



Activity Cards



Activity Cards to be used in the TOY for Inclusion Play Hubs and other non-formal ECD services supporting refugee children and families



Acknowledgments

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For more information about the TOY for Inclusion Play Hubs and how they are supporting refugee children and families, please visit: www.toy4inclusion.eu

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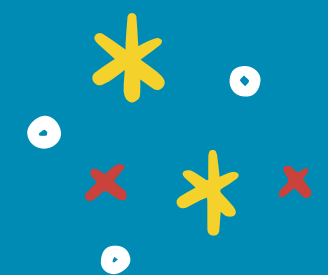


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Activity Cards

Overview

The following Activity Cards are an integral part of the "[Play for Inclusion - A handbook for non-formal services supporting young refugee children and families](#)".

The [Activity Cards](#) were created to be used in the [TOY for Inclusion Play Hubs](#) and other non-formal community-based ECD services, where young refugee children and their families can:

- Socialise and make new friends,
- Learn the local language,
- Express emotions, and process traumatic experiences,
- Get to know their new community,
- Be introduced to education and other services,
- Get specialised support in different areas through direct referral: education, health, housing, employment, etc.

The Activity Cards are organised in three groups (color coded as shown below), per age of the child:

AGE GROUP 1 (0-3 years old)

AGE GROUP 2 (4-5 years old)

AGE GROUP 3 (6-8 years old)

Each card also identifies the developmental domains that benefit from the activity:

- Socio-emotional domain.
- Physical domain.
- Language domain.
- Cognitive domain.

The Tunnel

This activity is aimed at improving the ability of children to balance, sit, kneel, and crawl by using different body parts, as well as coordinate their movements and respond to commands.

Activity Guidelines

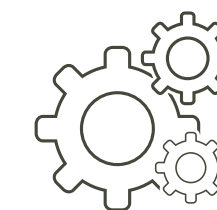
- Have pairs of children holding hands to make a tunnel in different parts of the playing area.
- Encourage children to crawl through the tunnels.
- Sing a catchy song or turn on music while playing.
- You can also adapt this activity for outdoors if there are suitable conditions

DEVELOPMENTAL DOMAIN

Physical and socio-emotional

DURATION

10 - 15 min



Materials:

Open area indoors or outdoors, either sing a song during the activity or turn on happy music.

Move in a Circle

This activity is aimed at improving the ability of children to balance, sit, kneel, and crawl by using different body parts, as well as coordinate their movements and respond to commands.

Activity Guidelines

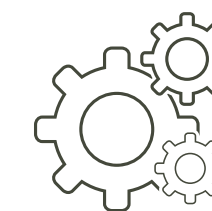
- Ask the children to hold hands with you in a closed circle.
- Sing a song while you and the children walk together in the circle holding hands.
- In the song, use words that tell the children to sit down, stand up, jump forward, jump backward, turn on the spot, etc., according to their abilities.

DEVELOPMENTAL DOMAIN

Physical and socio-emotional

DURATION

10 - 15 min



Materials:

Open area indoors or outdoors, either sing a song during the activity or turn on happy music.

This activity helps children to develop senses like touch, hearing and smell, as well as motor development.

Activity Guidelines

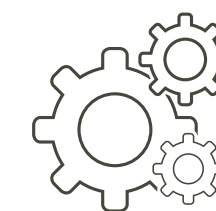
- Hold items with different and pleasant smells gently to a child's nose.
 - "Smell this. We smell with our nose."
- Gather different objects that make distinct noises. Jingle. Tap or shake each for the child. Let him/her explore it with her hands.

DEVELOPMENTAL DOMAIN

Socio-emotional, cognitive and language

DURATION

20 - 30 min



Materials:

Different objects that smell, such as food, flowers, as well as objects that produce distinct sounds (e.g. you can fill up the bottles with beans, sand, water)

This activity is focused on improving children's ability to become emotionally, physically, and mentally relaxed, as well as build trustful and meaningful relationships with each other and adults.

Activity Guidelines

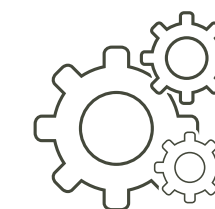
- Encourage children to turn pages while you talk about the pictures in the book.
- Talk to babies as much as you can.
 - From 3 months on, babies develop a better range of vision.
- Repeat slowly the words of the pictures and allow the children to look at the movement of your lips and the words that you use.
- Encourage the children to repeat words and sounds.
- Point to a picture and say the associated word together with the child.
 - Ask simple questions about pictures to support their understanding of words.
- Make up stories using the different pictures of the board book. Talk about the colours, count the objects pictured in the book, and encourage the children to help you.

DEVELOPMENTAL DOMAIN

Socio-emotional, cognitive and language

DURATION

15 - 30 min



Materials:

Book with pictures

This activity helps children develop body awareness and linguistic skills.

Activity Guidelines

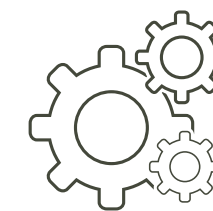
You can do this exercise in different ways, increasing difficulty according to the child's skills. Take the steps described below as a complete activity on itself. You can pick whatever step best fits the child's skills at the moment.

- Simply point to a body part of the child and name it. You can point to a body part of the child, name it, and point to the same body part in yourself.
- You can point to a body part of the child, name it, and point to the same body part in yourself and wait to see if the child can sound the body part's name. If not, repeat it.
- Point to a body part of the child and name it. Point to a different body part and ask the child to name it. Repeat, taking turns.
- Name a body part and ask the child to find it in themselves or on you.

Tip:

You can add an additional layer to this activity by using the opportunity to teach the child the host country's language. Furthermore, you can pair parent and child and let them go into the activity together.

DEVELOPMENTAL DOMAIN	DURATION
Socio-emotional and language	20 min



Materials:

This activity can be done in front of a mirror, but not necessarily.

This music activity helps children to manage their emotions and feelings, improve their language and social skills.

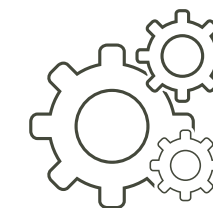
Preparation:

- In each of 2 identical containers, place the same number of same-sized buttons.
- In each of 2 identical containers, place the same number of same-sized paper clips. Put lids on all the containers.

Activity Guidelines

- In a small group of three, have the children experiment with shaking each of the 6 sound cans.
- Ask, "Do all the cans sound alike?" They may find that some do and some don't.
- Then ask them to try to find those that sound alike. When children match a pair, ask them to describe the sounds. Also ask what they think is making the sounds. Sound cans can be used to create rhythmic patterns or shake out a song.

DEVELOPMENTAL DOMAIN	DURATION
Socio-emotional and physical	30 min



Materials:

Buttons, paper clips, seeds, small plastic containers with lids (empty film canisters or vitamin containers)

Clap with Child

This kind of activity helps children develop motor skills, emotional expression, as well as boost their connection with adults/caregivers and their feeling of safety/security.

Activity Guidelines

- **Step 1:** Show your baby how to clap. You can sing a song or laugh to help them relate clapping with positivity.
- **Step 2:** Take their hands in your hand and show them how to clap slowly and quickly.
- **Step 3:** Mix clapping with other activities, while playing, singing. Hold your hands near your face and talk to your baby while clapping – this maintains a single point of focus for them, helping them to see your hands clapping easily.

Activity variation:

You'll need at least two objects, if it's possible use object with different colours.

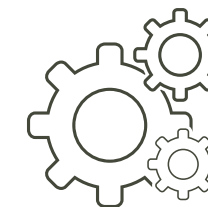
- You can start the activity by singing a song and tell the children the game. Explain: 'when I see a plate, it makes me want to clap' and then clap; 'when I see a spoon, I feel like clapping two times' and then clap two times. And then let the children do it, to see they understood, show them the plate and clap and show them the spoon and clap two times.
- Vary between the spoon and the plate and let the children clap and have fun.

DEVELOPMENTAL DOMAIN

Socio-emotional and language

DURATION

15 - 20 min



Materials:

No materials needed, two objects (with different colours, if possible)

This activity helps with bonding with children, and also with their language development.

Activity Guidelines

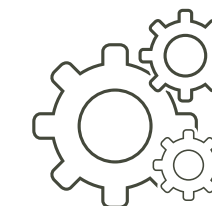
- Sing songs with a child or group of children. You can try singing thematic songs that name body parts or animals.
- When you say an animal you can make the noise the animal would make or if you name a body part, you can point to it. If the song has rhymes, you can use the opportunity to highlight the rhyme and discuss with the child what else rhymes with what you just sounded out.
- Rhymes are easy to memorize and help children to increase their vocabulary.
- You can also listen to songs together while you sing to the child or group of children and invite the child/group of children to sing together.
- Remember to look them in the eyes and smile while singing. Make it fun and interactive.

DEVELOPMENTAL DOMAIN

Socio-emotional and language

DURATION

20 - 30 min



Materials:

No materials needed.

This activity is aimed at stimulation of positive interactions stimulation of language development, creativity, as well as gross motor skills.

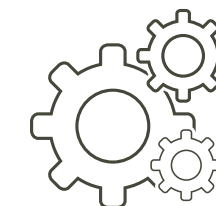
Activity Guidelines

- Have adults and children take turns putting different items in bowl and see what floats or sinks.
- Talk about why the items may sink or float.

Key considerations/facilitation questions:

- What do you think will happen?
- Why do you think that item floated?
- Why do you think that item sunk?

DEVELOPMENTAL DOMAIN	DURATION
Socio-emotional, language and cognitive	30 min



Materials:

Warm water, bog bowl, plastic items and items from outside, such as sticks, rocks, leaves.

This kind of activity helps children develop fine motor skills, as well as cognitive development.

Activity Guidelines

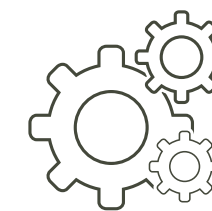
- Find some objects with holes through them (tubular pasta, big wooden beads, empty spools, empty paper rolls etc.) and some shoelaces (or a string).
- This helps the child work on physical and motor skills while doing something fun.

DEVELOPMENTAL DOMAIN

Physical and cognitive development

DURATION

20 - 30 min



Materials:

Objects with holes through them.

This activity is aimed at creating a sense of belonging, team and cooperation, stimulation of positive interactions, as well as boosting creativity of children.

Preparation

- Provide picture pieces (e.g. animals, human body), construction paper, and glue stick for each pair.
- Cut the pictures into three strips, separating head, torso and legs; may want multiple sets of pictures.

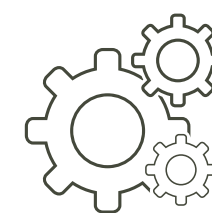
Activity Guidelines

- Have pairs take cut up pictures and arrange a body out of the pieces provided.
- Offer pictures of animals (for example, give the child the legs of a duck).
- Ask the pair, how they like the picture.
- Have the pair glue their picture to the construction paper.
- Have pairs put together both pictures of child and adult separately.

Conversation/facilitation questions:

Who is that picture of? What part of the body is that? Does that body part go with that person? What's that body part for?

DEVELOPMENTAL DOMAIN	DURATION
Socio-emotional, language, and cognitive	30 min



Materials:

picture pieces (e.g. animals, human body), construction paper, and glue stick.

This is a fun activity that helps with visual skills and self-confidence of the child.

Activity Guidelines

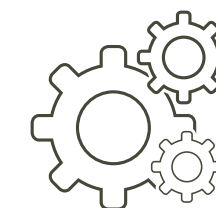
- Provide the child with buttons (or other safe and small objects) with various sizes and colours and ask the child to sort them by color and/or by size. If the child has some numeracy skills, you can also ask the child to pile the buttons in amounts.
- You can have a little box or piece of paper to group things together, to add an extra layer to the activity.

DEVELOPMENTAL DOMAIN

Cognitive and physical

DURATION

20 min



Materials:

Buttons, containers to sort the buttons.

This activity focuses on connecting children, building peer relationships, and promoting a sense of community, belonging, kindness and positive support.

Activity Guidelines

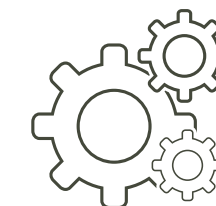
- Invite the children to divide into pairs. Include yourself in a pair.
- Using your partner, demonstrate to the children how they should act out the words as they speak to each other. Begin by saying, “From my heart to your heart, I wish you well”, while pointing to your own heart and then pointing to the heart of your partner. Take turns saying it to each other. Give the children time to begin with their partners.
- Then lead the children through other body part connections. For example, “From my shoulder to your shoulder, I wish you well”, while pointing or connecting your shoulder to your partner’s shoulder. Let the children follow what you do with their own partners. Other connections: “From my toes to your toes, I wish you well”; “From my hand to your hand, I wish you well”; “From my knee to your knee, I wish you well”.
- Once 5 to 15 body connections have been made, ask the children how it feels to have someone wish them well.

DEVELOPMENTAL
DOMAIN

Socio-emotional

DURATION

30 min



Materials:

Space to stand and play

This activity can be used to facilitate and encourage children to feel present in their bodies and learn activities that will help them to feel relaxed, calm and comforted.

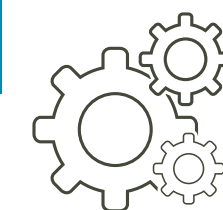
Activity Guidelines

- **Step 1:** Teach children how to become aware of their breath and to breathe deeply while also using their imaginations. Use this quick deep breathing exercise daily with the children.
- **Step 2:** While sitting or standing, ask each child to make a fist with his/ her right hand and imagine it is holding a sweet smelling flower, fruit, or favourite food.
- **Step 3:** Next ask each child to make a fist with his/her left hand and pretend it is holding a candle or fire.
- **Step 4:** Direct the children to inhale deeply the smell of the flower/fruit/ food in their left hands and then blow out the candle and fire in their right hands. Continue deeply breathing in the sweet smell through the nose and breathing out the fire from the mouth. Repeat the cycle of breathing in and out at least 3 times.



Activity also suitable for parents/guardians. Children and adults of any age can benefit from these relaxation activities.

DEVELOPMENTAL DOMAIN	DURATION
Socio-emotional, physical and language	15 - 20 min



Materials:

Open space within which to lie down or stand as a group. It can be done indoors or outdoors.

This activity can be used to facilitate and encourage children to feel present in their bodies and learn activities that will help them to feel relaxed, calm and comforted.

Activity Guidelines

- **Step 1:** Use the puppets or toys as examples when teaching this exercise. Explain to the children that sometimes it feels good to pretend to be a doll or puppet and have loose arms, legs, hands and feet.
- **Step 2:** Start by shaking your legs together, then your arms, your neck, your shoulders, and your torso. Encourage the children to be as silly as needed as they relax their bodies to move like a puppet.
- **Step 3:** Ask the children to notice if any part of their bodies feels more tight or stiff than other parts. Invite them to pay extra attention and care to shaking and releasing that part of their bodies.

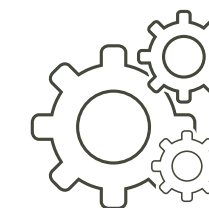
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DEVELOPMENTAL DOMAIN

Socio-emotional, physical and language

DURATION

15 - 20 min



Materials:

Open space within which to lie down or stand as a group. It can be done indoors or outdoors.

Butterfly Hugs

This activity can be used to facilitate and encourage children to feel present in their bodies and learn activities that will help them to feel relaxed, calm and comforted.

Activity Guidelines

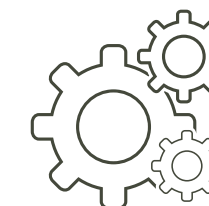
- **Step 1:** Cross your arms across your chest as if you were holding yourself, so your left hand is on your right shoulder and right hand on your left shoulder. Ask the children to imitate you.
- **Step 2:** Keep your arms crossed and alternately tap each of your hands on the shoulder it is touching: tap the left hand on the right shoulder; then tap the right hand on the left shoulder; then continue to repeat this pattern. Tapping 1 side at a time is the most important part of this exercise.
- **Step 3:** You can tell the children that the tapping of their hands is like the wings of a butterfly or bird moving up and down. One wing moves up and comes down, and then the other wing moves up and comes down. Ask the children to tap for 1 minute, and then stop, take a breath, and notice how they are feeling. Ask children: How do you feel?
- **Step 4:** Continue tapping. You can do this exercise for as much or as little time as you and the children find comfortable, and as many times a day as needed.

DEVELOPMENTAL DOMAIN

Socio-emotional, physical and language

DURATION

15 - 20 min



Materials:

Open space within which to lie down or stand as a group. It can be done indoors or outdoors.

This activity can be used to facilitate and encourage children to feel present in their bodies and learn activities that will help them to feel relaxed, calm and comforted.

Activity Guidelines

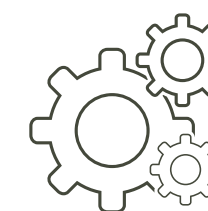
- **Step 1:** Have the children lie on their backs and put their hands on their stomachs.
- **Step 2:** Direct them to take a slow deep breath in through the nose and let it out through the mouth with a gentle “a-h-h-h-h-h-h” sound. Tell them they should feel and see the hand on the stomach move up and down as they breathe in and out. Direct them to breathe in slowly through the nose and out through the mouth like they are trying to move a feather up in the air.
- **Step 3:** Breathe in slowly to the count of 2, 3, 4, and out 2, 3, and 4. Repeat several times.
- **Step 4:** Ask the children how the exercise makes them feel. Practice the technique with them regularly. Talk to them about when to use it—for example, when they feel worried, angry or frightened. Encourage them to use the technique at home when going to sleep.

DEVELOPMENTAL DOMAIN

Socio-emotional, physical and language

DURATION

15 - 20 min



Materials:

Open space within which to lie down or stand as a group. It can be done indoors or outdoors.

This activity is aimed at helping children to develop number sense and simple math skills, as well as to start matching, sorting and classifying objects.

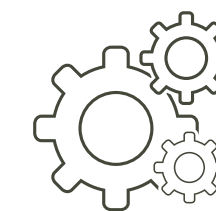
Activity Guidelines

- Importantly, dominoes do not have to be about numbers. You can make dominoes to match colours, shapes, animal pictures, emotion faces etc. Think of your own ideas and make different sets of dominoes that all children will enjoy using.
- It can also be an excellent game to develop tactile skills (exploring through touch) in young children. Make the dominoes divided into two but without dots – use different tactile materials on each half of the dominoes so instead of matching the dots, the children match what they feel; smooth to smooth, rough to rough etc.

Example of a group activity:

- Sit in a circle and give each child 5 domino pieces and put the rest in a pile in the middle of the circle. The first player puts down 1 of his 5 dominoes pieces. The next player must attach a domino to the 1 in the middle that matches the number of dots/fruits/animals etc. If the player can't make a match, s/he takes a new domino piece from the pile in the middle.
- Repeat the process and continue playing until 1 player is out of dominoes.

DEVELOPMENTAL DOMAIN	DURATION
Cognitive	30 min



Materials:

Dominoes (which can be handmade by using think cards and printed pictures glued on them)

This activity also helps children to develop their language skills through playful learning.

The idea of this activity is to get the children to name familiar words and expressions. As you look at the pictures and talk about them, the children have an opportunity to identify details and describe the pictures.

Activity Guidelines

- Make a fishing rod from a stick and glue a small magnet onto one end of a string and fasten the other end of the string onto the end of the stick. Paint pictures or use ready-made cards which can be found on Internet. Cut the fish, glue the pictures on them and attach a paper clip on each fish.
- Spread out the fish on the floor, with the picture sides facing down. Have the children take turns to 'fish' for a fish with your help and name the picture. Then look at the pictures together with the children, describe the pictures and discuss them. You can also name the colours.
- When you have finished the game, you can sing songs or recite nursery rhymes related to the pictures. You can also use songs and nursery rhymes.
- You can vary the game by hiding the items in the room and let the kids find them by using your clues.

DEVELOPMENTAL DOMAIN

Cognitive, physical and socio-emotional

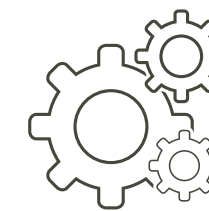
DURATION

30 - 40 min



Materials:

a fishing rod (stick, string, magnet); pictures of animals, food and/or everyday objects and corresponding items; fish made from cardboard in different colours; paper clips



This activity is aimed at fostering creativity of children, manipulation (touching) of materials, and the ability to create figures and shapes.

Activity Guidelines

- Put a box of colourful modelling clay out for the children and let them create shapes and figures and play freely. Encourage children to explore the new material.
- Encourage children to experiment by combining the clay with natural items, such as shells, leaves and small twigs. You can use recycled materials like bottle taps, plastic bottles and containers to reproduce shapes.
- Stage a story. Invite the children to use the clay to reproduce the characters of their favourite story, and use them to create dialogues engaging the clay-made characters. The clay can also be used to model cars, trees, and houses, to support the narration of the story.

Important:

Children of any age can benefit from this activity, if you are working with babies remember:

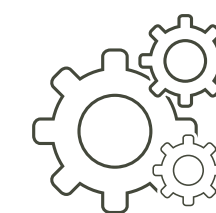
- Activities for babies aim at stimulating the touching (manipulation) of materials.
- Simply allow babies to feel the clay with their hands. Make sure that they do not put it in their mouths.

DEVELOPMENTAL DOMAIN

Physical and socio-emotional

DURATION

40 - 50 min



Materials:

Modelling clay, as well as natural materials, such as leaves, nuts, seeds, shells and twigs.

This activity promotes the connection and positive interactions between children, as well as improve their interactions with adults or their caregivers.

Activity Guidelines

- Sit together in a circle. Include yourself and any other caregivers present.
- Toss or roll a ball/puppet to any child in the circle while saying his/her name out loud
- That child will then toss or roll the ball to another child while saying the other child's name out loud. Repeat this until every child has caught the ball—with each child only receiving the ball once—until the ball has been returned to you.
- Do the exercise again—in the same order. Ask the children to try to repeat the pattern; to try to move the ball from child to child in the same order, while saying the names out loud.
- Repeat the exercise a few more times, staying with the pattern.
- You can also add emotions or feelings to the ball, like it is a slow, fast, hot, cold, sad, or happy ball.

Important:

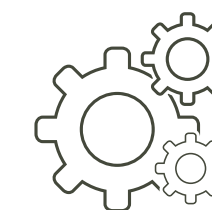
Distressing experiences can cause children to feel uncomfortable or trapped in their bodies. They may also find it difficult to interact with people and their environment.

DEVELOPMENTAL DOMAIN

Socio-emotional

DURATION

40 min



Materials:

A ball or a soft puppet from the kit, and space to sit as a group

This activity helps children to recognise and identify new words and terms, as well as memorize them and integrate them in their active vocabulary.

Activity Guidelines

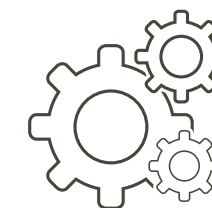
- Place the pictures in a bag and hand out one object to each child. Take one picture out of the bag and state its name: I've got a horse. Who's got the horse?
- The child who has a similar object holds it up and repeats with you I've got the horse: Put the picture and the object on the floor where everyone can see it. The children can sing a song about a horse. Once you have looked at all of the pictures and objects, and sang the songs linked with the picture, the children can help to put them back into the bag and name each item as it is put into the bag.
- If the children are familiar with the words, then you can ask them to put the objects in the bag as following: Anna may take the ball, Osian can take the horse...
- During the activity you should talk about the items, pay attention to children's interests, fill out the children's sentences, repeat the words and use them in your conversation. Do not say "this is wrong" do not correct them, just repeat the correct word.

DEVELOPMENTAL DOMAIN

Language and socio-emotional

DURATION

30 - 40 min



Materials:

Set of pictures, set of similar objects. Ideally the items could be familiar from nursery rhymes and songs.

Pretend play helps with children's creativity, language skills, self confidence, as well as emotional and social skills.

Play is vital to a child's development, it gives the children the skills they need for the future like emotional intelligence, creativity and problem solving.

To play is to learn.

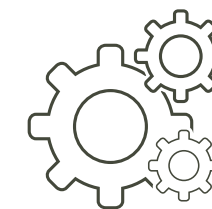
For a child to learn through play, their play needs to:

1. Be experienced as **joyful**.
2. Help children **find meaning** in what they are doing.
3. Promote that they are **involved deeply** in the activity.
4. Involve **trying out possibilities**, experimentation, hypothesis testing.
5. Involve **social interaction**, promote understanding of others and communication.

Activity Guidelines

- Examples can be pretend grocery store, pretend veterinary, pretend school teacher etc.
- Encourage your child by providing with materials that might help with the pretend play. Play with them.

DEVELOPMENTAL DOMAIN	DURATION
Socio-emotional and language	30 - 40 min



Materials:

No materials needed.

This activity helps with bonding with children, and also with their language development.

Activity Guidelines

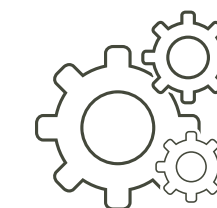
- Tell the children you are going to play “I spy with my little eye”. The person who is the spy has to select an object and the other players need to guess it. The spy can give a clue.
- Pick an object in the house and think of a few features about it. Pick your first hint to give to the children, colour, height, texture, first letter, material, etc.
- Provide the hint to the children and let them guess what you spy. You can start by saying ‘I spy with my little eye... and then the clue’.
- Provide another hint if it’s necessary.
- After the children guessed, let them be the spy.

DEVELOPMENTAL DOMAIN

Socio-emotional and language

DURATION

20 min



Materials:

No materials needed

This activity is aimed at stimulation of positive interactions, cooperation and teamwork, motor skills.

Preparation

Select a large enough space that children can move freely to pop bubbles; this is a great outside activity

Activity Guidelines

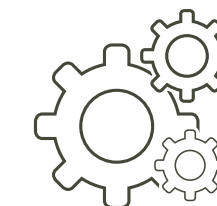
- Adults and children pair up.
- Encourage adults to blow bubbles while children try to catch them.
- Have adult and child pairs switch roles, allowing children to blow the bubbles while the adult participants watch and try popping bubbles.

Key considerations/facilitation questions:

Can you help _____ catch bubbles?

Can you show _____ how you blow bubbles?

DEVELOPMENTAL DOMAIN	DURATION
Socio-emotional, language and physical	15 min



Materials:

Bottle of bubbles

This activity is aimed to create a sense of belonging, enhance children's self-confidence and autonomy, and help develop common responsibility of the Play Hub.

Activity Guidelines

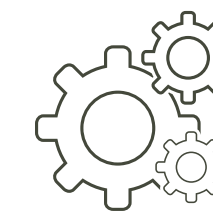
- Define different tasks that can be done in the Play Hub. For example: tidy up toys, water the plants, welcome participants who are arriving in the Play Hub, empty the bin, etc.
- On a wooden stick or a paper sheet, write down these tasks.
- Put them together in a jar
- At the beginning of the day, ask children in the Play Hub to withdraw a stick from the jar.
- During they stay in the Play Hub they will be in charge of this task and activity.
- Make sure to celebrate every child and make this an opportunity for them to contribute to the Play Hubs.



Note:

Tasks should never be used as a punishment. The opposite, the responsibility of this task is given as a fun activity that should make them feel important.

DEVELOPMENTAL DOMAIN	DURATION
Socio-emotional and language	20 min



Materials:

Wooden sticks or pieces of paper, a glass jar

This kind of activity helps children develop fine motor skills, creativity, and emotional expression, as well as connect with the nature.

Activity Guidelines

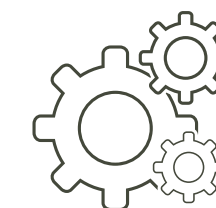
- Go outside with children and look together for different objects you can forage. It can be twigs, leaves, dry flowers. Encourage them to find unusual things to make art, like small stones or a long branch.
- When you are finished collecting all items, place them in front of the children and ask what they want to make with it. If it is a group of children, they can share what they have foraged and make something together as a group or an individual project each. For instance, children could stack the foraged objects together to build a sculpture or do a collage of leaves. Offer them ideas, but let the children decide.
- This activity can follow the seasons and be used as an opportunity to discuss the changes that come with the seasons, the different events of each season, what can be found outside in different times of the year, etc.

DEVELOPMENTAL DOMAIN

Socio-emotional and physical

DURATION

30 - 40 min



Materials:

Twigs, leaves, dry flowers, etc.

This activity is aimed at improving imagination of children and their ability to draw and colour.

Activity Guidelines

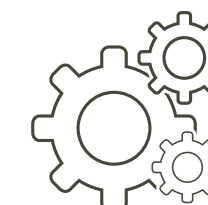
- Sit in a group and display the board book, or the pictures of the puzzle blocks or jigsaw puzzle in front of the children. Ask the children what they see in the cardboard book or in the images of the puzzle blocks or jigsaw puzzle.
- Invite the children to describe the picture in detail.
- Ask the children to tell a story about the pictures.
- Ask the children to draw about the story using the crayons and paper.

DEVELOPMENTAL DOMAIN

Physical, socio- emotional and cognitive

DURATION

40 - 50 min



Materials:

Cardboard book, puzzle blocks or a jigsaw puzzle, paper, crayons.

This activity focuses on boosting and fostering children's feelings of safety and belonging to the community.

Preparation

Draw the outline of your hand on a piece of paper and cut the drawing of the hand out of the paper so you have a life-sized paper hand. Cut enough hands for every participant.

Activity Guidelines

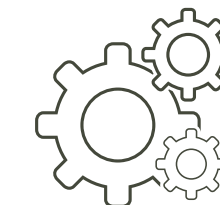
- Invite the children to sit in a circle and sit with them. Acknowledge that you know they have been through a difficult, frightening and confusing event(s) and that there are changes in their lives. Explain that this is a safe space.
- Give each child and caregiver (including you) a paper hand. Invite them to decorate their hands, give the group 30 minutes to finish.
- Once finished, sit back in a circle. Say your name out loud while placing your decorated hand on the floor in front of you towards the centre of the circle. Ask the child next to you to introduce his/her name by saying out loud, "My name is:", while placing his/her paper hand next to yours. Go around the circle with every child and caregiver saying their names while connecting their paper hands to the circle of hands that is forming. Once everyone has introduced their names, there should be a circle of connected paper hands.

DEVELOPMENTAL DOMAIN

Socio-emotional and physical

DURATION

30 - 50 min



Materials:

Drawing paper, crayons, coloured pencils, scissors, glue, tape.

This activity is focused on helping children identify things that are troubling them, while also encouraging and providing them a way to remember what to do to feel better.

Preparation

- Cut the coloured paper into smaller pieces.
- Do not force participants to tell their worries to the rest of the children. If they prefer, they can simply draw their worries and solutions and put them in the container.

Activity Guidelines

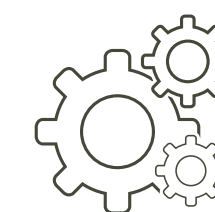
- Begin a discussion with the children about sharing things that they are worried about. You can start the conversation by giving an example of a less severe worry, like being late for school. Ask the group to think of solutions for the simple problem. Ask the children to draw the problem on 1 side of the paper, and the solution on the other side. Before each child puts their worry inside the container, discuss their worry and solution as a group.
- **Explain:** Some worries are bigger than others and not easily solved, but the container can take the worry away from you and do the worrying for you. Take the container you have, and as you put the paper with the worry inside the container, explain to the group that the worry and solution is now going to be kept safe inside the Worry Container.

DEVELOPMENTAL DOMAIN

Socio-emotional

DURATION

40 min



Materials:

A4 paper, scissors, pens, pencils, a container that can be closed.

This activity is aimed to enhance children's self-confidence and autonomy, as well as develop children's empathy towards each other.

Activity Guidelines

- Hand children a piece of paper
- Secretly assign to each child another child in the room
- Tell children that they have to secretly draw this child. Give them time to draw and hand out as much materials as possible to create their drawing.
- After they are finished, let them present their drawings and let children guess which child is represented in the drawing. Ask questions such as: What things stood out for you from that person? What did you learn about this person? And to the person being drawn, asked them how they felt about the drawing. Did they feel represented?

Ask questions such as:

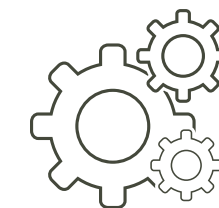
- What things stood out for you from that person?
- What did you learn about this person?
- And to the person being drawn, asked them how they felt about the drawing. Did they feel represented?

DEVELOPMENTAL DOMAIN

Socio-emotional and physical

DURATION

15 min



Materials:

Colorful paper, pens,
decorations for paper, glue

This activity is aimed to create a sense of belonging and develop children and family's self-confidence.

Activity Guidelines

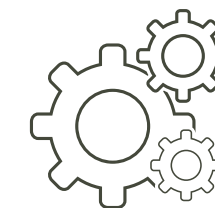
- First, take a piece of paper, divide it in 6 parts and cut 6 strings of paper from each sheet.
- Tell participants that we all have strengths.
- Ask them to think of one strength they have (for example: curiosity, artistic skills, resilience, sports skills, etc.)
- Tell participants to write it down in a sheet of paper and decorate it as they want. Offer as many materials as possible.
- Tell participants that, even though we all have individual strengths, we are all stronger together. Therefore, we will create a chain from our papers and hang it on the wall of the Play Hub.
- Ask participants to create a ring with their paper sheet.
- Combine the rings in a big chain with glue
- Let participants share the strengths they wrote down while they are added to the chain

DEVELOPMENTAL DOMAIN

Socio-emotional, cognitive and language

DURATION

20 min



Materials:

Colorful paper, pens, decorations for paper, glue

This activity is aimed at creating a sense of belonging, enhancing children's self-confidence and autonomy, as well as develop children's empathy towards each other.

Activity Guidelines

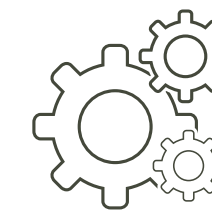
- The game of the kind friend consists of giving a present to a randomly chosen person and, in turn, receiving a gift from someone we do not know who it will be. The important thing is to keep the secret to make it more exciting!
- Write down on a piece of paper the list of every child who will participate in the dynamic and then cut them out.
- Fold the papers or form balls to place them in a container, glass, bag, box, etc.
- Take a piece of paper (each participant), where the name of the person to whom you must give a gift will appear. In case your own name comes out, you need to return the paper and take another one.
- Let children create a gift for their kind friend. It can be made out of anything. Think of materials that children can find in the Play Hub or outdoors. Let their imagination run
- At the end of the activity (or the day) let children exchange their presents for their secret friends.

DEVELOPMENTAL DOMAIN

Socio-emotional and physical

DURATION

15 min



Materials:

Colorful paper, pens,
container or bag/box

This activity is focused on giving children space and time where they can freely and spontaneously express their thoughts, emotions, ideas, stories, worries, experiences, fears and dreams.

Activity Guidelines

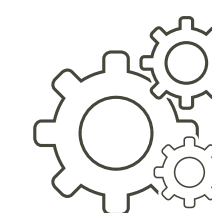
- Distribute paper and drawing materials to each child. The children can sit in a circle on the floor, sit at desks, or find their own space in the room or learning environment to sit and draw.
- Explain to the children that they can draw anything they want. Encourage them to spend 20-40 minutes drawing anything that comes to their minds.
- Explain that there is no right or wrong thing or way to draw, and that this is a time for them to enjoy drawing freely.
- When the children are finished, place the drawings in a circle on the floor, or hang them on the wall and ask the children to walk around and look at their classmates' drawings.
- Begin by asking the children if anyone would like to share a story about their drawing.
- If children draw images from the emergency or conflict situation, use it as an opportunity to explore any fears, confusion or questions the class might have about the distressing events.
- Always end discussions by refocusing on positive strengths (e.g., that they are safe now, that they have overcome difficulties, that they are making new friends).

DEVELOPMENTAL DOMAIN

Socio-emotional, physical and cognitive

DURATION

40 min



Materials:

A3 or A4 white or coloured drawing paper, coloured crayons, coloured pencils

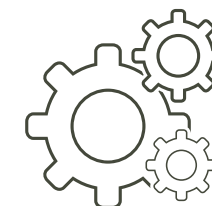
Fold a Story

This activity is aimed at creating a sense of belonging, develop imagination, work together and foster positive interactions among children.

Activity Guidelines

- Let children sit in a circle
- Give them a sheet of paper
- Explain to the children that we are going to write a collective story using the same sheet of paper.
- Let children write one sentence.
- Fold the paper so only the last word of your sentence shows
- Pass the paper to someone next to you to continue the de story
- Continue until the sheet is full
- Unfold the sheet of paper and read the story.

DEVELOPMENTAL DOMAIN	DURATION
Socio-emotional, language and cognitive	15 min



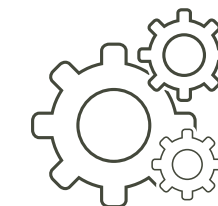
Materials:
Pen and paper.

This activity is aimed at creating a sense of belonging, work cooperatively to build on the ideas of others and develop children's empathy towards each other.

Activity Guidelines

- Ask children to sit in a circle. Give them a sheet of paper.
- Explain to the children that we are going to draw someone collectively. It can be a person or an animal for example.
- Let children draw the head. Fold the paper so only the neck is visible.
- Let children pass the paper to the person right and receive the drawing from the person left to them.
- Let children draw the chest.
- Fold the paper so only the waist is visible.
- Let children pass the paper to the person right and receive the drawing from the person left to them.
- Let children draw the legs. Fold the paper so only the ankles are visible.
- Let children pass the paper to the person right and receive the drawing from the person left to them.
- Let children draw the feet. Unfold the sheet of paper and reveal the collective drawing.

DEVELOPMENTAL DOMAIN	DURATION
Socio-emotional, language and physical	30 min



Materials:

Paper, pens, and pencils.

Treasure Hunt

This activity is aimed at stimulation of positive interactions and communication, stimulation of language development, creativity and reflection.

Activity Guidelines

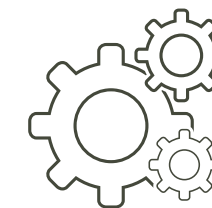
- Select a large enough space that children can move freely to pop bubbles; this is a great outside activity.
- Give each pair (of children or a child-adult pair) a map of space.
- Talk about how they need to work together to find hidden objects.

DEVELOPMENTAL DOMAIN

Socio-emotional, language development and cognitive

DURATION

30 min



Materials:

Hidden objects around the room, map of the space with some hints on a path to the 'treasure'

ADDITIONAL RESOURCES

On the following documents and websites you will find more activities and resources that can further support social inclusion of refugee children and their families.

- Lets Play! activity cards developed by ISSA (2022). Available in [English](#) and in [Slovak](#)
- Toolkit for Day care centers "Young refugee children in Greek Early Childhood Day Care Centers" developed by ISSA (2020). The full toolkit available [here](#). The activity cards are available [here](#).
- In the article "What you can do to support refugee children in early education" you will find practical tips on how to welcome refugee children and families and offer them the best possible care and education. Available [here](#).
- The Early Years Clip Library helps practitioners understand theory in practice with short video clips on different types of play, environments and materials, teaching and support, and other topics. Available [here](#).

