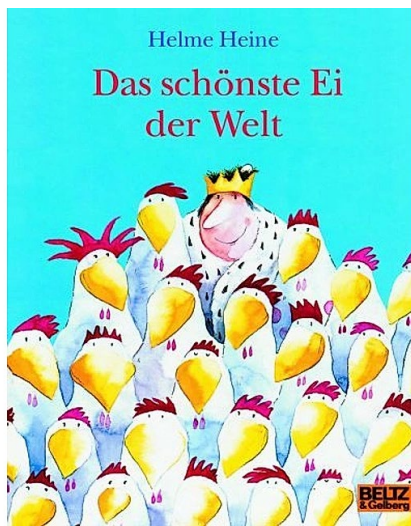


20.03.2024



After all the Easter egg decorating, we read a book by Helme Heine aptly titled 'Das schönste Ei der Welt', which Felix correctly translated as "The most beautiful egg in the world".

As the story is written in German and a few children struggled with staying focussed, we encouraged some children to provide translations in between.

Otto translated the word Hühner: 'Chickens!' he said.

In the story three very different looking chickens argue about who is the prettiest. As they are all too different to compare, they decide to ask the King. He rules that whoever lays the most beautiful egg wins and will become a princess.

We got the children to predict who might lay the best egg, Pünktchen (who has dots), Latte (who has the longest legs) or Feder (who has the most spectacular comb).

Anton: "Pünktchen weil sie Püntchen hat".

Joshua: "Oh, a dot egg" However, she did not lay a dot egg but instead the most perfect white egg ever seen.

Then Joshua predicted that Latte would lay a white egg as well.

Anton: 'Ich Weiss was da drin ist, ein Huhn!'

Latte laid the largest white egg ever.

While Feder sat down to lay, the King and the other chickens had thought bubbles of what they imagined her egg to look like in the illustration. The King imagining a golden egg.

E. spotted this. "The King is going to have an orange egg"

Astoundingly, the egg which was laid however, was a cube with coloured sides.

Joshua: "It's just a box"

The children were encouraged to say which egg was the most beautiful. Each child had their turn to comment. It quickly turned out that preferences varied and that it was impossible to compare such very different results.

Leon: "Das Riesenei gefiel mir am Besten"

Felix: 'I like the square'

Karl agreed.

Avielle: "The chicken one", Jamie agreed and repeated what Avielle had said.

Aria: "Das Regenbogenei (coloured one).

The king was unable to make a final decision and all three chickens win and become princesses.

The story concluded with a photo of them all sailing into the sunset and the words: 'Und wenn sie nicht gestorben sind, dann legen sie noch heute'.

"Eier!" added Felix to complete the sentence, showing an understanding of the humorous context. (Loosely translated into 'They laid happily ever after').

E. noticed that the sun in the picture was egg-shaped as well: "The sun is an Ei!"

The book provided the children with opportunity to reflect on how perceptions of beauty vary and cannot easily be compared. We drew attention to our 'Osterstrauch' and how the children had all created such beautifully decorated eggs. Here too it was impossible to determine which one was objectively considered the most beautiful, highlighting complexity and the difficulty of making comparisons.



One balance challenge at the sport session today involved using the gym wheel. Here the children were shown how to climb up onto the wheel in order to try and stay on top and walk around it. Eliana was very persistent with this task. She used the handle to climb up and steady herself before taking a few steps and jumping off.

A. was determined to walk around the wheel too. Once she steadied herself on top, she side stepped a few paces before jumping down.



E. focussed on the task very hard too. Eliana, knowing how difficult it is to stay on top, held out her hand for E. to try and help her.



Bonnie climbed over and under the bar before trying to stand on top, experimenting with different ways of moving. While balancing she held onto a teacher's hand and remained very focussed on the task.

Milan gladly accepted Simone's support as she helped him to climb onto the handle and then to walk around the edge of the ring.

Balance activities encourage the children to control their movements and to concentrate. Learning dispositions, such as persistence and determination are also developed as the children are encouraged to persist with the balance tasks and try to work towards completing them.





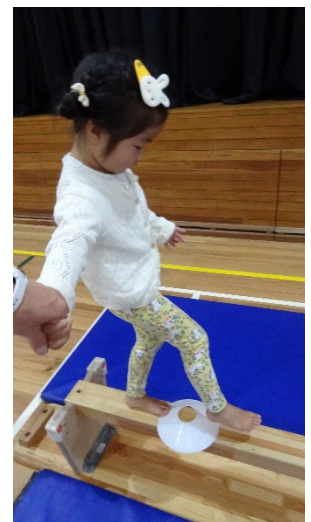
**EYLF OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING**

- Children become strong in their social, emotional and mental wellbeing
- Children become strong in their physical learning and wellbeing
- Children are aware of and develop strategies to support their own mental and physical health and personal safety



Maxwell climbed up onto the balancing bench and said, "Ich kann das nicht. Kannst du mir helfen?" Simone suggested to him to challenge himself and try something new. Firstly, we looked at what would happen if he would fall off and asked the question, "Will it hurt?" Maxwell said, "Nein." He was then more relaxed to try and began to walk the bench by himself. He paused at the cones, but then lifted one foot and walked over them. He continued and walked the entire length. When he finished, he shouted, "Ich kann es." and had the biggest smile, clearly feeling a sense of real achievement. From then on, he practiced it many times more.

Jamie also tried after seeing how Maxwell had managed it well. Then Bonnie tried too and managed to walk one foot in front of the other. She later practiced this skill at the gym wheel, which is more complex as it is thinner.

**EYLF OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING****Children become strong in their physical learning and mental wellbeing****This is evident when children, for example:**

- engage in increasingly complex coordination of body movements
- develop movement patterns, mobility and gross motor skills to manage and explore the physical environment
- combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity

**Educators promote this learning for all children when they, for example:**

- provide an environment with challenges for the abilities of children
- are aware of and address personal preferences that may unintentionally impact best practice for promoting children's physical activity and movement skills
- explore ways of incorporating knowledge of how bodies function and personal safety