shapiro-Whilk for the second), a test of variance homogeneity and one-factor ANOVA was also applied; after that, we applied bivariate Pearson Correlation. The statistical significance level was set one-tailed at $P < 0.05$, two-tailed at $P < 0.01$. The statistical software used was IBM SPSS Statistics 22.

Findings: In the first group (1st grade of primary education), the following correlations were found: time spent on touchscreen (tablet) correlates negatively with index of emotional regulation ($r=-.342$; $p < .001$) and emotional control ($r=-.394$; $p < .001$) of family questionnaire. Time spent on mobile+touchscreen correlates negatively with index of emotional regulation ($r=-.353$; $p < .001$) (2) and emotional control ($r=-.420$; $p < .001$) of family version. Time spent on consoles correlates negatively with flexibility ($r=-.266$; $p < .005$) and initiate ($r=-.291$; $p < .005$) of family version. Time spent on portable consoles correlates positively with self-monitoring ($r=.292$; $p < .005$), and behabioural regulation index ($r=.310$; $p < .005$) of teachers version. Time spent on consoles (portable and non-portable) correlates with self-monitoring ($r=.280$; $p < .005$) of teachers version.

In the second group (3rd grade of primary), the following correlations were found: time spent on consoles (no portable consoles) correlates negatively with (1) index of working memory ($r=-.453$; $p < .001$), (2) planning/organization ($r=-.447$; $p < .001$), (3) cognitive regulation index ($r=-.396$; $p < .005$) and (4) global executive composite ($r=-.340$; $p < .005$) of family reports. In contrast, positive correlations were found: time spent on portable consoles correlates positively with (1) self-monitoring ($r=.381$; $p < .005$), (2) working memory ($r=.320$; $p < .005$), (3) organization of materials ($r=.521$; $p < .001$), task-monitoring ($r=.346$; $p < .005$), and (4) cognitive regulation index ($r=.334$; $p < .005$) of teacherreports.

The educational significance of the research: This study identifies correlates associated with new technological game tools (touchscreens, and consoles) between children 6-7 old and children 8-9 years old over executive functions. As we hypothesized,

the first group and the second group did not have the same correlations among new technology using over executive functions.

Parents tend to identify the positive impact of new technological game tools over emotional regulation for 1st graders and cognitive regulation in 3rd graders, whereas teacher tends to identify negative impact over emotional and cognitive regulation in the younger children and cognitive regulation in the older group.

The families might use games in touchscreen devices as the regulator of their children's behaviors and emotions. This study will contribute to addressing the knowledge gap in this area.

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TITLE:

Learning and socialization through videogames

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ABSTRACT:

Just a few words to highlight the relevance of play in children`s development according to the great theories of Freud, Piaget and Vygostsky (Bruner, 1972a). In fact Bruner (1972,b; 2012; Linaza & Bruner, 2012) have argued that play, as a consequence of children`s immaturity, is a powerful mechanism for human adaptation to a complex and difficult to predict environment. Videogames are a new and growing phenomena of play in our technological and post-industrial societies. It seems very important the study and comprehension on these new forms of play and their consequences in human development. Therefore we have conducted this research on one of these new videogames trying to explore some of the possible differences between boys and girls while playing the game as well as the potential influence of players' age to learn how to play it. We will also discuss about the social interactions between these children during their play time.

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TOPIC: ADULT IN PLAY

Abstract Book of the 28th ICCP World Conference on Play "Time to play? Research, policy and practice"

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TITLE:

Our experience for promoting the Social Participation of children and adolescents: The Citizen Game of Ciudad Escuela Muchachos

AUTHOR:

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ABSTRACT:

In this conference, the author presents *The Citizen Game*, the key educational tool of the pedagogical methodology from CiudadEscuela Muchachos –CEMU–, which is based on the Social Participation of children and adolescents. "CiudadEscuela Muchachos", which translates to *Town-School for Boys and Girls*, was founded in 1970 by Alberto Muñiz Sánchez, known to the community as *Tío Alberto*, an architect, multifaceted artist, and vocational pedagogue.
The ultimate goal of this project is to integrate children and adolescents who have had rough childhoods into society so that they too can serve as functioning members of their communities. These children tend to be labeled as "at-risk" of social exclusion. However, *Tío Alberto* believes that by instilling in them a personal sense of responsibility and power of change, they can become critically engaged citizens and shed themselves of society's label.

In CEMU´s educational approach, the child acts as a principal subject of interest in his own education and development. Thus, they have the competence to participate in the decision-making process on matters that affect them, both individually and at the group level. And this is achieved, first, by creating master educational environments (Physical and Psycho-emotional environments) and, second, through an educational proposal based on play, the preferred interaction between equals and with adults of the child in its developmental phase.

The Physical Environment

CEMU is much like a city, complete with a school, residential buildings, a bank, a casino, shops, a theater, distinct academies, a swimming pool, a border control and customs, a Cathedral, parks and gardens, a farm, and most importantly, a Town Hall. CEMU is a distinguished community because it gives children and adolescents control over their own lives – from 14- to 16-year-old, youth are eligible to be part of the municipal government. The residents are the boys and girls who live all year long at CEMU, in dormitories that are supervised by adults. There are also more than 350 external students, who attend the school along with the 60 internal residents, as well as other youth volunteers. No distinction is made between any of the *CEMUneros* (child citizens) because they all receive their CEMU passports and full access to all of the facilities. Although the natural thing is that the public space is the quintessential field for children's games, at CEMU, a city built on a children's scale, all its spaces become the playground of the citizen, who lives, studies, and enjoys their free time within its borders.

The Psycho-Emotional Environment

Many of the boys and girls who live in CEMU have had disadvantaged upbringings – they have experienced homelessness, trauma, or mental and physical neglect. We stress removing the societal labels that oftentimes hinder children who are tagged "at-risk" of social exclusion because we want every child who passes through our community to feel welcomed, protected, and accepted. *Tío Alberto* highlights the importance of "Identical Justice," a term that he has coined to signify the notion that every child has the same responsibility and can be useful to society, even if they do not all enact this responsibility in the same way. It is a community of democracy, where all opinions are valued, where all contributions are deemed meaningful, where every child has a real voice.

It is for this very reason that children are given such power over their education, in the form of what we call *The Citizen Game*, whereby they are the facilitators of negotiations, proposals, and programs. This is a game of rules in which children take different roles, those that the Spanish legislation only confers to adults. At CEMU, we hold municipal elections to determine who will be the Mayor every two years, along with their corresponding representatives. The children hold campaigns, and every citizen may vote (that includes the external students, as well as the adults who are members, employees, or volunteers of the NGO). All year long, the elected officials are in charge of holding weekly meetings (Assembly city meetings), and each city district has its organization and meetings. This way, children begin to see how they truly can take hold of their own futures, while adults act mostly as guides to protect them, rather than impose their own beliefs on children.

These are four basic elements in the structure of The Citizen Game, what we call the *Four Cardinal Points*:

I.   The Appearance of a Game, a School of Democracy in which children assume roles and responsibilities.

II.   The Rules of the Game: *The Child Constitution* and *The Green Book*; The 1989 Convention of the Rights of the Child; and *The Wise Men Texts*.

III.   The Particularities of the Game. Public spaces and the symbols of CEMU.

IV.   Shared Management: Assembly and Municipal Corporation of Boys and Girls; and the Adults´ Managing Structure.

To better understand the opinion of its children's inhabitants as well as to study the impact that *The Citizen Game* has on their lives, we analyze the evolution of the data generated by the Annual Satisfaction Survey of residents in the CiudadEscuela Muchachos between the years 2015 and 2020.

The Citizen Game introduces democratic values into all the acts of the daily life of the residents of the CEMU to help train young people who will be responsible, mature and committed adults. This article claims that the active participation of the child can be promoted even in residential resources and socio-educational programs aimed at children and adolescents with fewer social opportunities. Since the first Municipal Corporation

was inaugurated in 1969, the CiudadEscuela has provided an original and unique space, which offers opportunities in daily life for children and adolescents to enjoy their right to play, while growing and developing freely.

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TITLE:

Collective games in nursery schools

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ABSTRACT:

Naturalistic observation has led to distinguish four stages in the development of peer social games (that end up coexisting): individual games (in the first two years of life), parallel games (between two and three years of age), and associative and cooperative games (after this age). The aim of this study is to analyze if the games that take place in a nursery school fit themselves into this traditional sequence.

Ten girls and eight boys who went to Magos Nursery School and were two years old participated in this study with their two teachers. Interviews with the teachers and natural observation were used to collect information (as well as informal registers and videotapes). The observations took place every two weeks during the first trimester and every month during the second and the third term.

The analysis of the results showed that the games observed were more complex than those which are typical of this age: the size of the group that participated in the games and their duration were greater than the typical ones, a small plot that gives meaning to children's actions was developed, and a fantastic character participated in the game that was not represented by an object. Furthermore, in the wolf game responsibility of leading the game was transferred from the adult to between two-years-old children that end up playing exclusively by themselves.

These results show that the scaffolding process also occurs in group situations and the influence that the school context has on social development in the first years of life.

Key words: scaffolding; social game; nursery school.

TITLE:

Children's Play & Teacher's Professional Development

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ABSTRACT:

Play is an essential part of children's lives, being also recognized as one of their rights. However, to support children's play, teachers also need to be supported. This leads us to wonder about the role of the opportunities they encounter in their careers in impacting both their understandings and practices towards children's play. Therefore, to critically reflect on this thematic, the present communication aims at presenting the findings of a narrative literature review from 14 studies conducted from the 2000s onwards. On one side, the reviewed studies provided concerns for considering the necessity of Professional Development about play both at the in-service and pre-service level. On the other, it has discriminated the main outcomes perceived when Professional Development is consistently offered, based on different initiatives reported by researchers. With this, some suggestions for research in the field are highlighted, acknowledging that there is still a long path to be achieved. Finally, it concludes that learning about play must be part of teachers' careers. This will be detrimental for them to meaningfully embrace and stand for children's play in their daily routines.

TOPIC: PLAY AND ARTS

TITLE:

The play's theatricality as roots of sociocultural structures

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ABSTRACT:

Worldwide, the relevance of playing to children's welfare and education has been claimed in many diverse educational and political settings. On the other hand, the lack of broad scientific understanding of the fundamental role play has in all aspects of the children's, and society's development stills results in the devaluation of this activity in many contexts. Sometimes, the speeches about the play's importance are in many official texts. However, people find it hard to put them into practice because the broad society still doesn't prioritize play as something relevant to all aspects of life.

Theatricality grounds the ability to play symbolically and to relate with artistic narratives. Artistic appreciation and games' experiences have diverse complementary socioemotional roles in dialogue to the children's ludic logic, which is the holistic playful way children relate to the world (Juguero, 2019). In symbolic games, children externalize internal theatricality, creating composed narratives to deal with emotions, situations, and signs they receive from each context. Children build their understanding of the world through their games (Winnicott, 1975) and from the way they internalize external theatricality through the artistic alterity (Bettelheim, 2012). In this dialectic movement, theatricality's expressions promote values, symbols, and emotions. They connect creativity, investigation, and assimilation through emotional, pluriperceptive, and multi-significant structures whose subliminal pedagogies lead to the perception of what is valued, devalued, allowed, admired, or diminished in different environments (Bakhtin, 2010; Giroux, 1988, Bourdieu, 1989). Because of this, theatricality is essential to the constitution of the society's values, habits, desires, affections, and reflections. These expressions are also determined by the social environment in which they are inserted. Without any romanticization, it is highlightable that they may contribute actively to the constitution of different social systems, either to guarantee their maintenance or to promote their transformation (Giroux, 1988). It is also noteworthy that there is no possibility of neutrality since all signs are connected to certain values and emotions (Bakhtin, 2010).

Because of that, the signs and symbols presented to children and how they can deal with them are fundamental to create an environment where diversity, collaboration, and respect may be valued. Since the beginning of life, children from different social groups and family configurations must feel positively identified with theatricality's compositions. As democracy is based on sharing power (Almeida, 2020), it is essential to understand that symbolic power is critical to people's perceptions and behaviors throughout life (Bourdie, 1989). Professionals from the art and education fields must reflect on these characteristics to responsibly dialogue with children and make better pedagogical choices in each context (Freire, 2016). Awareness may guide new emotions and actions (Maturana, 2004), contributing to the dilution of the individualistic and

sectarian bases that underlie prejudice, inequality, and exploitation through progressive sociocultural transformations structured from the roots.

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TITLE:

Play, Sculpture And University. Playing as an artistic strategy

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ABSTRACT:

The step between a technical and materials learning to develop a personal project is complex, especially when searching for ideas, because we tend to explore "great ideas".

The methodology I propose is focused on exploring the world through playing with materials. If there's one thing that characterizes sculpture it is its materiality, above all. While student is carrying out different actions with materials and looking further and closely at the results, he gets to think about the unexpected findings that appear. Matter already includes the idea.

The process includes working and letting oneself go, without looking for anything specific, without employing rational thought, only discovering results and selecting findings and valid aspects and discarding others. This is an exploration and playing phase, very similar to how children play. A reference author is Huizinga. Additionally, another influential author, Jerome Bruner is proposed.

The workbench becomes the place where materials, texts, images, come together. Everything on it is important, and all research must cohabit there. The table, as a venue for investigation nurtures individual projects.

The table unravels secrets and close relationships between things, their correspondences and similarities and becomes a processing field with specific and accurate classifications.

This teaching methodology accommodates students, according to their emotions, interests, desires and relation to the world.

The objective of this working method arises from a fundamental question: how to provoke in the student a spirit of search and exploration that does not start from a specific idea (the topic) but arises from a process of investigation-game with the matter. What happens in this phase of highly directed work, even on a pitch, is that strong ties begin to manifest between the player and their chosen subject. Of these relationships, it will be possible to verify later and progressively what I have seen as consistent structures on which to build their own (artistic) language.

Development: how to start the work

The essential artist in this propose is Richard Serra and his search around sculpture's processes. In the end of sixties, in XX century, he synthesizes and defines his work in a verb list as a minimalist poem or manifesto: to roll, to bend, to crumple, to split, to hang, to wrap, to gather, to pair, etc.

"Splashing" (several works) is the most Serra's meaningful work. The process is the artwork. At that time sculpture become more than carving or modeling. Many

procedures could define the sculpture. Throughout those years, artists explored different media in their artistic research (anti form, land art).

There's another important artist whose search includes processes, between nature and human being. Giuseppe Penone explores limits between both analyzing touch's role in this relationship.

Talking about artistic processes Gabriel Orozco's work is a main reference.

In this proposal it's clear that the conceptual and formal discourse is created by the student according to their own interests and plastic explorations.

TITLE:

Creative Drama in US College Classes

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ABSTRACT:

Creative drama is an interactive process of persons and materials that generate a dramatic environment (including dialogue, theatre games, image work, and role play) where participants learn topics by playing roles and using other dramatic techniques while conducting a topic-related investigation. Creative drama provides developmentally appropriate approaches, instructional strategies, a positive atmosphere, and tools for teachers to connect with children and families. The purpose of this study is to investigate preservice teachers' understandings, teaching practices, and professional development experiences and dispositions regarding play and creative drama. Twelve preservice teachers participated in the Creative Drama Module for 15 weeks. The primary data sources were the interviews, including the demographic questionnaire, weekly drama module reflections, teaching practices, the researcher's journal, and documents, including practice notes, drawings, and artworks. The findings of this study suggest that participating in a 15-week Creative Drama Module can improve preservice teachers' (PTs) confidence, skills, and competence in integrated creative drama activities into the curriculum. Moreover, the module gives preservice teachers and in-service teachers an idea about how they can use play in their future classrooms by practicing creative drama. The Creative Drama Module enables PTs to practice, reflect, and reframe their understanding of play and creative drama.

At the end of the presentation, session participants will have ideas about what creative drama is and how they can implement and integrate these activities into their curriculums and plans for preservice teachers' education.

TITLE:

Exploring Language and Literacy through Play as Reader Response

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ABSTRACT:

Play in the U.S. school setting is a highly contested issue in today's often restrictive academic environment. Although many early childhood educators advocate the use of play in their classrooms and emphasize the importance of play for children's learning and development, children beyond the preschool and kindergarten years are not often afforded opportunities to learn through play in their classrooms (Paley, 2004; Rowe, 1998; Wohlwend, 2011).

This eight-month study, conducted in a first-grade classroom in the southwestern U.S., analyzed young children's playful responses to literature as they read and discussed various books together. The purpose of this study was to develop deep understandings about the affordances of play in response to text and to investigate the ways that children utilize play to respond to literature and to construct meaning. This study is informed by these guiding research questions:

What are the affordances of play for responding to text in a first-grade classroom?
1. What are the sociocultural resources that children use to respond to text?
2. In what ways do first graders incorporate and utilize play to make meaning with texts and each other in the classroom?

To answer these research questions, I utilized several theoretical frameworks including: sociocultural theories of learning and literacy, the role of play and imagination in development, funds of knowledge, and reader response theories. This study was also informed by recent research findings in the areas of play and culture and play and literacy.

I implemented a classroom Reading Center wherein I studied children's cooperative reading transactions and play as a form of reader response. I collected data through classroom observations and field notes, videotaped and transcribed transactions, audiotaped and transcribed conversations and interviews, and artifact collection. These data, analyzed through thematic analysis, the constant comparative method, and grounded theory, revealed rich information about the ways that children utilize play to respond to literature in the classroom setting.

The various findings of this study provide evidence to suggest that through their play as a form of reader response, their *responsive play*, children create a space in the classroom which connects official school language and literacy practices and academic instruction with their social play practices. In this new and transformative space, children's play and talk take central roles in their explorations and uses of language and literacy. Findings further suggest that play can be seen as a generative source of academic learning, that the notion of response in research and practice be reconceived in the field to include play as a valid and valued form of reader response, and that further research be conducted on children's responsive play.

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TOPIC: PLAY AND COVID-19

TITLE:

Playwork during the Pandemic in the United Kingdom

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ABSTRACT:

When the United Kingdom went into lockdown on the 23rd March 2020, people were told they "must" stay at home and close "immediately" services to children including schools, pre-schools, nurseries, childcare, and playwork provision. The   immediate impact for children and young people was the lack of play outside of their homes. Playwork ceased, and playworkers were furloughed, and it was on a playwork social media page where one playworker asked the question "Should   playwork be considered a key working role?". This question formed the basis for a 12-month longitudinal study on the impact of Covid-19 on playwork practice, and in turn on how and where children and young people can play. This   presentation will outline the six empirical studies undertaken between March 2020 and March 2021 and provides an insight into how children and young people were supported during, and post-lockdown in the United Kingdom.

Key Words: Play, Playwork, Covid-19, Lockdown, United Kingdom

TITLE:

A right to play promotion's project in primary education: impact on children's play experience and pandemic readjustment.

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ABSTRACT:

The right to play is enshrined in the Convention on the Rights of the Child (CRC) and its importance is well known and recognized. However, what we see nowadays is that time and space for play have been reduced which is especially important as we know that play and healthy growth are closely connected.

Thinking about time to play, immediately schools come to our minds: children spend most of their time in this context and so to evaluated and promote playfulness in education, either with changes in the space or in the dynamics that take place, can be a crucial matter for standing up for the right to play. Also, adult's role in play promotion is crucial: they can be facilitators of children's play, constrain it or ignore it. They can be allies and advocates that promote change in the daily contexts children live. Recent research shows that professional's playfulness shall be promoted and has direct impact on children's playfulness.

The present work results of a cooperation between Instituto de Apoio à Criança (national NGO), the Municipality of Lisbon and University of Minho (through the PhD in Child Studies). The aim is to see the impact of a right to play promotion program with the hypothesis that improving outdoor and indoor play spaces and play opportunities in schools will also improve children's play experience.

So, we implemented a right to play promotion's program in 11 primary schools in Lisbon, in a posttest evaluation due to the limitations the pandemic brought regarding keeping a pre and posttest evaluation. This program consisted in:

- Evaluation of indoor and outdoor play spaces in schools with a checklist; - Focal groups with children from 1st to 4th grade;

- Questionnaires on satisfaction with opportunities to play at school, social interaction (Pereira, Pereira & Condessa, 2016) and health (Pediatric Quality of Life Inventory; PedsQL 4.0);

- Intervention program: specific to each school but it included, globally, making available different sorts of play materials, drawing games in the floor, stimulate 2 the use of natural elements and loose parts, promote the use of indoor spaces and the creation of new spaces like school's toy libraries;

- Raise awareness sessions with children.

With COVID-19 we added the following goals: 1) to continue to promote children's right to play in primary education at a moment where it is even more important as play is a way of coping and developing resilience for children; and 2) to help school professionals to continue providing play opportunities and play material complying with sanitary obligations/health requirements.

Results, that include school spaces' characterization, baseline scores from the questionnaires and data from focal groups assuming children as knowledge producers, will be shared in this communication and steps for the future discussed among participants. Furthermore, the relevance of right to play promotion projects in pandemic will be shared and good practices that arouse from the intervention and were seen as helpful in covid-19 management in schools will be addressed.

Keywords: Playfulness, Primary Education, Right to Play

TITLE:

Brain Breaks: movement play during the learning process

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ABSTRACT:

Introduction

The need for a break after an intense learning process is natural to all people, but much more imperative to young children attending school. Children's brain function is burdened by the constant dissolution and birth of neurons and nerve synapses, a process that prepares them for adulthood. In addition, the human brain is designed to receive small pieces of information, which take time to process and store due to the limited memory capacity of the hippocampus (Jensen, 2000). In fact, the intense brain process during school hours presupposes not a simple break, but a physical activity break, in order for the students to benefit to the maximum. The inclusion of physical activity breaks during the lesson is important because simply switching between two cognitive activities is not considered a break for the brain, as it continues to perform the same function. Even more, the current literature supports the positive effect of movement on the student's cognitive function (Donnelly & Lambourne, 2011· Jensen, 2005· Ratey & Hangerman, 2008· Sibley & Etnier, 2003). In addition, physical activity breaks in the classroom enable children to develop behaviors associated with healthier lifestyle, support the development of motor skills, and contribute to better control of their body (Knight, 2016· Wadsworth, Robinson, Beckham, & Webster, 2012). In the recent literature, the most common and effective breaks are called "Brain Breaks" (Gay, 2009· Knight, 2016· Lengel & Kuczala, 2010· Maddox, 2019· Russo, 2016) which are defined as short kinesthetic games that take place at school. Their purpose is to give the students' brain the necessary time to process the information it receives and to offer to the students a short break, so that they can be emotionally discharged and return more focused, either to the same or to a different activity. Through these games, the intense brain process alternates with physical activity and the academic performance of the students is positively affected. In fact, the younger the children, the more these games are necessary. However, despite their multiple benefits, many teachers remain hesitant to incorporate them into the class routine as they fear that this new addition would cause chaos, it would be difficult for students to concentrate on class afterwards, it would be a waste of time, and there would not be enough space in the classroom. However, researchers attribute these doubts to the lack of experience and training on how to incorporate Brain Breaks (Wadsworth et al., 2012).

Methods

Based on the above data, a six-month study was organised to investigate whether the concentration of preschool and primary school children is enhanced or not by such kinesthetic games, whether teachers consider them beneficial for students, and whether

they assist or hinder the educational process. Due to the closing of schools because of the pandemic, during the investigation, it was further investigated whether Brain Breaks were more effective in distance or on-site learning. Twenty-four primary school units (13 preschools and 11 primary schools) and 403 students participated in the research. In the context of the study, a handbook with twenty motor games was designed, including games for balance, bilateral, orientation, coordination, motor skills, relaxation and more. Teachers were trained for the implementation of these games remotely through a platform. They were also supported through this platform throughout the research. In order to collect the research data, the teachers completed a questionnaire before and after the application of Brain Breaks in their classroom.

Results

The data analysis confirmed that the students, especially the younger ones, after a short period of sedentary behavior needed a physical activity break. In addition, the implementation of these games seemed to have a positive effect on their concentration. In fact, after a period of familiarity with the games, the students sought them out on their own. There were few exceptions of students who found it difficult to concentrate after their application, which according to the teachers' views and literature data (Murray et al., 2013· Russo, 2016) is probably caused by their occasional inclusion in the daily teaching routine.

During the distance learning, two trends emerged. In the first case, the activities had a positive effect on the students, due to the long time they spent in front of the computers, and therefore the frequency of their application increased during the lesson. In the second case, the conditions of distance learning, such as poor internet connection, unfamiliarity with the use of electronic equipment and lack of space did not facilitate the implementation of games.

As for the teachers' views, it was highlighted that most of them were not aware of what Brain Breaks were and therefore did not use them before the programme. However, since the beginning of the study, and especially after they received their training, they developed a positive attitude towards the games' application in the classroom. In fact, some of them (mostly preschool teachers) used such games before intuitively without knowing that they were Brain Breaks. During the study, while observing the students' enthusiasm and impact, they continued to apply them and stated, as did the majority of the participants, their intention to apply them in the future.

Conclusion

The present research confirmed the results of previous studies (Gay, 2009· Jensen, 2000· Lengel & Kuczala, 2010· Russo, 2016) that students need to move during the lesson, and that such short movement games enhance their concentration. In addition, the study showed that the younger the students, the more apparent and frequent the concentration difficulties (Jensen, 2005· Sprenger, 1999). The teachers that participated in the current research, unlike teachers in other studies (Camahalan & Ipock, 2015· Maddox, 2019· McMulle, Kulinna, & Cothran, 2014· Russo, 2016), had no doubts about the inclusion of these games in the educational process, which is probably attributed to their initial training for the benefits they bring (Carlson et al., 2015). Finally, the difficulty in applying Brain Breaks during distance learning cannot be certainly attributed to the games themselves or to the difficulties of online teaching, and thus needs further investigation.

Keywords: Brain breaks, physical activity breaks, movement play, concentration, primary education

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TITLE:

Physical Activity Play in Covid time: parents and guardians views about catch games and play fight

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ABSTRACT:

We live strange times for the Human species. From the social beings that we are, we have become confined beings. Covid-19 has changed the lives of adults and children and its effects may be reflected in the coming decades. We are concerned about the effects of isolation on children, particularly those who are at the stages of fundamental and specific motor development (Gallahue & Ozmund, 2005). As Carlos Neto (2020) points out, our children were already confined, already showing motor illiteracy, already lacking in nature and autonomy.

To understand if the primary school children of the Boa Água School (Sesimbra) performed active play at home and / or outside despite the general confinement, a questionnaire was built on google forms and sent to the parents.

We found that most children played some active games at home and had the opportunity to play outside (88.3%). But only 19.7% of children played outside every day. The places of outdoor play are the patios or backyards (76.2%) of their homes.

71.4% of the parents encourage the practice of physical activity play such as running or catching and fighting games that they consider important for: motor development (21.4%); promotion of physical activity (20.7%); for health and well-being (15.9%).

Key words: physical activity play; play outside; confinement.

TITLE:

School and play. Study in Peru on educational conceptions about playing and teaching

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ABSTRACT:

The dialogue between children's play and formal educational practices takes different criteria according to cultural contexts. The conceptions about play, about childhood and about educational practices are based on a theoretical unit that necessarily calls for an interdisciplinary strategy.

This study was carried out within the framework of a Training of Ludotecarios (playgroups animators) and describes the knowledge and attitudes of 724 teachers in Peru. The technique used was the survey, with closed and open questions. The objective was to understand the link between play and pedagogical proposals in school work. It is worth mentioning that 89.4% of the sample were women, expressing this the preeminence of gender in the school teaching role.

The words most associated with playing, in more than 80% of the population were: having fun, entertainment, socialization. It is interesting to mention that 76.4% referred to the fact that in teaching practices they continuously use play, and 21.2% mentioned that they only used it sometimes. When asked why she considers that children play, the ideas of necessity, innateness and functionality appear more frequently. And when asked about why they use play in the pedagogical framework, they refer more frequently that they use it to motivate and to prepare attention for learning.

This exploratory study allows us to interpret that, for most of the teaching staff, play necessarily has a functionality implied in the social relationships among the children. While playing there would be no place for displeasure or individualism. Although the percentage of the use of play in teaching practices is considerable high, it is included considering a further objective, which is to teach, that is, play as a mean, rather than as an end. It would not be play for its own sake, nor would be play integrated into the pedagogical proposal, but rather play would be used to prepare the children to learn, provoking motivations, using play for children to express themselves before learning.

This approach allows us to reflect on a series of categories involved in the connection between children's play and formal education. The first one has to do with play as an innate expression so that the school allows it to appear and take form. Another category has to do with the question about if the pedagogies coexist directly with play or if they present a functional relationship of utility with play. Last, if people who working with children in schools daily, do have interdisciplinary accompaniments that allow them

to make their practices more complex. And finally, we should think about on whether in the school environment, play, as it is used (as a means), has more functionality for formal teaching than play considered as an end, and if it would be worth articulating it in the school curriculum, or to keep it off the curriculum.

TITLE:

From theory to practice: playgroups networks in Peru

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ABSTRACT:

Playgroups networks is a very simple formula, applied in different contexts of the coast, the mountains, and the jungle of Perú. For two hours, and in a safe space close to the homes of children between 4 and 12 years of age, the Education and Development Foundation has promoted in the last decade playgroups in which these children could play. In each of these playgroups, someone responsible from the community was required to identify the place where to carry out the activity and its availability during the time of the activity. Volunteers were also incorporated to accompany and stimulate the play of these groups of children. A first group of volunteers were people belonging to the community in which the playgroup was developed. Other volunteers were college and university students. For about an hour, they were distributed in different corners of interests (stories, paintings, dolls, cars, puzzles, etc.). In the remaining hour they were organized in different traditional games of chase, hide, jump rope, play with the ball, marbles, volley, football, etc.

Depending on the local support, the playgroups were held in the communities (communal houses, parks, open spaces, ...) or in educational institutions.

Local leaders and volunteers were essential to locate the playgroup, so that families and children can trust it.

Other volunteers were from Peruvian and Spanish universities. We have established agreements with some of these institutions to recognize these activities with practical training credits. Collaboration in playgroups allows future professionals (teachers, psychologists, etc.) to participate in an alive laboratory of play in which they can have the experience of observing children's interactions with each other and of participating in some of them.

Every year the Spanish Foundation Crecer Jugando provides us with thousands of toys to enrich the recreational activities of these various networks of playgroups.

In February 2020 we had in Peru four playgroup networks in the regions of Piura, Ayacucho, Loreto and Lima.

They contributed to the development of physical abilities, creativity, and the construction of fantastic worlds in which children act as fictional characters and modify and transform their real worlds. They also stimulate different types of artistic activities, songs, dances, paintings, crafts, … With traditional rule games, board games and sports, these children learnt to respect the rules of increased their strategic thinking. Playing together they become friends, and over the weeks and months, they generate a social fabric that constitutes the true value of the playgroup. Playing with friends they feel happier, and that well-being ends up also affecting their relationships in the family and their school performance.

We also organize celebrations and festivals in which children from different playgroups of the same network could meet and play together. Sharing games and activities that each one develops in their own playgroup greatly facilitated the exchange between them. At the same time we provided them with activities to be shared by all, such as magicians, puppets, clowns, etc.

Hundreds of children from each of these networks enjoyed these spaces and we received a very positive assessment, from them and their families, for what it contributed to them.

It was also a very gratifying collaboration for the volunteers, given how much they saw the children enjoy these activities.

PANDEMIC

At the end of February 2020, due to the covid19 pandemic, we had to close all the playgroups due to the risk posed by physical contact between the children. In mid-March 2020, the state of emergency decree confirmed the impossibility of keeping the playgroup networks open.

But the confinement in their homes, the suspension of face-to-face classes in all educational institutions led us to continue defending the right of children to education and to play, and to reinvent activities in which they could participate. However, considering the importance of protecting their health, our first program in the pandemic sought to convince children themselves and families of the convenience of confinement and we titled it:

1. *"I stay at home"*

We had videos of activities that the volunteers carried out and filmed for the children to replicate at home (dancing, drawing, crafts, etc.).

At the beginning of the Ministry of Education program "I learn at home" we interrupted these activities with Zoom so as not to increase the time that children spent online. However, having observed the lack of participation in the academic programs of many children who used to go to the playgroups, we discovered the low capacity for connection in these vulnerable areas in which we had established the networks.

2. *"Recharge me with education."*

This program was a modest campaign to obtain funds with which we could recharge their mothers' mobile phones so that they could `participate in the school.

In other cases, like a school in the jungle, in Bena Jema (Ucallaly), we established an internet antenna so that the children of the community could connect and follow the school program. The percentage of Peruvian children who have dropped out of the school system during the pandemic is a tragedy. Our efforts were focused on facilitating the children in our playgroups to maintain that connection with the *I learn at home* oficial program. We translated these official education programs to MP4 so that children, who did not have internet and could not access YouTube, could remain connected to their schools.

Some other activities were intended to provide virtual learning spaces but more playful. For example, "*Playing in English*" where two teachers, who did not even know each other personally, designed and developed activities in English, in which children participated with great enthusiasm. Foreign language is not a subject taught in early childhood education not in primary education in Peru. But the children participated with such enthusiasm that they learned to say hello and respond, to introduce themselves, the names of fruits and animals, the numbers, the days of the week, the months, ... The families were pleasantly surprised by the motivation and the effort that their sons and daughters made to learn a foreign language.

Other activities followed because the children themselves requested them. With one of them, *Playing with the Zorbs*, we wanted the children to reflect on different topics related to Social Justice. It is a cartoon program, prepared by a UN agency, to encourage children's reflection on different situations and problems, all of them related to Social Justice.

The toys donated by Crecer Jugando Foundation were distributed this year in the New playgroups established in each of the networks and even in towns where there had not been a playgroup before. The children who could continue playing together were the ones who lived together. Such was the case of the home-house in Iquitos, in Loreto. From there we located other institutions in which they were sheltered for various problems (orphans, diseases and disabilities, reception, imprisonment for crimes, drug addiction, ..). Our proposal to create a playgroup in each of these institutions was enthusiastically received. We complement the delivery of toys with some training sessions for those responsible and the offer of participation in the different programs and activities of the playgroups networks.

We verified that in all these activities the children interacted with each other throughout their screens and valued their participation very positively. Our next step was to design a Summer Program with the groups of volunteers. The end of the school year was not going to allow children to enjoy the games that the holidays allowed them before the pandemic.

3. *The Summer Program*

It was a set of activities that we called Ludo-workshops and offered by volunteers based on their interests and knowledge. Some were closely linked to art (songs, dances, drawings, ...), others with school disciplines (mathematics, language, ...) and others with diverse learning (sign language, English, sounds difficult to pronounce, ...). The Program lasted the whole summer and all the children shared what they had learned in those groups in which they had participated.

Once the school year was restarted, the children themselves asked us to maintain some of these activities that had become moments of meeting and exchange with other children and with some "teachers", the volunteers, who should not conform to official programs and adapted their proposals to what the children themselves requested and their rhythms.

As a complement to the school program of the Ministry of Education I learn at home, we established a new program.

4. "Playing at home"

This program was conceived as a complement to schoolwork with games and recreational activities. It is organized on Fridays Saturdays and Sundays to avoid any interference with the oficial Program *Learning at Home.*

Around twenty groups were offered (dances, storytelling, puppets, songs, painting, crafts ...) and the children were choosing the two they preferred until each group was completed. Children participation is very enthusiastic and their families congratulates the Foundation and the volunteers for organizing it.

Each of these groups will closed with an act in which all the children will shared what they had learned in those groups in which they had participated.

5. *Game festivals and celebrations of special days*

The firsts festivals on the right to play were organized so that children from different playgroups of the same network could meet and have a day of celebration of play. Once the confinement was declared to face the pandemic, we have continued to celebrate the Virtual Play Festivals, on the occasion of the Worldwide Day for Play, and the International Day for the Rights of the Child. The last Festival, held on May 28, 2021, had the participation of clowns, magicians, puppets, ... from various countries (Peru, Argentina, Mexico, Spain) and allowed hundreds of children to enter the Zoom of the Festival between 11.00 a.m. and 7:00 p.m. It is worth noting the importance of the participation of volunteers and clowns from a Spanish secondary education center, acting for the children of the CEMU (Ciudad Escuela de l @ s MUchach @ s) playgroup in Madrid. Also, it is important to mention the participation of artists and children from Chiapas (Mexico) and Rosario (Argentina).

In addition, we have had specific celebrations of special days such as International Mountains Day, Christmas parties, Mother's Day, Father's Day ...

We should mention the enthusiastic individual participation of hundreds of the children while confined in their homes, but also the group participation of children from the institutions and house-homes in which we have established new playgroups during the pandemic.

6. *Playing in a family*

This program arises as an attempt to share games despite the physical isolation of each child at home. The same activities are carried out (sack races, three-foot races, building a tower of plastic cups, knocking down a wall made of milk cans, etc ...) simultaneously, each participant at home. The emphasis is on participation and each player gets a diploma for his participation.

7. *Parent's workshop*

It is a pilot project to share and discuss the different achievements and difficulties that families are experiencing with the pandemic. In some sessions we have asked parents to put themselves in the role of their children and act as if they were them in the situations that they themselves chose (at home, at school, in the park ...). As families who do not know each other, they participate with great commitment and a sense of humor and discuss in depth the issues that concern them in raising their children.

CONCLUSIONS:

The balance of all these playful activities, carried out by children confined in their homes, is extraordinarily positive for the three groups:

For the children who carry out recreational activities and who, as in face-to-face playgroups, end up becoming friends by interacting together and sharing them over weeks and months.

For the volunteers who discover the spontaneity and affection of children with whom they share knowledge and skills that, in many cases, have been forging while carrying out these activities with the children. They too have established important ties of friendship among them, although in many cases they only know each other virtually.

For the parents, who valued very much these activities in which they see their children participate with great enthusiasm and which make a substantial contribution to their daily lives. They feel more compromised with the nurture an education of their children and perceived these programs make them happier in that crucial situation.

So, the best evaluations of all these activities are those issued by the children themselves and their families. And, without a doubt, the best reward for the volunteer participation.

Finally, it is worthy to mention that the different programs become known by different institutions (municipalities, educational institutions and authorities, universities, associations ...) that congratulate and encourage us to continue with the

TITLE:

Play always and everywhere (even more post pandemic!)

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ABSTRACT:

The spontaneity of playful behaviour, especially in children, allows us to state that all moments and circumstances are opportunities for exploration and playful experience. This thought allows us to consider concepts such as "serious play" and approaches such as play-based research. Thus, contexts of life and formal and non-formal education can be of playfulness, in private and public spaces. The control measures of the pandemic by covid-19 have brought opportunities and challenges for all and, namely, for the times and spaces of play and of the relationship of children with play and play partners. In some cases it highlighted the difficulties and restrictions, in others the potential and the diversity of situations of playful expression. Under such circumstances, the observation and monitoring concomitant to the child's care reveals, whether in free play or guided play, in the child's autonomous behaviour or in a social context, his/her state of well-being, interests, aptitudes, preferences and what he/she ignores or likes less.

In the light of the question "how could the pandemic alert to the need and urgency of children's play?" we wanted to identify initiatives that promote playful activities and generalised expression of children, in private contexts and in public spaces; reflect on the relevance of the conceptualisation of serious play; situate the place of play in conscious parenting; and suggest tools for observation, monitoring and facilitation of play for all, including children with development constraints. This work is the result of a review of documents and case studies that allow us to conclude the relevance and benefit of playing always and in any place or circumstance.

Key-words: children's play; serious-play; play-based research; parenting playfulness.

TITLE:

Children production and use of playful materials, in the context of family confinement

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ABSTRACT:

In this pandemic period, children were forced to stay during several days at home, with their educational activities limited to family orientations, few materials are available and their socialization was limited
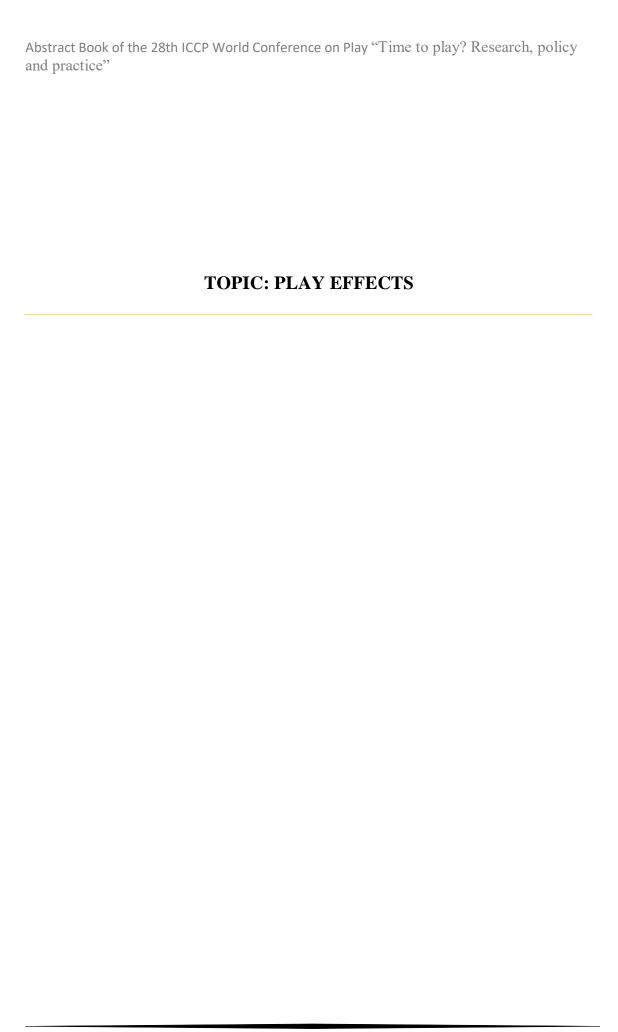
This work presents situations of realization, production and use of playful materials, in the context of family confinement, with children of pre-school age resorting to the use of recovered materials available in their homes.

Some examples of play materials, equipment and games are recalled, carried out over time by different pedagogues.

These examples constituted the conceptual basis for the realization of a set of play materials

.   Playful, expressive and pedagogical activities, promoted and supported by family members, can provide situations where the child's harmonious development will facilitate subsequent school reintegration.

Practices that reconcile children's imagination and creativity with expressive and playful activities are valued, attributing autonomy and harmonious coexistence to all these aspects.

TOPIC: PLAY EFFECTS

TITLE:

I play because it is fun": Play Experiences of Preschoolers

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ABSTRACT:

Throughout the years, various research studies have been conducted to understand the concept of play in terms of its benefits on development, the play types children engage in, the play behaviors children act out, and the materials children play with. In this research, the aim was to investigate the play experiences of young children between the age of 5 to 6. Children (n=98) were asked to describe (a) why they play, (b) what they play, (c) with whom they play, (d) where they play, and (e) when they play. The study results indicated that children usually describe their reasons for play to have fun and be happy. They also showed dramatic play, physical play, and functional play as the types of play they engage in. Moreover, friends along with sisters/brothers are the critical play partners for the children. The results also indicated that the home environment and school garden are the main settings for children to play. Regarding the time children play, the results showed various responses ranging from after school to during the weekends or from every day to during play hours in the classroom.

TITLE:

Can playful learning be the magic ingredient to nourish young learners' willingness to exploring and meaning their worlds?

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ABSTRACT:

Play is the magic land where *hands-on, minds-on* and *hearts-on* exploration, discovering, creation, choice and meaning making can take place. It's the natural way through which young children interact with and understand the world, developing the huge set of motor, cognitive, and emotional skills that involve linguistic and psychosocial tasks expected to be established throughout the first years of life. Playful learning is effectively recognised as the main strategy for the early years of learning, with free play, guided play and games being omnipresent during a child's day and being valued as powerful learning tools for development, in a comprehensive understanding of the term. But this is usually not a constant in the following years of a learners' life, as opportunities to play tend to drastically reduce over time and stay restricted to non-formal or informal learning scenarios; and that is factual already at a primary school level, when instructional practices start assuming a central role in the learning equation, besides all other possibilities. With concerns raising about the fulfillment of children's right to play, questioning the place of play in primary schoolers' lives, namely in formal learning environments, becomes even more critical. Do young learners have effective opportunities to learn through play at school after concluding pre-school? And do those learning opportunities have meaningful impact on their development? Can playful learning really be the magic ingredient to nourish youngsters to become engaged learners, curious minds, inner and outer-world explorers and meaning makers? And how can that be leveraged in real formal learning environments? This presentation will explore the available answers to these questions, based on a review of the existing research targeting playful learning, children's development and learning processes, and identify further research needs and opportunities to evolve the theme.

TITLE:

Play in a refugee camp - Busting the myths

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ABSTRACT:

Last year, there were 32,000 refugee children in Greece, many of whom are unaccompanied and most of whom live in refugee camps, without the promise of basic support services. Despite the wide cross-disciplinary knowledge about the benefits of play, the lack of quality play opportunities in refugee camps and the effects of play deprivation, little is known about children's play in the context of displacement. Child Friendly Spaces (CFSs) is the main internationally recognised humanitarian aid initiative for children and it is typically the only place children can access safe play opportunities in refugee camps. However, play in a CFS is commonly regarded as more about structured, adult-led activities, and less concerned with 'free' play. Moreover, there is an acknowledged lack of research concerned with the effectiveness of CFSs, particularly around children's play provision. This presentation uncovers a qualitative observational study carried out in a Greek refugee camp in the summer of 2019, in partnership with a CFS attended by 60 wonderful children aged 2-12. It will offer a brief overview of and background into the study itself, before moving on to shedding light on to two important questions: 'how does a Child-Friendly Space meet children's play needs in a refugee camp?' and 'what are the restrictions a refugee camp context places on play provision?'. Answering these questions will involve describing the CFS play provision, with anonymised pictures and illustrations, focusing on specific aspects of play and children's interactions and how the space supported those, adult restrictions on children's play and more. The main outlined findings will be that children's play, and particularly in a CFS, is strongly linked to the challenges faced by all refugees at the camp - concerning five main areas, each of which will be explored along with their consequences on play provision and children's play quality.

The presentation will also be raising questions about the need for international policy and standards of play in humanitarian crises, as well as uncovering that current theories and assessment frameworks of play, play needs and play provision may not be fully applicable to a refugee camp, in which case more research and more conversations in this area are needed, partly to benefit children and families in refugee camps, and partly to discover more about play itself, in such a complicated, complex context.

Keywords: refugee, camp and play

TITLE:

The value of childhood play for the acquisition of active social change-making skills

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ABSTRACT:

 Our rapidly changing global society is also characterized by being diverse and plural. This complex world presents significant challenges to our lives both socially and individually. From this perspective, children have to learn to live in a society that requires, on the one hand, the ability to adapt to new forms of coexistence and work in heterogeneous contexts and; on the other hand, active citizens, committed to democratic values who are capable of becoming agents of change in order to carry out the transformations that today's society demands. All this makes us focus on the importance of developing social and emotional skills from childhood, both for the individual well-being and success, as for society as a whole.

 On the other hand, the play is the main activity in childhood. Its study from various disciplines shows its relevance in the child's holistic development. Furthermore, it is widely recognized and defined as a fundamental right in the Article 31 of the Convention on the Rights of the Child (1989).

 In light of the above, this communication presents the findings of the study "The Contribution of Children's Play to the Development of Skills for Active Social Change", carried out by the Research Group on Civic Culture and Educational Politics, whose objectives are: To defend and disseminate the right of children to play, at home, in school and in public spaces; as well as to demonstrate the contribution of play to the development of skills in order to become an active social change agent.

 The research methodology adopted to achieve these aims has followed a two-way approach. On the one hand, there has been a documentary research of recent theories and research on children's play and the development of the necessary skills for active social change: creativity, cooperation, empathy and conflict resolution. And on the other hand, a fieldwork has been developed with the aim of exploring what is the experience of play in Spanish children. The data collection has been carried out under a mixed design, using survey techniques with 3 different questionnaires answered by 1.242 children from 3 to 12 years old in Andalusia, Asturias, Castilla León, Catalonia, Madrid, Navarra and Valencia. It has also been used 6 focus groups with boys and girls grouped by age, 3-6, 6-9 and 9-12 years old.

The main findings allow us to conclude that play in childhood promotes the development and acquisition of skills such as creativity and conflict resolution, as well as other related more directly to the interaction and socialization among people, such as empathy and cooperation. These skills are also necessary to become an active part of change; therefore, their acquisition is currently indispensable.

Keywords: Play, Childhood, Change-making skills

TITLE:

Play activity and peer sociability in Early Childhood Education classrooms

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ABSTRACT:

Peer interaction promotes socialization process, that begins in the years of Early Childhood Education. The type of interactions that takes place in preschool classrooms will build patterns of sociability that will exert an important influence in later years, but perhaps this depends, to some extent, on the type of activity in which they are involved. Scientific literature establishes that children's play is a privileged setting for interpersonal relationships. The study that is presented explored, through systematic observation, recording and coding, the positive and negative interactions (aggression and conflict) of 12 children between 4 and 5 years old, in sessions of 30 minutes of academic activity and 30 minutes of play activity. Peer nomination and teacher nomination sociograms established the status of children in three groups: popular, middle, and rejected. The results indicate that the rejected ones receive and emit a smaller number of positive interactions with the rest of their classmates, their interactions being basically with the adult, in academic activity settings. The highest number of positive peer interactions took place in playful activity settings, in which the most popular boys and girls performed the highest number of positive peer activities. The results are discussed concluding that the play activity promotes positive peer interactions, while the academic one seems to keep preschoolers more attentive to adults than to their peers.

TITLE:

Playing to flirt

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ABSTRACT:

Playing is a universal activity present throughout life, to a greater or lesser extent. The childhood years have proven to be crucial for the development of playful activities due to the great benefit that they have on the general development. Playing has a positive impact on the physical, cognitive and social development of those who practice it, being a crucial element for the development of individual and interpersonal skills. Throughout the adolescent years, social development is one of the great tasks that boys and girls must take on. Their social world widens and becomes more complex; the relationships that they had with their family are modified, new friends emerge with whom to share and have greater intimacy and, probably, the first romantic relationships will also arise. The novel and incipient nature of these romantic relationships means that adolescents enter them with some caution; they usually use behaviors that involve a process of trial and error and that allow them to obtain their first contacts. It is a kind of playful dynamic, with physical contact, in which are tested the own abilities and the other person's interests and emotions. Some authors have identified this dynamic as the evolution of the dynamics of Rough and Tumble Play (R&T play) that develops in childhood to achieve social contacts at other levels (Maccoby, 1998; Pellegrini, 2001). These approaches, as happened in childhood, sometimes crystallize in unskillful, inexperienced, and rude forms of behavior towards/with the other person; thus, these behaviors are subject to strong interpretive ambiguity. Although they, originally, do not have a violent intention, they are still playful expressions loaded with strong emotions, but rude in their expression, so they can be interpreted as a violent form of behavior. This dynamic has been called Dirty Dating (Ortega & Sánchez, 2011). The interest of this work lies in analyzing how the process of initiation in courtship and romantic relationships is faced in these adolescent ages, if the use of violent actions or rude playful behaviors interferes with them, and how their protagonists interpret them (when they exercise them and when they are the object of them). 3158 adolescents (49.5% boys) enrolled between 10-13 years old participated in the study. The results indicated that, around 40% of the boys and girls, had not yet had a sentimental experience; although, it is frequent that they begin to feel attraction for a partner. Likewise, it is common to find manifestations of rude and physical behavior that, most of the time, is interpreted by boys and girls as play or as an attempt at playful provocation. These results are discussed in terms of the role of R&T play beyond childhood, and as a way of facing the establishment of new social relationships, recognizing their potential for the development of social skills that, in this adolescent context, will be romantic skills.

TOPIC: SELF ORGANIZED SYMPOSIUMS

TITLE:

Narrative Play and Learning Environments (NEPL) as a perfect tool to support child development and learning in ECEC settings. Lithuanian case study

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ABSTRACT:

In this symposium the team from The Play Research Laboratory (VMU) will present a case study of Narrative play and learning method application in 16 Lithuanian day care centers during two years. Researchers' and teacher's experiences will be analyzed.

1. Milda Bredikyte, Agnė Brandišauskienė, Pentti Hakkarainen. *The roots of Narrative playworld pedagogy*.

The narrative play approach is based on the ideas from Vygotsky (2004), Lindqvist (2001), Hakkarainen & Bredikyte (2014, 2015) and many others. Playworld pedagogy resulting in narrative play is developed on the basis of "aesthetics" in Vygotsky's "Psychology of art". Playworld aims at better quality of children's play and thus enhancing higher mental functions in children. A focused goal of Playworld pedagogy is to develop school readiness of preschoolers by creating through play internal learning motivation and active learners. Playworld themes often are fetched from classic tales and stories, which are used to form a frame for long term play activity. Adults enrich weekly playworld adventures with new events and role characters. "Narrative play" is defined as an imaginative social role-play activity where adults and children collaboratively reconstruct a new storyline (Hakkarainen, Bredikyte, 2010).

2. Monika Munikienė and Monika Skerytė-Kazlauskienė. Application of NEPL changes the understanding of teachers about children and the importance of play.

During 2019-2020 our team had a challenge to help 15 kindergartens in Vilnius to get to know and to start using narrative play. More than 66 teachers and 900 children took

part in the project. We asked 25 teachers and 7 headmasters about the implementation of the method and the changes it brought to the early childhood education centers. The most usual report during the meetings was – "They can!" and "They do it themselves!". Teachers also noted that the narrative play brought new challenges for themselves, children and the centers. Even parents have noticed the changes in children and teachers.

3. Giedrė Sujetaitė-Volungevičienė. Narrative play-based kindergarten – building emotional self-regulation.

In the third presentation the main steps of the development of emotional regulation in collective children-adult narrative play will be presented. Playfulness and transforming narratives in children, adults and the environment should be the key principles in the kindergarten curriculum today. We aim to involve very young children in the playworld and improve their self-regulation skills. Make-believe play, art and relationships are the building blocks of the philosophy of Narrative play-based kindergarten. Young children (up from 1) learn with meaning and continuity if they join collective play through emotional engagement.

As we have more experience with narrative play, we are sure that this method gives the teachers the base to defend play, it encourages children to play freely and even changes the atmosphere in the kindergartens to a better, child friendlier way. That is why we are sure that narrative play and learning is the best recipe for the future children's education.

TITLE:

Play and Toy Research in Contemporary Russia

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ABSTRACT:

The symposium is organized by the Center for Interdisciplinary Research on Contemporary Childhood (Moscow State University of Psychology and Education, Moscow, Russia). The aim of the symposium is to provide an overview of research on play and toys, conducted in Russia.

In the presentation "Play research in Cultural-Historical Psychology", *Olga Rubtsova* and *Svetlana Smirnova* will briefly expand on the history of research on play and toys in Russian psychology, focusing on research, conducted in the framework of the Cultural-Historical Scientific School, founded by L.S. Vygotsky. Among the most well-known scholars, who developed Vygotsky's ideas in relation to child's play, was E.O. Smirnova, who founded Russia's first Center for Psychological Expertise on Play and Toys. In her works the toy is regarded as a tool, which mediates play activity, shaping the development of higher mental functions and processes in preschool children.

Irina Ryabkova and *Elena Sheina* will speak about their research on "Role substitution in preschoolers' play with different types of toys". The research was conducted in Moscow in 2017-2020. The aim of the study was to investigate the influence of toys on children's role play. 358 children (179 girls, 179 boys) aged from 3 to 7 took part in the research. Each group of children played with one kind of play materials: character toys (dolls and toy animals), toy tools (household goods, weapons, instruments, etc.), "role markers" (costumes and elements of costumes, etc.) as well as with open-ended materials (carton boxes, fabric, natural materials). The number and originality of accepted roles, the complexity of play actions, the changes of appearance (e.g. dressing-up), and the content of plots in the process of play were observed and analyzed. The observation showed that the selected parameters of play in children of the same age differ significantly depending on the types of toys. Open-ended materials make a particular contribution to the development of role play, especially for 5-year-old children.

Ekaterina Klopotova and *Tatyana Poskakalova* will speak about an intervention, conducted in Moscow kindergartens in 2019. The research "The role of the adult in the development of role-play in early preschoolers" focused on the impact of the adult's attitude on the formation of role-playing in early preschoolers. One preschool teacher and 45 preschoolers with a similar level of role-playing skills took part in the intervention. The children were divided into three groups according to the teacher's playing strategies – neutral, authoritative or partnering. The intervention lasted for 6 weeks and included two assessment sessions – pre-intervention testing and post-intervention testing. The quality of play activity was analyzed based on the "Method of diagnostics of the subject game of preschool children" designed by E. Smirnova and I. Ryabkova (2017), which measures preschoolers' storytelling and plot-building skills. The results of the study demonstrate that the partnering attitude of the adult is the most effective for the development of role play in preschoolers, whereas neutral attitude turns out to be the least effective one.

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