

### Theme: Starting School

January 2016

Book title: BE BRAVE, PINK PIGLET!

By Phil Cummings and Sarah Davis

With every new experience comes a range of different feelings and emotions. Taking time to explore how your child is feeling helps them to build resilience and empathy towards others.

Phil Cummings and Sarah Davis beautifully capture Pink Piglet exploring the farmyard on his own for the very first time. He comes across many different animals and each give him a little fright, but along the way something helps him to be brave.



### Key Message for Parents

#### Children Are Born Ready To Learn

Children are constantly learning and their developing brain requires many positive and nurturing experiences to enhance multi-layered, complex brain development that increase the chance of positive future outcomes.

Parents can support this by:

- Sharing books that showcase secure and nurturing relationships reminding children they are safe, loved and supported
- Celebrate family relationships, both in the immediate and extended family, that allow children to feel confident and secure enough to take a risk, to be brave and to extend their play and learning
- Reinforce and repeat positive actions such as comforting, smiling, singing and reading! Repetition of an activity or action creates a permanent structure within the brain, helping children to form necessary connections for all future learning.

### Learning Outcomes

#### Outcome 1: Children Have A Strong Sense Of Identity

We can help children create a strong sense of identity by:

- Using themed picture books to acknowledge that children feel fear and discomfort and use the featured characters journey to open up a conversation around overcoming obstacles
- Spending quality time interacting and conversing with each child, remembering to maintain eye contact, have lots of patience and ask open ended questions that encourage shared, meaningful exchanges
- Providing opportunities for children to engage in activities, tasks and play that foster independence and engagement through self-expression.

Find booklists, tip sheets, nursery rhymes and activity and learning time sheets @

[thelittlebigbookclub.com.au](http://thelittlebigbookclub.com.au)





## Welcome

Ask carers to write nametags for themselves and their babies.

Welcome everyone, introduce yourself, remind adults to turn their mobile phones off and that there will be time for adults to chat after the story and songs.

## Welcome Song (or your preferred song)

Have the words available as a handout or written on a board or butcher's paper for the adults to read and join in.

### Good Morning

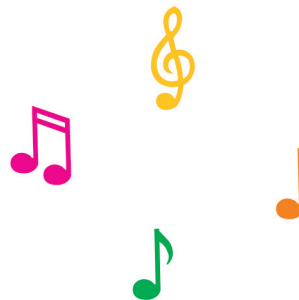
*Good morning to you  
Good morning to you  
Good morning everybody  
And welcome to you!*



## Song

### Baby Crocodile

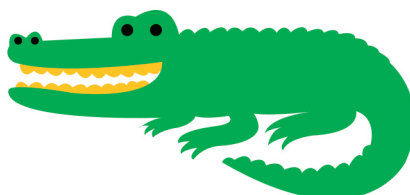
*Baby crocodile, baby crocodile,  
(open and close thumb and pointer fingers together, snapping like a crocodile)  
Don't you bite, don't you bite,  
(gently shake pointed finger from side to side)  
I can run away from you, I can run away from you,  
(make running motions with arms)  
Out of sight, out of sight!  
(place hands over your eyes, then open them to see)*



*Second verse: Mummy crocodile*

*Third verse: Daddy crocodile*

*(same actions, just make snapping crocodile bigger with each verse.)*





## Before Reading

Can you remember the last time you felt brave? Today's story is about one very pink piglet who is not feeling very brave at all! Ask the children what sort of animals a pig might encounter on a trip outside? Can they help to make some of the animal noises?

Take time to explore the front cover, when you are ready, point to the title as you read aloud. *Be Brave, Pink Piglet*, this story is written by Phil Cummings and the pictures are by Sarah Davis, let's read together.

## During Reading

Phil Cummings' has used wonderfully rich and expressive text to enhance the fear and fright Pink Piglet is experiencing as he journeys through the farmyard. Coupled with Sarah Davis' colourful illustration of noises and sounds, it is the perfect opportunity to use expressive tone and texture in your story telling.

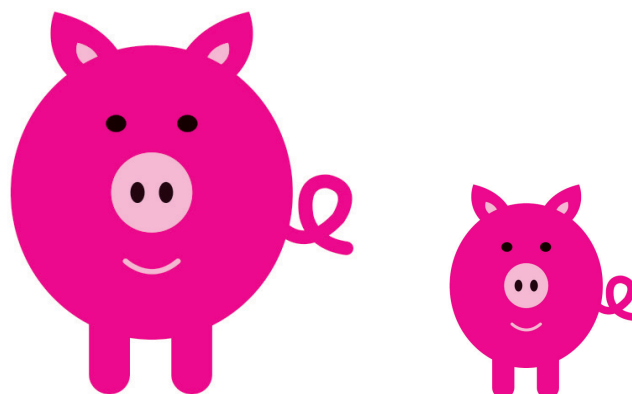
You can animate the story by expanding the words, use heightened pauses to build anticipation, posture and move like the 'scary' characters. Similarly allow the children to participate in the noise making, empathising with Piglet as he builds confidence and finds his way. Encourage the children to join in the physicality of piglet's confidence by "wiggling and jiggling" and "squishing and squirting".

## After Reading

Reflecting on a story is a great way to recap, and to extend upon the understanding and experience of young children. You can ask questions like, "What do you think Pink Piglet was afraid of?" and "How did he overcome this?"

Toddlers love to move their bodies, so getting up and singing is a great way to keep children engaged. Let's all stand up and be our own farmyard animals, or animals from the story. Sing **Old Macdonald had a farm** (dog/rooster/cow/frog and finally pig!). Remember to move around and make lots of animal noises and actions; consider a parade if you have the space.

As a group you could go on an animal exploration. Play some music whilst children independently search their environment (library, centre) for hidden farmyard characters...create multiple laminated characters (dog/rooster/cow/frog/pig) that when found can be placed in a DIY farmyard made of play dough and paddle pop sticks





## Activity Time

### Standing Pink Piglet!

Make your own, very brave, pink piglet.

Aim to use lots of different describing words while you are interacting with children.

#### use words like:

**Pink, oink, curly, trotted, wiggle, jiggle, brave**



**Adult supervision is essential.  
Involve and talk with your child  
as much as possible.**

### What you will need:

- Pink card
- Contrasting coloured card
- 2 wooden clothes pegs per child
- Pink pipe cleaners
- Googly eyes (or sticker version for younger toddlers)
- Coloured wool
- Scissors/glue/coloured markers

### What to do:

1. Have the body and head pre-cut in the pink card and the snout and ears cut in the contrasting card.
2. Show the children how to make a curly pig's tail with the pipe cleaner (great fine motor skill development).
3. Let the children have fun creating their Pink Piglet by gluing the card pieces together and adding the eyes, tail, peg legs and snout details
4. Children can embellish their pig with coloured markers and bright wool to bring to life the farmyard antics of Pink Piglet!

**Tips:** Use sticker eyes if your group is on the younger side. Talk about how each pig will look different and why that may be. The peg legs enable the craft to become three dimensional and allow for the possibility of the story to continue beyond the session.

### Extension Ideas

- Take Pink Piglet home and create an A3 drawing landscape of a farmyard where the adventure can continue
- Create a sensory tray in a plastic bucket or tray that has mud, wool, straw, grass and plastic farm animals and re-create the story or make up your own!



## Goodbye

Conclude the session with some suggestions of relevant books that parents might want to borrow. The Little Big Book Club recommends the following books to support learning in this area -

- **Wendy** by Gus Gordon
- **The Very Brave Bear** by Nick Bland
- **No-Bot The Robot With No Bottom** by Sue Hendra
- **Fearless with Dad** by Cori Brooke and Illustrated by Giuseppe Poli

## Goodbye Song

Depending on the size of your group, you may wish to insert each child's name in the place of 'you' as it develops a more personal relationship between yourself, the child and the family.

Sung to the tune of (Here We Go Round the Mulberry Bush) or your preferred choice.

## Goodbye

*This is the way we say goodbye (use a waving action)*

*Say goodbye, say goodbye*

*This is the way we say goodbye*

*To all our library friends (or) (to our friend.....)!*