

22.10.2021

Every week we go to the library with the children who returned their library book or who don't have a book yet.

Going to the library on a regular basis helps children establish good reading habits. It's a quiet and peaceful place where children can take their time to browse and to discover books they are interested in. Seeing all the various themes of the books sparks curiosity about the world around them.

Another benefit of going to the library is that children learn responsibility. They have to carefully look after their book and make sure that it doesn't get damaged or lost. Here are some pictures of our library visit from last week.



It was Tristian's first day at the library.



Often the children look through the books first to see if that is the right one for them.

The children showed the book they wanted to borrow to Mrs Burkard, our librarian, who made sure to record the details.





Frieda put her library book into her bag.



On our walk back to the preschool the children made sure that they held on to their books.

Please encourage your child to return the library books on a regular basis as our library visits provide a great learning opportunity and supports them to develop a love for books and reading.

EYLF OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS



Mia said: Look, there is a unicorn. Lena and F. were interested in Mia's book and enjoyed pointing things out to each other.



Anja said: Guck Mal mein Buch!



Felix said: Meine Mama hat mein Buch vorgelesen. Es war von einer Maus. Sie hat den Elefanten gejagt, der Angst vor ihr hatte.



And a little bush walk back to preschool.

During free play it is inevitable that conflicts arise between children and this is not something we seek to avoid at preschool. Conflict resolution is a necessary part of the preschool program as this is an essential life skill and we intentionally assist the children in working through disagreements.



This morning Martin and Odi were playing in the block corner and a conflict arose when Le. joined in. Martin: "She's just ruining our city, we are building a city." Le. "I just wanted to join in. Odi is my friend but today she is not being like she usually is."



As Martin and Le. were both upset, we asked them to each present their point of view so that they could understand the others' perspective. After much discussion Odi, who had been silent until now, said: "Lena wants to be our friend but she's not doing it right." Le. "But how should I do it different? I just joined in. That's what you do." Odi: "Well, I have a lot of friends and I can tell you it gets messy. So messy sometimes. But we have to deal with the messes. I first lost my mind when I made friends. They made me lose my mind. Now I don't lose my mind anymore. That's how it is with making friends but now I have lots." Martin: "She [Lena] needs to ask if she can play. That's how you make friends. You can't just do stuff that destroys what we are doing." Le. "I wasn't destroying....Ok, can I play?" Odi: "We are building a city, a really big city and if you want to do that you can but that is what we are doing here." Martin: "This is the big building because cities have big buildings." We opened the discussion to what else, beyond buildings, makes up a city and asked each child for their input to encourage collaboration. Odi: "Definitely roads, there are lots of roads in cities....oooooh, look, this is a racing track!" Le. "You're right, it has numbers on it. That's a racing track." Odi: "Do we have those in the city?" The others nodded. Le: "There are animals too. We need animals in the city like dogs and cats." Martin: "We also need cars. Cool cars and monster trucks are good."





Laura and Felix had observed the building action and were keen to join in.
 Laura: "In der Stadt brauchen wir auch Bäume." We asked why this was important.
 Lena S. "Because they make air."
 Martin: "We need them to breathe."
 Le.: "Clouds are made of air too you know. I wish I could touch a cloud."
 Felix: "And we need more Tiere."
 Finn was keen to help choose animals for the city. "We need horses. These two are the same."

Le.: "They can be married, they look good together, they really love each other. I want to marry you one day Finn...you have really nice hair."

We enquired whether a happy marriage might require more than good hair and Le. replied: "Yes, you really have to love each other. That's the main thing when you get married."



Odi: "This is actually getting really big this city. When I grow up I am going to be a builder because I am good with these things. Making roads and houses. But it's tiring."



Alexis and Tom joined at this point. Alexis was keen to build a railway and began explaining the various features of trains with Finn. "Most of these are steam trains, they're not city trains. We need to look for a fast train that can carry people. Not a slow train."



Tom was interested in expanding the city. "Vielleicht koennen wir hier ein Zoo bauen. So wie Taronga. Da war ich schon mal und habe sogar ein Pinguin Kuscheltier bekommen."

He began building an enclosure for a tiger and leopard. "Man sieht ja den Unterschied ganz genau, der Leopard hat Punkte, der Tiger hat Streifen." Initially Tom built a simple enclosure with a roof ("Die koennen springen, also brauchen wir ein Dach, damit die nicht rauspringen koennen") and, with the help of Felix who chose pieces from the block shelf, expanded it to include an ever-increasingly complicated 'security system' that involved the zoo keepers opening several trap doors and sliding security doors to enter the enclosure. "Jetzt brauchen die was zu essen. Die essen gerne Fleisch."



Felix went and retrieved several larger animals, including a rhino and a panda and handed them to Tom to 'shoot' down the ramp to the enclosure. "Das sind Robotertiere die Fleischig sind. Das tut dann nicht weh, wenn sie gegessen werden."



Odi had earlier used a blue piece to symbolise a swimming pool for their city and decided this should now be moved to the zoo for the animals.

Felix: "That's really good, the animals need to drink," he said. "Yes, the elephants use these long bits [trunk] to splash water everywhere and have fun."

Felix: "They get thirsty too."

Odi: "We're going to have to make a door here so that the horses can get to the water too. They also need it...maybe I do too. This is exhausting. I am really really tired from all this building, I will need a good rest."





More children had joined at this point, including Luca, Mina and Solomon and were also keen to contribute to the cityscape. Mina "I can build some stairs so that the animals can get in [to the zoo]". She used small round wooden blocks to create a structure for them to 'climb' up. Luca: "I am a satellite." When we enquired what satellites do, he replied: "They just do nothing in space." We explained that they were an important part of mobile communication, which Luca found amusing. "We talk through space!?"

As there was increasingly less space to continue to constructing, the children then turned their attention to the 'city entrance'. Finn ran to get a 'no entry' sign.



"This is stop. You can't come in!" he announced. Tom ran to get another. "No this one says stop Finn, and this one says turn around. So they have to spin." Finn: "You need a ticket to get in." He reached for a lego piece. "This is your ticket." I enquired how much the ticket would cost. "Fifty" he replied. I explained that I didn't have that much money. Felix: "No, just one dollar is enough." Tom: "Ich weis, was wir machen. Du brauchst hier eine Karte [a flat square lego piece]. You just scan that and don't worry about anything."

Initially, the children required quite a lot of support to resolve their conflict but after much discussion, all parties felt their perspective had been acknowledged. These are wonderful teaching moments as building conflict resolution skills is essential for developing and maintaining relationships with others. In working through strategies to resolve disagreements, the children are also actively problem solving, developing skills in self-regulation (dealing with their own emotions) and empathy (seeing things from others' perspectives). We will continue to assist the children to work through any conflicts as actively practicing this with peers is the best way to master this skill. As the initial conflict was centred around friendships and inclusion, we also actively modelled inclusive strategies when more children showed interest in joining. The play continued for an extended period of time and, although the group became quite large towards the end, there was an amicable, collaborative atmosphere and many children expressed a sense of satisfaction at what had been achieved.

EYLF OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media

EYLF OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation