

Messing Up at Halloween

If you do not try, you do not know how much fun can be!

October 2022

I cannot believe that Monday will already be Halloween and I still have a million things that I would love to share with these children. For this special day I was thinking of a lot of hands-on activities, craft and games - even songs and dances - but as always, I have too many activity plans, limited time, and moreover the children have different ideas than me.



We already had a great, fun and busy day at school, but it is Friday, and we are tired in some ways, but also excited in others - it is "Friyeah"!!!

We had some painting leftover from the morning activities and other materials that I was trying to set up, when Pasha and Clay curiously approached me and asked if they could use them. I seemed a little unsure about it at the beginning because I had a plan in mind, but their faces looked very excited about it so, "Why not?" I said, and this is what happened: they mixed coloured water with cornstarch, sparkles, spiders, rats, bats and everything that was on the table.



Soon Seth came to help them mix the dough and Talea helped by adding more purple water. In a few minutes, the bin was busy, and Mason also started working on it. We

had a wonderful **Ooey Gooley** dough in a wonderful purple color, perfect for our witches' cauldrons but only the bravest used their hands to mix it in better.



Of course, the bravest too, also had some kind of disgusting reaction at the beginning! They mixed and mixed, but that magic dough had a very strange reaction: it seemed liquid. It was hard to break but then melted in the hands or spoons.

So, Talea decided to add more purple water. "I think we need more water!" she said, filling the bottle with color and water.

The dough at this point seemed very liquid and they enjoyed it, but Mason added, "It is still stuck and hard to break on the bottom." And yes, it still was, but that made the playing more fun for a long time. With this spooky magic dough, we had a lot to learn because we not only mixed ingredients, but we also predicted and decided how much of it was needed for our play. We did it in collaboration with a big team giving all of us time and space to experiment. We shared our feelings and our ideas in a calm and comfortable atmosphere. There is nothing better than leaving school thinking about how fun it will be to come back.



Hope your Friday was as spooky and funny as ours!

Developmental Outcomes:

Physical: Explore with senses; develop fundamental fine-motor movements like fill and pour, mixing, grasp, etc.

Affective: Engage with peers and trust their experimentation; develop prosocial skills; enjoy him/herself and other work, act independently.

Cognitive: Choose an activity; anticipate and think ahead; communicate what has been done; predict.

Connection to the Early Learning Framework:

Adapt to and enjoy experiences of change, surprise and uncertainty.

Explore using his/her senses, actively explore and be creative.

Joy in relationships with peers and adults.



Hollyburn Seamless Day

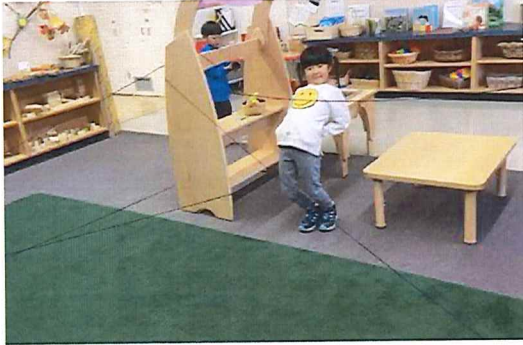
Play, Explore and Learn

Sophia, Mason and the Spiderweb

Making a spiderweb required a lot of work and thinking but not many materials.

October 2022

We were the last three people in the school but we still wanted to play with something and wanted to do something related to Halloween. We needed a game which does not need an ending and can be done if another person were picked up and you know what?



I had an idea for a perfect game for us.

“We can play Spiderweb!!! Would you like it?” I asked them and they absolutely wanted to try it. I picked a big wool ball and we started our game. They were a little lost at the beginning trying to understand what the meaning of the game was until Mason said, “It is like a laser and we can’t touch them”. Sophia looked around and said, with big expressive eyes, “Yes!!!”. “Yes, it is,” I confirmed, but the difference is that we will be stuck in it and need help from our friend before the spider will come to cuff us!”

The truth is that the meaning was more than they believed: they exercised their ability to solve problems, find solutions, collaborate with others, waiting for their own turn to explore and propose strategies.



For example, at the beginning Mason tried to fix the wood around the book and it didn't work so Sophia suggested to him, "It is too light. Use this." pointing at the wooden factory toys. When at some point it seemed that we had no other places to hang our wool, Sophia brought in some chairs and said to Maison, "There are more here." When I asked if they were ready to play, they just answered a big - "No!!!" Silly me - they were already playing!

They observed others working and were flexible to expand each others' ideas without imposing themselves. I found it to be the greatest teamwork, but pity though, we only had time to set it up when the parents arrived and it was already time to leave. But do you want to know something? The children didn't leave without helping me to clean up first and trust me, it took soooo long. They were collaborative and kind, and the parents were the most patient people ever.



Are you patient and collaborative like them? Do you wait for others' contributions before trying to do it by yourself? I found it so hard to give up our set up before we can start the game. Do you feel the same?

They taught me what it means to work as team: we did all together from the beginning to the end.

Developmental Outcomes:

Physical: Make physical adjustments body and objects in the environment; develop gross and fine motor movements skills

Affective: show/develop emotional stability forming bonds, act independently, value self; show/develop positive social relationship respecting others; function successfully in group.

Cognitive: Develop attending abilities like persist in the activity until done; develop thinking skills as predict, try alternative methods to solve a problem, think ahead overcome obstacles; develop creative language using words to influence/convince peers; engage in conversation with peers and teacher.

Connection to the Early Learning Framework:

Engage with own and others' ideas, and inquire in ways that are meaningful to them.

Actively explore the word with body.

Feel valued to express own strategy for learning and build healthy relationships with peers and adults.

Express their own point of view, using game vocabulary



Hollyburn Seamless Day

Play, Explore and Learn

Playdough Can Make Sounds

Children can hear and make music from everything

November 2022



It was a regular explorative and creative morning and Noyan expressed his desire to play with playdough. I learned in these weeks how much Noyan loves to recreate sounds of animals, dinosaurs, vehicles, etc. when he plays but today, he took it to the next level.

He modeled his personal instruments and imitated the sounds.

He first made a flute and then pretended to play it. "Pe pe pe pe peeeeeeeee," he performed by pushing the fingers on the wooden nails and creating his personal interpretation of the sounds.



Then he made another instrument that I believed was a piano, but he did not agree with me. He pointed to my laptop and repeated, "This! This! Computer"

"Oh silly me! Why did I not understand it! It looks exactly like my laptop!"

So, he performed again, "Tututututu tutututututu tutuututuut," pushing on invisible keys of his keyboard. The movement connected with the sound. As his hands moved faster, the sound followed.



After he made another instrument, this time my creativity abandoned me, and I was not able to guess what he was playing for me.

Poor boy! I was feeling uncomfortable but Noyan was not! He was playing with me and tried everything to let me guess.

He made the sound, "tddddd tddddd tddd dddddd." and I said several names of instruments but he shook his head as a big 'No' but with a much bigger smile. On a few occasions he laughed at my gaucherie.

Then I saw a light in his eyes and immediately after he screamed, “Mr. Feige!”

“Does Mr. Feige play it?”

“Yes, yes, yes,” he said with a smile, covering his face.

“Is it a guitar?”

“Yessssssssss!” he screamed and laughed happily.

Finally, I guessed it!!!

This young happy boy showed me all the wonderful skills he already developed like modeling the playdough, making sounds related to information he already has, the body coordination and much more importantly, the great positive attitude to put himself on the line, and connect wonderfully with others.

Developmental Outcomes:

Physical: Develop fine motor movements skills as he explores the material

Affective: Develop social relationship; Express personal creativity; Bond well with teacher; Feel sense of belonging appreciating fun.

Cognitive: Match sounds with gestures and objects; make connections; Develop creative thinking skills.

Connection to the Early Learning Framework:

Feel confident and build (enjoy to be in) a healthy relationship with adults.

Engage in sound play and communicate with others in many creative ways.

Show respect and value for others.

Create with different materials through body and senses, in a meaningful context.



Hollyburn Seamless Day

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