

# Growing Up Playing (Crescer a Brincar)

## Program Overview

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## Author of this description

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## Program name

Growing Up Playing (Crescer a Brincar)

## Country of Origin

Portugal

## Implementation level of the program

Organization

## Type of Program

Evidence-based intervention

## Description

"Growing Up Playing" consists of a prevention strategy in the school environment, promoting children's socio-emotional skills and psychological adjustment. The program falls within the area of Health Promotion and Education and aims to respond to problems such as the lack of rules and other issues related to discipline, such as lack of self-control, failure and school demotivation, childhood depression and the beginning of bullying. The program also aims to provide additional support to teachers and educators in terms of strategies and effectiveness. It also wants greater involvement of parents in the day-to-day lives of their children.

Methods and materials:

The "Growing Up Playing" program is a cartoon program, consisting of 12 sessions, focusing on cognitive, emotional and behavioral variables, according to the socio-affective model.

Students and teachers have specific manuals for the different social and emotional dimensions, and the first exploration of concepts, processes and techniques is manual-based.

Teachers are facilitators of the students' application of the acquired skills in the children's school daily experiences.

Finally, children are invited to apply the promoted social and emotional skills to experiences from multiple contexts (including at home).

## Age Range

3-7 years

## Age Range Information

- Students in the 1st grade (6-10 years old);
- Elementary school teachers;
- Family or persons that are responsible for the child.

## **SEL Skills Targeted**

Responsible decision-making, Relationship skills, Social awareness, Self-awareness, Self-management

## **Sequenced Activities**

The program is divided into sessions in which the basic support is the student manuals in cartoon format with stickers, games and activities, that intend to work on several specific variables over the years and that help the child to deal with his internal world. At the same time, strategies are being developed to prevent indiscipline, delinquency, school failure, drug use, among others.

## **Active Learning**

"Growing Up Playing", through a playful way for children, allows them to get involved in a process of promoting psychological adjustment, also allowing that, in the school context or at home, educational agents are also involved in this process.

The program has several attractive children's books, stories and interactive activities. Some of the tasks are reading stories to children, exploring and interpreting the text, performing exercises, write and share responses with colleagues and role-plays.

## **Outcomes / Results**

The effectiveness of the intervention was evaluated through a quasi-experimental study, with a post-test only, with a non-equivalent control group, was conducted.

The students from the experimental group had registered statistically better scores in the dimensions assessed at the end of the intervention (self-control, emotion identification and differentiation, self-esteem, social skills and emotion regulation). At the beginning of the intervention, students from the experimental and the control did not register statistically significant differences in any of the assessed dimensions. At the end of the intervention, the two groups differed in all the assessed dimensions, suggesting that these differences are results from the intervention.

## **Quality / Effectiveness**

The efficacy of the program has been repeatedly evaluated, with results showing the program's efficacy at promoting social and emotional skills (emotional self-control, emotional differentiation, emotional regulation, assertiveness and self-esteem), with large effect sizes (higher than .80) in all of the evaluated variables.

## **Additional Information**

<https://prevenir.eu/wp-site/index.php/pt/programa-crescer-a-brincar/>

## **References**

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## **Citation**

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