



## Brief

# Using board games to facilitate education for sustainable development in Early Childhood Education and Care (ECEC)

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There is a growing need for knowledge on how to facilitate education for sustainable development in Early Childhood Education and Care (ECEC). Due to earlier research; art-based, outdoor-based and problem-project-based approaches are emphasised as suitable (Bascope, et al., 2019). Elliott and Davis (2009) refer to play as a central aspect of education for sustainable development in ECEC. Despite this, only a few studies explore play as education for sustainable development in ECEC, and until now, none of board-games. Since playing is considered children's way of being in the world, and as a transformative force, we explore a playing practice, manifested as a boardgame, to meet the need for knowledge on how to facilitate education for sustainable development in ECEC.

The complexity of sustainable development comprises knowledge from a variety of people, subjects, and competences. The paper is organised around the research question: What suggestions do ECEC teacher students and teachers in ECEC institutions forward to develop a boardgame to facilitate education for sustainable development in ECEC? The question is investigated by undertaking workshops (Ørngreen & Levinsen, 2017) where a preliminary board game was presented as an incipieny to forward suggestions for a suitable 'sustainable boardgame' for young children. Material for analysis is based on two workshops: one with students and one with teachers and contains observations from the workshops and the suggestions for how the preliminary boardgame could be relevant for young children. The material is analysed based on common characteristics of play and a four-dimensional approach to education for sustainable development in ECEC (Grindheim et al., 2019).

The analysis reveals the suggestions for revisions of the boardgame as multidimensional with several overlapping areas between ecologic, economic, social, and cultural approaches to education for sustainable development in ECEC, together with good governance. In addition, the playing element in the boardgame seems to facilitate possibilities for new ideas and practices for education for sustainable development in ECEC. The form and content of the board game will be revised based on these results, and then be tested together with children.

**Keywords:** *boardgame; Early Childhood Education and Care; education for sustainable development; play; workshop*