



## With Nan

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THEME: Families July 2012

*A leaf that flies...*

*A rock that hops...*

These are some of the wonderful things that Simon sees on his walk with Nan.

Simon takes a walk through the bush with his Nan and along the way finds out that things are not always what they seem.

A simple story about camouflage is brought to life with the beautiful illustrations by Karen Blair



## Key Message For Parents

### The Brain Develops Through Use

- Babies' brains are a work in progress.
- The brain will not develop unless it has appropriate stimulation.
- The brain takes in the external world through its system of sight, hearing, smell, touch and taste.
- Positive early experiences helps form strong connections in the brain.
- The best learning occurs in relationships that are nurturing, warm, consistent and predictable.

## Learning Outcomes

### Outcome Four: Children are confident and involved Learners.

Children resource their own learning through connecting with: people, place, technologies and natural and processed materials.

This is promoted when we provide opportunities for children to:

- Engage in sensory and exploratory experiences with natural and processed materials.
- Experience the benefits and pleasures of shared learning exploration within relationships that are warm, secure, nurturing and meaningful.
- Positive early experiences helps form strong connections in the brain.

## Welcome

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

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

### Sing (your preferred) Welcome Song

Then sing *Skidamarink* (introduce by saying that today we are going to sing a song to our babies to show them how much we love them). Have the words available as a handout or written on a board or butcher's paper for the adults to read and join in.

#### **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!*



Share the **key message** with parents and thank them for coming to share this special Story Time at your library. You are stimulating your baby's brain when you sing, play, touch, feed, change a nappy, share a book or take a walk together. You do not need to do unnatural activities or intensely focus on "educational activities" for a baby to learn.

## Book Introduction

Have a few simple (but different textured) props in a draw string bag (a pine cone, pebble, feather, shell or piece of bark). Explain that you collected some of these 'treasures' when you were out walking. Ask "Have you seen this (a shell) before? It feels bumpy and it is lovely and white. What is it and where do you find these?" etc "Does the shell look like this (pebble)? Do you think that it feels the same?" etc

*The book I am going to read today is about a boy named Simon. He takes a walk through the bush with his Nan and along the way he finds out that things are not always what they seem..."*

## During Reading

*Comment on the story "Mmm, I wonder what Simon has found here – what do you think it might be? Have you ever seen one of these?" Take time to look at the illustrations and to involve the babies in the discussion.*

## After Reading

Share with parents:

- Walking with children helps develop the foundations for lifelong active living.
- Talking with children helps develop the foundations for language and literacy.
- Manipulating objects (both natural and man-made) increases a child's understanding of his/her world.
- Remember that children can find delight in even the simplest of things, and it does not have to involve cost.
- Next time you go out walking take a 'treasure bag' to collect things along the way that you can talk about later at home.
- Did you know that many playgroups, long day care centres, preschools kindergartens and junior primary schools support a range of 'Walk and Talk' excursion activities?

<http://www.health.sa.gov.au/pehs/branches/health-promotion/ewba/wtenhancement-sss-sahealth-100519.pdf>

## Activity Time - Sensory Treasure Baskets

A fabric treasure basket is a sensory activity particularly suited for babies and children up to the age of two. There are many different types of materials you can buy in a variety of different colours, patterns and textures. Place squares of, as many different variations of materials you can find into a box. The material pieces need not be very large only 30cm square for example.

Place the box on the floor, or empty the contents onto the mat depending on the boxes size and the age of the children. Allow the children to select pieces of materials, exploring the texture and feeling against their skin for example.

Adapt this activity for children over the age of two, to include colour recognition, names of some of the materials, and discussions about the feel of the materials and their likes or dislikes of them, depending on the children's individual abilities. At this age the materials can also be cut into a range of shapes or sizes. The children can then sort the materials according to colour, shape or size, which will add a mathematical aspect to the sensory activity.



## Activity Time - Sensory Treasure Baskets (continued)

Alternatively you may like to introduce a more complex sensory treasure basket that might include a mix of natural and man-made objects.

Suggested items

- Lengths of different materials (consider texture, colours and patterns), pebbles, bells, shells, wooden spoons, metal containers, ribbon, string, varying size linked chains, sponges (man-made and sea sponges), coconut shell, leaves, seed pods, gum nuts, feathers, pine cones, herbs (eg rosemary sprigs) flowers (eg lavender).

Older children can talk about the objects: what they feel like, look or smell like. Which do they like or dislike against their skin? Discuss what they are made of or where they can be found. Older children may be able to match up two objects of the same kind, shape, size or colour again adding appropriate mathematical language.

## Goodbye

Conclude the session with some suggestions of books that parents might want to borrow that promote nurturing relationships with parents, grandparents or extended family members.

*My Mum's the Best* by Rosie Smith

*Daddy and Me* by Karen Katz

*Grandma and Me* by Karen Katz

*Grandpa and Me* by Karen Katz

*In Grandma's Arms* by Jayne C Shelton, Karen Katz

*Are You My Special Baby?* By Carol Chataway

*Kisses For Daddy* by Frances Watts

*Look See, Look At Me!* By Leonie Norrington

## 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.....)*



## Additional Tips & Suggestions

### Chant/fingerplay

#### Och Nee (traditional)

*Och nee! When I was wee  
I used to sit on granny's knee  
Her apron tore  
I fell on the floor,  
Och nee! When I was wee.*

- Place child on your knee facing away from you).
- On lines 1 and 2 bounce the child in time with the beat as you chant the words.
- On line 3 – slow down the beat.
- Line 4 – open your knees and let the child fall through them.
- Line 5 – bounce the child on your knees to the original tempo.
- Substitute Granny for mummy, daddy, grandpa etc

#### Grandma's glasses

*These are grandma's glasses (make circles over eyes with thumb and index finger)*

*This is grandma's hat (cup hands together on top of head to make a small hat)*

*This is the way she folds her hands (clasp them together)*

*And puts them in her lap*

*These are grandpa's glasses (deeper, louder voice and make fingers into bigger frames)*

*This is grandpa's hat (bend arms at elbows and fold on top of head to make a bigger hat)*

*This is the way he folds his arms (fold them over body)*

*And takes a little nap (make a snoring sound)*