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**A REVIEW OF UNSTRUCTURED PLAY ON CHILDREN WITH REFUGEE
BACKGROUND**



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ABSTRACT

A review of the effect of unstructured play on refugee children is carried out. The main aim of the work is to examine the use of unstructured play as an integration tool available to refugee children considering the affordability and naturalness compared to structured play. Recent and related literatures on unstructured play from reputable journals were searched/gotten using different search engines available in Google scholar and Oria. Thirteen (13) pieces of literature were selected and reviewed concerning the research questions. It was found that unstructured play has the capacity and potential to serve as a sustainable integration mechanism for refugee children. Its ability to provide joy and happiness to refugee children, thus preparing them to learn social skills necessary for integration, is enormous. Even with the vast benefits, this work noted that there are factors that can negate unstructured play among refugee children. These factors have been well discussed in this paper. The Social Worker is expected to pay professional attention to both the refugee child and their environment in order to identify the unstructured play needs of the refugee child and ensure that he or she gets the joy, happiness, relaxation, freedom, and social skills endowed in unstructured play to support his/her integration into the mainstream society for the betterment of the entire community (the host).

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CHAPTER ONE

1.0 Introduction

Unstructured play is where the children engage in play without purpose. This is a kind of play where children are directed by their interests in the play activity. As the name implies, unlike structured play, there is no specific purpose, it must not be a cognitive brain skill activity, and there may not be any adult input involved (Tortella et al., 2019, p. 1-2). According to Tortella et al. (2019), unstructured play means open-ended or creative free play with endless possibilities. This includes playing in the home corner, painting on blank paper, etc. The unstructured play is common in the society, especially in refugee situations (p. 1-2). Unstructured play amongst children is widespread almost everywhere, every time, and with or without any supervision requirement. Children with refugee backgrounds often lack a conducive place and time for play. Therefore, unstructured play is supposed to be the most viable and available for children with a refugee background. When one refers to children, it implies a person not more than 18 years of age. On the other hand, referring to a refugee means someone who has been forced out from their own country and is seeking asylum in a nation that can offer them all the protection they require (Skinner et al., 2006). It is essential to perform a study on the role of unstructured play amongst children with refugee backgrounds, especially towards quality integration of the refugee persons. This is because children spend less time with their parents and more time with their peers during their free time. Peer groups are formed during this process, and they typically develop in four distinct ways: first, children interact with one another regularly; second, they create a sense of belonging to the group; third, they adhere to a code of conduct (dress, behavior, etc.); and fourth, they participate in a hierarchical group structure that frequently reflects children's temperament and abilities. Play serves as a trigger during this process. Indeed, children establish relationships with one another through play (Scarlet et al., 2005, p. 75).

At this juncture, it is vital to state the relationship between sport, recreation, leisure, and unstructured play as it relates to this work. Sport, recreation, or leisure when it is not organized, and there is no specific purpose for the activity other than to have fun and “enjoy” is unstructured play. This work intends to examine the impact of this form of play on integrating refugee children into mainstream societal life.

The beginning of the work starts with the background and the objectives for this work. In Chapter 2, technical definitions and an in-depth review of previous related academic results of

others on the subject matter are discussed. In Chapter 3, materials and methods to deliver the project goals are presented, and Chapter 4 presents the results obtained by applying the methods and materials. Chapter 4 also continued with findings from the results and then discussed the results and findings in a narrative fashion. The work is then concluded in Chapter 5.

1.1 Background

Studies have indicated that children from refugee backgrounds feel alienated and different in a new nation, as well as have more psychological problems than immigrants, making it harder for them to socialize and establish friends (Fazel & Stein, 2002, p. 366). Most refugees in industrialized nations, such as Norway, are primarily women and children fleeing from war-torn countries, posing a unique difficulty. Such developed governments frequently seek to give comfort, help, or aid, as well as hope. It is often the greatest desire to integrate them into the society to be valuable to themselves and the community. Parents with a bad experience are more likely to suffer from sadness, worry, and trauma, which can lead to any unfavorable circumstances at home. Violence, such as beatings, yelling, arguments between parents, and problems between parents and their children, are all examples of undesirable situations in households. These children are socially excluded and experience various issues, including health, integration, and socializing (Goldson, 1996, p. 812-818).

One of the interests in this work is purely emphatic on the achievement of quality integration of children with refugee backgrounds into the society through unstructured play. In Section 1.0, it is clearly noted that play, according to Scarlet et al. (2005) serves as a trigger during this integration process. Indeed, children establish social relationships with one another through play, be it structured or unstructured play. The social relationship and others through unstructured play need to be investigated and documented through research and that is a key drive of this my final year master thesis. As a social worker, the result will be relevant in supporting children, especially those with refugee background to achieve happiness, joy and more importantly integrate adequately into the host communities (p. 75).

Social integration is a term that relates to the amount and quality of one's interpersonal relationships. Immigrants can maintain their indigenous cultural identity and integrate if they are frequently in touch with host nationalities. Regardless of the degree to which cultural identity is preserved, we define social integration as the quantity and quality of contact between immigrants and host residents. (Rubin et al., 2012, p. 498)

There are three distinct benefits that accrue to immigrants as a result of social integration. First, it fosters inter-group communication, which benefits both immigrants and host country residents. Secondly, it enables immigrants to tap into the social capital of host country residents, thereby increasing employment and lifestyle options. Thirdly, it can assist in mitigating/limiting health hazards associated with immigrant statuses, such as psychological anguish and suicide risk (Rubin et al., 2012). In the real sense of this work, first integration refers to the social system as a whole, and in the second, it refers to the interaction between the system and the individual. There are numerous ways in which children are connected to the larger society. Additionally, Rubin et al. (2012) stated that integration occurs in three distinct ways: (1) integration by work, (2) integration by territory, and (3) institutional integration. Social tasks assigned to children and adolescents as individuals, groups, or as a "generation" are referred to as task-related integration (p. 499). Territorial integration is simply a term that refers to social integration on shared terrains, that is, social life in shared places. Institutional integration is sometimes equated with the modern structure of childhood: children are integrated into society through their affiliation with various institutions (Frønes, 1995, p. 145-146).

Language hurdles and cultural differences provide additional challenges and can slow the integration process (Nash et al., 2013, p. 346-347). Play, in general, provides the opportunity or the chance to interact and communicate through negotiations and compromise, as presented by Jacob (1995). Integration is described in this context as participation in diverse sectors of social life through a process of dispute resolution, negotiation, and compromise (Jacob, 1995, p. 308). From an immigration point of view and, by extension, the refugee situation, integration is a concept that refers to the process by which members of various racial or ethnic groups become integrated into society. According to Aker & Erdoğan (2019) "integration implies that while distinct pieces are absorbed into a greater whole, they retain their individuality". Integration processes include two parties: Immigrants with their characteristics and the host society dealing with newcomers and its institutions. Their interplay determines the direction and outcome of the integration process. These two, however, are unequal partners. It is critical for both immigrants and host societies to be dedicated to a vigorous integration policy (p. 929). Hypothetically as claimed in Section 1.0, unstructured play, unlike the structured play, is most common among refugee children in the sense that it can be performed without supervision, within any space, at any period, and with or without guidelines,

The diverse kinds of literature on unstructured play for refugee children will be explored in this study to assemble the most recent developmental research on the issue, particularly regarding the quality integration of the children from a refugee background in a host community or country. As discussed earlier in this Section, this work will explore the efforts that social workers may require to support the successful integration of such refugee children into their host communities using unstructured play.

1.2 Presentation of the problem

It is important to clearly see how unstructured play among children can enhance development and also contribute to the adequate integration of refugee children into society. Numerous works of literature have presented the roles of unstructured play in different formats. There is a need to organize the understanding through reviewing the various kinds of literature on the subject matter, especially regarding refugee children's integration into new societies.

1.3 Purpose of the project

The project's goals are:

- i. To examine how the unstructured play can help children's development.
- ii. To examine how unstructured play can support the integration of refugee children in their new environment.

1.4 Research question

- i. How have unstructured play contributed to the integration of children with children background?
- ii. Is there any difference between unstructured play among refugee children and non-refugee children?
- iii. How does the effect relate to the application of socialization in a wide sense?

1.5 Research Framework

The work will be tied to the understanding that socialization through play enhances children's development. According to Degnen (2016) socialization is the process through which youngsters eventually integrate into society, become devoted to it, and become a part of it. The youngster gains the capacity to freely engage with others and make a constructive contribution to society (p. 1645-1648). This work will examine the contribution of unstructured play to a positive integration process for refugee children.

CHAPTER TWO

2.0 Review of the literature

Play can be defined in a variety of ways. Saracho & Spodek (1998) characterized play in terms of diverse authors' perspectives: A free self-expression for the sake of self-expression; the instinctive practice of activities that will later be essential to life without serious intent; activities not deliberately performed for the sake of any result beyond themselves; the aimless investment of exuberant energy; activity conducted for the immediate gratification derived without regrading for ulterior gain; activity in itself unrestricted, purposeless, amusing, or diverting; it is aimed at maintaining joy (p. 3).

According to Deegan (1999) play is a basic mechanism that permits all social behavior to evolve. It is required to emerge self-consciousness and serves as a link between inter-subjectivity and emotions. The mind, ego, and society are all generated through play (p. 9). Play is an integral part of a child's physical and emotional development, and it has the potential to minimize childhood obesity, bullying, and mental health issues (Bundy et al., 2011, p. 2-3). Furthermore, regardless of socioeconomic level, play is not only fun but also necessary for early childhood growth and learning. It's also been suggested that it's a key setting for encouraging healthy peer connections in young children (Bundy et al., 2011, p. 2-4).

A child is generally defined by age, with the most prevalent consensus being that a child is less than 18 years old. In some situations, it could depend on the dependence of the person. This can be because of some conditions or problems surrounding the individual, such as severe illness, mental handicap, unemployment, etc. (Skinner et al., 2006, p. 623). But Alfredson (2002) considers everyone under the age of 18 to be a "child." (p. 20).

A refugee can be seen as someone who has been forced out from his or her own country and is seeking asylum in a nation that can offer him or her all the protection they require. War, persecution, religious issues or natural disasters can cause them to flee or leave their place of origin (Francis & Trussell, 2019, p. 303-304). The mental state of such a group of people is undoubtedly unsettling, upsetting, and traumatic. When they are refugee children, the situation will be far worst. It is critical that all attempts to erase the pain of war and replace it with love and pleasure be prioritized in the development of children in the new country (Quirke, 2015, p. 237-240). Because researchers have discovered that an inability to integrate into society may lead to isolation and exclusion, which can be harmful to the child's health

and everything else. An increasing corpus of studies has looked at social isolation as a significant factor in the radicalization process by terrorist groups in recent years (Appau et al., 2019, p. 1748-1753). As documented in the work of Appau et al. (2019), social isolation has long been linked to poor mental health and is frequently a defining element in explaining violent behavior (p. 1748-1753).

2.1 Unstructured play

Burdette & Whitaker (2005, p. 48) describes the unstructured active play as play with others, such as parents, siblings, and peers, as a great way to develop social skills. Choosing what to play with, who to play with, when to start and stop, and the rules of engagement are all social problems. Playing out these dilemmas and conflicts encourages children to compromise and cooperate. This process can foster empathy, flexibility, self-awareness, and self-regulation. These skills collectively referred to as “emotional intelligence,” is required for successful adult social interactions (p. 48). Unstructured play may help children develop social problem-solving abilities, which are similar to cognitive problem-solving skills. According to child psychoanalysts, children utilize unstructured play to work through and overcome complicated psychological challenges of the past and present. Unstructured play has become an important tool for assisting young children with emotional issues (p. 48).

According to Bento & Dias (2017) unstructured play provides children with experiences in creativity, imagination, decision-making and the development of overall emotional and social skills. In addition, the authors state that "children tend to concentrate and persevere for long periods when they are ‘in control of their learning through play. Their motivation levels are higher because they have chosen something that appeals to them" (p. 158-159).

Free playtime and, by extension, unstructured play, according to Midtsundstad (2013) is a leisure activity that promotes social development and social inclusion, acculturation, support and assistance, empowerment, and relationship building. It aids in attracting attention, building networks, and providing children with the opportunity to be famous/prominent in society. He concluded by stating that free time leisure activities are a process that includes and empowers people (p. 15 -32).

Section 2.2 will demonstrate the relevance of unstructured play in general in a child’s development.

Types of play by (Anderson-McNamee & Bailey, 2010, p. 2)

- i. Running
- ii. Building with sand or plastic blocks,
- iii. Jumping
- iv. Drawing
- v. Hide and seek
- vi. Clamping
- vii. Football, etc.

2. 2 Play and childhood development process

Anderson-McNamee & Bailey (2010) described what is best illustrated as the process of play right from a child's formation in his or her mother's womb. Here, the process is grouped into:

1. Unoccupied play process
2. Solitary play process
3. Onlook play process
- 4. Parallel play process**
5. Associative play process
6. Social play process
7. Motor-physical play process
8. Constructive play process
9. Fantasy play process

1) Unoccupied play: This is when a child is occupied by play from birth to approximately three months. While children may appear to be wandering aimlessly, this is the start of play (Anderson-McNamee & Bailey, 2010, p. 2).

2) Solitary play: Babies spend a lot of time playing alone between the ages of three and eighteen months. When children play alone, they are frequently absorbed in their activities to the point of being unaware of the presence of other children nearby. They are snatching and rattling objects as they discover their world. Solitary play begins in early childhood and is prevalent among toddlers. In toddlers, these abilities are still developing. However, all children require some alone time (Anderson-McNamee & Bailey, 2010, p. 2).

- 3) Onlook play: Toddlers are especially adept at observer play. They develop social abilities and language during this process. However, no attempt is made to become involved in the play (Anderson-McNamee & Bailey, 2010, p. 2).
- 4) Parallel play: This occurs between the ages of 18 and two years. During this process, the child is made to play alongside with others without interacting/interfering with them. It teaches children about property rights such as "mine" and allows them to engage in role-play activities such as dressing up, pretending, and so on. They begin to express an interest in interacting with children of their own age. Although the parallel play is most prevalent in toddlers, it occurs at all ages (Anderson-McNamee & Bailey, 2010, p. 2).
- 5) Associative play: Around the age of three to four, the child develops a greater interest in other children than in toys. The child begins to interact/socialize with other children. This is referred to as "loosely organized play." Associative play teaches the pre-schooler social skills. Fosters social interaction, language development, problem-solving abilities, and teamwork. Children share goals in associative play. They do not establish rules, but they all desire to share and may even trade them. There is no formal structure (Anderson-McNamee & Bailey, 2010, p. 2).
- 6) Social play: Children as young as three years old begin interacting with other children. Through play, a child will develop social skills such as cooperating, giving and taking, etc. Toys and concepts can be exchanged, and these children develop moral reasoning and awareness of values. Children require exposure to a variety of social situations to prepare for adulthood (Anderson-McNamee & Bailey, 2010, p. 2).
- 7) Motor-physical play: Children engage in it when they run, jump, and participate in games such as hide, seek, and tag. It enables children to exercise and build muscle, both of which contribute to fat loss. Additionally, it helps children develop social skills by providing exercise and teaching them to take turns and accept winning or losing (Anderson-McNamee & Bailey, 2010, p. 2).
- 8) Constructive play: involves children creating things. It begins in childhood and develops alongside the child. First, the infant will place objects in his or her mouth to feel and taste them. Toddlers begin by constructing structures with blocks, sand playing, and drawing. It enables children to investigate objects and patterns to determine what works. It instils a sense of accomplishment in children. Adequate/good at generating ideas, manipulating

numbers and concepts, and manipulating physical objects (Anderson-McNamee & Bailey, 2010, p. 2).

9) Fantasy Play: encourages children to try out new roles, situations, languages, and emotions in a safe environment. Children learn to think and create outside of their immediate surroundings. They grow up and develop abstract thinking skills. Children's imaginations are stretched as novel words and numbers of express concepts, dreams, and history (Anderson-McNamee & Bailey, 2010, p. 2).

10) Cooperative play: starts in late preschool. The play is centered on group goals. Child participants are either categorically included or excluded. After a period of self-centeredness, kids start playing games with rules. Follow the Leader, Simon Says, and team sports help them develop. Using rules-based games, children learn that life has rules (Anderson-McNamee & Bailey, 2010, p. 2).

2.3 Unstructured play and childhood development

Child development expert Mrnjanus (2014) argues that play in general, whether structured or unstructured, is a child's most common and vital activity. A child's physical, psychological, emotional, and spiritual development as they progress and prepare for adulthood requires to play. Among the child's fundamental rights (p. 217), play is essential for personal and social growth. The rules and values of the culture they live in are learned via play. Play helps children develop self-esteem, respect for others, acceptance, empathy, and flexibility. During early childhood, children develop all of these traits through play (p. 218).

On the other hand, David et al. (2011), prefer using the word free flow for unstructured play. This implies that it is active; controlled by the player; self-motivated; free of outside pressure, sensitive to paired group or solitary activity, and the play is an integral part of a child's learning (p. 54). According to Lillemyr (2003) Play, be it structured or unstructured, serves many purposes for children. It is vital for a child's physical and mental growth to raise a child's status and help them find their identity, play is flexible, and it can change a child's character for various reasons. When children play, they explore their environment and themselves in relation to their abilities, needs, and interests. The ability to overcome obstacles and trust others is developed through play (p. 15-17).

Children's play is self-directed behavior driven by needs, wants, and desires, according to Mrnjaus (2014) Play can be serious or amusing. Children develop a wide range of answers to the obstacles they face as they play and explore their social, material, and imagined

environments. When children play, they learn about themselves and their community (p. 218). On the other side, Watson et al. (2019), defined play as learning new skills in low-risk situations. For example, playing with dolls, for instance, can help children learn about nurturing (p. 178). Burdette & Whitaker (2005) defined play as a spontaneous activity that children engage in to entertain and occupy themselves. It is also a way for kids to improve their own cognitive development. The authors went on to say that play has the potential to improve children's physical, emotional, social, and mental well-being (p. 46). Lu et al. (2010) say that Play allows children to develop cognitive and emotional skills, flexible thinking, role-playing, social interaction, and self-expression (p. 56-58). Furthermore, Bettelheim (1987) wrote that play is a royal path to the child's conscious and unconscious inner world, and we must learn to operate on this road if we wish to understand and aid them (p. 41). Even with these advantages of free activities/play Potocky-Tripodi (2002) identified the reasons why a child may abandon activities, and this can be that the parents will want their children to read and be well educated/knowledgeable, the parent will want their children to work in order to support the family and will want their children, especially girls, to adhere to their culture (p. 326-327). The consolation in the above three points from Potocky-Tripodi (2002, p. 326-327) is that they are parentage concerns that can be addressed by educating parents on the benefits of play to children and good parenting in general.

2.4 Refugees, wars, and the children

In 2020, the United Nations Refugee Agency (UNHCR) defined refugees as those who are compelled to flee their home country due to war, persecution, or other threats to their lives (UNHCR, 2020). Vevstad (2017) defines refugees as those who are forced to leave their homes because they are afraid of being killed. The war could be caused/sparked by race, religion, political issues, and cultural issues, among others (p. 24). War is a high-level kind/form of violence in the society. It exposes children to a variety of hardships/difficulties, including poverty, illness, and violence. Today's most refugee children are often victims of war. War is a deadly threat to anyone. It is too horrible/heinous to behold and experience because it does not only take lives but also destroys property, displaces families, causes casualties, economic instability, catastrophe, as well as psychological trauma to those who survive it (Levy & Thompson, 2011, p. 5-11). According to Albertyn et al. (2003) and Levy (1998) the reasons for conflict include corruption, economic mismanagement, religious dispute, abuse of power and positions, weakening of the state's authorities, and political disagreement, and a variety of other factors. Children who have witnessed wars may exhibit

specific traits: they feel different, they isolate themselves and see the world differently than others do, they are sorrowful, they are easily reminded of the past by things around them, they suffer emotionally and hate the world for their pain, and some even regret ever being born. Some people believe that they have been unlucky in life and that the world seems to be against them. Many of these children are sick, disabled (crippled), or have mental issues due to conflict. Life without loved ones, whether via death or relocation, becomes meaningless. These children affected by this problem find it difficult to focus and are constantly terrified of something. They are children with endless stories to share (p. 227-232; 146-152). As a result of witnessing and participating in the horrors of war, some of these children suffer both psychologically and physically due to their experiences. Girls are raped, forced into pregnancy, and subjected to other forms of sexual abuse, while some children contract HIV/AIDS and other diseases, putting them in a particularly vulnerable position. Long-term violent exposure puts these children at risk of becoming violent themselves. In some cases, these children end up fighting in the war. In contrast, others are affected, both emotionally, mentally, and physically, as a result of living with a depressed parent who is also affected by the shock of war (Skjelshaek, 2001, p. 211-216; Shaw, 2003, p. 237-245; Denvov & Lakor, 2017, p. 225-261). Several factors contribute to these children's acceptance of violence as a way of life, including poverty, injustice, and deprivation. The reason for this is that children learn by watching and mimicking/copying others. Due to their experiences and exposure to a wide range of topics, these children act more like adults than children (Peterson et al., 2020, p. 3-14; Osofsky, 1999 p. 33-41). The child's brain is sensitive to his environment, and trauma can poison, damage, or prevent the limbic system from developing. (Limbic regulates emotional attachment and emotional behavior, while cortical lobes regulate information and learning). War actions keep the body in a fight or freeze state, making the child perceive information as a threat. Instead of processing information and knowledge, the child reacts emotionally and reflexively. This is because the limbic and cortical systems are higher in the brain than in the primitive brain. With the trauma of war, children suffer from anxiety, post-traumatic stress disorder (PTSD), fear, depression, obsessive-compulsive disorder (OCD), and other mental health issues (Peterson et al., 2020, p. 6; Summerfield, 2000, p. 418- 430).

2.4.1 Mental situation of refugees

War-affected Syrian children suffer from a high proportion of mental illnesses such as depression, anxiety, and post-traumatic stress disorder (PTSD). Additionally, they experience emotional and behavioral regression, which manifests itself in bedwetting, nightmares, and panic attacks. As a result of abusive parenting, refugee children are victims of domestic violence and abuse. On the other hand, financial strains imposed by refugee families' displacement difficulties make it difficult for parents to provide quality childcare. These Children develop coping skills through observation and interaction with their parents. As a result, the coping styles of parents influence their children's responses and strategies (Rizkalla et al., 2020, p. 2).

Children on the move, notably unaccompanied minors, are especially vulnerable throughout the migratory cycle. Even when children and adolescents receive basic services (housing, food, and education), their psychosocial needs are frequently unidentified and unmet, which can have long-term effects for their welfare. Multiple risk factors, most notably experienced, seen, or feared violence, may result in poor health consequences. Prior to and during migration, stressors and adversity have a significant impact on children's welfare (Bleile et al., 2021, p. 2, 4-6).

Unwilling departure from home nations, separation from family, or loss of family can cause PTSD in some immigrant children. In addition to other migratory pressures, refugees may face difficulty communicating in their adoptive country's language. Because of their pragmatic, superficial, and unimaginative thinking processes, immigrant children experience anxiety, perplexity, and a lack of acceptable responses or plans of action (Jabbar & Betawi, 2019, p. 2). Their concept of war frequently includes a detailed description of the objects utilized in combat, such as soldiers, weapons, fighting, shooting, killing, and death. On the other hand, older children expand their conception of war by including abstract concepts. Additionally, studies discovered that children comprehend the concept of conflict before they comprehend the idea of peace. Furthermore, the findings demonstrate that children's descriptions of peace is progress from concrete to abstract. The majority of children, regardless of age, define peace as negative peace, which includes the absence of conflict, war, quiet, and human connections (Jabbar & Betawi, 2019, p. 2-3).

In migration, people permanently or temporarily change cultural settings, and situations like war, economic, political, etc., can cause such a shift. This stressful procedure can cause mental illness. But not every migrant has the same experiences or social context. Migration,

and subsequent cultural and social adjustment impact one's mental well-being (Stankovska, 2019, p. 92). According to Fazel & Stein (2002) psychological and behavioral disorders are prevalent in children in exile, with the most frequently diagnosed diagnoses being post-traumatic stress disorder (PTSD), anxiety with sleep disorders, and depression. In addition, they stated that traumatic events could impact a child's emotional, cognitive, and moral development by affecting the child's self-perception and expectations of others. (p. 366).

Mindful people can achieve their full potential, cope with daily stresses, work productively and contribute to their communities. War and natural disasters have the most mental health effects. Many child refugees enter Europe seeking refuge from their home countries' ongoing conflicts. In contrast to non-refugee children, refugees are more likely to develop depression, anxiety, physical issues, or aggression. Children's physical, cognitive, emotional, and behavioral health can be affected by trauma. These kids could have distinct but urgent mental health needs that require prompt attention (Stankovska, 2019, p. 91- 93).

In conclusion, war or violence can lead to mental health disorders which Crowley (2008) defined as the presence of psychological distress; impairment in psychological, social, or occupational functioning; or any disorder that increases one's risk of dying, being disabled, or losing one's freedom (p. 322).

2.4.2 Experiences of the refugee children

According to Stankovska (2019) refugees go through a stressful journey before arriving in a new country to seek asylum (p. 94). On the other hand, it is likely that many refugees took illegal actions to flee a country where they felt threatened, as stated by Yule (2002, p. 169). Young children accompanied by their parents may be at risk. In some cases, refugees' children are forced to live with strangers or are abandoned. They face numerous challenges during their three-phase journey: preparation, migration, and resettlement. They may face violent conflict, persecution of family members, disappearances, death, and deprivation during their migration. An insecure person may not even remember a stable time. They face conflict and lack essential resources while being separated from their parents or friends (Stankovska, 2019, p. 94). Some of these children end up being orphans and vulnerable, as Skinner et al. (2006) define vulnerable as a child who has lost one or both the parents through death (p. 622) and also vulnerable, which was explained by Skinner et al. (2006) as one (child) who has limited or no access to basic needs or rights. They may have both parents, but the child may be compromised. Many defined vulnerabilities as a child not having certain fundamental rights met or having problems in their environment or facing problems (p. 623).

Refugee children face many frightening and life-threatening situations when fleeing their threatened homes, including fighting and destruction, violent acts directed at their loved ones, leaving friends and possessions behind, marching or being transported in crowded vehicles for months, and finally finding temporary respite in a country at peace while the authorities monitor their movements. Sometimes children arrive “unaccompanied” in foreign lands. Even if they stay with their parents, their own trauma may prevent them from providing adequate care and support (Yule, 2002, p. 161). Furthermore, Yule (2002) explained that it could be hard sometimes to tell if these children are willing or not forcibly committing or participating in atrocities like murder. According to Yule (2002), a common practice in Uganda was for kidnapped children to be forced to murder their colleagues who tried to flee or were sick. So, they beat the victim to death. Some were forced to murder close relatives or neighbors to keep them away from home. Their isolation from the community led to their enslavement by rebels. Some of the girls were raped or married off to insurgents to have children, and these children are seen as fatherless children (p. 161). Wartime and post-war experiences are chronic stressors, and it is now well established that children can develop stress reactions, depression, phobias, anxiety disorders, and complex grief reactions. Asylum seekers and refugees have likely had an unusual number or intensity of stressful experiences. The effects of war on children can last for many years. These children are at high risk for mental health issues (Yule, 2002, p. 167-168).

Furthermore, Moosa et al. (2017) presented additional signs and symptoms that refugees encounter hash experiences. The refugee children experience nightmares, insomnia, relationship difficulties, behavioral difficulties, academic difficulties, anorexia, and somatic disorders. Additionally, they stated that these children face an additional barrier to receiving care, with experts suspecting that most abused children in need of mental health services do not find their way into existing mental health care (p. 811-812).

According to Crowley (2008) Premigration, migration, and postmigration are standard terms used to describe the refugee experience (p. 323-334).

1. **Premigration** refers to the time before refugees leave their home country. This phase is often marked by social upheaval and chaos, affecting school attendance and employment. During this stage, refugees must not only anticipate and cope with their impending flight but also with the violence and threats to their own and their loved ones' safety. During this phase, children forced into direct armed conflict are more susceptible to rape, torture, war injuries, substance abuse, depression, anxiety, and suicidal ideation (p. 323).

2. During the **migration phase**, refugees are displaced from their homes and familiar surroundings, and they search for and travel to their intended destination. In the face of such uncertainty, they struggle to meet their basic daily needs. Refugee children may feel particularly vulnerable during this stage, as their parents or guardians may be overwhelmed to notice and respond to their emotional needs. Separation from parents and caregivers is common during this phase and is linked to increased behavioral issues and emotional distress. Children and their families may be forced into refugee camps. Witnessing violent acts and not having enough food, water, or medical care have been reported in some camps. Unaccompanied refugee minors, or children who arrived without a parent or guardian, face a stressful experience navigating the system alone (p. 323).
3. However, new stressors emerge in the **postmigration phase**. While newfound hope and anticipation of a safe, prosperous life in their host country may help refugee children and their families temporarily delay their grief, most will eventually mourn the loss of their homeland, family, friends, and possessions. A sense of loss of culture can be accompanied by anger, survivor guilt, and ambivalence, as described by the term “cultural bereavement.” A new set of cultural expectations, belief systems, and societal values often confront refugees after they resettle in a new country. During this time, refugee families must face daily challenges, learn a new language, and adapt to a new culture. Experts in their homes and not recognized, and many of the parents of child refugees lack credentials in the new country. The result is substandard jobs with low upward mobility and financial hardship. Aside from that, most refugee families are left to deal with these issues alone. With their native culture and their new host country's culture entwined, refugee children face a unique set of challenges. Discrimination from other students, teachers, problems with language acquisition, feelings of inadequacy, and everyday struggles surrounding friendships and dating can all exacerbate the stresses associated with school adjustment, especially for middle or high school-aged adolescents. These pressures can cause postmigration ill-adjustment in middle school and adolescent children. Given their rapid language acquisition, refugee children are frequently expected to act as cultural ambassadors for their parents. Youth refugees' rapid acculturation can cause significant family stress (p. 323-234).

2.4.3 How children with pains experience play

Children with clinically diagnosed mental illnesses like depression, anxiety, and PTSD tend to spend more time alone, have more negative interactions with other children, and interact with peers less frequently during free play sessions (that is, play that is unstructured and not directed by adults). For example, depressed 9–10-year-olds have less social interaction, including peer play, than non-depressed children. Despite being more likely than their non-depressed peers to initiate social contact and receiving more invitations from peers to interact during unstructured free play, instead, the depressed children tend to be more aggressive or hostile. Recent research shows that depressed children aged 3–6 play less than non-depressed peers (Ahloy-Dallaire et al., 2018, p. 1-7). Symbolic play, which is a type of playful narrative that uses toys as representations of self and family members, was most impacted. In a work conducted by Ahloy-Dallaire et al. (2018), depressed children were less likely to participate than non-depressed children in a narrative activity when the main character was assigned a negative (sad) mood. The researchers believe this reflects depressed children's inability to regulate negative emotions triggered by stories. Like the older kids, these depressed kids were just as active as their peers. Instead of playing, they engaged in exploration or self-directed behavior. Depressed children switched between different play and non-play categories more frequently, indicating increased 'fragmentation' of behavior. Overall, depressed children's play is less frequent and less qualitative than non-depressed children's play (Ahloy-Dallaire et al., 2018, p. 7-12).

Modern warfare threatens both indoor and outdoor games (Feldman, 2019, p. 288). According to Feldman (2019) games and play have no place on a modern battlefield that increasingly targets civilians and domestic spaces. Despite the danger, mass violence does not stop children from playing. Contrary to popular belief, children continue to play and engage in games during armed conflict. He further wrote that war and play seem diametrically opposed, so why do children engage in games and play during violent unrest? The militant conflict appears to preclude carefree childhood recreation, but for millions of children worldwide growing up in hostile environments, war is the developmental backdrop. But children in wartime do not stop playing. Instead, they adapt their games to the constraints of conflict and keep playing in the face of death (p. 289).

2.4.4 The role of play in supporting refugee children

Play is a crucial part of early childhood education. It affects a child's social, emotional, physical, and cognitive growth. Play allows children to express themselves while validating

their world knowledge. Play is intrinsically motivated, interpreted for its own sake, and conveyed with ease. Unstructured, uncontrolled play activities have always been part of the early childhood curriculum, and play has four distinct characteristics, which are flexibility, good mood, intrinsic desire, and non-literality (Saracho & Spodek, 1999, p. 2-3). Play, according to Anderson-McNames & Bailey (2010) regulates negative effects and reduces stress, aids in coping with adverse events, allows for order and integration of new information, allows for the safe practice of new behaviors and solutions, encourages fantasy and creative (divergent) thinking, and fosters empathy. It also helps youngsters understand social expectations and rules, as well as how to communicate, listen, and negotiate (p. 1).

William et al. (2019) wrote that Play could be used to promote psychological healing and can also be used in healthcare settings to increase children's comfort and quality of life. Children's play has intrapersonal and interpersonal functions. Play allows youngsters to bond with themselves in a friendly and enjoyable activity. They can explore their emotions, resolve internal issues, and learn about themselves and their circumstances via play without adult involvement. Play also keeps children busy physically and intellectually, preventing intrusive thoughts from entering their consciousness and generating distress (p. 1-2). Play act as a control and reduces overload. During social play, children can form emotional connections with others and establish relationships that bring happiness. Developing a play-based relationship with a youngster might help the child recognize people who can provide comfort in stressful situations. Play can also help sick youngsters feel hopeful and resilient. It also aids children's growth. Play activities help youngsters learn about their world through seeing, touching, handling, experiencing, and physically manipulating/influencing objects/stuff (William et al., 2019, p. 3-4).

From Anderson-McNamee & Bailey (2010) perspective, Play helps youngsters understand family norms and expectations. Play is a fun and spontaneous way for children to learn social skills. Play promotes social, motor, and cognitive development. Play is essential for every child's growth. Seventy-five percent of brain development occurs after birth, according to research. Play aids in brain development by activating nerve cell connections. Play also promotes your child's verbal and social development. Play teaches youngsters to express emotions, think, be creative, and problem solves through play (p.1-3).

Feldman (2019) argues that play can help conflicted children reclaim their lost childhoods and provide a healing experience. On the other hand, play meets the rehabilitative needs of the majority of child refugees. Being a child refugee entails experiencing a loss of play. Feldman

(2019) asserts that "play can be a critical component of reclaiming childhood" following a period of conflict. Additionally, He stated that through play, young Bosnian Muslim war survivors were able to "act out their concerns and express their fears and emotions in ways that are developmentally compatible with their ego development." He also explained that battle is play, and play is battle (p. 291-292). According to Henricks (2015) play is a pattern of individual behavior, which they refer to as action. In such accounts, theorists present play as an activity that organisms engage in, typically voluntarily. Scholars define play as a pattern of give-and-take or assertion-and-response engagement that can be described as "dialectical." Individuals learn to adjust to the movement of a bouncing ball, the ambition of their opponent across the net, or the slippery surface of the hill they are climbing during play. Play moments cohere with a variety of other behaviors (such as resting, eating, applauding, fidgeting, and keeping score) that comprise the event as a whole. When we play, we enter, inhabit, and put into action complex states of being or frames of perception consciously (p. 19-20). In times of belligerent unrest, play becomes more perilous/difficult and important. Children use play to make sense of their world, even in violent situations. A lot of research has been done on how to help traumatized children create their trauma narratives after experiencing domestic violence, serious illness, or sexual abuse. Play can help children examine the distorted expectations created by trauma, experiment with different outcomes, and put the trauma into perspective. During the family disruption, illness, or trauma, the play offers young people a chance to rebuild and rework their lives. Children who have experienced trauma make play a risky endeavor, making the prospect of rebuilding and reworking bleak/risky (Feldman, 2019, p. 290-291).

2.5 Meaning of integration

According to Holland (2012) social integration is defined as the process through which people will become appealing to a bigger group while remaining accessible. Furthermore, the author wrote that social integration theory predicts that a person would be welcomed by his peers depending on his or her appeal to the group as well as his or her approachability (p. 103). On the other hand, Kisar- Koramaz (2014) wrote that integrating the various parts of a social system into one cohesive whole is called social integration. It is essential to have a strong sense of belonging in society, as well as the ability to establish and maintain relationships with others in order to achieve social integration. It is also seen as an interrelated process that affects everything from the physical environment to urban services to the possibilities and resources available to those who live in cities (p. 49). Dukic (2017) emphasizes that

integration is a collaborative and reciprocal process involving both the host culture and the migrant, in which those who recently arrived in their place of safety have the opportunity to engage fully in economic, social, cultural, and political activities while retaining their cultural identity (p. 103). Social integration is also influenced by urban dynamics and geography. It is a process that interacts with the opportunities and resources supplied by urban infrastructures, such as sociocultural life, the built environment, and urban public services, particularly in metropolitan centers. Additionally, as different social groups integrate into society's macrostructures to varying degrees, they settle in residential neighborhoods with particular environmental characteristics (Kisar-Koramaz, 2014, p. 50). Social integration occurs in a group when members are attracted to one another. Individuals seeking integration into a group are under pressure to demonstrate to the other members that they would make desirable friends, yet the resultant rivalry for popularity results in defensive techniques that obstruct social integration (Blau, 1960, p. 545). This means that when people are constantly concerned with making a good impression, they end up creating an impasse that prevents them from being part of a community. This is an important theoretical argument. The tendency of group members to focus on the coming impasse rather than their own personal appearance is what keeps the group together and prevents it from disintegrating (Blau, 1960, p. 549). The interactive feature of social integration occurs through social networks, social relations, and social relationships. To assess interactive integration, one must first comprehend the nature of social ties, relations/associations, and networks. Social connections are seen as a collection of social ties among individuals in a society formed by social networks. Social networks are links between individuals in a society. Social networks are assessed based on relationship content, structural traits, and component connectivity. Family, friends, neighbors, and coworkers are all examples of relationship content (Kisar-Koramaz, 2014). It should be highlighted that strong links promote social integration at the micro-level through dense and deep relationships among homogenous groups. In contrast, weak ties promote integration at the macro community level through intergroup relations. The dispute over weak versus strong ties aids in the comprehension of the many qualities of social networks, social relations/connections, and their purposes (p. 51). Kisar-Koramaz (2014) asserts that social integration is typically examined via the lens of micro-social and psychological drivers, while the macro-structural determinants are frequently overlooked, and they underline the importance of including macro-structural determinants in the analysis (p. 52-53).

2.6 Socialization

Socialization explores how children and other novices comprehend and enact the 'situational context' in connection to the 'cultural context.' (Duranti et al., 2014, p. 1). It is a two-way process involving the system and the national level that is difficult to attribute to a single explanatory variable (Engert, 2010, p. 87). Socialization is the process of teaching naive individuals the skills, behavior patterns, values, and motives required to perform competently in their culture. Socialization processes involve all cultural transmission processes, including training for specialized responsibilities in certain industries. Cross-generational cultural transmission may imply that "culture" is static, contained and that the next generation is being rubber-stamped in the image of its ancestors. While it is commonly believed that socializing occurs predominantly in childhood, it happens throughout life when people enter different social environments requiring new social behavior patterns (Maccoby, 2007, p. 3-4). Individuals are integrated into societies through socialization, which permits societies to function as long as there is agreement on important values and social order (Brown & Finn, 2021, p. 780). Socialization is seen as the process by which actors become acquainted with the norms and rules of a particular group, with internalization being the ultimate result. In other words, socialization is a process that aims for a more profound shift in an actor's sense of self rather than a simply behavioral adaptation (Checkel, 2017, p. 594).

According to Kvello (2014) socialization is a process by which a child learns the customs and traditions of the society and how it operates. Self-regulation is made more accessible through socialization (which means that the individual learns to control him or herself). According to Kvello, (2012), in order to self-regulate, one must be able to control his or her thoughts, his or her actions, and his or her emotions (p. 19, 179 & 218).

Socialization is also defined by Frønes (1995) as a process in which a child gradually develops, is included, learns, and is dependent on and a part of the society in which he or she is raised. Learning about one's own culture and developing one's own identity are both parts of the process. He continues to define socialization as a process of acquiring the social skills, values, knowledge, and language that are necessary to integrate into society (p. 1-2). Furthermore, the author wrote that transforming a child or passing on society's culture is at the heart of this concept. It is limited to the study of society's customs and practices. There are some who see this as a secondary method of education. A child's socialization can also be influenced by the society in which he or she lives. Alternatively, it could be argued that the system has adopted the individual or has molded the child to fit into a particular culture.

Child-environment interactions are also known as socialization. Frønes (1995) went on to discuss socialization as a product of both the present and the future, which means that socialization does not end but continues as these children grow up. When children socialize, for example, they form networks that will be useful in the future for obtaining jobs, information, and so on (p. 3-10).

According to Gjertsen (2015) socialization is a process in which an individual's behavior is influenced by the actions of another individual or system. A mother's conscious effort to pass on her personal experiences and cultural values to her children constitutes socialization, he says (p. 139-140). Many similarities can be found when comparing the arguments put forth by the various authors. For example, socialization (using free play activities as a medium) involves learning, integration, inclusion, developing, and transforming oneself into a member of a larger community. One of the most important aspects of socialization is the opportunity for children to interact and learn from each other, allowing them to grow in various ways.

2.6.1. Different types of socialization

Various types of socialization occur at different phases of a child's growth or existence. This will be examined from several angles. This discussion aims to identify the kind of socialization mentioned in this work.

Gjertsen (2015) classified socialization into four (4) categories.

- 1 Primary socialization is the first type of socialization a child receives, and it takes place in the earliest stages of their development. A significant part of the child's upbringing takes place in the home. At this point, the child begins to learn and practice a wide range of new skills, including learning a new language, understanding cultural norms, and developing an understanding of one's own identity. Observation and face-to-face communication benefit the child more than any other method of instruction. This is a critical time in a child's life because it is the stage of development. The child's self-concept and personality are formed during this procedure, and the child also learns how to play the roles that adults assign to them (p. 141).
- 2 Secondary socialization is the process of a child's later socialization. This is more of a social upbringing in which the government or other public authorities, such as a school or kindergarten, have an influence on the children. Many people are influenced by the rules of their workplaces as a result of their religious faith or

other personal beliefs; they can also be influenced by media and other sources of communication such as their friends (p. 140)

- 3 Double socialization can be described as a modern form of socialization in which a child's attention is divided and in which the norms, requirements, and values may be interpreted differently depending on where the child chooses to stay or find themselves. This can be helpful for children whose parents are divorced or separated, requiring them to live with each parent at least half of the time. This kind of socialization can be confusing, complex, and contradictory because they learn a variety of things at once (p. 140)
- 4 Refugee children, most of whom come from war zones, benefit greatly from tertiary socialization. Primary and secondary socialization occurs after this point for these young people. In some cases, their new socialization culture may come in conflict with their old one because they've experienced both. There may be a conflict between the new culture they are about to learn and their current culture because of this. Using cutlery at the dining table and not sitting on the floor while eating can be difficult for them to adjust to as they try to become more integrated into society. Refugees' inability to adapt to a new culture, which is vastly different from their own, is a common cause of hostility. The author also mentioned that cultural differences between people from other countries could lead to different/varying interpretations of the same event. To help the refugee children adapt to their new environment, tertiary socialization is critical. The best way to transform these children and foster tertiary socialization may not be immediately apparent but participating in play activities can be an excellent first step in that direction (Gjertsen, 2015, p. 140-141).

Tertiary Socialization, as defined by Gjertsen (2015) is clearly in the focus of this research. Puri (2018) refers to this process as "re-socialization." It is the process of children moving from one social group to another, such as refugees, as defined by Puri (2018). Here, we can see that the children have given up their old ways of life, norms, and belief systems. Their new way of life requires adjustment, which can be a demanding process for them. Overall, this is a method for discovering new ways to live. When a child from a refugee background moves to another country, he or she may reject his or her own norms, values and then develop the ability to adapt to a new culture or way of life in order to fit in with the new society (Gjertsen, 2015, p. 24-25).

2.6.2 Socialization's beneficial effects

In each of the preceding discussions, the Authors Puri (2018); Gjertsen (2015); Kvello (2014) express a similar view about socialization's beneficial effects. This demonstrates the importance of every child developing the habit of participating in play, leisure or recreation activities.

Children benefit significantly from play activities that foster socialization. Children socialize during leisure activities, which promotes social interaction, network building, and learning, all of which contribute to children's cognitive development. Learning can occur through imitation (attempting to be like or emulate others), reinforcement (influencing or encouraging other children, either positively or negatively), perspective exchange, and interaction. When we discuss social interaction, we are referring to the relationship between two or more individuals. This relationship encompasses language, culture, and other aspects of society that are considered acceptable. This could be accomplished through a process referred to as integration. Social interaction facilitates conceptualization, which is beneficial for development. Play activities aid in the development of social skills and promote cultural and social understanding, positive communication (which refers to the ability to convey a message in a positive manner with good motives and can also refer to the ability to express oneself), intrinsic and extrinsic motivation, provide an opportunity to put oneself in another situation or perspective and encourage people to be accommodative. Additionally, it assists children in developing a capacity for decentration or the ability to see things from another's perspective. At times, child interaction can result in significant conflict, but these children eventually return to play. This demonstrates that leisure recreational activities assist children in cooperating, comprehending, and forgetting about past or recent events. However, it aids all children in developing an understanding of their boundaries. This act demonstrates that children require one another to grow, and that no child is an "island unto himself or herself." Children who participate in activities develop their capacity for situation interpretation. The socialization theory can be used to explain a child's motivation, acculturation, culture, social interaction, learning, and comprehension (Frønes, 1995, p. 40-50; Elkind, 2007, p. 145-193; Kemple, 2004, p. 122-132).

Puri (2018) concurs with Frønes (1995) but adds that when peers interact during activities, they socialize, gain the freedom they require with others, develop skills, discover their place in the world, enjoy the joy of being together, and desire to learn more (Puri, 2018 p. 24-26).

According to Arnon et al. (2008), during playtime, children reinforce and master skills, develop their lifestyles and learn to express their emotions through actions such as laughing when they are happy or crying when they are sad. Sitting with other children teaches them to work cooperatively to solve a problem, experiment, explore, and encourage one another. They compare themselves and attempt to demonstrate what they possess or are capable of (Arnon et al., 2008, p. 373-378).

Indeed, refugee children require socialization to develop emotional competence; they learn how to interact with others through socialization. This will come in handy when they work with people in the future. The purpose of this work is to examine recreational activity, in particular, unstructured play as a critical agent of socialization. In this case, tertiary socialization, as defined by Gjertsen (2015) and Kvello (2014) for refugee children from war zones.

CHAPTER THREE

3.0 Methodology

3.1 Definitions and choice of method

Qualitative, quantitative, and literature-based research approaches are examples of research methods. Qualitative research is a method that focuses on exposing or examining reality in order to gain a better understanding of one's own thoughts and beliefs. This strategy provides insight into or a deeper understanding of the issues, as well as the opportunity for study. This process involves conducting interviews, observing, photographing, recording, and taking notes. Quantitative research entails the quantification of variables and the analysis of their correlations. The collection of data can be represented numerically, and the data can be processed using statistics. This strategy, among other things, incorporates questionnaires (Suwamaru, 2016, p. 70-72).

This work will employ a strategy for conducting a literature review. According to Aveyard (2019) a literature study (article review) is a detailed examination and interpretation of related literature about a topic or research issue. Additionally, it can be described as a technique for synthesizing several pertinent articles in order to arrive at the desired result (p. 3, 4-7). Aveyard (2019) argues that when an individual chooses to conduct a literature review, the individual follows a due process, which includes identifying the topic and attempting to find a response by analyzing and surveying relevant publications authored by others using a systematic technique. (Aveyard, 2019, p. 2). A thorough review of the literature yields new information/data. This is only possible if relevant peer-reviewed literatures are read in conjunction with other data. (Aveyard, 2019, p. 2). Aveyard (2019) outlined 35 distinct approaches to conducting a literature review, including systematic review, narrative review, scoping review, structural review, rapid review, and critical review (p. 3). The use of literature as a method of investigation entails a set of procedures that must be followed. When conducting a literature review, it is critical to appraise and evaluate the literature (Aveyard 2019, p. 3-5).

3.2 Decision to conduct a literature review

Due to the author's need to harmonize various information on the subject matter and the author's limited time, a literature review was chosen. Conducting a literature search saves time. Numerous procedures, such as obtaining approval from authorities, parents, and guardians, may be required for the majority of quantitative research. However, because this

will be the author's first encounter with the children, gaining their attention and eliciting their expressions may prove difficult. Children might also be fearful of approaching the new "investigator." Children take a long time to organize themselves, and they are prone to distraction. 'Our time' is not always synonymous with 'children's time (talking about the mood).

3.3 The validity and Reliability of the literature review

A strong literature review is enticing because it enables you to read widely and critically, compare and contrast papers, and gain a better understanding of the work of other writers. It exposes the reader to novel concepts or discoveries. It provides insight, allowing for the possibility of new discoveries and conclusions. This study will compile and examine pertinent ideas from various researchers (Aveyard, 2019, p. 3-7). Validity relates to how accurate the researcher's conclusions are (Noble & Smith, 2015, p. 34-35; Golafshani, 2003, p. 589-600). To ensure the study's credibility, one must ensure that the literature sources used are reliable and that the articles included are relevant to the topic at hand. Validity refers to how relevant and valid the findings are in regard to the question at hand (Dalland, 2020). External and internal validity are terms used to describe the amount to which a study may be extrapolated to a broader portion of the population and the extent to which systematic bias can be avoided (Dahlum, 2021). As a researcher, I might be tempted to hunt for papers that confirm what I already believe, for example (Aveyard, 2019). A structured approach to my literature search and sound selection criteria helped me avoid falling prey to this trap (Aveyard, 2019). All of the research articles included in this literature review were chosen because they are relevant to the research topic. The number of articles included can also affect validity. However, because my publications focused primarily on play, refugees, and the integration of refugee children in particular, one cannot claim that the results are representative of all consequence of unstructured play on children with a refugee background. On the other hand, it can only be assumed that it can provide some insight into the role of unstructured play in the integration of children with refugee backgrounds. The term "reliability" refers to whether or not the results may be trusted to be accurate (Dalland, 2020). Reliability also refers to the concept that if a different researcher followed the same processes, they would have come up with nearly identical results (Noble & Smith, 2015, p. 34-35; Golafshani, 2003, p. 589-600). The reliability of the study is linked to the question of whether it was done in a trustworthy and reliable manner (Noble & Smith, 2015 p. 34-35; Golafshani, 2003, p. 589-600). The researcher's explanation of how he or she arrived at particular data points is what reliability is

concerned (Noble & Smith, 2015 p. 34-35; Golafshani, 2003, p. 589- 10 600). In my work, a full summary of how the study was carried out was provided, detailing what was done and why judgments were taken. A full description of how the articles were gathered in order to improve the study's trustworthiness is given. To ensure that this research is reliable, the writer has meticulously documented the search technique and detailed descriptions of how the articles were discovered. Only peer-reviewed sources were used, and I attempted to write objectively. Furthermore, all of the papers featured/included have been rigorously examined to ensure that they are reliable. There is no doubt that having more researchers collaborate on the study, as well as discussing critical research decisions with other researchers, will increase reliability (Noble & Smith, 2015 p. 34-35; Golafshani, 2003, p. 589-600). A master's degree project as one understands is essentially a solitary project, one is limited in the ability to incorporate other scholars in the research. one's (opportunity to include other scholars in the research is limited). It's feasible that the study's dependability would be improved if more researchers had taken part (Noble & Smith, 2015 p. 34-35; Golafshani, 2003, p. 589-600). In this study, one collaborated with the supervisor and providing him with relevant information can promote trustworthiness.

3.4 The importance of literature review

Literature evaluations compel a writer to become as knowledgeable as possible about the topic chosen. This will aid in the learning process and will also aid in the writing process by indicating what has and has not been examined and established as knowledge through past studies. (Denney & Tewksbury, 2013, p. 220). According to Wee & Banister (2016) literature review helps the reader interpret and implement the findings. A review can also help a researcher return to a topic after a long absence. The reader obtains an up-to-date and well-structured summary of the literature on a particular topic, and the review adds value. In addition, readers who are researching the same subject for the first time may be able to identify research gaps which can be beneficial for the reader who is carrying/conducting the same topic research (p. 278). It shows readers that the author has a solid grasp of the subject. This lends credence to the author and to the broader premise of the piece. The inadequacies and flaws of past literature will become more obvious by a thorough analysis and reporting of all preceding publications. Using this method, not only can a specific research question be identified and argued for, but it can also be used to strengthen the case for why more research is required. (Denney & Tewksbury, 2013, p. 220).

In this work, the narrative review will be employed. A narrative review is defined as a literature review that is not conducted according to or has not been carried out according to a predefined and systematic approach (Aveyard, 2019, p. 179). On the other hand, Greenhalgh et al. (2018) defined a narrative review as a synopsis of a scholarly work that includes interpretation and criticism and further explain that it is possible to conduct it in a variety of unique ways. While the principles and processes may deviate from conventional systematic review methodology, they are not unsystematic and can be conducted and presented in an organized manner depending on the objective, method, and context. Furthermore, they point out that narrative reviews offer interpretation and critique; their primary purpose is to increase comprehension. (p. 2-3).

According to McCance et al. (2001), the narrative analysis examines the story with the goal of determining how respondents make sense of the events and acts in their life. Additionally, they defined narrative analysis as the process of describing human experience and activity through the use of stories. However, the literature on diverse techniques for narrative analysis is contradictory. This is acknowledged by Reissman (1993) in McCance et al. (2001), who states that in comparison to some forms of qualitative analysis, there is no uniform set of methodologies. This resulted in considerable discussion on the various approaches to narrative analysis and which one was most appropriate for the current study. While a review of the linked literature confirmed the range of frameworks for story analysis, it did not provide clear direction on how to utilize them. The distinctions across frameworks' foci were challenging to define. However, several scholars have attempted to distinguish and clarify the various methods of narrative analysis (p. 353-354). In narrative inquiry, narrative analysis is a type of qualitative data analysis that is frequently utilized. Although there are no standard protocols for story analysis, numerous narrative scholars have established rules and processes for doing so. There are four ways that narrative analyzers can take. The most frequently used of the four ways is narrative-thematic analysis, in which the major focus is on the substance of the text, so this is the approach I choose. The second method is structural analysis, which is concerned with the manner in which a tale is told or assembled. The third technique is dialogic/performance analysis, which focuses on the "dialectic process" between the teller and the listener. Finally, visual story analysis is a vast field that encompasses both words and images, and it combines images alongside written or spoken language in narrative analysis (Butina, 2015, p. 193).

3.5 Observed limitations and strength of the work of the literature review

It consumes a significant amount of time. It requires considerable thought, effort, and time (because of the reading and word switching). It consumes a significant amount of energy and contributes to eye strain. It is very easy to become disoriented by search terms and articles. Locating relevant linked articles can be challenging. Certain articles may be difficult to follow. Because access to certain pertinent items is fee-based, it may be difficult for the library to assist in such instances. After passing through several hands, an article may lose its significance. Finally, peer-reviewed publications from the last five to ten years may be challenging to find. On the other hand, I made the research "transparent" as the researcher on this project in order to boost the study's validity. This necessitates a justification of how the findings are supported by the analysis (Noble & Smith, 2015, p. 34-35; Golafshani, 2003, p. 589-600). In the results section, we accounted for the findings from the reviews that were relevant to the situation. Thereafter, anything that's related or necessary to the work were included, and the unnecessary ones were excluded. The findings and the discussions were firmly to be in accord.

3.6 Criteria for selection a paper

The criteria for inclusion include the following: Peer-reviewed journal, English language only, five to ten years in duration, health and social care sector, and play as an inclusive or socialization process. On the other hand, The factors for exclusion include the following: Articles that have not been peer-reviewed, articles written in languages that I do not understand, research that is not related to health and social sciences, and research articles that are not well-published and have not gone through the required play processes, such as those published on the internet, some of the items may be fascinating or have the potential to be intriguing, but have not been subjected to due diligence or rigorous editing procedure. Chapter 4, only peer-reviewed articles were selected that were written in an intriguing and appropriate English language for the assignment. My supervisor has read the papers I have chosen and has given me permission to proceed (approved). This is consistent with Aveyard (2019) recommendation that you justify your selection criteria so that the reader has a clear and distinct picture of the material you wish to include in your study. Furthermore, the research also points out that it is easier to narrow your search to relevant literature if you establish explicit inclusion and exclusion criteria before commencing, as this saves unnecessary diversions (p. 78-79).

3.7 Research and Analysis

The following is the procedure for conducting literature reviews. According to the criteria, the literature(s) must have been published within the last five-to-ten years and be relevant to the study topic. The impact of unstructured play on refugee children and the relationship between play and socialization will be critical components of my research topic.

The findings from the literature reviews will then be connected in order to gain a better understanding of the issue by establishing subjects related to the impact of unstructured play on refugees in general. The process of searching is shown in Figure 1

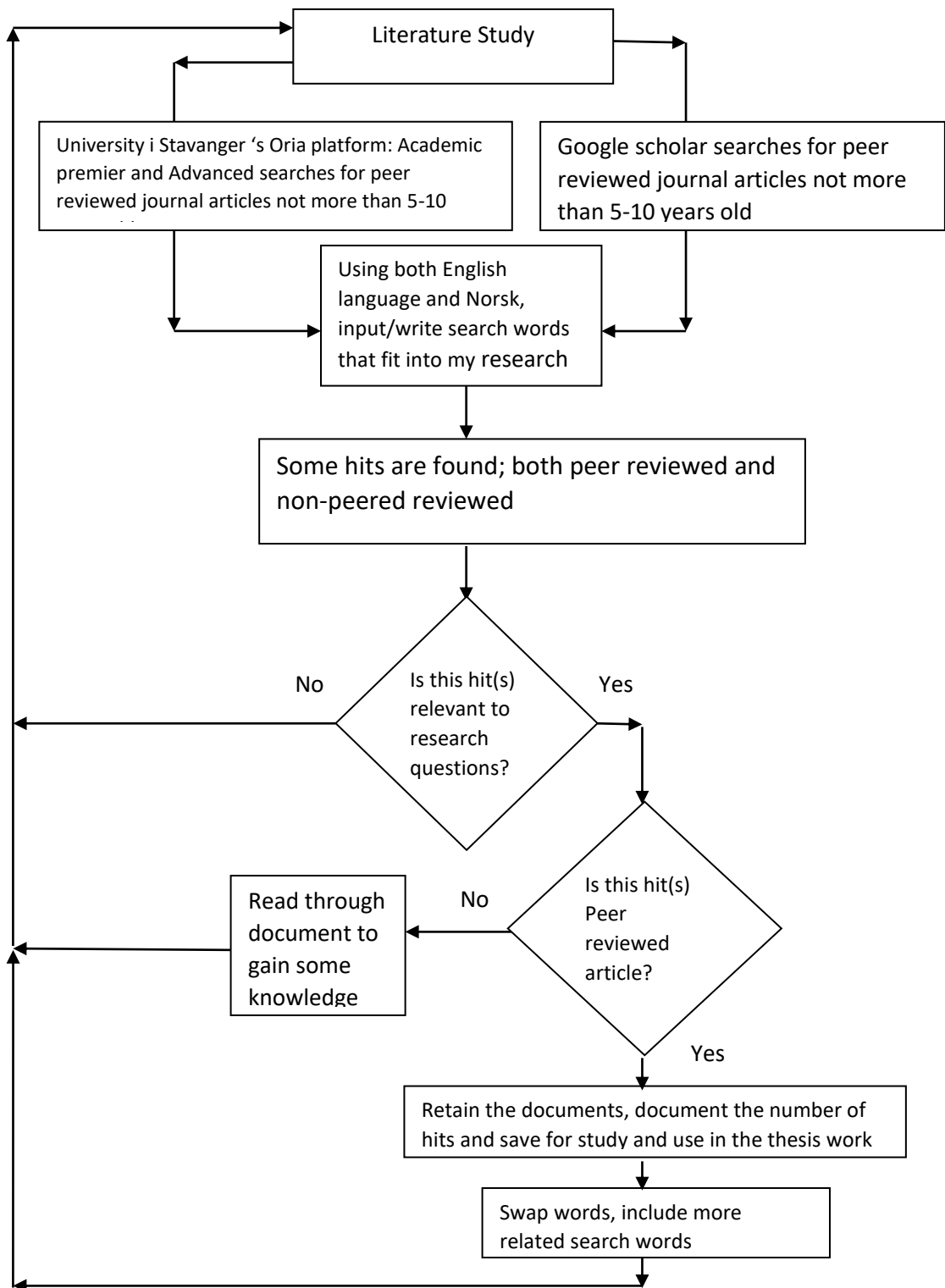


Figure 1: The process of searching for relevant literature

Some search words are used during the literature search in Figure 1. Some of these search words are shown and discussed in Section 3.8. A lot of hits were gotten and the most important articles relevant to my work were selected and results are shown in Table 1 of Section 4.

3.8 Key word

It was important to me to conduct my search only in English because the language is rich in resources. I conducted a broad search, among other things, on websites of various articles sites, such as Google Search, Microsoft Edge, and others, to get an overview of existing literature or articles that might be of interest. In addition, I conducted several more systematic searches before arriving at the final search. The investigation was conducted using Google Scholar, Oria, and other resources. "Play," "refugee children," "leisure sport," "integration," and "socialization" were some of the terms I utilized. I used these words while looking for literature that dealt with children's play and how it was linked to integration and/or socialization. The following search terms were used: play AND refugee children AND integration, refugee children AND leisure sports activities AND socialization, refugees' children AND play AND socialization OR integration, refugees' children AND play AND socialization OR integration. A total of 1,185 hits were returned/gotten from the search. Further i refining the search, I utilize the inclusion criterion of peer-reviewed and restricted year length (5-10 years) to narrow the number of articles. The search term combination "play AND refugee children AND integration OR socialization, in teams with inclusion criteria" returned 137 or more hit, according to the results of the search. This technique was repeated several times, each time changing the key phrase and applying the inclusion criterion to find 13 peer-reviewed relevant publications for my research. As indicated previously, the keywords I used gave me sufficient relevant results, and therefore I concluded the process of keyword research. There is always a risk that I overlook significant research during this procedure, and the likelihood of missing key publications is relatively high. However, a threshold has to be established for when I should proceed and conduct the final stage of my work.

CHAPTER FOUR

4.0 Results, Findings, and Discussions

4.1 Results

The following thirteen (13) pieces of literature shown in Table 1 were identified and studied in line with the methodology.

Table 1: List of the reviewed literature

S/n	Author	Title of literature	Journals	Search Engine
1	Lee, R. L. T., Lane, S., Brown, G., Leung, C., Kwok, S. W. H., & Chan, S. W. C. (2020).	Systematic review of the impact of unstructured play interventions to improve young children's physical, social, and emotional wellbeing	Nursing and health, Wiley. 28 April 2020	Google scholar and Oria.no
2	Heldal, M. (2021)	Perspectives on Children's Play in a Refugee Camp.	Springer,2021	Google scholar
3	MacMillan, K. K., Ohan, J., Cherian, S., & Mutch, R. C. (2015).	Refugee children's play: Before and after migration to Australia.	Paediatrics and Child Health, 2015	Google scholar and Oria.no
4	Woolley, H. (2021).	Beyond the Fence: Constructed and Found spaces for children's outdoor play in natural and human-induced disaster contexts – Lessons from north-east Japan, and Za'atari refugee camp in Jordan.	International Journal of Disaster Risk Reduction, 2021.	Google scholar and Oria.no
5	Johnson, J. & Ali, A. E. (2017).	Skating on thin ice? An interrogation of Canada's melting pastime	WORLD LEISURE JOURNAL, 2017	Google scholar
6	Nunn, C., Spaaij, R.,	Beyond integration: football as a	Leisure	Google

	& Luguetti, C. (2022).	mobile, transnational sphere of belonging for refugee-background young people.	Studies, 2022	scholar
7	Whitley, M. A. (2022).	In her own words: a refugee's story of forced migration, trauma, resilience, and soccer	Sport in Society, 2022	Google scholar
8	Stodolska, M. (2015).	Recreation for all: providing leisure and recreation services in multi-ethnic communities	World Leisure Journal, 2015	Google scholar and Oria
9	Nordbakke, S. (2019).	Children's out-of-home leisure activities: changes during the last decade in Norway	Children's Geographies, 2019.	Google scholar
10	Waardenburg, M., Visschers, M., Deelen, I., & Van Liempt, I. (2019).	Sport in liminal spaces: The meaning of sport activities for refugees living in a reception centre	International Review for the Sociology of Sport, 2019	Google scholar
11	Coutinho, P., Mesquita, I., Davids, K., Fonseca, A. M., & Côté, J. (2016).	How structured and unstructured sport activities aid the development of expertise in volleyball players	Psychology of Sport and Exercise, 2016	Google scholar
12	Doidge, M., Keech, M., & Sandri, E. (2020).	Active integration': sport clubs taking an active role in the integration of refugees	International Journal of Sport Policy and Politics, 2020	Google scholar and Oria.no
13	Quirke, L. (2015).	Searching for Joy: The Importance of Leisure in Newcomer Settlement	Int. Migration and Integration, 2015	Google scholar

4.2 Findings

4.2.1 Highlights of the findings from literature search

(i). The highlight of findings with respect to the research question one (1) was derived from the found literature and presented in Table 2. Research question one (1) is “*How has unstructured play contributed to the integration of refugee children?*”

Table 2: Highlight relating to research question 1

S/n	Highlight	Supporting literature serial numbers (Ref. Table 1)
a	Play is an integration tool for refugee children, but unstructured play represents the most flexible and available integration tool for refugee children.	1,6, 7,9, 11,12
b	Unstructured play provides a natural inner freedom, enabling refugee children to recover and discover their environment, thereby catalyzing the integration process.	2, 6, 7,12, 13
c	There are bottlenecks for refugee children’s unstructured (free) play.	1,2, 3, 4, 5, 8, 12

(ii). The highlight of findings with respect to the research question two (2) are derived and presented in Table 3. The research question two (2) is, “*is there any difference between unstructured play among refugee children and non-refugee children?*”

Table 3: Highlights relating to research question 2.

S/n	Highlight	Supporting literature serial numbers (Ref. Table 1)
a	There is a difference between unstructured play among refugee children and non-refugee children	2,9,10,

4.3 Discussions

In the previous Chapters 1-3, the meaning of the term unstructured play was clearly established. Sections 4.3.1 through to 4.3.4 will discuss the different highlighted findings with respect to the research questions presented in this work. Further discussion on the finding with respect to socialization and relevance to social workers are presented in sections 4.2.5 through to 4.3.6.

4.3.1 Play is an integration tool for refugee children, but unstructured play represents the most flexible and available integration tool for refugee children.

Doidge et al. (2020) posit that successful integration rests on social relationships. They claim that the term integration relates to a multidimensional process that sees new members of a community being able to fully participate in social, economic, and political activities. Doidge et al. (2020) argue that successful integration requires adaptation on the part of both the migrant and the host society. Nordbakke (2019) studied refugee children of ages six (6) to twelve (12) and found that those who participated in organized activities, the more they took part in organized activities, the more they also played outdoors, unstructured play without adult supervision (Nordbakke, 2019, p. 356). The author Nordbakke (2019) concluded that the association between structured and unstructured play is significant. The result of Nordbakke (2019) work indicates that organized activities do not take time away from unsupervised, unstructured play outdoors. In attempting to explain the result, Nordbakke (2019) suggested that one explanation for this might be that through organized activities, children expand their social network and hence have more children to play with during their unsupervised, unstructured outdoor play. Another explanation, according to Nordbakke (2019) is that children spend time together outdoors before or after participating in organized activities (for example they might walk, cycle or use public transport together to and from an organized activity). A third explanation, according to Nordbakke (2019) is that because sports can often be carried out outdoors, children who participate in organized sports activities also engage in informal, free play or unorganized and unstructured plays with friends, after school hours, for the purposes of having fun or improving their skills. Moreso, Nordbakke (2019) results showed that those who never participated in organized activities also play unstructured outdoors play more (4 times or more during a week) as compared with those who participated in an activity just once a week.

Four (4) times, as described by Nordbakke is quite a large number but seems to contrast the earlier observation that unstructured play can result from a structured play. As suggested by Nordbakke, this is basically because time and space are needed to create social relationships to socialize (p.356). I agree that whether structured play leads to unstructured play could depend on some human factors at the point (space) in time, for example, the temperament of the persons involved.

The work of Lee et al. (2020) points out that engagement in unstructured play is associated with the development of self-regulation, a skill that supports academic learning (Lee et al., 2020, p.185). Furthermore, Lee et al. (2020) present that the natural outdoor unstructured play space offers opportunities for children to develop executive functions such as reasoning, working memory, and self-control and increases social skills and physical activity. Self-regulation, reasoning, working memory, self-control, increase in social skills, and physical activity are very valid components and ingredients that support the integration of “newcomers,” in this case refugee children, into a new community (p. 185).

As discussed by Nunn et al. (2022), sport is widely utilized as an integration tool for refugee-background young people in resettlement countries. It is noteworthy that sport can be structured or unstructured, and when it is unstructured, it becomes play. The everyday practice of kicking “ball” around by individuals or in small groups; in yards, on streets, or in parks by children are the basic form of unstructured play (p. 44). Nunn et al. (2022) wrote in relation to dancing: “While forced migrants may have little opportunity to bring material goods, all come with their bodies and the competencies of bodily praxis” (p. 34). Engaging in the familiar practice of dancing around or kicking a football around can provide a sense of mastery and control, as well as pleasure and freedom, in the midst of the uncertainty and alienation of migration. Moreover, it can also provide an embodied and affective connection to the past, offering a sense of continuity in the face of significant changes (Nunn et al., 2022, p. 45). The ‘micro-social moments’ that emerge through the shared practice of kicking a ball or dancing around hold transformative potential, as described by Nunn et al. (2022). Nunn et al. (2022, p. 45) described a situation of a 15-year-old refugee named Ishaq. For Ishaq, according to Nunn et al. (2022, p. 45), kicking a football against a wall near his house was initially a way of passing the time when he did not have any friends; of seeking comfort in and entertainment from the familiar bodily practice of football. At times, this drew negative attention, according to Ishaq in Nunn et al. (2022). As narrated by Ishaq: The folks in that neighborhood, especially those of my age, are not pleasant/friendly (p. 47). However, Ishaq’s

practice of kicking the ball around his neighborhood also drew more positive attention from younger kids on the street over time. Ishaq narrates: Because all of the children on my street enjoy football, we always play football. I would not see them if we did not play football (p. 49).

Through the shared practice of kicking the ball, Ishaq and the children on his street have been able to establish a way of belonging together. As with fandom (i.e., the act of cheering the football play), Nunn et al. (2022, p. 48) put that this bodily practice of kicking a ball around created an opening for new encounters and relations – in this case, in a hostile environment.

In my opinion, it is important to state that street football or footballing, or even handballing for girls especially, is the most common unstructured play among boys and girls, be they refugees or not. This is supported by Nunn et al. (2022, p. 44-48). It has turned out to be recognized as a powerful tool that offers fun to refugee children as they play inside the houses, street sides, bush sides, corners of houses, roadsides, etc. Nunn et al. (2022) provided empirical evidence in their article that suggests that much of the most important ‘belonging’ or ‘belonging work’ occurring in the football sphere is in informal and community contexts outside of institutional and governmental domains (p. 51). By the term belonging, it means something that one loves to do or is part of. According to Nunn et al. (2022), it involves young people negotiating places and relationships through, for instance, kicking a ball on the street or watching football with peers, or playing with co-ethnic youth at informal community events. Rather than being recruited to a football program based on being a refugee (or having a refugee background) (p. 51), Nunn et al. (2022) state that football is often an opportunity to reconfigure identity and belonging beyond the refugee label and outside of the governmental gaze; that is, an opportunity to be engaged based on passions, self-expression, pleasures, skills, and knowledge (p. 52). Furthermore, rather than being only a tool for integration provided by members of the receiving community, street football (unstructured play) is a resource for belonging that many young people bring with them on their refugee journeys and draw on during displacement and resettlement as a valued source of continuity, connection, confidence, and comfort (Nunn et al., 2022, p. 53).

Makena, the 12 years old refugee that loves playing football on the streets, is described by Whitely (2022) as saying that my Street Soccer team is outstanding or is forced to be reckoned with. We are not excellent or skilled, with the majority of my teammates playing for enjoyment/fun, but that's fine. We are mutually supportive. There are individuals from other countries there, which is pleasant. Because we communicate through our feet, language is

irrelevant. My favorite times are when we come together to cheer one another on. We are friends, but soccer has united us in a way that no other sport has. We are more than teammates; we are family (p. 558). Unstructured play such as bouncing and kicking a football (unsupervised) are indeed strong source of integration and social inclusiveness among refugee children. Beyond this, unlike structured play, unstructured play is cheap as it can take place anytime, anywhere, and anyhow. It is a free play that provides a potential opportunity for refugees to integrate with each other and host communities (Doidge et al., 2020, p. 305). According to Coutinho et al. (2016), research has also acknowledged the importance of engagement in unstructured activities during childhood for an athlete's development. In the language of Coutinho et al. (2016), Unstructured play refers to activities that are personally guided, freely chosen, and regulated by children, giving them the ability to decide and invent what to do and how to do it (p. 56). This experience leads to a complete, active, and intense involvement in the activity providing good conditions for learning (p. 56). As Coutinho et al. (2016) put it, the flexibility in the structure and form of early play through unstructured play creates experiences as well as a high degree of novelty, exposing children to many new physical, social, and emotional situations, which provide a platform for the development of metacognitive capabilities, learning and overall integrational development (p. 56).

4.3.2 Unstructured play provides a natural inner freedom, enabling refugee children to recover and discover their environment, thereby catalyzing the integration process.

Quirke (2014) posits that qualities associated with play (both structured and unstructured) that have been documented in empirical research include feelings of relaxation, excitement, freedom, and competence, as well as increased concentration and changes in the perception of the passage of time. This feeling of relaxation/peace can only happen best when the play is 'natural' (that is, in an unstructured play) (p. 238).

This could be likened to what happens in the science of chemistry and physics, where an active atom of an element will have to 'relax' only by freely giving off its one or more electrons (energies) in an environmental reaction (Odesina, 2018, p. 169-181). In an unstructured play, the refugee child leads the process, the child naturally does what he feels like doing in his or her own way and in his or her own time, and in his or her own place. It is totally an informal leisure to relax.

Leisure, whether formal or informal, in time spent alone or with others is a vital aspect of stress management (Quirke, 2014, p. 241). These benefits of leisure may be especially important for newcomers, whose lives are in transition and involve many daily stressors. In

the case of shared leisure, this could also alleviate the social isolation and loneliness experienced by many newcomers (Quirke, 2014, p. 241).

According to Heldal (2021) most of the studies regarding play and refugee children emphasize play as a tool in processing trauma (p. 435). Heldal (2021) attempted to explore the fact that, in reality, refugee children need to play for the play itself. As described by Heldal (2021) through play, children express how they perceive the world here and now, based on the fact that they often involve something they have experienced or are interested in and have a further interest of exploring (Heldal, 2021). Heldal (2021) quoted that Edmiston (2008) used the metaphor 'workshop for life' to describe play. The play referred to in the presentation of Heldal (2021) is, in fact, unstructured play.

According to the world different author, pretend play is a type of symbolic play in which children use things, actions, or ideas to symbolize other objects, actions, or ideas by assigning roles to inanimate objects or people using their imaginations. Toddlers begin to expand their imaginations by transforming objects into boats and brooms into horses. This is one important form of unstructured play available for refugee children at zero cost (Lillard et al., 2013; Kelly et al., 2011). Heldal (2021) contains that by participating in pretend play the child will develop an inner, subjective life that is the child's own. As part of a community, the child develops an understanding that there is a distinction between private and public. When the child in the play chooses to make himself invisible, it can be interpreted as happening from within, as a secret desire to overcome challenges which include all challenges of integration process (p. 441). Through the action of unstructured play, according to Heldal (2021) the refugee children have the opportunity to deal with situations they would not have otherwise (p. 444). In discussing the works of others, Heldal (2021) described the importance of giving the child time to spend in his/her own dreamland and warn adults against unnecessary intervention in the play. It emphasized the existentiality/importance's of play: "*The play is about the secrets of consciousness formation, about our own inner, subjective life and about what makes life worth living*" (p. 444) or can be put as the play explores the mysteries of awareness formation, our own inner, subjective lives, and what makes life worthwhile to live (p. 444). It is a recognition that is important to hold for adults in the face of children's play, especially in a refugee camp (Heldal, 2021, p. 444). When the mind is free and settled, learning is fast-tracked. Integration of the refugee child into the host communities or country is made easy because there is a freedom within.

Street Soccer as an unstructured play is fun. From the work of Whitely (2022) the 15-year-old refugee named Makena claims and has this to say about his street soccer game: When I am playing, I feel as though I can be myself; it is something that is solely for me. It feels great to play; no matter what is going on in my life, it always helps me settle down, clear my mind, and re-center myself (p. 558). When the mind is clear and free, certainly, learning, adaptation, and other integration processes are bound to make good results in the life of a refugee child. Ultimately according to Doidge et al. (2020, p. 307) and supported by other authors, play, be it structured or unstructured, provides a fun, enjoyable, and social activity that can allow refugees to ‘switch off’ from the trauma and stress in their lives. Unstructured play through leisure by refugee children can support intergroup contact and also have the potential to foster connections between newcomers and the institutions and resources in their community (Quirke, 2014, p. 242).

4.3.3 There are bottlenecks for refugee children’s unstructured (free) play.

So far, my presentation has shown very important benefit of unstructured play in the life of refugee children. In the course of the review, there seem to be situations that limit unstructured play activities in the life of refugee children. I called these situations “the bottlenecks” and are enumerated below.

(a). Children living in a refugee camp may not have had sufficient conditions to develop good play skills and may particularly benefit from adults as facilitators of play and discoveries that make life worth living.

Heldel (2021) wrote about an unstructured play with a refugee child (named Dawoud) whose age is about three (3) years and living in a refugee camp. According to Heldel (2021) Dawoud did not want to be with others in the play, which may be due to his lack of playing skills, but also can be understood as a desire to be alone. In a refugee camp, people live in tight conditions (p. 443). Heldel (2021) explained that the indoor space in the Dawoud’s preschool was not systematized and appeared to be messy. In shared frustration over the physical setting, Dawoud and Heldel created their own space in the main room. The tent was both a way to hide and an arena for play development between them (p. 438). Heldel (2021) used the concept of boundaries when referring to the areas that are particularly important to them. The play and the tent set such boundaries, framing thematic themes that were important to Dawoud. In the tent, he explored topics such as fear, care, travel, need, and courage. The play in the tent allowed Dawoud to create experiences of freedom (p. 438).

The work of MacMillan et al. (2015) illustrates this very clearly when in their work, they asked certain refugee children to draw their play experiences. The following is the summary representation of their observations:

- i. Refugee children drew less play pre-migration to reflect the potential dangers of refugee environments. (p. 771).
- ii. Almost all drew play following resettlement in Australia, supporting that most refugee children will partake in play despite limited experience. (p. 771).
- iii. Despite pre-migration risks, almost all drawings illustrated unstructured outdoor play. Therefore, a safe and accessible outside area is recommended to improve play quality and quantity for refugee children pre-migration. (p. 771).
- iv. Their findings suggest that despite prior trauma and limited experience, refugee children will avail themselves of unstructured play when given the free opportunity and safe environments. (p. 771).

For points 4.3.3a(i-iii) above, it is noted that it is not out of place for some parents of the refugee children to provide a shield and opportunity for unstructured play. MacMillan et al. (2015. p. 775) noted that their parents, who ought to support them as facilitators, are unable to act. The reasons are stated below as claimed by MacMillan et al. (2015. p. 775).

- i. Parents of refugee children also experience accumulative trauma and stressors pre- and post-migration. Adverse parental experiences can affect a child's psychological functioning, particularly if a parent has been tortured or is missing.
- ii. Refugee parents who have been traumatized might struggle to meet their child's emotional needs, threatening the development of secure attachment, a precursor to a child's healthy development.
- iii. Some parents have never been afforded the opportunity to play, so they cannot engage or initiate normal play with their children, especially for those from intergenerational refugee families.

The consequence of this is that social workers will have to bear this in mind and be able to act to support refugee children rather than assuming that their parents will be able to support them.

For 4.3.3a(iv) above, it is necessary to provide sufficient trust and space to catalyze unstructured play in its associative form, as suggested by Nordbakke (2019). The catalyzation of unstructured play is necessary for refugee children. As noted by Doidge et al. (2020), for

refugees, as for many younger people, forming social relationships can be difficult, especially if they are new to a country (p. 313). Doidge et al. (2020) unknowingly employed the concept of Nordbakke (2019) to initiate unstructured play among refugee children. (Structured play is characterized by formal face value, whereas unstructured play is a natural free play with an informal face). Doidge et al. (2020) wrote that by actively involving coaches in creating a friendly environment at the camp, many people, including refugees, felt safe and at ease in the club's surroundings. Refugee players frequently congregate in the club's social area, where they mingle with players from all over the world. Around the table in the social area are refugees from Sudan, Afghanistan, Syria, and Chad, as well as other young players from the local Kemp town community, as well as experienced players and instructors. They are discussed table tennis, upcoming competitions, as well as school, and homework. The environment is relaxing and pleasant, and it appears as though everyone is at ease in the area. Refugee actors chuckle, joke, and participate in the discourse. Several of them have already spent a few hours here, playing table tennis, socializing, and instructing other players (p. 314). Chatting, laughing, and joking are unstructured play that has arisen from the structured play of coached table tennis in line with Nordbakke finding.

(b). In dealing with children who have had experiences of war and escape, the importance of trust in the relationship between the adult and the child is especially important because the child brings with him experiences where trust has been absent.

Continuing with the three (3) years old boy's story of Heldel (2021), Dawoud and his desire to play. Heldel was given an opportunity to facilitate trust. This is in line with theory emphasizing the importance of adults as facilitators for children to create experiences. This point is very associated with the earlier point in the above (children living in a refugee camp may not have had sufficient conditions to develop good play skills and may particularly benefit from adults as facilitators of play and discoveries that make life worth living) (p. 443).

(c). Safety and security conditions can limit refugee children from unstructured play and its consequent benefits

Johnson & Ali (2017) state that perceptions of risk associated with playing in an unsafe outdoor environment, coupled with poorly supervised youth physical activity programmes, lead to less opportunity for outdoor unstructured physical activity (p. 264). Stodolska (2015) described that crime is a serious problem in many urban areas where minorities, in this case, the refugee children, reside (p. 95). She argued that living in areas with a high level of physical and/or social dysfunction/disorder induces anxiety/tension and fear. Physical incivility (e.g., dilapidated or abandoned buildings, rubbish) and social incivility (e.g., public drunks, beggars, panhandlers, and homeless) generate/elicit feelings of vulnerability and anxiety (p. 96). Stodolska (2015) explains that youth who express greater fear of crime engage in significantly less physical activity and unstructured outdoor play (p. 95).

The consequence of poor safety and security for refugee children is that the refugee children are held-off from unsupervised, unstructured play. The point is that perception of safety and security concerns can be a hindrance in the refugee's unstructured play depriving the child of the benefits therein.

4.3.4 There is a difference between unstructured play among refugee children and non-refugee children

Non-refugee children are living with their parents or guidance as the case may be. They have perhaps lived in their social and natural environment throughout their lives and perhaps with the same faces of neighbors. They are not in an alien environment and can practically express themselves on what they want and what they do not want. They are not under any kind of pressure compared to their counterpart as refugee children. Unlike the non-refugee children, when play or activities are not facilitated (as it is the case for most unstructured play), one alternative would be that the refugees living in the reception center organize themselves. Reception centers, in this case, are similar to refugee camps (Waardenburg et al., 2018, p.949). Waardenburg et al. (2018) observed that refugees do not feel at ease organizing or initiating a sport activity with or for other refugees. A lack of trusted social contacts within the refugee camp and a lack of knowledge about the structures of the camp are perceived by refugees as a barrier for initiating sports activities (p. 949). Non-refugee children live in homogenous communities; with a common language, gender equality (in developed countries), etc. Waardenburg et al. (2018) posit that gender, ethnicity, and language barriers

seem to cause a lack of social contacts to catalyze integration among refugees and, therefore, a lack of self-initiation of/in play or sport activities (p. 12).

4.3.5 Unstructured play facilitates the integration of refugee children through social interaction.

In Chapter one (Section 2.6), it was noted that socialization is the process through which youngsters eventually integrate into society, become devoted to it, and become a part of it. The youngster gains the capacity to freely engage with others and make a constructive contribution to society (Degnen, 2016, p. 1645-1648). In this review, Lee et al. (2020) present that through play, children develop the social and language skills that contribute to the ability to establish effective relationships with peers (p. 185). In discussing and comparing structured and unstructured play, Lee et al. (2020) argued that children engage in many sedentary (somehow inactive) and solitary (lonely) behaviors when they remain indoors, and when they are outdoor, they spend the time on structured sports activities rather than in unstructured play that facilitates interactive social skills and enhances vigorous physical activity/exercise (p. 185). Lee et al. (2020) also expressed that the recess period for children at school is a very good time for unstructured play. According to Lee et al. (2020), recess during the school day offers the opportunity for children to develop their social skills (p.185). These are all in agreement with discussions of Section 2.5, where Froner (1995), described socialization as a process in which a child gradually develops, is included, learns, and is dependent on and a part of the society in which he or she is raised. This is clearly observed when Lee et al. (2020) demonstrated a research output to indicate that the availability of outdoor unstructured play opportunities during the school day can affect the children's physical and social life, laying the foundation for success and happiness throughout their life course (p.185). Though the research presented by Lee et al. (2020) is for non-refugee children, it goes a long way to show how unstructured play can help to skillfully integrate refugee children and make them successful in life. To reinforce this point further, according to Nordbakke (2019), based on qualitative data, children decreased unstructured outdoor play reduces their freedom to expand social networks, particularly relationships within the neighborhood outside of the family circle. Negating integration that is keenly important for a joyful and peaceful society and coexistent with refugee children in their new society (p. 350).

4.3.6 The role of social worker for refugee children in unstructured play.

So far, the effort has been made to demonstrate that there are vast and enormous benefits allowing children to act as children in unstructured play. To ensure optimal benefits vis-à-vis the challenges that limit refugee children from participating in unstructured play, social workers have roles to play. This is even so because unstructured play costs less than most structured play. In unstructured play, there is no formality involved, and it can take place anywhere at any time as the child self-directs! As discussed in findings 4.3.1, unstructured play represents the most flexible and available integration tool for refugee children. The social worker is expected to employ and maximize this cheap and reliable method to achieve the goal of quality integration of refugee children into their host communities. The truth and, in fact, what is obvious, according to Woolley (2021, p.11), is that refugees must be! It is sad to put it this way, but Woolley (2021) looked into the future and concluded that there is no doubt that human-induced disasters resulting from wars and conflicts will continue (p. 11). Woolley (2021) also observed that the number and frequency of natural disasters would increase as a result of climate change (p.11). According to an author, writing the conflict between Russia and Ukraine has spilled over 6.5 million refugees into the immediate European countries (Jankowski & Gujski, 2022). Netherland and many other coastal countries in Europe are experiencing increases in seawater level that may likely cause a huge disaster in the very near years. Niger, Chad, and many arid countries of Sahara Africa are drying up and droughting resulting into unpleasant desertification of their countries. This list can go on and on (Botzen & Van-Den-Bergh, 2008; Kron, 2013; Nicholls, 2011).

How often and how many disasters will happen is unpredictable according to Woolley (2019) What is certain is that such disasters or tragedies will result in ongoing and increased numbers of displaced people both internally and internationally (p. 11). This is a pressure that the social worker may have to cope with. Providing the super foundation for unstructured play that costs less is the least expected of a social worker. The truth remains that the proper raising and upbringing of these refugee children determines to a large extent, the volume of peace that the host country or community will enjoy. Let us take an example. The crisis in Libya in Africa gave rise to millions of refugees. Many of these refugees went to Europe and America. Certain size of this number traveled southward to other African countries. Due to the inability of the undeveloped countries to handle the in-fluxing refugees, the refugee youths were then harvested by the Islamic group and the Boko Haram religious group in

Africa. Today, Africa is daily in a full boil of terror and other atrocities of the Islamic extremist group (Akinola, 2015, p. 2-11; Thomson, 2012).

The finding of Section 4.3.2 provides that the social worker can use unstructured play to provide a natural inner freedom that could enable refugee children to recover and discover their environment, thereby catalyzing the integration process. As presented in this finding of Section 4.3.1, unstructured play is a vital aspect of stress management. The point to note by the social worker is that unstructured play in particular can alleviate the social isolation and loneliness experienced by many newcomers of refugee backgrounds (Quirke, 2014, p. 241).

Furthermore, the social worker must comprehend the necessity of quality integration of refugee children. It is not a job that is being done just to make earnings but according to Akar and Erdoğan (2019, p. 929), the efforts for integration are vital and dynamic mechanism aimed at protecting refugee rights within the host country, cultural assimilation, and the establishment of a safe environment for refugees. As noted by Akar & Erdoğan (2019) most times, the host and the immigrants (in this case, the refugee children) can be members of different racial or ethnic groups. Unstructured play, as has been demonstrated, presents a vital tool to overcome racial and ethnic barriers. There is no formality to it and can be deployed by the social worker in his or her efforts in protecting the rights of the refugee child and supporting the integration process into the host society. The overall thinking is to demonstrate that social work for refugee children is very crucially important for the benefit of the entire society. The unstructured play (which cost less) can be harnessed for adequate integration of the refugee children anywhere, at any time, and with no formalities. The importance of integrating refugee children into mainstream society cannot be overemphasized.

In addition, Johnsona & Alib (2017, p. 227) has evidenced that girls, disabled youth and children, and children (ages in the range of 5 to 17 year) from low socio-economic backgrounds participate in organized sport significantly less than their counterparts. The implication is that since play is a necessary need for a child's growth, there is every need to seek for an alternative in unstructured play for the girls, disabled youth and children, and children from low socio-economic backgrounds. The social worker has a duty to figure out the form of low-cost unstructured play needs of the child and provide the necessary supports.

CHAPTER FIVE

5.0 Conclusion and recommendation

Exposure to trauma in the childhood of refugee children can lead to costly and chronic psychological, social and behavioral problems. Expensive in the sense that the refugee child may be unable to integrate adequately into the new community, resulting in dangerous ‘outliers’ of character, attitude, and behaviors that are against the new society's social norms and values. The consequence is an unpeaceful society for all. Unstructured play has been demonstrated in this work to have the capacity and potential to heal the refugee child from trauma as well as providing a suitable cheap tool to support integration into the new society. Unstructured play is an inexpensive tool because it does not require expensive facilities and organizers. Unlike the structured play, it can be done anywhere, any time, and in fact, anyhow. (Anyhow, because the children freely decide what interests them and how they want to do it). Despite the many benefits, the work exposed different factors that limit unstructured play. However, it is noted that the social worker can pay attention to the refugee children’s needs and many other environmental factors and be able to provide support in order to attain the full benefit of the unstructured play amongst refugee children. This work also noted that there is an associative relationship between structured play and unstructured play. It is recommended that further work be carried out to understand this associative relationship as it could be helpful to the social workers in planning and supporting refugee children.

“In my school days, there is a saying that catalysts speed up a chemical reaction. But in this work, one can say that unstructured play is a catalyst that speeds up the integration of the refugee children into the society”

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