



The Red Wheel Barrow by Briony Stewart

With nothing but a paper bag full of lollies and a much-loved blanket, two sisters and a curious chicken share an adventure in a red wheelbarrow.



Theme: Families July 2012

Key Message For Parents

Children learn through watching and copying.

Parents play a critical role in developing their children's empathy. When you have strong, respectful relationships and interact with others in a kind and caring way, your child learns from your example.

- Empathy is defined as the capacity to understand and be affected by the actions and feelings of others.
- Empathy is necessary for developing successful relationships.
- Children are not born with empathy. They are born with the capacity to have empathy but it only develops under certain conditions.
- Children learn empathy by watching and experiencing it.

Learning Outcomes

Outcome one: Children have a strong sense of identity.

Children learn to interact in relation to others with care, empathy and respect.

This is promoted when we

- Organise learning environments in ways that promote small group interactions and play experiences.
- Model care empathy and respect for our children, carers and families.
- Model explicit communication strategies to support children to initiate interactions and join in play and social experiences that sustain productive relationships with other children.
- Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration of alternative perspectives and social inclusion.
- Initiate one-to-one interactions with the children particularly babies and toddlers.

Welcome

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

Welcome everyone, introduce yourself, remind mobile phones off and time for adults to chat after the story and songs.

Welcome Song

Good morning to you (sung to the tune of Happy Birthday) **or your preferred welcome song.**

Good Morning

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



Then sing 'If You're Happy and You Know It' (introduce by saying that today we are going to sing a song with our toddlers that explores some feelings. Can you show me how you look when you are feeling happy, sad, angry or tired? Encourage your child to watch and copy the actions with us as we sing the song together. Have the words available as a handout or written on a board or butcher's paper for the adults to read and join in.

If You're Happy And You Know IT

<i>If you're happy and you know it clap your hands</i>	(clap, clap)
<i>If you're happy and you know it clap your hands</i>	(clap, clap)
<i>If you're happy and you know it</i>	(point to the group)
<i>Then you really ought to show it</i>	(have a smiling face yourself)
<i>If you're happy and you know it clap your hands</i>	(clap, clap)
<i>If you're sad and you know it wipe your tears</i>	(wipe eyes and make a crying sound)
<i>If you're angry and you know it stamp your feet</i>	(stamp, stamp)
<i>If you're tired and you know it go to sleep</i>	(pretend to be asleep, rest tilted head against hands)
<i>Always finish by singing:</i>	
<i>But if you're happy and you know it clap your hands</i>	(clap, clap)

Share the key message with parents and thank them for coming to share this special Story Time at your library.

Book Introduction

Introduce the book explaining that there are no words inside this book and that the drawings (illustrations) will tell the story.

Hold up the front cover and ask the children "What do you think the story might be about? What can you see?" "What is the name of this big red thing with wheels? Do you have one of these at home? What do you use it for?"

"Let's see what happens in the story – you will need to look carefully at the pictures."

During Reading

Comment on the story "I can see a little girl, a wheel barrow and some chickens. The little girl is carrying something- I wonder what is going to happen?" "I can see another little girl and she is carrying something too – I wonder what is in the bag?"

"Look at the chickens on the other page, they are busy too!"

Use the book to create some dialogue between yourself and the group. Explore how the girls in the story might be feeling. What might come next and so on.

You may draw attention to the girl in the book who looks sad and ask "Why do you think that she is feeling sad?' Can you look sad too?"

At the end of the story, the girls get out of the wheelbarrow – "what do you think that they are going to do next?"



After Reading

Share with parents:

- Books can be powerful tools in helping children learn to identify, name and manage their own feelings and in developing their understanding of and respect for the feelings and opinions of others. Sharing stories with your child/ren provides opportunities for them to not only view and listen to text, but to also be involved in exchanging ideas through conversation.
- Provide opportunities for simple 'pretend' play. The props do not have to be expensive or complex. Children just love playing with cardboard boxes! Add some fabric or blankets, a couple of teddies and some gadgets from your kitchen for example and let your child imagine!

Song

Introduce the song by saying that instead of having a wheel barrow like the girls in the story, you have a cardboard box to play inside instead. Have you seen a Jack in the Box? Act out the song and then ask if someone would like a turn. If you have a real Jack in the Box, show them how this works, and then pretend during the song.

Jack In The Box

<i>Jack in the box</i>	(Choose a child to squat down inside a cardboard box)
<i>Still as a mouse</i>	(Tell the child that you are going to close the lid and that they need to stay quiet until you sing the last line))
<i>Until someone</i>	(Open the lid)
<i>Opens the lid</i>	(The child jumps up)

Activity Time

Provide the children with some large cardboard boxes that they can get inside or get underneath, some large fabric (different textures, colours, patterns) or blankets, some soft toys, cushions, paper plates and any other non-descript items that the children could use in pretend play. Let them imagine!!

Play allows children to

- Imagine, create and have fun.
- Develop language.
- Develop early literacy and numeracy skills (read to dolls, 'write' shopping lists, draw maps)
- Try out roles that are important in their life.
- Negotiate and resolve conflict.
- Develop an understanding of perspective: how another feels, thinks, what they want. With guidance and support from adults (and powerful modelling from the adult), children learn conflict resolution skills and empowering language
- To explore and take risks.



LBBC Activity Time - Kids in a wheelbarrow!

Help your child complete this wheelbarrow picture.

You will need:

- copy of LBBC activity template
- crayons, textas, pencils for decorating
- scissors
- glue



<http://www.thelittlebigbookclub.com.au/resources/the-red-wheelbarrow-activity-time>

Instructions

1. Colour in the wheelbarrow.
2. Encourage your child to draw themselves and a sibling (or friend) in the wheelbarrow. They may even like to draw a pet as well. Alternatively colour in and cut out the children and pet templates provided. Draw hair, hats or glasses onto the children.

Goodbye

Conclude the session with some suggestions of books that parents might want to borrow that promote discussion about friendship and feelings.

A song for Lorkie by Dean Bowen & Jennifer Castles

Koala Lou I do Love You by Mem Fox

The Feelings Book by Todd Parr

Annie to the Rescue by Deborah Niland

Squish Rabbit by Katherine Battersby

Goodbye Song

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.

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.....)