



# Developing resilience through Play

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# This evening I hope we will:



EXPLORE WHAT IS MEANT BY RESILIENCE



LOOK AT WHAT WE THINK OF AS PLAY



EXPLORE WAYS IN WHICH RESILIENCE CAN BE DEVELOPED THROUGH PLAY



HAVE FUN







## A little bit about me:

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## Resilience: What is it?

Most definitions have two core concepts

- **Adversity**
- **Positive adaptation**



## ▶ “NEW, IMPROVED, Resilience!”



Mum, can I  
have Resilience  
and a bike for  
Christmas?

Is it just a “buzz word”?

## ▶ RESILIENCE IS NOT RARE !



Bonnano (2004) : people commonly demonstrate resilience when coping with demanding situations.

However , there is a tendency to view resilience as rare and heroic

( Collins, 2008) .

Remember

**WE ARE NOT.....**





# So what helps to develop resilience in us and our children?

- Research has shown that there are key emotions and experiences which can help to develop resilience:
- Internal locus of control
- Success Experiences (Dweck 2005)
- (Informal) Support network (Werner 2005)
- Transitional objects (Winnicott 1971)
- Anchor points (Winnicott 1971))

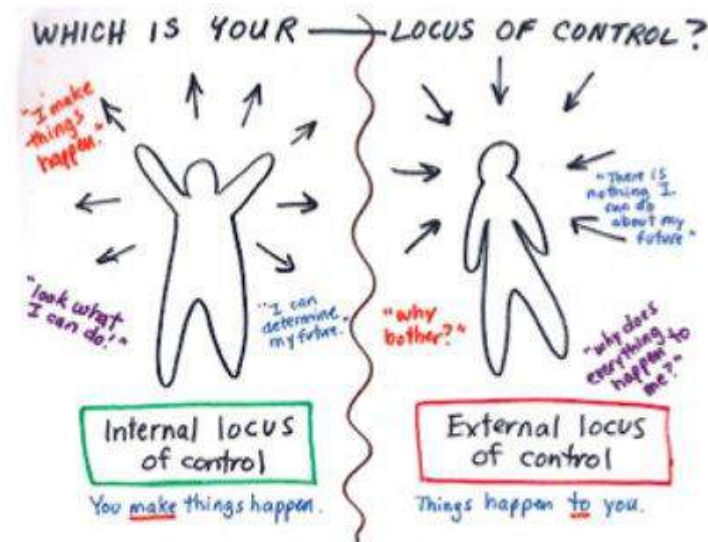




# Control

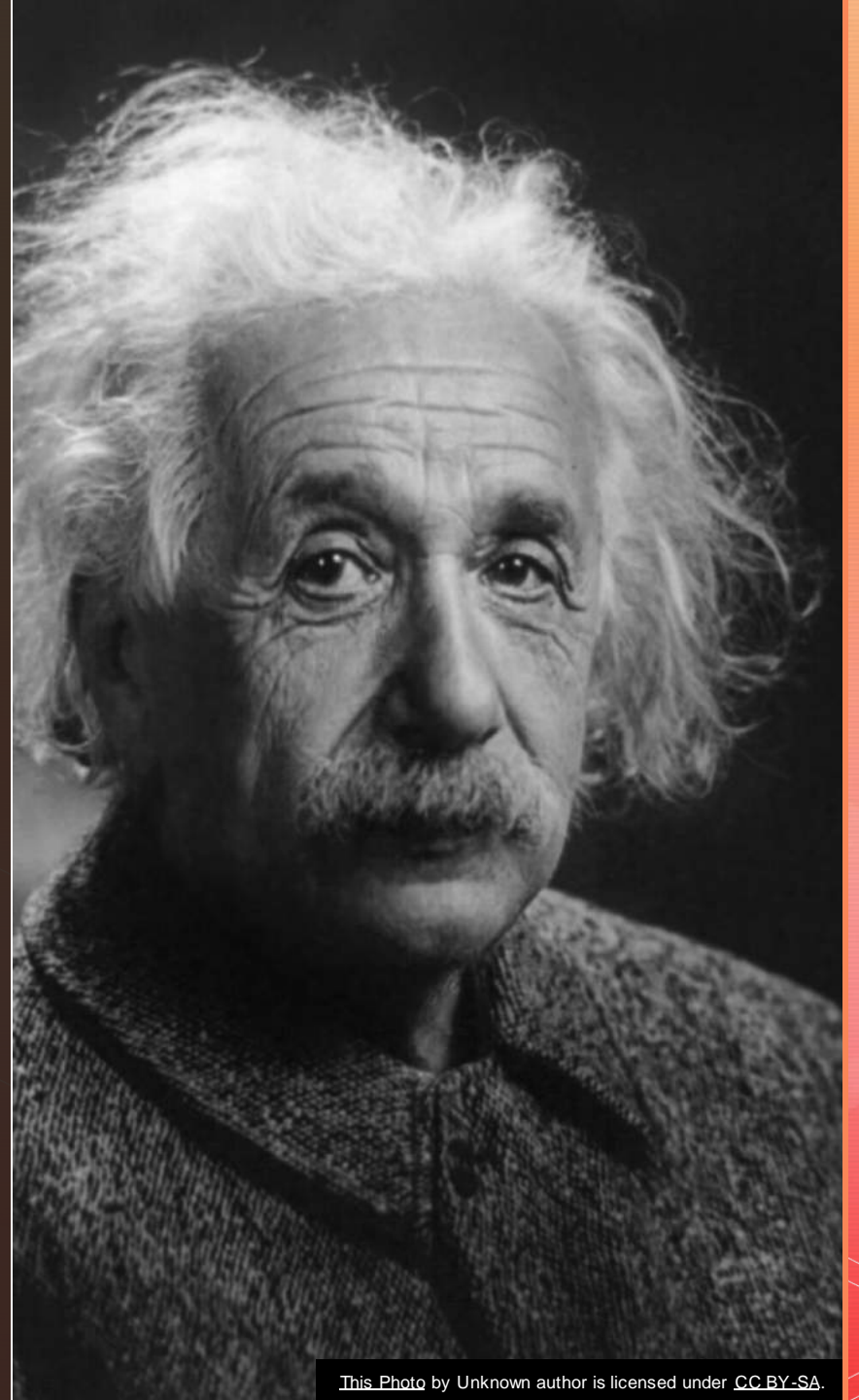
## CHARACTERISTICS THAT IMPROVE RESILIENCE:2

(LAZARUS, & FOLKMAN, 1984).



# What is play?

- "Play is the highest form of research."  
(Einstein)





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## Play is:

- "a process that is freely chosen, personally directed and intrinsically motivated" ( Principles of play work)
- Creative: "Come at the world creatively. It is only what you create that has meaning for you." (Winnicott 1968)
- " Meaningful on the edge of chaos" ( Bartram)



## Interactive play :

- It is:
- Open ended, creative, imaginative, empowering,
- It helps children to:
- Problem solve, share, turn take, listen,.....
- It builds:
- Self-esteem, self-belief, success experiences
- It uses:
- Natural objects that are not often not perceived as toys



# Grotberg

- Edith Grotberg, a researcher with the International Resilience Project in The Netherlands suggests that children draw their resilience from three sources which she labels
- “I Have,” “I Am,” and “I Can.”

# I have.....

- ◦People around me I trust and who love me, no matter what
- ◦People who set limits for me so I know when to stop before there is danger or trouble
- ◦People who show me how to do things right by the way they do things
- ◦People who want me to learn to do things on my own
- ◦People who help me when I am sick, in danger or need to learn





# I am....

- ◦A person people can like and love
- ◦Glad to do nice things for others and show my concern
- ◦Respectful of myself and others
- ◦Willing to be responsible for what I do
- ◦Sure things will be all right



# I can.....

- I
- ◦Talk to others about things that frighten me or bother me
- ◦Find ways to solve problems that I face
- ◦Control myself when I feel like doing something not right or dangerous
- ◦Figure out when it is a good time to talk to someone or to take action
- ◦Find someone to help me when I need it.





# The Little Prince

- “All grown-ups were once children... but only few of them remember it.”
- — **Antoine de Saint-Exupéry,**





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