

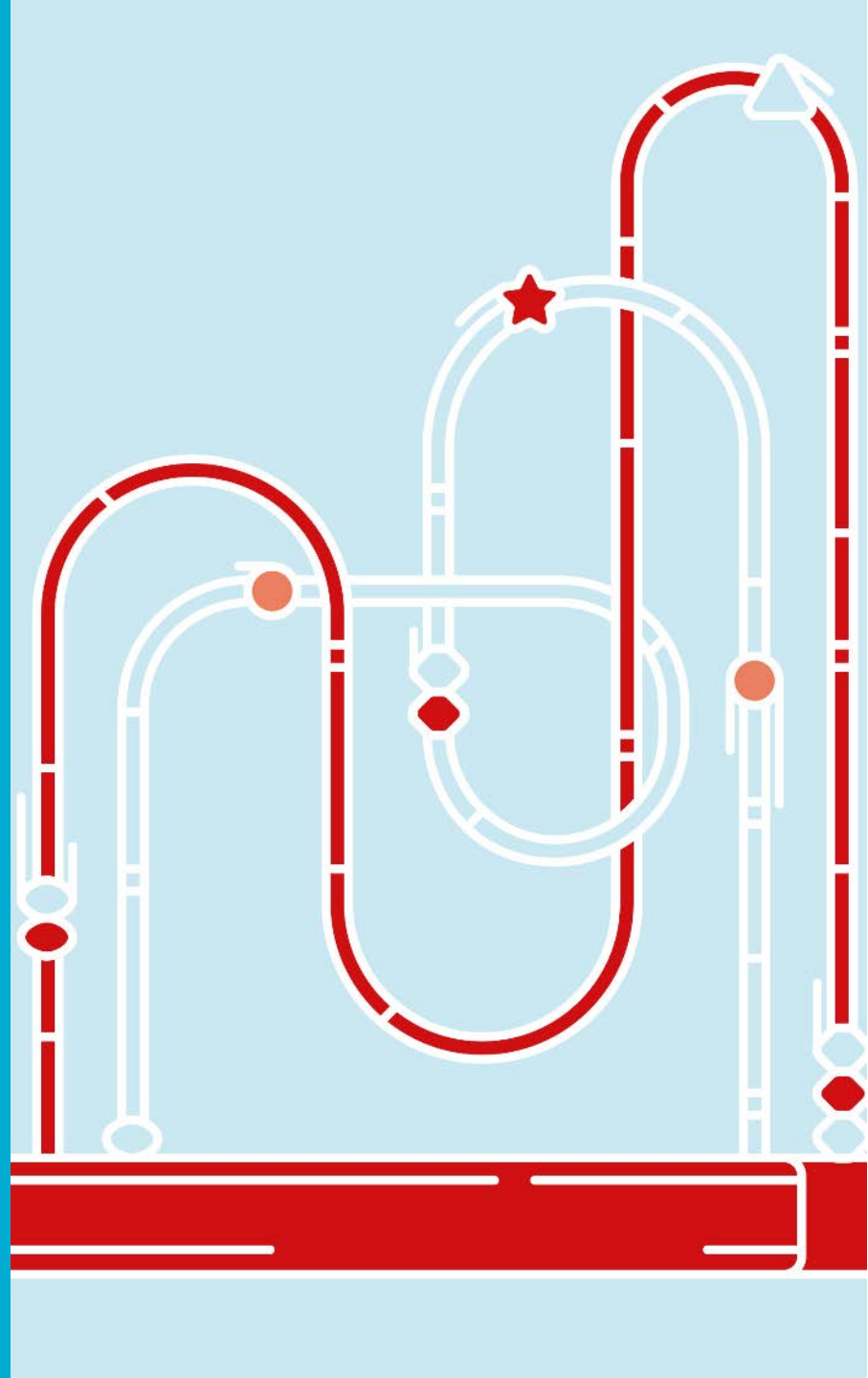
The LEGO Foundation

# LEARNING THROUGH PLAY



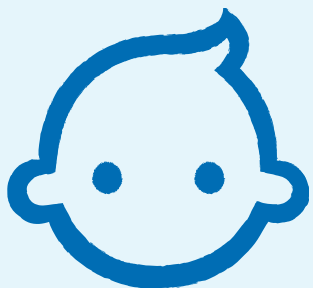
## Overview:

- Importance of learning through play (LtP)
- Relationship between LtP and children's development
- Play, coping, and stress



## Play in early development

Playful experiences offer a unique context for supportive and rich learning in early childhood.



## Connecting play & education

Children achieve richer understanding by connecting the concepts and skills they're learning at school with relevant examples in the real world.



## Play & lifelong learning

Today's world is constantly changing. Play helps children learn how to collaborate, innovate and problem-solve.





As the children pay the 'ice cream seller' with their 'money' (sticks) their maths and language knowledge is being strengthened via practice in a real-life context.

As children venture outside of their comfort zones, they are building confidence in themselves and their ability to face new challenges.



As children look for ways to build up their pretend reality, they are exercising creativity.



# Children are born to learn through play

Play harnesses children's potential and has a central role in preparing children for challenges in childhood and through adulthood.



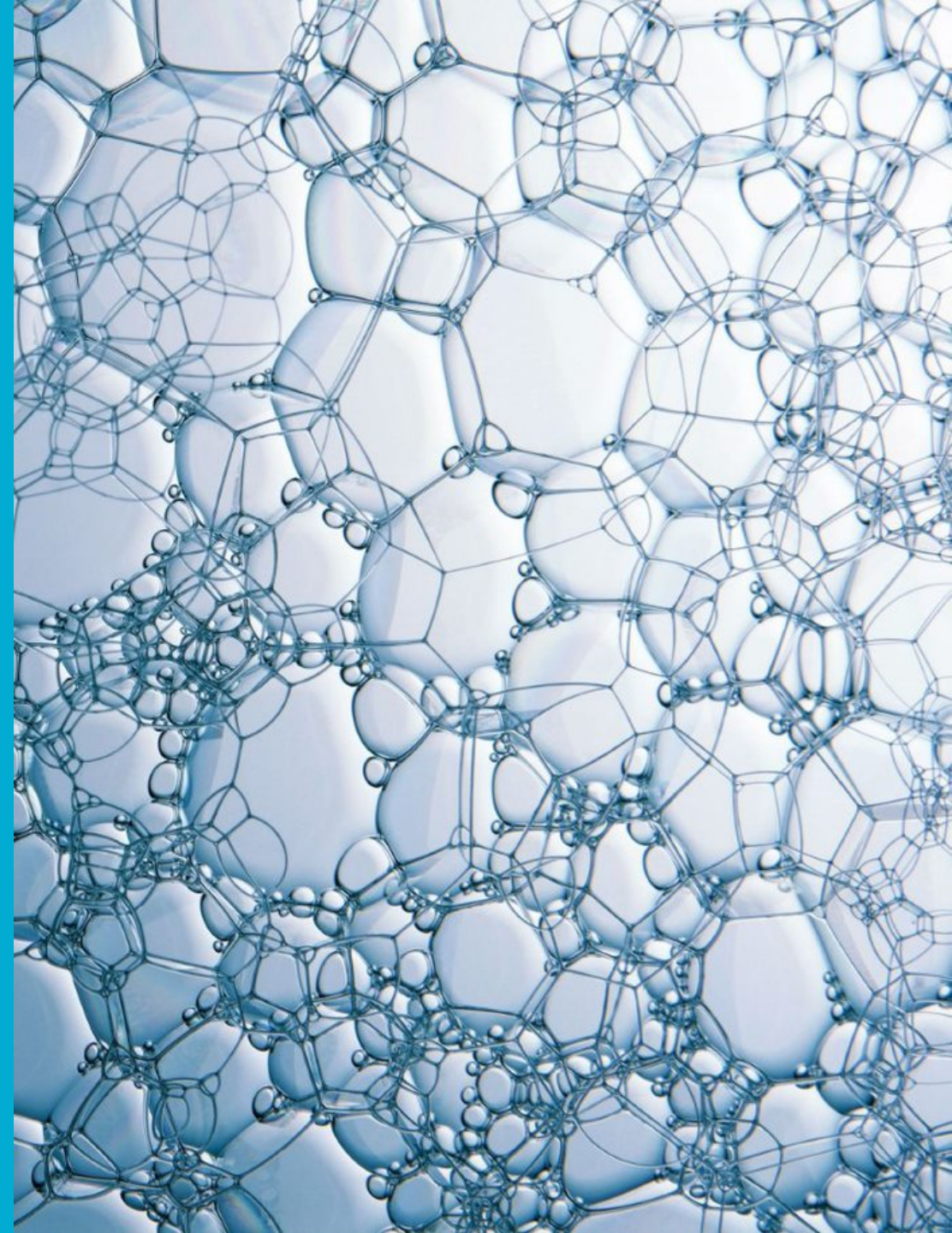
# The importance of child agency

A critical requirement for learning through play is that children must experience agency and be supported rather than directed.



“Play likely serves multiple interrelating adaptive functions for children, not only in building social and cognitive skills but also in helping them regulate emotions and behavior as well as fostering flexibility in problem solving.”

(Capurso & Pazzagli, 2016, p. 41)



# Physical play

- This includes activity play (e.g. climbing, dancing, bike riding and ball play), fine-motor practice (e.g. colouring, cutting, and manipulating construction toys) and 'rough-and-tumble' play.
- Physically active play provides children with exercise and its associated health benefits and is also linked with academic progress, self-regulation and social competence.





# Play with objects

- This begins early, with behaviours such as mouthing/biting, rotating while looking, hitting and dropping. Children progress from arranging, sorting and classifying objects as toddlers, until around the age of 4 years old children are building, making and constructing larger objects.
- Certain studies link play with objects with the development of representational abilities (e.g. a banana becoming a telephone), reasoning and problem-solving strategies.



# Pretend play

- Pretend play, such as the classic games of make-believe, is the most researched type of play.
- Recent studies on pretend play indicate that pretend play could be crucial to the development of language, narrative skills and emotion regulation. More research is needed to strengthen these findings.



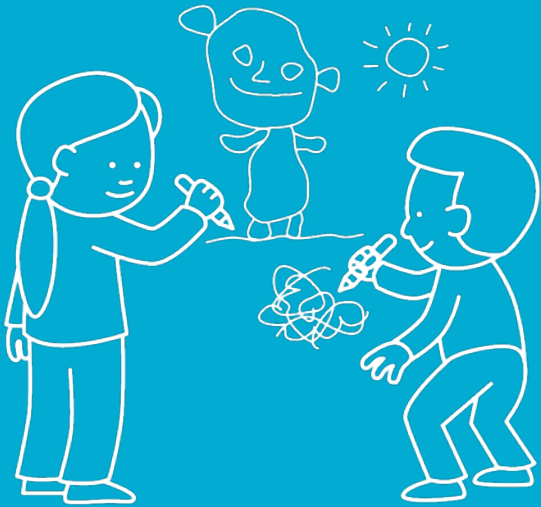
# LEARNING THROUGH PLAY: KEY POINTS

- **Learning through play supports overall healthy development**, acquisition of both content (e.g. math) and learning to learn skills (e.g. holistic skills). The benefits and role of learning through play differs across contexts and cultures.
- Caregiver-child **play doesn't require lots of time and toys**. High quality play moments between a caregiver and child can happen during everyday routines, such as cooking, feeding, bath time and bedtime.
- Play provides opportunities for caregivers to form a **sensitive and positive relationship** with their child. And many caregivers say that **play is fundamental to their own happiness, and makes them feel relaxed, energised and more creative**.
- Adults can set the stage, but **children are the real play experts**- let them lead.

Whitebread et al., (2017); Zosh et al., (2017);  
<https://www.legofoundation.com/media/1695/what-we-mean-by-playful-parenting-in-the-early-years.pdf>



# Play and coping in young children



- Play allows children to create controllable events in an imaginary frame where negative emotions can be freely expressed. This leads to increased positive affect while simultaneously reducing anxiety.
- Such practice may also help children create patterns of coping with difficult situations that can be later applied in everyday life.
- Play themes may be different during or after stressful events.

# PLAY AND COPING WITH STRESSFUL EXPERIENCES: KEY POINTS

- Play provides a supportive context to help children cope with everyday stress and severe or prolonged adversity.
- Play is a powerful experience for developing self-regulation, a central ability in children's coping with stress.
- When combined with adult guidance, the benefits of play are particularly effective in supporting children experiencing adversity.
- Professionals in a variety of settings can employ play to support families experiencing stress.



# PLAY MATTERS

the key role of  
**Developmental Play**  
in ECD for social, emotional  
and physiological wellbeing

**Caroline Essame**

Arts and Play Therapist,  
Occupational Therapist and Educator



# The Story of Lin Lin's Lockdown



A close-up photograph of a child's hands playing with colorful modeling clay (red, yellow, green, blue, purple) on a dark wooden table. The child is wearing a red shirt. The image is partially obscured by a white and green geometric overlay on the right side of the slide.

# Child's Play

## Why does it matter?

- ▶ Play is children's main medium for learning and understanding.
- ▶ Much of how ECD children learn is preverbal and embodied.
- ▶ Post COVID we need to harness the power of play to help children process their experience, as well as a medium for learning in classroom settings and supporting transitions back to school



# Pandemic changes to play

Loss of playmates

Less movement and time outdoors

Less diversity of sensory input

Less inner locus of control

Loss or change of routine

Less access to quality education

More time with family

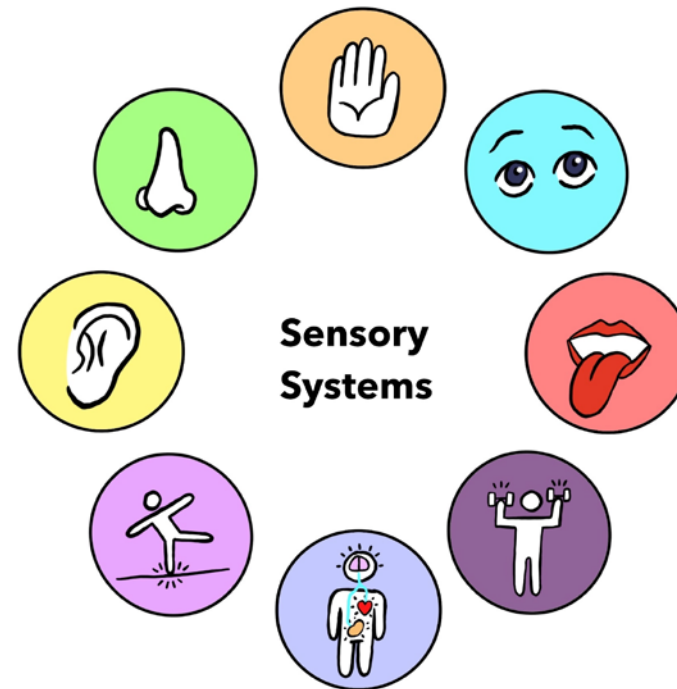
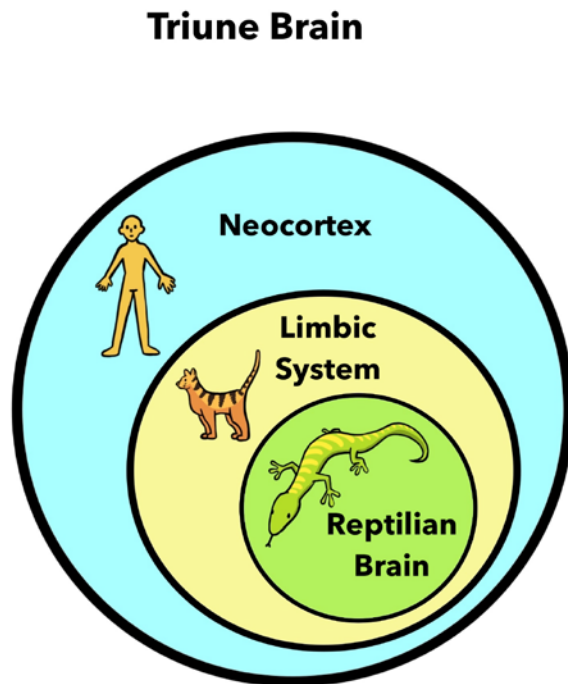
More screen time – ZOOM fatigue

More anxiety and uncertainty – mental health premorbidity

In some cases increased exposure to violence and abuse.



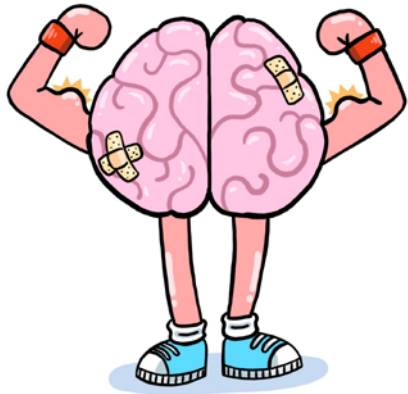
These changes have neurological and physiological impact on the developing child



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Children are natural meaning makers if we give them the chance.



Brain Plasticity

© CreateCATT



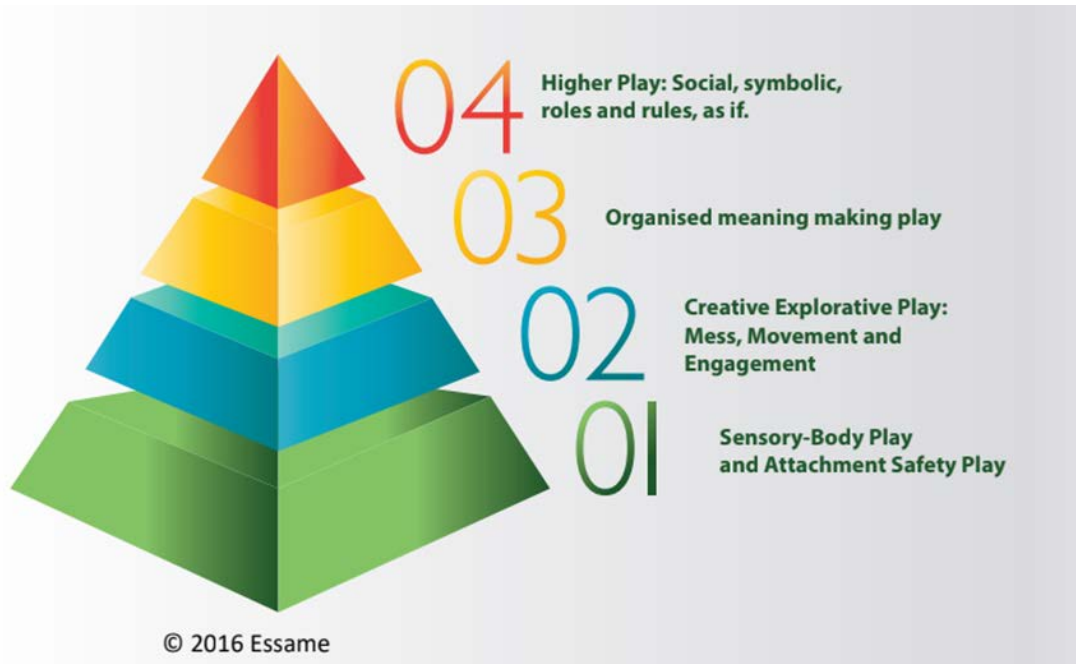
# Essame - Developmental Play Pyramid 2016



This developmental pyramid shows how the foundation skills for play are through attachment and sensory understanding of the body. A child needs to feel these first and from this foundation they reach out to explore and expand their play. If a child struggles with play and associated life skills it is often helpful to revisit the earlier foundation levels to support their learning and social and emotional wellbeing.

## Stay at home Play at home

30 days of fun activity ideas, to engage, create, play, move and learn at home  
Based on the Developmental Play Pyramid and colour coded in play stages



Each activity is headed

**Tell** me all about it

What will we **need**?

What will my **child** learn?

Any **tips** for maximum benefit?

3

# Create a safe space



## Tell me all about it

In these days of uncertainty all exercises that support the child feel safe and protected are good, and what better way to do it than to build a den. Children love doing it in the woods but you can do it in the house as well using household items. Making dens and spaces is all about practicing skills for building a home and a life in the future. It also helps children feel safe. Give them a space somewhere in the house where they can build this den, under a table, in their bedroom, under the stairs. They can create a safe world in there and build an imaginary world with their toys or just read a book in safe warm space.

©createcatt 2020

## What will we **need**?

Space  
Blankets, pillows, duvet covers, chairs  
Pegs can help fix flowing items

## What will my **child** learn?

How to keep themselves safe  
Confidence  
Ownership  
Planning, organization and problem solving  
Creativity and imagination

## Any **tips** for maximum benefit?

It may look messy to you but remember that for child these can be places of magic, encourage them to take their special toys into it, they may even enjoy a snack in there. Given the chance children can spend hours happily playing in a safe space they have created, encourage them.

# How to build healthy social, emotional and physiological development through play.

## Online

Use props, strong visuals, puppets

Use seeing language – name them

Mirror children

Give them hands on activities

Involve parents

## Offline

Let the children lead

Create safe but free spaces

Facilitate don't direct

Make it multisensory

Work with developmental needs of the child



NO RIGHTS AND WRONGS IN PLAY

# Resources from



## **STAY AT HOME PLAY AT HOME FACEBOOK PAGE**

All 30 STAY AT HOME activity resources in one group page, multiple languages and tagged by developmental levels.

Play and education ideas for parents, educators, and teletherapy.

<https://www.facebook.com/groups/stayathomeplayathome/>

## **INTRODUCTION TO DEVELOPMENTAL PLAY - SHORT COURSES for Parents, Child Careworkers, Teachers and Clinicians**

[www.createcatt-academy.com](http://www.createcatt-academy.com)

## **SENSORY PLAY YOUTUBE ACTIVITY TO SHARE WITH CLIENTS**

[https://youtu.be/qDLyu\\_ZkAk](https://youtu.be/qDLyu_ZkAk)

## **ARTICLE ON THE DEVELOPMENTAL PLAY APPROACH**

Caroline Essame (2020) Developmental Play: A new approach to understanding how all children learn through play, *Childhood Education*, 96:1, 14-23, DOI:

10.1080/00094056.2020.1707531

To link to this article: <https://doi.org/10.1080/00094056.2020.1707531>



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[www.facebook.com/createplaymoveandlearn](http://www.facebook.com/createplaymoveandlearn)

[www.createcatt-academy.com](http://www.createcatt-academy.com)





# ENGAGING WITH YOUNG CHILDREN AND THEIR FAMILIES DURING COVID-19

THE ROLE OF PLAY



# EARLY CHILDHOOD EDUCATION AT PRATHAM

Pratham has early childhood interventions in **15+ states and union territories** across India, with interventions spread across **urban and rural** communities



## DELIVERY MODELS

### Balwadis

12,000  
children

*Direct instruction –  
demonstration and  
experimentation  
hubs*

Multiple states –  
pockets in urban  
and rural areas

### Anganwadis

70,000  
children

*Active community  
participation and  
mother engagement*

Bihar, Uttar  
Pradesh, Gujarat,  
Odisha, Rajasthan

### Government Partnership

390,000  
children

*Formal agreements  
with governments  
for system led  
implementation*

Punjab, Himachal  
Pradesh, Delhi,  
Telangana,  
Karnataka

# WHAT WERE WE DOING THEN?

Activities in government preschool centres



Volunteer mobilization (adolescent girls, young women)

Mothers' groups in the community



# WHAT ARE WE DOING NOW?

Awareness about public health and safety



Mothers and children playing together



Lots of phone calls – back and forth!



# STAYING IN TOUCH DURING COVID-19

To navigate the pandemic and continue to fulfill our mission. Pratham is implementing the campaign **"Karna: Thoda Masti, Thodi Padaai"** to keep in touch with communities and encourage learning.

## COMMUNITIES

Equipping **parents, volunteers and children** to facilitate learning in their homes through play



## COMMUNICATION

Supporting communication with the help of all available media, **audio calls, IVR, SMS and WhatsApp**



## CONTENT

Pratham has curated content for learners across age groups in different Indian languages. Currently, we have **4,000+ videos, 1,000+ games and 3 learning applications.**



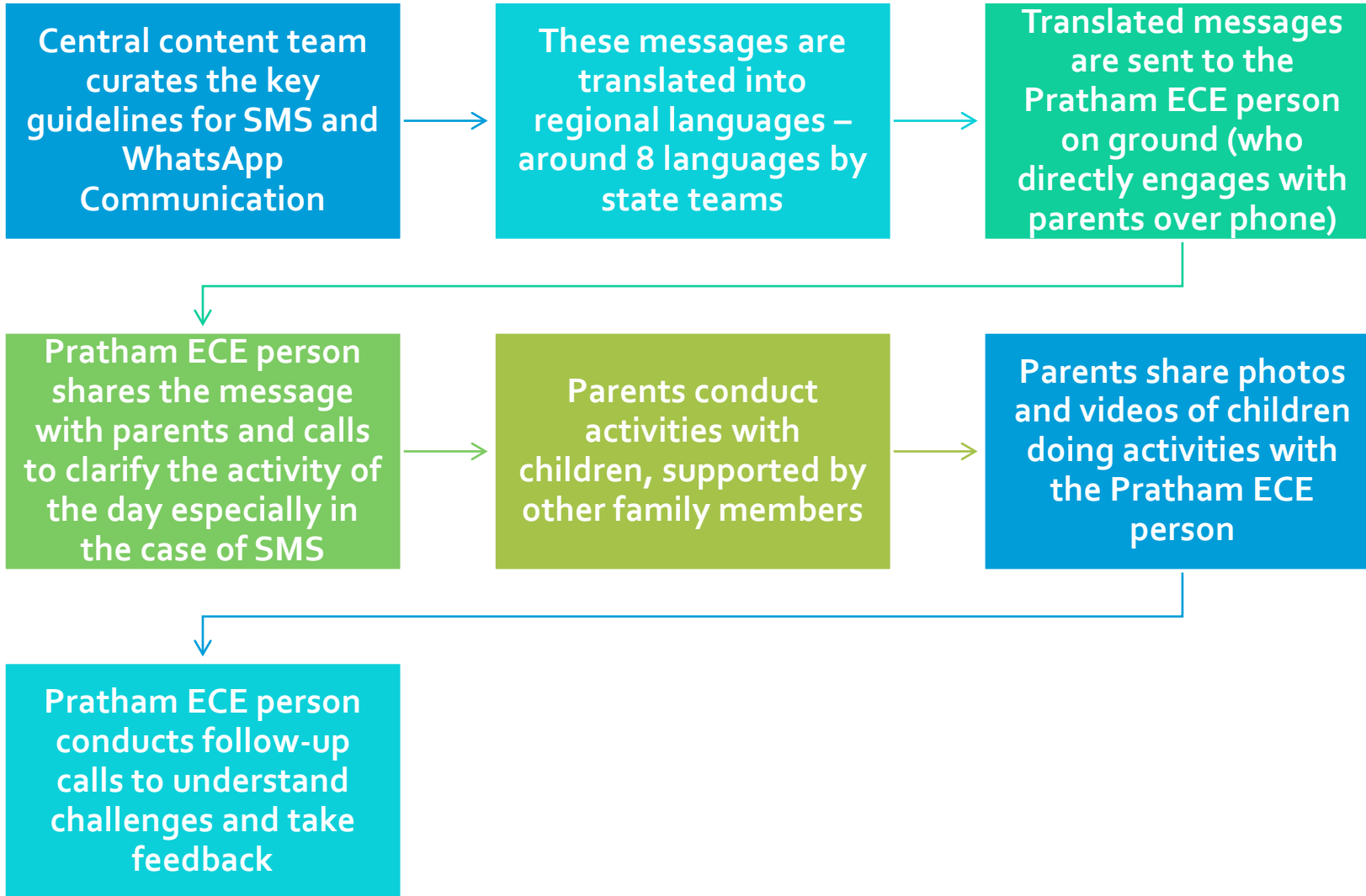
## COLLABORATIONS

Working with **governments and other not-for-profits** to adapt to the changing times and reach the last mile learner



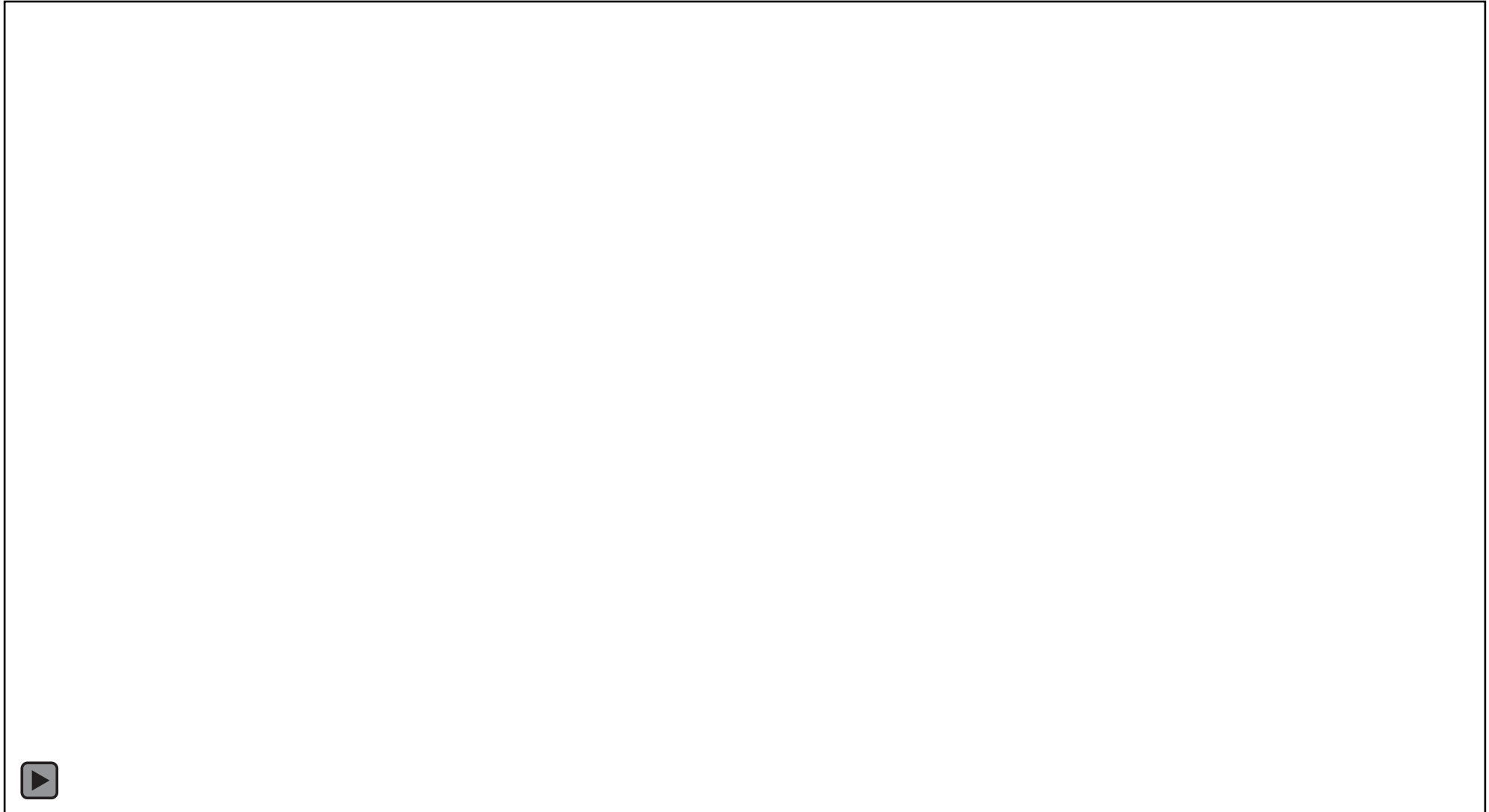
Pratham'  
Approach

# CONTINUOUS COMMUNICATION



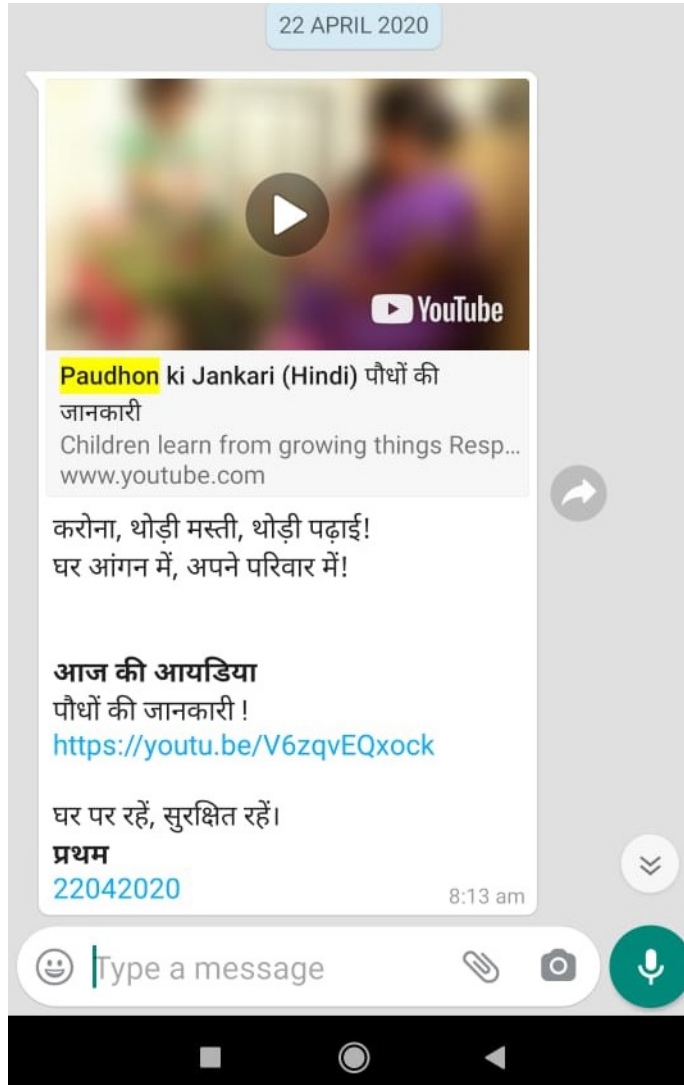
# ENGAGING YOUNG CHILDREN AND ADULTS THROUGH PLAY

An example – we sent out a video of a pattern game and received multiple responses!



# WHATSAPP - WHAT WE SEND OUT AND WHAT WE GET BACK

Through WhatsApp – we sent out a video of a mother explaining how plants grow.



In return – we received the following responses!





# SMS - WHAT WE SEND OUT AND WHAT WE GET BACK

Take a bag and put different things in it—spoon, bangle, pencil or cap. Close your eyes. Put your hand in the bag. Touch any object and identify and talk about what you find.

एक थैली लें।  
उसमें अलग-अलग चीज़ें डालें जैसे चम्मच,  
चूड़ी, पेंसिल या ढक्कन। बच्चा आँख बंद  
कर ले।  
थैली में हाथ डाले।  
कोई भी चीज़ छूकर उसका नाम बताए। उस  
पर कुछ बोले।



In a basket, take some peas or garlic.  
Show your child how to peel these.  
Now sit together and peel the peas or  
garlic with each other!

एक टोकरी में कुछ मटर या लहसुन लें।  
अपने बच्चे को दिखाएँ कि कैसे छीलते हैं।  
अब आप और आपका बच्चा साथ बैठकर  
कुछ मटर या लहसुन छीलें।



# PARTNERSHIPS - SUPPORTING GOVERNMENTS

Pratham's digital content outreach across age groups through government systems has taken different forms



IVR

In partnership with Delhi government



TV

Haryana Government



Content Portals

Uttar Pradesh, Maharashtra, Rajasthan, Madhya Pradesh, Jharkhand, Bihar



WhatsApp /SMS

In partnership with Himachal Pradesh and Punjab governments



Radio

In partnership with Maharashtra Government

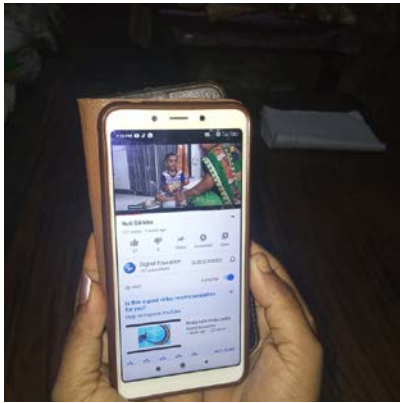
Pratham's total digital library of content across age groups in eleven Indian languages, is being utilized by **14 state governments** for their teachers and students.

# IMPACT

**11,500**  
**communities**  
across age-groups

**3,000**  
**communities**  
in the early childhood years

## KEY LEARNINGS



### Content

Activities that were most popular were those which were easy to understand, fun and utilised materials that were easily accessible.



### Communities

Social structures within the villages (Anganwadi workers, volunteers, mothers' groups) are important to initiate and sustain momentum over time



### Communication

The “human connect” is most important – two-way communication through follow up calls help translate the messages into action

# MOVING FORWARD



Internal preparation - training our own teams to deal with the different situations (safety precautions). Learning online and training online



When the lockdown opens- a big celebration, hand-washing and safety precaution campaign



Look beyond education



Strengthen mothers' groups and communities to take the agenda of play forward

# THANK YOU



@PrathamEducationFoundation



@prathameducation



@Pratham\_India



[www.pratham.org](http://www.pratham.org)





# Fostering parent-child engagement through play-based family routines during home quarantine

Marlene S. Floresca  
Education Program Specialist

Young children amidst COVID-  
19,  
ARNEC Webinar Series  
28 May 2020

**ChildFund**  
Philippines





# CONTENT

1. About ChildFund Philippines
2. COVID-19 PH Situation
3. ChildFund PH's Home-based Family Activity Kits

## About ChildFund Philippines

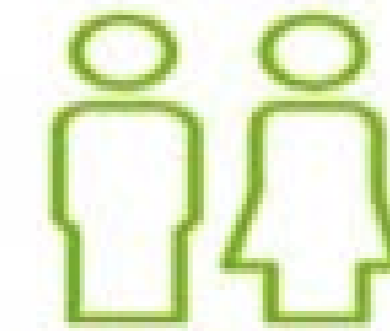
- ChildFund Philippines is a country program of **ChildFund International**, a member of the **ChildFund Alliance**
- 48 years in the Philippines working with civil society organizations, currently 12 operating in 20 of the 81 provinces of the country
- Supports the development and protection of every child especially those in situations of:

Deprivation

Exclusion

Vulnerability

### Impact Groups



Culturally Marginalized



In Natural Hazards



In Hazardous Labor



With Disabilities



In Armed Conflict



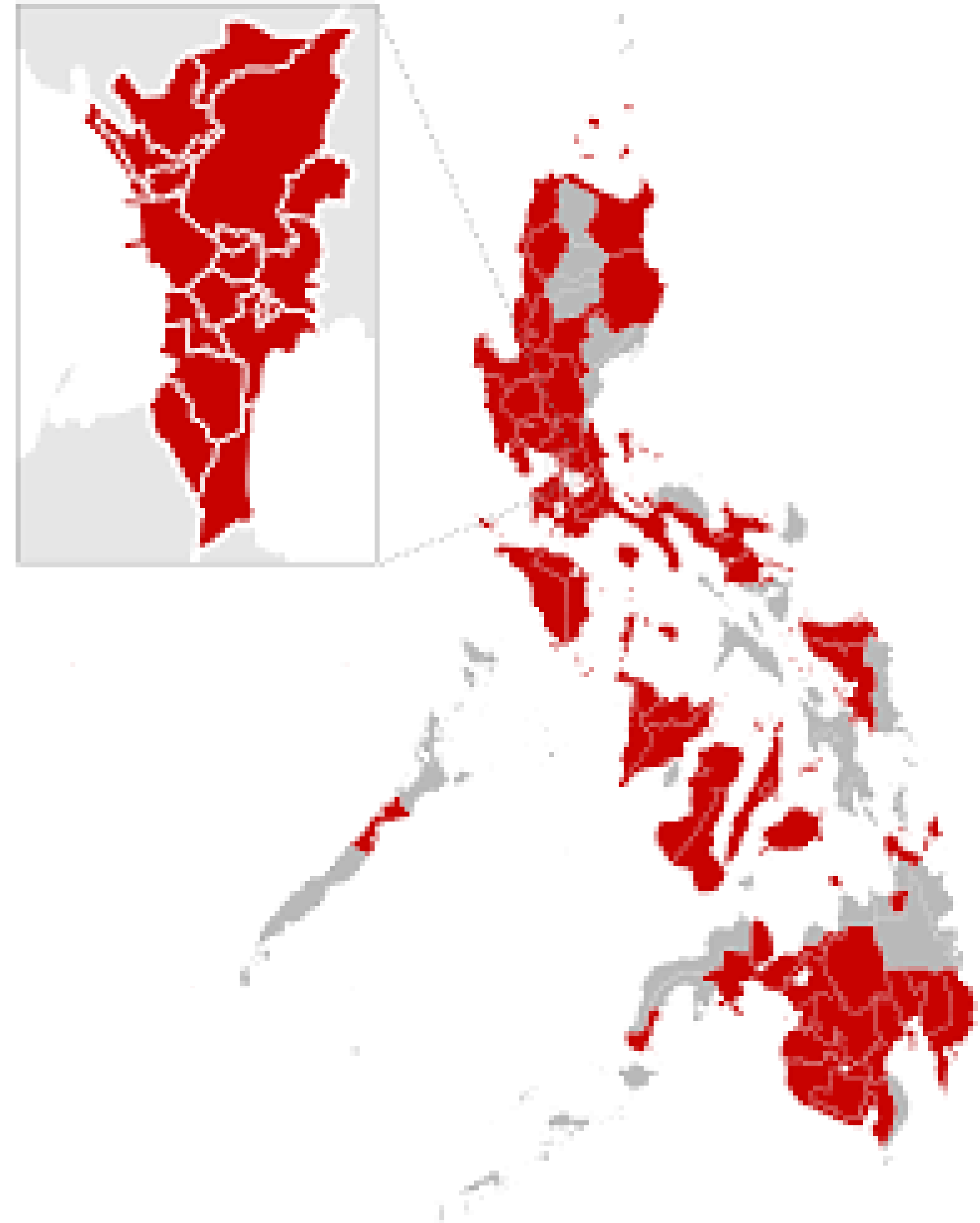
# COVID-19 PH Situation

## Overview

- March 8: COVID-19 was declared as a public health emergency throughout the Philippines
- March 16: Enhanced Community Quarantine was enforced in entire Luzon
- Sessions in Child Development Centers have been suspended since then.

## Cases as of May 25

- Total Confirmed Cases: 14, 319
- Active Cases: 10, 123
- Deaths: 873 (6.09% fatality rate)
- Recoveries: 3, 323 (23.20% recovery rate)
- Daily average of 200 new confirmed cases



## Key Issues

COVID-19 has exacerbated the conditions of majority of Filipinos who are already experiencing struggles for survival prior this pandemic.

- Poverty
- Food Security
- Health *-including mental health and wellbeing*
- Violence Against Women and Children
- Human Rights issues
- **Education : about 22 million children and youth have been affected by sudden closure of schools and ECD centers.**



# Home-Based Family Activity Kits

## Rationale

Disruptions to learning; negative effects of prolonged home confinement on physical and mental development of children, psychosocial well-being because of extended community quarantine

## Objective

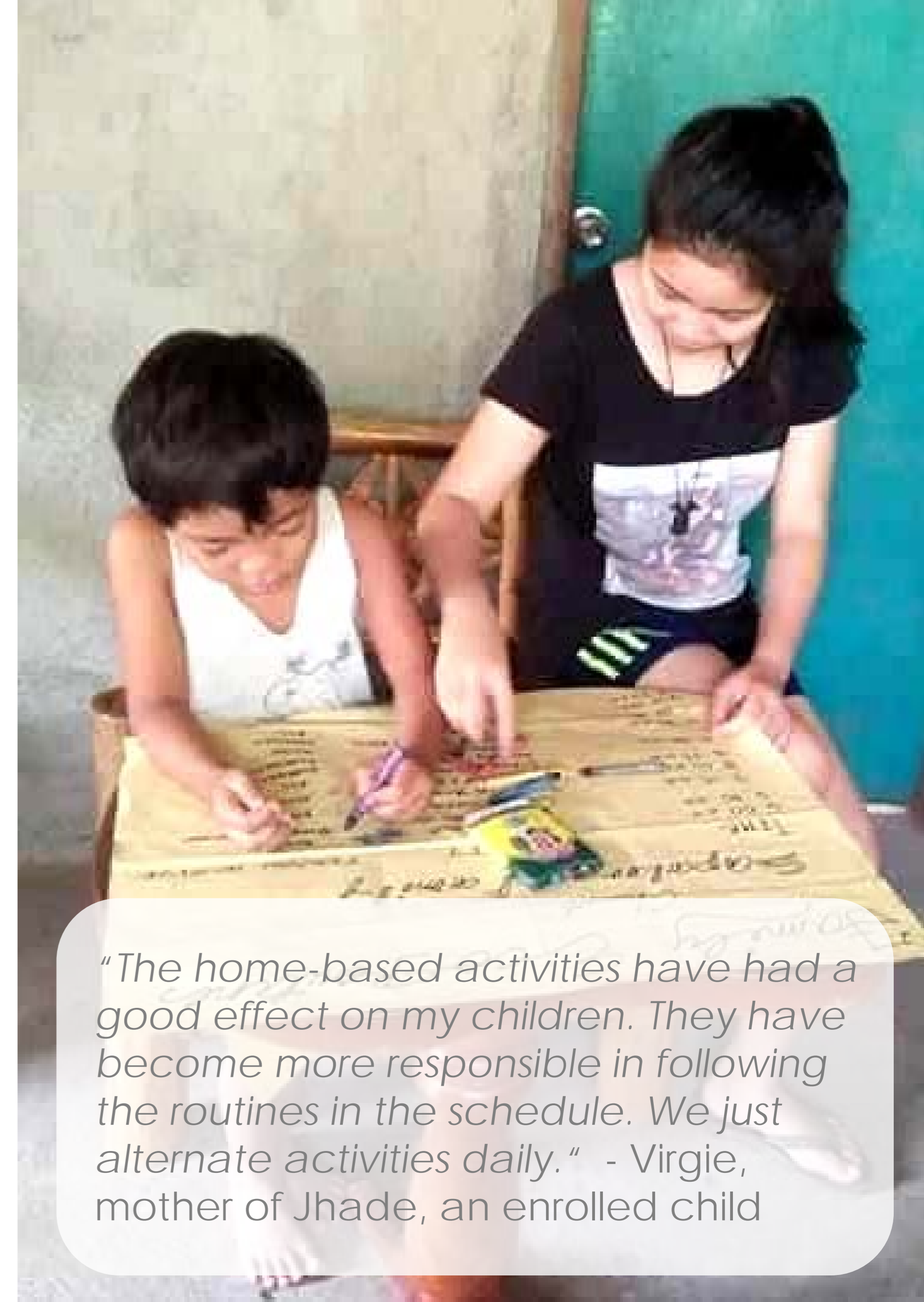
The Home-based Family Kits support each family in establishing their own daily routines to mitigate stress and conflicts that may possibly arise due to the prolonged home confinement. The play-based activity guides aim to strengthen parent-child engagement and support continued learning process of young children even at home.

## Delivery Modes

SMS-blasts (57% of enrolled families have a mobile phone); exploring online messaging and social media platforms (i.e., Facebook) and radio to expand reach

## Status

Ongoing; our reach so far is 8,729 (61% of targeted 14,321 for SMS).



*"The home-based activities have had a good effect on my children. They have become more responsible in following the routines in the schedule. We just alternate activities daily." - Virgie, mother of Jhade, an enrolled child*

# Home-based Family Activity Kits

## Content

Simple, easy to follow instructions for play that parents/caregivers and children can do together at home to help establish a healthy daily routine during the quarantine period. The play activities also serve as jumpstarter for the daily/weekly themes inculcated in every session.

### Guiding Principles:

- ✓ Adherence to latest facts and verified information and familiarity with COVID-19 dedicated facilities and hotlines
- ✓ Ensuring safety, security, and belonging
- ✓ Relationship-building
- ✓ Equity, Inclusiveness, and Cultural Sensitivity
  - contents are translated in 5 local languages: Tagalog, Bisaya, Ilocano, Hiligaynon, Tausug

### Weekly Themes

#### Week 1 (May 4-8)

What is COVID19 and what can I do to protect myself and my family?

(references: WHO, UNICEF, UP, DepEd Commons)

#### Week 2 (May 11-16)

Keeping myself, and my family healthy  
(reference: Right to Play)

#### Week 3 (May 18-22)

My feelings and My Family's well-being  
(Right to Play; ChildFund's Socio-emotional Learning modules)

#### Week 4 (May 25-29)

Online Safety

(Facebook's Digital Literacy Module for Parents)

YOUNG CHILDREN  
AMIDST COVID-19

# Home-Based Family Activity Kits



**FAMILY EQ ROUTINE CHART**  
**SEVILLO Family**

Time	Activity	Person Involve
6:00am	Cook breakfast	Alerna
7:30	Fixed the bed	All
8:00	breakfast time Clean the table washing dishes	All Alerna Faith
9:00	Sweep/mop the floor watering the plants washing clothes	Faith Alerna Mina
10:30	Take a bath	All
11:30	Prepare for lunch	Faith
12:30	Lunch time washing dishes	All Alerna
1:30	rest/sleep time reading books/play	All
4:00	gathered water	Alerna



# Home-Based Family Activity Kits

Magtipon-tipon, umupo sa isang bilog at laruin ang Compliment Relay. Bawat myembro ng pamilya ay magpapasa ng compliment o papuri. Magsimula sa isang direksyon paikot at ulitin pabalik. Alalahanin na dapat bukal sa kalooban ang babanggitin na papuri. Basahan ng kwentong-pambata ang mga anak, o kung wala nito magbahagi si Nanay o Tatay ng isang kwento na kanyang narinig o natutunan noong sya ay bata. Ibahagi sa text kung ano ang iyong kwento at ano ang naramdaman ng buong pamilya habang ginagawa ang aktibidad na ito. Reply to [21587890](tel:21587890) for Globe/TM or to [225657890](tel:225657890) for Smart/TNT/Sun Text STOP to [21587890](tel:21587890) for Globe/TM or STOPSVC to [225657890](tel:225657890) for Smart/TNT/Sun

The screenshot displays the AMBER mobile application interface for ChildFund Philippines. The left sidebar contains navigation options: Dashboard, Inbox (132), Phone Book, Reports, Users, Access Codes, Audit Trail, Settings, and Message Template. The main content area shows a list of received SMS messages with columns for From, Mobile Number, Message, Date, and Action.

From	Mobile Number	Message	Date	Action
HAUMAN Charm XXXXXXXXXXXXXXXXXXXX XXXXX XXXX XXXXX	639105811514	Ang naibahage ko pong kwento sa aking mga anak ay ang kwento ni langam at tipaklong.si langgam ay masipag.c tipakolong naman ay tamad.dumating ang panahon ng tag tuyot at tag gutom.abala c langgam sa pag ipon ng pagkain samantalang si tipaklong ay abala rin sa paglalaro palukso lukso lang ang ginagawa.ng dumating ang panahon ng tag gurom,ulan at initc langgam ay walang kaprobleproblema sa kanyang bahay madami siyang naimpok na pagkain.c tipaklong naman ay ginaw na ginaw sa labas gurom at walang pagkain ngpunta siya sa bahay ni langgam at humingi ng tulong at laking pagsisi niya sa nagawang mali.si langam naman ay pinatuloy niya si tipaklong sa kanyang bahay at binigyan ng pagkain at tubig si tipaklong.ang nakuhang aral ng aking mga anak sa kwentong ito ay mg imbak ng pagkain at huwag mg aksaya ng panahon lalo na ngayon my krisis tayong hinaharap.	May 7, 2020 8:21:21 AM	✓
HAUMAN Xydiel XXXXXXXXXXXXXXXXXXXX XXXXX XXX Padon XXXXXX	639071301156	Yes po., Ginagawa nang mga bata sa amin routin nila ang mag dilig nang mga gulay sa bakuran namin..at masaya naman sila sa ganun gawain, at stay at home lang kmi buong family..	May 7, 2020 7:42:29 AM	✓
HAUMAN Andrie XXXXXXXXXXXXXXXXXXXX XXXXX XXXXX Oroc XXXXX	639216191393	Maganda po ang naisip ninyong paraan para po maiwasan namin ang stress ngayong panahon ng quarantine	May 7, 2020 7:38:20 AM	✓
IFI Arsimar Bot XXXXXXXXXXXXXXXXXXXX	639758746876	Salamat Po Sa Pagbibigay Ng Ganitong Paraan Upang Malibang Po Kaming Mag Pamilya Lalo Na Ang Aking Anak Na Miyembro Sa Programang Na Ito Ang Childfund At Mainam Po Ito Dahil Nasa ECQ Din Po Tayo. Ito Nga Gumawa Kami Ng Bilog At Doon Nga Binulong Ko Sa Aking Asawa Papunta Sa Aking Anak. AT Ito Yung Binulong g Ko Na Noong Dating Panahon Na Bata Pa Kami Ay Maaga Kaming Naulila Sa Aming Pamilya Dahil Maaga Itong Nawala At Ibinulong Ko Ito Sa Anak Ko,tumayo Ito At Isinalaysay Agad Ang Ibinulong Ko Sa Kanya At Na Realise Niya Na Gaano Ka Importante Ang Isang Buong Pamilyang Sama-sama Sa Loob Ng BAHY AT nag pasa	May 7, 2020 5:57:14 PM	✓
HAUMAN Lucy Bauzon XXXXXXXXXXXXXXXXXXXX XXXXX	639128190272	Magandang hap0n.Matap0s namin gawin ang aktibidad.Naramdaman naming masayang laging kasama ang isat-isa,masaya din na pinupuri ka nang ibang tao dahil mabuti ang kalooban mo,maging totoo sa isa't-isa...Lalo na sa sarili.	May 7, 2020 5:06:43 PM	✓
HAUMAN Lucy Bauzon XXXXXXXXXXXXXXXXXXXX XXXXX	639128190272	Magandang hap0n.Matap0s namin gawin ang aktibidad.Naramdaman naming masayang laging kasama ang isat-isa,masaya din na pinupuri ka nang ibang tao dahil mabuti ang kalooban mo,maging totoo sa isa't-isa...Lalo na sa sarili.	May 7, 2020 5:06:43 PM	✓
HAUMAN Berlyn Jane Caballero XXXXXXXXXXXXXXXXXXXX XXXXX	639389895569	Ang aking kwento n0ong akoy bata pa palaging nagkakasakit at isang malnores na bata ito po ang aking naranasan n0ong akoy bata pa at nagpapasalamat ako ngayon kay GOD na hindi na ako nagkasakit sa ngayon yon po ang aking kwento at habang nilalaro namin ang compliment relay ay isang masayang aktibidad at masaya kaming naglalaro kasama ang buong pamilya	May 7, 2020 3:08:34 PM	✓
IFI Deanna Joyce Balais XXXXXXXXXXXXXXXXXXXX XXXXX	639263476530	Habang binabasa ng anak ko ang kwento ng alamat ni pagong marami siyang tanong sa akin , bkit binigyan daw c pagong ng pagkakataon na mamuno yun pala h indi naman raw nya kaya ,ang sagot ko kung binigyan k ng responsibilidad ibig sabihin kaya mo ,huwag mong sayangin ang pagkkataon. ganun pala ma kung ut usan tayo dapat gampanin natin.	May 7, 2020 2:39:02 PM	✓
XXXXXXXXXXXXXXXXXXXX	639550618468	Ito ay ang kwento ni pagong at onggoy,kami ay nakinig sa kuwento at nagtawanan,at nagkaroon din kaming pamilya ng banding	May 7, 2020 2:20:46 PM	✓

## Home-based Family Activity Kits



### Way forward ...

- Participant Feedbacking
- Integration to regular programming for responsive and protective parenting
- Exploration and application of other platforms



THANK YOU!





**Save the Children**

# Increasing bonds between children and caregivers through play-based activities





## Overall picture

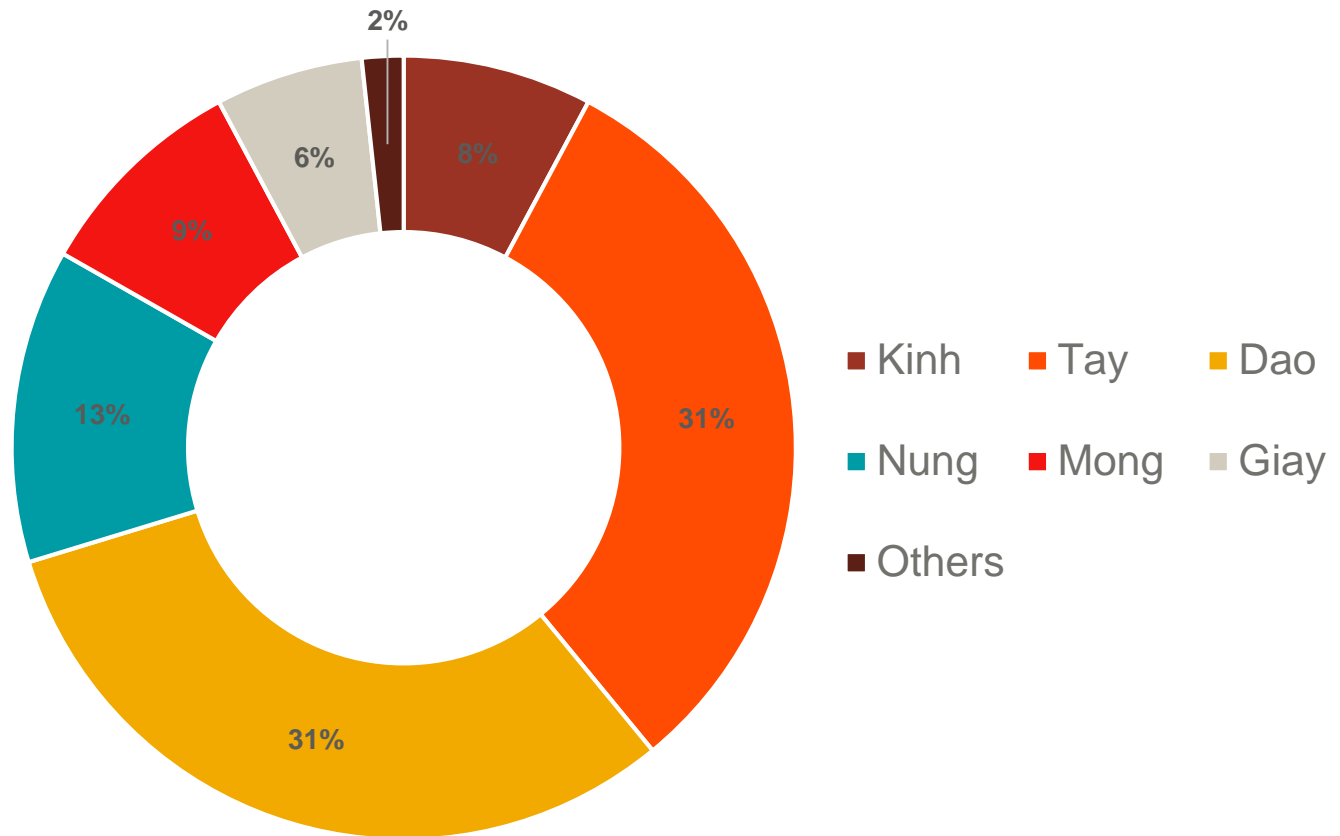
All schools were closed from end of January through April;

About 24 million students were out of school, of which approximately 15 million are ECD and primary school students, who are our key target groups

# Sending message to parents in Lao Cai

## 500 parents have received the messages

Distribution of club members by ethnicity





# Message 1

## Themes:

- Keep calm and manage stress
- Help children manage stress
- Apply positive parenting/disciplining
- Reflection, relaxation, and gratitude



# Message 2

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## First part:

- Motor/Executive Function
- Language and literacy
- Cognitive and math
- Social-emotional
- Positive parenting

## Second part:

- Health care

Tin nhắn trong hội thoại sẽ KHÔNG được thông báo cho đến khi được mở lại

Mở lại



Cô Duyên Bản Xèo

[Link] Các anh/ chị ơi!...



- Vỗ tay 1 lần.
- Vỗ tay 2 lần.
- Nhảy lên 1 lần.
- Nhảy lên 2 lần.
- Nhảy lò cò 1 lần.
- Nhảy lò cò 3 lần.
- Con có thể nhảy lò cò, sau đó nhảy lên, rồi vỗ tay không?
- Con có thể vỗ tay hai lần, nhảy lên một lần và nhảy lò cò ba lần không?

=> Anh/chị nhớ nhắc con rửa tay với xà phòng trong ít nhất 30 giây mỗi lần trước và sau khi ăn, sau khi đi vệ sinh, sau khi ho, hắt hơi, quệt nước mũi, sau khi tháo khẩu trang, sau khi chơi với vật nuôi, sau khi dọn vệ sinh hay bất cứ lúc... [Xem thêm](#)



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tuần 2 thứ 2

MP3 - 1 MB



FILE\_20200525\_201625\_Rửa  
tay

MP3 - 696 KB



Tin nhắn, @

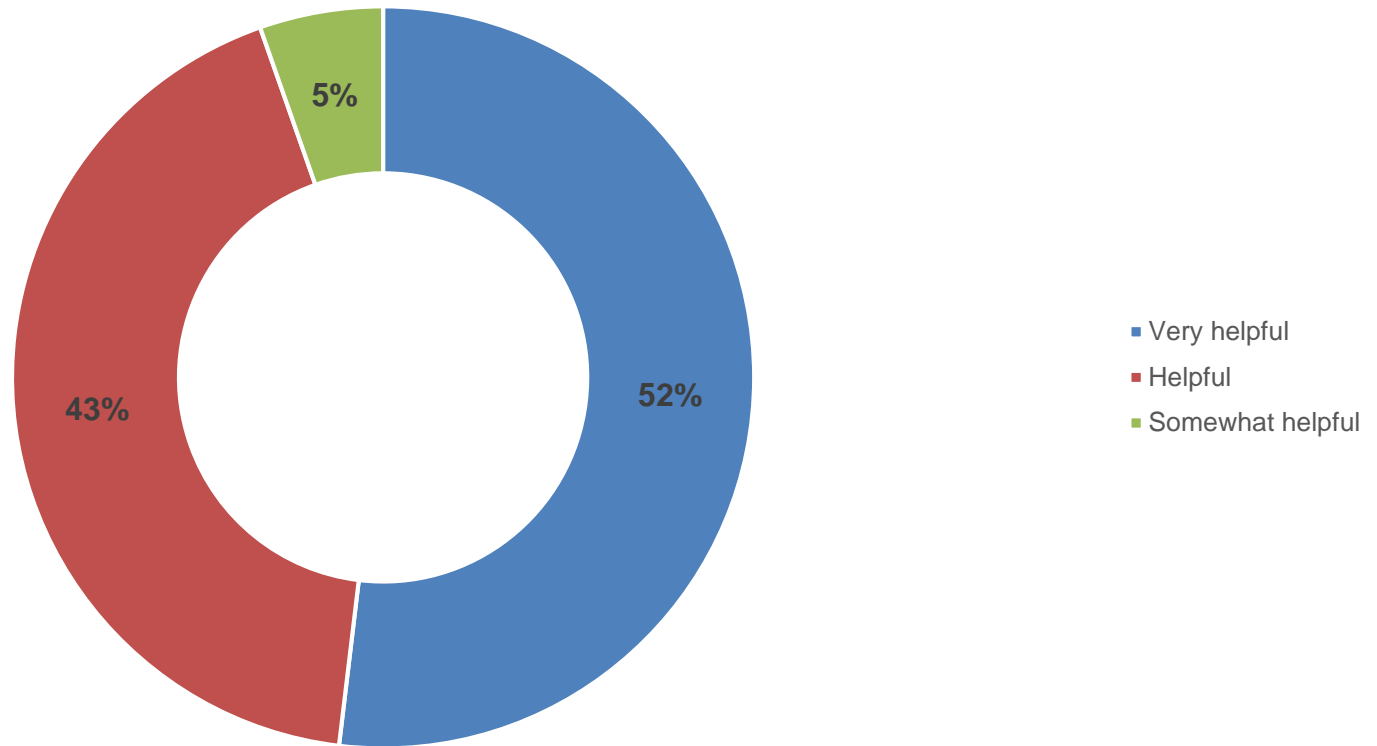






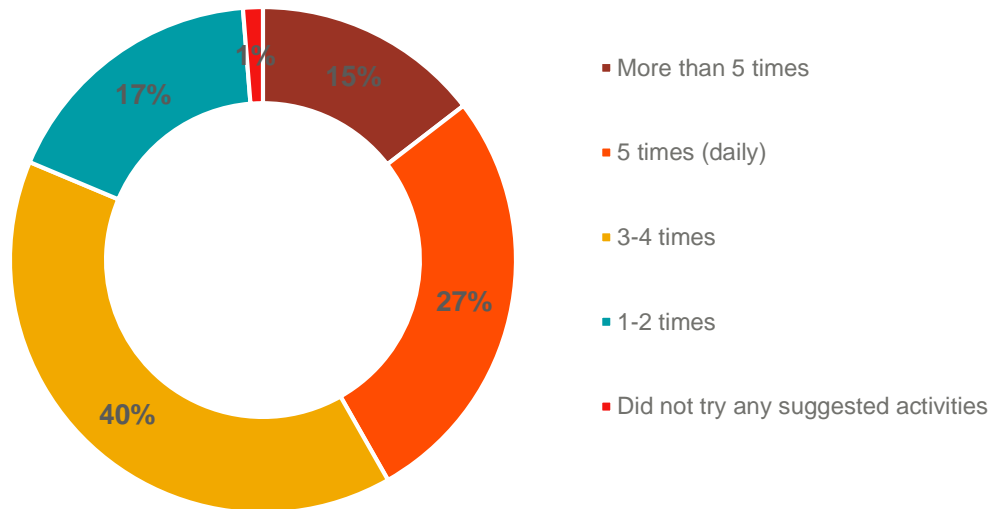
# Findings

How helpful were the activities suggested to you this week?



# Findings

How often did you use suggested activities this week?





Schools may be closed, but many learning opportunities are still open.

**THANK YOU**



**Save the Children**