

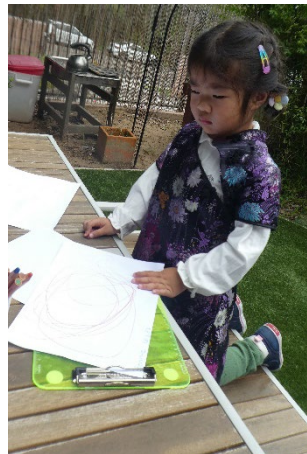


After reading 'Where is the green sheep', by Mem Fox and Judy Horacek Jamie and Avielle were encouraged to draw the green sheep. 'we need a green', said Jamie as he searched through the pencils. 'I need a green too, Ja', agreed Avielle. Jamie worked on creating some closed shapes. 'That's the sheep', he said pointing to a large oval on the paper. We spoke about other features which he could add, such as the head, the legs and some eyes.

Jamie added more circular shapes on different parts of the page. 'Here is the head'...'Here are the eyes', he explained. Avielle coloured over the top of an enclosed shape she had drawn. 'I did a sheep furry body', she explained.



Avielle's attention then turned to writing her name. She concentrated on the letters she needed and wrote those that she knew. 'It's my name', she said. Once finished both Jamie and Avielle put their work in their portfolios. This took some time and attention as well with the many steps involved, such as finding which basket the portfolio was in, opening it up to the next page and persisting with the task of sliding the paper into the sleeve. 'There!', said Avielle once she had finished. She seemed happy with her accomplishment.



More drawing was happening in the outdoor area. Anton, Felix and Karl were drawing 'Ein Weihnachtsbaum', with its many different shapes and decorations. Bonnie was sitting opposite and observing them at work. She took some paper and created many circular shapes using a pencil. Silke encouraged her to put her work in her portfolio as well.



Once finished, Bonnie returned to work on another drawing, again creating circular shapes. She seemed to enjoy the process of drawing the large circular shape, over and over on the paper. Silke suggested she try different colours, but Bonnie was keen to practice her circles with one colour.

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Having opportunities to draw in many different spaces is important during the early years of children's development. Here the children are working at various different stages of their development, with some (generally the older children) depicting recognisable symbols, whilst others are working on drawing closed shapes, such as circles. As Ursula Kolbe states in her book 'I (2005) 'It's not a bird yet: the drama of drawing'.. 'To make a line go around to form a single closed shape takes concentration and practice' p11. This was apparent with the response to the story (Where is the green sheep?) by Avielle and Jamie where both worked on creating their circular shapes. Enclosed shapes are the first stage of starting to represent various symbols, such as suns, and it is important that the children have plenty of opportunities to practise as a means of working towards building on their skills and repertoire. Working alongside more experienced mark makers is also an important part of this process, as children observe others and take note of various ways and means of drawing and adding features. We will continue to encourage the children to draw throughout the preschool day.



After visiting the library, Silke read the story, 'Bestimmer Sein, Wie Elvis die Demokratie erfand', by Katja Reider and Cornelia Haas. The rhyming story begins with the animals in the jungle fighting and arguing. 'Wer hat die Kokosnuss geklaut?' the story asks. Anton knew the song and started singing it. Silke asked the children if the animals looked happy, Anton: Not happy. Silke explained that they asked who should rule the land.. E.: So, you don't hurt anyone or yourself. Silke: Wer ist das? (The lion)

Felix: I can roar.  
Silke asked the children to put up their hands if they thought the lions were best to rule the land.  
Eliana: Cause they are mad (the zebras).  
Silke: Wer ist das? (Elefant). Sind die gute Anfuehrer?'  
Eliana: They are suggesting the zebras are right.  
With the introduction of each animal there were arguments for and against as to why various animals should or should not rule.  
The meerkat (Elvis) then explains to the animals the process of voting (putting up a paw to vote for those who are interested in ruling the land).



Silke often stopped to ask the children questions about the animals...Wer ist das?

Jamie: Bueffeln

E.: The jungle cannot be good.

Silke explained to the children how all of the animals had a vote and that it was not just one animal making a decision. She asked the children if this was a good idea..

Felix: No!

E.: Yes, it was good!

In order to illustrate the voting process further, Silke asked the children to vote for either playing a game/song about an apple tree or to play Kasperlespiel.

Nine children voted for the apple tree game and 10 voted for Kasper.

Silke: Welches Spiel hat gewonnen?

Felix: Kasper!

The story introduced some important concepts for the children, such as voting and democracy and how important decisions are made. These are some of the outcomes of the EYLF.

Outcome 2 focusses on children connecting with and contributing to their world. In the section relating to fairness, it states as part of the outcomes that children

- participate in negotiation of decisions affecting them
- engage with concepts of citizenship, social justice and equity

In Outcome 5: Children are effective communicators: Children engage with a range of texts and gain meaning from these texts, children 'explore texts from a range of different perspectives and begin to analyse the meanings'. Here it also points out that educators 'engage children in discussions about books and other texts that promote consideration of diverse perspectives'.

Although the concepts are complex, the story explained these so that they could be understood by the children and the examples provided by Silke then engage the preschool in a democratic process. We will continue to explore these concepts within a range of activities throughout the preschool day.



EYLF Outcome 2: Children are connected with and contribute to their world

Children's connection and contribution to their world is built on the idea they can exert agency in ways that make a difference and build a foundation for civic and democratic participation.'

