

OMEF:

THEORY INTO PRACTICE *LA THÉORIE DANS LA PRATIQUE* TEORÍA EN LA PRÁCTICA

#8 2025



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SUPPORTING CHILDREN IN CRISIS:

Case study from Czech Kindergarten Semínko

Karolína Vlasáková Kapucianová¹

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SUMMARY

This article presents a case study from a preschool in the Czech Republic that developed and implemented crisis-support strategies in response to the war in Ukraine. Although the children were not directly affected by the conflict, they exhibited emotional and behavioral responses that required thoughtful pedagogical intervention. The initiative supported local and refugee children through emotionally safe environments, inclusive activities, and opportunities for meaningful participation. Key elements included play-based sessions for refu-

gee families, child-led acts of solidarity, and animal contact to reduce stress and promote integration. A visual support poster titled “How to Support Children's Well-being in Kindergarten Today” was created to communicate these strategies to teachers and parents. The study documents the development process, rooted in action research, and discusses its practical implications for early childhood education in times of crisis. The initiative demonstrates how local action can contribute to global goals for peace, education, and well-being.

KEYWORDS

Early childhood care and education, Child welfare, Emergency education, Early childhood education, Sustainable development

Context of Practice

Mateřská škola Semínko is an environmentally focused preschool in Prague with a long tradition of holistic and experiential learning. Founded in 2003, Semínko promotes sustainability, nature-based education, and a strong sense of community (Jančaříková et al., 2024). The preschool is one of four organisations forming Toulcův dvůr, an environmental education centre in Prague that offers a natural

setting and access to farm animals, supporting place-based and experiential learning (Mateřská škola Semínko, 2024). The preschool has been recognized for implementing education for sustainability and promoting environmentally friendly practices, such as the Growing Microgreens in Nursery Schools program, which successfully integrated early childhood education with sustainable practices (Kapuciano-

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vá et al., 2024). This program has shown how one school can inspire others, serving as a foundational initiative that informed the creation of the crisis-support activities presented in this study.

Following the Russian invasion of Ukraine in February 2022, the Czech Republic experienced a rapid influx of refugee families, including young children. Although geographically distant from the conflict, the war had an emotional impact on children in our kindergarten. They were exposed to information through various channels – including media, family conversations, and broader community discourse – and began to internalize and respond to it in diverse ways.

This highlighted the importance of providing sensitive, developmentally appropriate pedagogical support to help children process uncertainty and maintain a sense of safety. Additionally, in the early months of the conflict, the UNHCR emphasized the urgent need to ensure continuity of education for refugee children, warning that disrupted schooling could have long-term negative effects on their development and well-being (UNHCR, 2022).

This led educators at Semínko to seek ways to ensure well-being for both local and refugee children. Discussions among teachers highlighted the need for a simple, accessible tool that fosters emotional safety and guides adults in supporting young children during times of crisis.

In doing so, they proceeded from the following theoretical premises:

1. Early childhood educators are uniquely positioned to promote peacemaking skills and pro-social behavior by creating emotionally secure environments and modeling constructive conflict resolution. These principles are especially relevant in times of uncertainty and social tension (Walker et al., 2007).
2. Semínko also draws inspiration from the work of international scholars who emphasize the importance of early childhood education in fostering peace, resilience, and social responsi-

bility. Education for sustainability is increasingly recognized as a holistic concept encompassing social, emotional, and ecological dimensions, as outlined in the United Nations' 2030 Agenda for Sustainable Development (United Nations General Assembly, 2015). Davies et al. (2009) emphasize that many of the most fundamental values of tomorrow's society are formed in early childhood and that early education plays a crucial role in shaping a more sustainable future. Årlemalm-Hagsér and Elliott (2020) further stress that early childhood settings are important arenas for fostering children's agency, participation, and interconnectedness with their environment and communities. Similarly, Davis and Elliott (2014) highlight the importance of viewing young children as capable citizens who can contribute to and shape a more just and sustainable world. This holistic perspective is strongly reflected in Semínko's day-to-day practices and long-term vision.

3. Additionally, Semínko incorporates outdoor learning and nature-based experiences as a central component of its curriculum. Spending time outdoors has been shown to reduce stress and enhance emotional regulation in young children, while also fostering a deeper connection with the natural world. As noted by Jančaříková et al. (2024), forest kindergarten methodologies promote not only physical health but also emotional resilience through self-directed play, sensory engagement, and the calming effects of natural environments. These approaches have become especially valuable during times of social disruption and crisis.

Methodology

This case study employed a qualitative approach grounded in reflective pedagogical practice.

The initiative targeted two key groups: 1. children already enrolled in Semínko kindergarten, and 2. refugee children from Ukraine.

The initiative development was grounded in principles of action research, which we applied as a cyclical process of observation, planning, intervention, and reflection (McNiff & Whitehead, 2011). Current needs were identified through ongoing observation of children, conversations with parents, and systematic reflection by the teaching team. The team documented children's behaviour, emotional expressions, and play themes in daily records. These records were regularly reviewed during weekly pedagogical meetings, where we focused on questions such as: What are the children trying to express through their play or behaviour? What emotional needs might be underlying their actions? How can we adapt our environment or responses to support their well-being more effectively? These discussions were informed not only by our practice-based insights but also by relevant literature and professional development seminars we had attended. This iterative process of theory-informed reflection helped shape and continuously refine our support strategies.

In supporting children (primarily from the Czech majority) already enrolled in Semínko kindergarten as they emotionally processed the conflict, we offered *strategies* that promoted understanding, reassurance, and empathy within their familiar educational environment.

We also reflected on what kind of concrete help preschool children themselves could offer. Instead of feeling helpless, we wanted them to experience solidarity as a meaningful coping strategy—by sharing toys, donating clothes, and opening up their familiar preschool space to others. The *playrooms* we later organized were designed with this dual purpose and will be described in more detail below. By addressing both groups simultaneously, we aimed to foster not only individual resilience but also a culture of solidarity and care within early childhood communities.

We recorded our experience on a *poster* (see in appendix), which was created through team reflection, ongoing documentation, shared discussions

among educators, and later shared with teachers from other kindergartens in the Czech Republic.

This methodological approach aligns with the principles and curriculum of Czech early childhood education (MŠMT, 2021), emphasizing the creation of safe and predictable environments, fostering agency and play, and building resilience through social connection and routine. Our initiatives also correspond with Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions), which highlight the importance of inclusive, equitable, and socially responsive education in addressing global challenges (UNESCO, 2021).

Development

Although not directly affected by the war, Czech children in our kindergarten exhibited various emotional and behavioral responses. Some children expressed their concern by asking direct questions such as, "Are we safe here?" or expressing concern about separated families. Some children did not verbalize their thoughts, but showed signs of stress such as irritability, bedwetting during naps, or reduced concentration. Others exhibited changes in behaviour, such as heightened anxiety, social withdrawal, or increased agitation. War-related themes also began to appear in their play, reflecting attempts to make sense of the situation through symbolic expression.

Educators responded with *strategies* such as calm and honest communication, providing children who needed it with space to express their emotions through various ways (drawings, play, conversations, music). Some sensitive conversations were held individually to avoid causing distress to others unaware of the situation. Teachers acknowledged children's emotions without exaggeration or minimization, and offered empowering examples of human solidarity. However, most important for all children was reassurance that Semínko remains a safe and predictable environment they can rely on...

Children were also given simple, *meaningful ways to contribute*, such as donating clothes from home or opening their classroom to newcomers, which helped them feel included and capable during uncertain times. The children strengthened their sense of agency, connection, and emotional security during uncertainty by welcoming others into their familiar space. The preschool, in collaboration with the ecocenter Toulcův dvůr, also actively engaged local families (from Prague) through clothing and toy donation drives for refugee camps and shelters. These initiatives not only met material needs but also invited local families to participate in meaningful acts of solidarity, fostering a sense of community and shared social responsibility—key aspects emphasized in early childhood education for sustainability (Davis & Elliott, 2014).

Welcoming and safe spaces for refugee families – so-called *Playrooms* were organised weekly. These sessions were designed as open, inclusive environments where children could engage in free play, creative activities, and social interactions in a safe and welcoming space. The primary aim was to offer emotional relief and continuity of play-based learning amid instability. Activities included art, music, storytelling, and interactions with animals or plants. Materials and toys were carefully selected to be culturally inclusive and developmentally appropriate. The structure remained intentionally flexible to accommodate varying levels of participation, language proficiency, and emotional readiness.

The playrooms were facilitated by teachers from our kindergarten, often supported by a Ukrainian-speaking colleague, employed initially as a cook, who served as a translator and cultural mediator. Other staff members occasionally joined, and a class from our kindergarten participated on several occasions, promoting natural peer interaction and inclusive play. In addition to supporting children, the playrooms also functioned as informal support networks for parents, offering opportunities for social connection, information exchange, and access to local resources.

After including contact with animals, we found that it contributes significantly to children's emotional well-being and overall well-being, especially in crises. Initially, the plan was not to include animals in the interactions. There are some animals in the kindergarten (aquarium fish and agama), so they could have enriched the children's visits. As the kindergarten is located on the farm, the children could have been exposed to other domestic animals (rabbits, goats, sheep, and pigs). During the visits to the farm and the contact with the domestic animals, we observed how the children quickly calmed down and integrated better into the collective in their presence. The children enjoyed petting the animals, feeding them, or observing their behaviour. This calmed them down and at the same time awakened their natural curiosity. Especially for children from different backgrounds in Ukraine, interactions with animals provided understandable non-verbal cues and strengthened their ability to connect with teachers and peers. Research by Beetz et al. confirms that such programmes help to reduce stress levels and develop empathy (Beetz et al., 2012). Contact with animals is also a good bridge in a group where children from different countries and language backgrounds meet, as the animal acts as a neutral and friendly element of joint attention. In the Seed Kindergarten, it was confirmed that shared animal care brings children together more quickly than would be the case in regular play, and the positive emotions from this experience carry over into other shared activities.

Building on these activities, the poster "*How to Support Children's Well-being in Kindergarten Today*" was developed through a participatory approach involving ECEC staff, early childhood education and care (ECEC) experts, and parents. The team engaged in reflective discussions, reviewed literature on early childhood trauma, and analysed best practices from peer institutions. Semínko also drew from its long-term experience with forest kindergartens, where emotional resilience and child-led learning are central values (Jančaříková et al., 2024).

The poster design followed principles of clear visual communication. Simple, reassuring messages were crafted to promote routine, emotional expression, and caregiver support. Child-friendly illustrations were used to convey these ideas in ways that would be accessible without being overwhelming. Feedback from early childhood educators across the Czech Republic helped refine the final version, which was distributed in print and online. For broader use, the poster was translated into English.

Conclusions and prospects

Preschool children cannot be sheltered from information from the adult world; some are even direct participants in it. While their needs differed, both groups required thoughtful, pedagogical responses focused on emotional safety and well-being.

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- Early childhood education plays a significant role in achieving sustainable development, as many of the most fundamental values of tomorrow's society are formed in early childhood contexts (Daries et al., 2009).
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Appendix:

1. The poster "How to Support Children's Well-being in Kindergarten Today"
2. Invitation to Playrooms for refugee families

Invitation to Playrooms for refugee families

Дитячий садок Семінко, що розташований у Тоулцовому дворі, запрошує дітей та їхніх мам, які приїхали до нас з України у скрутному становищі, на спільну зустріч. Дата: середа 23.3.2022, час: 10:00 - 12:00. Ми пропонуємо вам приємний час разом з вашими дітьми дошкільного віку (3 - 6 років) і можливість разом пограти в нашому саду. Творчість буде організована для дітей. Для мам приготуємо чай і каву. Місце зустрічі – Прага 10, Кубатова 1/32 – дитячий садок Семінко. Після зустрічі ви можете відвідати сусідню звіроферму та вишневий сад. Для українських біженців вхід безкоштовний. Якщо буде зацікавленість, будемо регулярно проводити спільну гру для українських дітей.



The poster "How to Support Children's Well-being in Kindergarten Today"

How to promote the well-being of children in kindergarten today

Dear colleagues, teachers, principals and parents, you may be wondering, as we are, how to make kindergarten a part of the current situation in Europe - the war. We are aware of, that children in kindergarten perceive the feelings of their parents, loved ones and the events in society. Their emotions and reactions are different, some are experiencing feelings for the first time and may feel insecure as a result. We decided to write down what we consider important at this time, what to emphasize and what, in our experience, supports the psychological well-being of preschool children (taking into account their stage of development, needs and the specifics of this age). These are not only our thoughts, but also our findings from the various training we have received and publications. We would like to share this material with you, maybe it will be an inspiration for you.

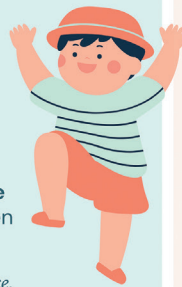


Life is good

We encourage children to believe in a good world, in **good ends**. We don't highlight the seemingly hopeless and difficult-to-return situations in the world regarding wars and ecology.

We do not focus on global issues that are difficult for children to grasp, but on **concrete situations** in the immediate vicinity of children that we can solve together.

"You were born into a good world, you're in the right place. When you grow up, you can change the world."



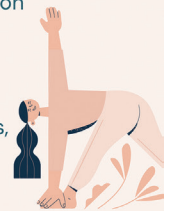
Regime, rhythm, rituals

Especially in difficult times, we do not abandon the established rules, order and rituals. For preschool children, this brings **security and reassurance**.

We give children a daily rest/sleep.

We (staff, children, parents) follow clear rules, rhythm of the day, have dedicated roles.

"You can feel safe.", "You know what's coming, you experience the success of knowing what to do."



Safe environment

We promote a **good climate** in the kindergarten among staff, parents and children. We organize events, have an information system, provide consultations.

We take care of prevention, we have a crisis plan.

There are various forms of communication with parents.

We are aware that we are role models for children.

We promote an **inclusive school environment**.

We also promote a sense of security through smooth **adaptation** to new situations. As educators, we are predictable and stable.

*"You're safe with us, look how we respect each other."
"Mom and Dad believe you'll be well taken care of."*



Educating with stories

Children encounter good and evil in the classic fairy tales that are read throughout the month. The child thus has **plenty of time** to act out the situations in them as many times as he or she needs. We follow up the reading with storytelling and drama.

The child can try out/experience different situations in thoughts and games, in safety, from **different points of view**.

*"A song is sung, a tale is told, and he who loves to look sees good things."
"A mistake is a friend, never mind, try it on."*



Everyone has their place

Everyone has a place in the nursery marked with their mark in several places – at meals, at bedtime and at dressing.

The **children can rely** on it to quickly find their way around the area.

*"Everyone has a place, having a place that's for sure, and it's good to know that everyone has a place to sit."
"This is where you belong, this is where you belong."*



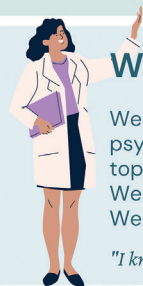
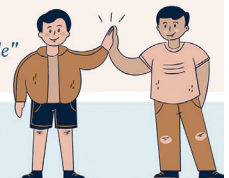
We focus on the emotional and social experience of children

We focus on feelings, **the togetherness of children** in the classroom, and promote a **respectful** approach.

We aim at the internalisation of **moral rules**.

We listen to children and are attentive to them. We **respond** to children's current individual needs, themes and ideas.

*"Know who to contact in case you are uncomfortable"
"We're considerate of each other."*



We collaborate with experts and across the whole team

We carry out regular pedagogical diagnostics and, if necessary, we **cooperate with experts** such as psychologists, speech therapists, pediatricians. The whole staff team receives **regular training** on topics of current need, and we use regular **team meetings and supervision**.

We are united in our training, working together across positions ("educators and other stuff").

We pay attention to the psycho-hygiene of our employees.

"I know I don't know everything. I'm still trying to develop and push myself."

We also use: the Persona dolls method, the Theatre of the Oppressed method, activities with animals, the KIKUS method...

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