

Learning through Play at Home

We would like to offer suggestions as to how resilience can be developed through learning outdoors and how resilience can contribute to emotional wellbeing.

Developing resilience:

Resilience is the ability to overcome difficulties. Situations which require resilience arise in everyday encounters for your child; interactions with their friends, perceived difficulty with schoolwork, being unable to recognise or control emotions e.g. being fearful of the impact of coronavirus. These situations trigger a range of emotions and require a level of resilience to cope. It is when resilience is developed, and children are in a state of emotional wellbeing that they have an improved "readiness" to learn. Learning Through Play provides children with a safe environment where they can build resilience, explore emotions and feel safe in doing so. Read this publication from **Playboard NI** "**Fostering resilience through play**", follow this link <https://www.playboard.org/wp-content/uploads/2020/05/Play-And-Resilience-Fact-Sheet.pdf> or find it in the Learning Through Play section of our website.

Examples of learning experiences in St Clare's Abbey which develop resilience and promote emotional wellbeing. Think about how you could create similar opportunities for your child outdoors at home or at local parks/ woodland areas.



What can you do to support your child?

- **Wait and watch.** Discover what your child enjoys doing in Learning Through Play. Children develop interest through access, so the more resilient your child becomes with an activity the greater chance they will develop an interest.
- **Build confidence** Show how you are resilient through play. e.g. making a daisy chain. Talk out loud as you do it, show what you do if you get it wrong. *"oh no my daisy ripped. Ok I will look for a new one to use."*
- **Encourage risk taking:** avoid overusing language like "watch out, be careful, don't do that, come down you'll fall". Play outdoors gives the children a chance to extend their own boundaries and be adventurous. *(always observe for safety).*
- **Tweak the environment:** Good outdoors environments offer a variety of spaces, big and small, with different gradients and different materials e.g. sand/soil/water.

Notice:

1. In which outdoor activities is your child most engaged? Can you think why?
2. Does your child surprise you with what they can do outdoors?
3. What level of resilience does your child have?
4. Is your child able to talk out loud about what they are doing?

Some suggested activities:

Most outdoor activities have the potential to develop resilience:

Ride a bike Dig a hole Explore a field or forest; running, collecting, hiding
balance/ coordination activities climb a tree/ hill *Refer to the article for ideas*

Go outdoors a lot this week!

Please send photographs of your child in the outdoors this week. Remember, it is not the finished product. For example, it is the process of being resilient! Attempting to climb the tree rather than the smiling child on top of a tree. Enjoy.

Suggested reading: <http://www.claredevlin.org/blog-page/2020-05-28/providing-the-curriculum-outdoors-social-emotional-development>