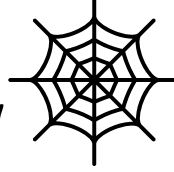
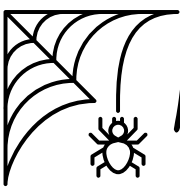


29.10.2021

Happy Halloween!



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To inspire some Halloween atmosphere, we read several witch-themed books, including *Room On The Broom*, which many of the children were familiar with. Lea: "Das habe ich in Deutsch."

Tom: "Ich auch."

A: "I have it in English so I know what happens...the witch says yes!"

As so many children were familiar with it, we paused a lot during the story so that they could fill in the blanks as this helps the children actively engage with language. After reading the story, the children were encouraged to collaborate together to make their own witches potion.

Tom: "We can't make a dragon, that's not really possible."

Luca: "We need a big pot."

We encouraged the children to lead the search for suitable items. Tom was keen to use the bins that contain the sandpit toys, but A. and Luca thought this would be hard to fill and stir so they settled on a bowl. They found a cone for the potion (as the cat does in the book), then Tom added a stick ("this is like a bone. Like a dog bone.") and Al added a small stick ("like the bird does). Mia added some fresh mint. A.: "That will be like the lily" (which the frog adds to the potion in the book).



Luca: "It doesn't look like potion yet." He added sand.

Heidi: "Potion needs to be more runny. Adding sand makes it too thick. I know exactly what you need." She returned with a small bottle filled with red liquid. "This is werewolf blood."

Tom dashed off and returned with more liquid in a syringe, squirting it into the bowl with glee. "This is human blood! We need people's blood!" Odi suggested adding bugs (though no live ones were found).

Heidi: "Our potion is almost ready. We need to stir it now and I need to say the magic spell...Werewolf, werewolf, come to life. Werewolf, werewolf, come to life..." She turned to the others and directed them to hide. "You need to hide because the werewolf is coming any second!"

However the children appeared to be so spellbound by Heidi's chanting that they were unable to move and stayed to watch whether magic would happen instead.



The potion making continued for some time. Mina: "We should make a magic potion so that we can make fairy magic. That's what we need to make things good around here." Luca: "What about adding a lizard?" Mina: "Yeah, nah." Luca: "I want to make a potion to turn into a robot. A robot that transforms into a kitty cat. That's what we really need around here." Lea suggested that we should use the magic potion to create another witch, one that could help around preschool. "Oder vielleicht einfach eine kleine Hexe...mit der ich einfach spielen koennte! Eine nette Hexe natuerlich."



Albert Einstein: "Logic will get you from A to Z; imagination will get you everywhere."

As demonstrated here, the children are actively engaging in playful thinking, which supports them to develop key learning dispositions, such as problem solving, perseverance and collaboration. Being imaginative is more than just fun, it is an essential enabler to thinking creatively, a skill that adults use in daily life to solve problems, make plans, and invent new things (in order to fly to the moon someone must have imagined it first!). Thinking creatively is a vital skill that future generations will need in order to make positive change in the world.

EYLF OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

A sense of security and sound wellbeing gives children the confidence to experiment and explore and to try out new ideas, thus developing their competence and becoming active and involved participants in learning.

Children use processes such as exploration, collaboration and problem solving across all aspects of curriculum. Developing dispositions such as curiosity, persistence and creativity enables children to participate in and gain from learning. Effective learners are also able to transfer and adapt what they have learned from one context to another and to locate and use resources for learning.

Active involvement in learning builds children's understandings of concepts and the creative thinking and inquiry processes that are necessary for lifelong learning. They can challenge and extend their own thinking, and that of others, and create new knowledge in collaborative interactions and negotiations. Children's active involvement changes what they know, can do, value and transforms their learning.