



## ***There's a House Inside My Mummy*** **by Giles Andreae and Vanessa Cabban**

**Theme: Siblings    Month: March 2013**



There's a house inside my mummy where my little brother grows, or maybe it's my little sister no-one really knows. A gentle and tender story of a little boy waiting for his little brother or sister to arrive. Told with humour and a simple rhyming text, this is the perfect picture book for all expectant brothers and sisters!

### **Key Message for Parents**

#### **The Best Learning Happens In Nurturing Relationships.**

The active ingredient for brain development is the nature of children's engagement in relationships with nurturing parents and carers in their family and community.

- Responsiveness and sensitivity of care of very young children has been found to be a major predictor of effective brain development and social emotional functioning. (Shonkoff et al., 2005; Stroufe: NSCDC, 2007a; Perry, 2002).
- The characteristic way in which a close adult behaves will especially influence the child's emotional behaviour.
- Children will feel reach out and explore when they feel safe and secure. Their sense of security and safety comes from a nurturing, predictable, calm environment where adults are attentive and attuned to the children's bids for attention and their basic needs for shelter, warmth, comfort and love are met (Cacioppo and Bernston, 2004).

### **EYLF Learning Outcomes**

#### **Outcome Three: Children have a strong sense of wellbeing.**

Children become strong in their social and emotional wellbeing.

Educators promote this learning when they

- Show genuine affection, understanding and respect for all children.
- Talk with children about their emotions and responses to events with a view to supporting emotional regulation and self-control.
- Build upon and extend children's ideas.
- Acknowledge and affirm children's effort and growth.

### **Welcome**

Ask carers to write name tags for themselves and their child. (optional)

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 (afternoon)*  
*Good morning to you*  
*Good morning to you*  
*Good morning everybody*  
*And welcome to you!*



## Song

Position your infants on your knee or in your arms so that they are facing you. Let's sing to your children so that they know just how much you love them. You can rock them or bounce them gently as you sing the words.

*Skidamarink  
Skidamarink a dink a dink,  
Skidamarink a doo,  
I love you.  
Skidamarink a dink a dink,  
Skidamarink a doo,  
I love you.*

*I love you in the morning  
And in the afternoon,  
I love you in the evening  
And underneath the moon;  
Skidamarink a dink a dink,  
Skidamarink a doo,  
I love you! Yes I do, I Love You I Really do...*

## Book Introduction

Bring a 'mystery bag' of baby items (perhaps a bib, a nappy, a baby bottle, a rattle and a dummy) and ask the group if they can guess what they think that today's story might be about? Did they ever use these things when they were a baby? What else do babies need? 'Brainstorm' some ideas and record in writing on some butcher's paper. Show the children the cover of the book; what do they think that the book is about, what can they see? Respond to any potentially embarrassing contributions in a calm matter of fact manner by saying that "Yes this mummy already has one little boy and can you see that she is going to have another baby? It hasn't been born yet. How exciting! I wonder if she will have a baby boy or a baby girl. Read the title and continue by saying "Let's read to find out what happens".

## During Reading

Read the story giving plenty of opportunity for the children to view the illustrations and make sense of what is happening. You can comment that sometimes when mummies are having a baby they do eat very strange things and that sometimes they feel very tired and need to have a rest! You might ask one of the mothers whom you know well to share a (short) personal experience about any strange things she ate or what she did when she was feeling a little bit sick or tired?

## After Reading

Invite the children to reflect upon the story. Did the little boy in this story have a new baby brother or sister? What things might the boy in the story do with his new baby brother?

### Share with parents:

There are many interesting and helpful articles on the internet about preparing your preschooler for the arrival of a new baby.

Raising Children Network .

You're probably very wrapped up in how pregnancy is affecting you and your partner. You might be surprised by how much it also affects the rest of your family. Preparing any other children for the new baby's arrival is part of setting up a good relationship as your children grow together.

The new baby's brother or sister probably shares the excitement about your growing family, without knowing fully what it means. It's also normal for some children, however, to feel slightly threatened by the new baby. Your child might worry that his spotlight will be whipped away if he has seen a lot of preparation for the new arrival.

**For additional tips please visit: [http://raisingchildren.net.au/articles/preparing\\_your\\_family.html](http://raisingchildren.net.au/articles/preparing_your_family.html)**



## Activity Time

LBBC activity time... **Who lives in your house?**

You will need:

- LBBC Template
- Pencils, textas etc.

### Instructions:

1. Ask your child to draw who is in their family (using the house template)
2. Point to each person and ask your child to name the people in their drawing
3. Write the names of the people as you go.



<http://www.thelittlebigbookclub.com.au/resources/theres-a-house-inside-my-mummy-activity-time>

### A time line about me!

Show the children a photo of yourself as a baby, one of yourself as a child and another as an adult. Do you look the same? How do you look different – what did you do as a baby, then as a child and now as an adult? Comment on how things have changed for you over time.

It is important for children to remember the past and to consider that they too were once a baby. What did they do as a baby: what did they eat, how did they move, where did they sleep, or what did they play with are suggested starting points for reflection.

The next space gives children the opportunity to think about their present achievements. What can they do now that they couldn't do as a baby?

Next, think about the future: what can the children predict about what they might be doing when they are older? Scribe the children's ideas and have them draw in the spaces provided.

### About me

When I was a baby I could	Now I am ____ I can	When I am older I

## Goodbye

Conclude the session with some suggestions of books that parents might want to borrow about relationships in families or the arrival of a new baby.

*Time For Bed* by Mem Fox  
*You Are My Special Baby* by Carol Chataway  
*There's a House Inside My Mummy* by Giles Andreae

*I Spy Mum* by Janeen Brian  
*Ten Little Fingers and Ten Little Toes* by Mem Fox  
*Itsy-Bitsy Babies* by Margaret Wild

### Goodbye Song

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

*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.....)

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



## Additional Tips & Suggestions

Feelings and emotions form an essential part of our lives and well-being. It is important that young children develop a vocabulary for feelings so that they can:

- Express themselves openly.
- Are aware that feelings change.
- Understand that it is ok to feel different ways at the same time.

Young children may not have the words to express their needs or feelings, or the ability to control their emotions. Reading a range of books that deal with different experiences and emotions helps children learn some of the 'names' for what they are feeling.

This particular book is told with humour and simple rhyming text, and the illustrations are brightly coloured, clear and simple and depict the story perfectly. The little boy in the story asks some fantastic questions and voices his thoughts and these could be great starting points for conversation with your child too.

When you read a story like 'There's a House Inside My Mummy' that shares the story of two loving parents actively engaged with their child all day long, whilst explaining some of the physical and emotional changes to the mother (her tummy is getting bigger, she sleeps sometimes, eats crazy stuff and feels sick), you are giving your child the opportunity to:

- Understand how others feel and in turn accept their own feelings.
- Learn that they are not alone; others share the same feelings as them.
- Know that their feelings are valid and okay.
- Talk about a character's feelings without having to directly talk about their own.
- Stand back from their feelings and look at the experience more objectively.
- Discover answers to questions that they did not know how to ask.
- Clear up any misconceptions they may have had.

### Song/rhyme

#### This little boy

*This little boy, already for bed*

*Down on the pillow*

*He lays his head.*

*Wraps himself in his covers tight*

*This is the way*

*He sleeps all night.*

*Morning comes*

*He opens his eyes*

*Back with a toss!*

*The covers fly.*

*Up he gets,*

*Is dressed and away*

*Ready to work and play all day.*

Hold up 1 index finger

Place your index finger on the upturned palm of other hand

Curl fingers of palm around your index finger

Rock gently from side to side

Uncurl fingers quickly

Stand your index finger up

Pretend to dress your finger with fingers of the other hand

Move your index finger in a walking motion (up and down)

Repeat changing the gender to a girl.