

Halfmoon

Baa Moo Yellow Dog

INSET session

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BAA MOO YELLOW DOG - Workshop Programme 2009

Introduction

'Baa Moo Yellow Dog' is a show specifically written for under-fives and their carers, though with its inspiring mix of music, dance/movement and play, it can be enjoyed by young people of any age.

Through the character of the young boy Ash, and his imaginary friend Play, we enter an exciting and magical world of make-believe where things are not quite what they seem!

As with all Half Moons' productions, 'Baa Moo' has been carefully developed to engage young imaginations and build on their understanding of the world. Half Moon are pioneers in developing bi-lingual work and this is no different with 'Baa Moo', which fully incorporates British Sign Language as well as English.

Workshop Programme

These workshops have been developed to provide a structure to support and enrich the experience of seeing the show for **young children and their carers, teachers and parents**, as well as extend the learning of children by engaging their imaginations in creative and active learning.

We will provide a creative setting that enables children to:-

- Explore their environment and investigate new information and ideas in a safe and supported manner.
- Discover things for themselves through a variety of experiences and therefore encouraging autonomy.

Parents, carers and teachers/centre staff will be actively encouraged to participate in the workshops to add value to the experience for the children and also give support where required so that very young children (and babies), have a valuable shared play and learning experience.

It is essential that all the focus is given to the workshop and also that parents are informed beforehand that they are invited to take part. There may be some anxiety about this as theatre/play workshops may not be culturally significant to some while others may fear being exposed or embarrassed. The Half Moon workshop facilitators are a 'hand-picked' and very experienced team, who will look after the emotional safety of all participants so that a fun time is had by all. If everyone is involved it makes the experience richer in all aspects and encourages parents and carers to find new ways of engaging with their babies and children.

They are designed to support the themes in the show as well as allow room for different creative journeys, to include pupil voice and support the Early Years Foundation Stages of the National Curriculum:-

- Personal, social and emotional development.
- Communication, language and literacy.
- Problem-solving, reasoning and numeracy.
- Knowledge and understanding of the world.
- Physical development.
- Creative development.

The anticipated outcomes...

To reiterate, the workshops are a fun and safe way for children to enhance their understanding of the world, being fully inclusive and supporting and celebrating diversity and valuing all children as individuals.

They promote pupil voice but also include adult participation to build and strengthen bonds between parents and carers and their children.

"Young children learn through positive relationships with adults who relate fully and appropriately with them and this communication is essential to children's emotional and social development. Parents and childcarers who relate poorly to very young children may leave them insecure or without affection, making it more difficult for these children to establish or maintain future relationships" (Linden in Kamen, 2007)

Parents will also gain a greater understanding of their children's learning from the workshops and follow on ideas are included for home and nursery/school settings.

Through the use of carefully selected drama based games and activities we will support the Early Years Foundation Stage goals by covering aspects of:-

Social development: encouraging positive social interactions with adults and other children, maintaining positive relationships, developing independence and acceptable behaviour patterns and understanding the needs and rights of others.

Intellectual/Cognitive: this involves the processes of gaining, storing, recalling and using information. The interrelated components are thinking, sensory perception, language and communication, reasoning and problem-solving, understanding concepts, memory, concentration, imagination and creativity.

Language: the word language is often used to describe the process of speaking and listening, but it is much more than verbal communication, e.g. thinking; listening; reading and writing.

Emotional development: be aware of their own feelings and those of others, develop positive self-esteem, consider and respect the differences of other people, have confidence in themselves and their own abilities, develop resilience.

Physical development: for gross and fine motor skills and co-ordination. Also numeracy through exploring shape and space.

Methods and Ethos of the Baa Moo Workshops

First and foremost we will work to create an atmosphere of trust and physical and emotional safety.

What we do.....

- Encourage self-expression
- Encourage children to speak, but do not insist they talk
- Listen to the children
- Encourage parent and carer involvement
- Keep to set routines at the beginning and end of the sessions
- Use repetition frequently
- Divide the learning into small steps in a logical sequence by asking questions
- Keep the activities short and work to increasing the children's concentration.
- Use narrative and music to improve listening skills
- Teach social and communication skills through collaborative play
- Use pictorial and visual cues
- Explore textures and sensory experiences
- Use found objects
- Praise and encourage to raise self-esteem
- Reflect back on our experiences.

Protect and Promote Children's Rights

In the last decade there has been a major shift in attitude towards children's rights. In the past children's rights were mainly concerned with their basic welfare needs. Now, as well as their basic rights to life, health and education, children are viewed as having a much wider range of rights – including the right to engage in play activities, to express their views and to participate in making decisions that affect them directly.

Children's rights, as stated in the United Nations (UN) Convention on the Rights of the Child, are clear and universal: they apply to all children. Also, while their individual needs may differ, they all have the same rights. Children's rights are based on their needs, but emphasising rights rather than needs demonstrates a commitment to viewing and respecting children as valued citizens.

(Kamen, T. 2007, "Children's Care, Learning and Development")

The United Nations Convention on the Rights of the Child

Summary of the articles most relevant to childcare settings:-

Article 1: Everyone under 18 years of age has all the rights in this convention.

Article 2: The Convention applies to everyone, whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

Article 3: All organisations concerned with children should work towards what is best for each child.

Article 4: Governments should make these rights available to children.

Article 12: Children have the right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account.

Article 13: Children have the right to get and share information as long as the information is not damaging to others.

Article 14: Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 15: Children have the right to meet together and enjoy groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone who looks after them.

Article 23: Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

Article 28: Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free.

Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30: Children have a right to learn the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31: All children have a right to relax and play, and to join in a wide range of activities.

Article 39: Children who have been neglected or abused should receive special help to restore their self-respect.

(Kamen, T. 2007, "Children's Care, Learning and Development")

Why Use Drama?

The Role of Play and Drama in Children's Learning and Development

Play (and therefore drama), is not an extra, it is an essential part of children's development and learning. **It is the central way in which children explore and develop an understanding of their environment.**

Play and drama activities provide opportunities for children to create ideas and to understand concepts through active learning and communication in a safe and non-threatening environment, while helping to promote **all aspects of their development**. Language is a key component in children's thinking and learning and play/drama is an invaluable way to provide opportunities for language and to make learning more meaningful.

Younger children **tend** to engage in more solitary or parallel play activities because they are more egocentric. Older children are capable of more co-operative play activities as they can take turns, share play equipment and follow rules more easily.

Play and drama help children's **development and learning** by providing opportunities for:-

- Self-chosen and well-motivated learning
- Challenging and interesting experiences
- Taking responsibility for their own learning
- Gaining confidence and independence
- Co-operative work between children
- Developing a wide range of physical skills
- Developing problem solving skills
- Encouraging imagination and creativity

It also helps to develop children's **social and emotional skills** by providing opportunities for:-

- Learning and developing new social skills
- Practising and improving existing social skills
- Experimenting with new situations, eg. anticipating what they *might* do in new situations
- Acting out past experiences
- Expressing emotions in positive ways

(Kamen, T. 2007, "Children's Care, Learning and Development")

Parental Involvement

Parents may need help in order to recognise the value and importance of activities such as play and drama to children's development. As the greatest influence on their children's well-being, they are key to fulfilling the five outcomes in *Every Child Matters*.

Five Outcomes in Brief:-

Be healthy; physically healthy, mentally and emotionally healthy.

Stay safe; have security, stability and are cared for; safe from maltreatment, neglect, violence and sexual exploitation.

Enjoy and achieve; ready for school, achieve national educational standards at primary school.

Make a positive contribution; develop self-confidence and successfully deal with significant life changes and challenges; develop enterprising behaviour.

Achieve economic well-being; live in decent homes and sustainable communities; access to transport and material goods.

Building Self-Esteem in Children and Parents

Self-esteem affects how we feel and what we do, as well as how we treat others. How parents talk to their children affects their self-esteem. Children also pick up important messages about self-esteem from how their parents act and talk about themselves.

Parents can build their own self-esteem and that of their children by:-

- Appreciating the things they do and the things their children do
- Understanding how they are feeling and how their children are feeling
- Showing their children that they love them and are interested in them
- Listening to their children
- Encouraging their children to have a go at new things and giving them opportunities to learn through doing, without pushing them to hard
- Showing that they have confidence in their children, e.g. 'Tying laces is hard but you'll get there in the end!' (If parents believe in them, their children are more likely to believe in themselves)
- Taking time – spending time with their children. Accepting and respecting their children (and themselves) as unique individuals

(Kamen, T. 2007, "Children's Care, Learning and Development")

Child-development Overview

All children are different and to reflect this, age ranges have been overlapped in the EYFS to create broad developmental phases. This emphasises that each child's progress is individual to them and that different children develop at different rates. A child does not suddenly move from one phase to another, and they do not make progress in all areas at the same time. However, there are some important 'steps' for each child to take along their own developmental pathway. These are shown on the areas of Learning and Development in the sections Look, Listen and Note and Development Matters.

There are six broad developmental phases. The following summaries highlight the more important aspects of child development in each of these stages.

Birth to 11 months

During this period, young children's physical development is very rapid and they gain increasing control of their muscles. They also develop skills in moving their hands, feet, limbs and head, quickly becoming mobile and able to handle and manipulate objects. They are learning from the moment of birth. Even before their first words they find out a lot about language by hearing people talking, and are especially interested when it involves themselves and their daily lives. Sensitive care-giving, which responds to children's growing understanding and emotional needs, helps to build secure attachments to special people such as parents, family members or carers. Regular, though flexible, routines help young children to gain a sense of order in the world and to anticipate events. A wide variety of experience, which involves all the senses, encourages learning and an interest in the environment.

8 to 20 months

As children become mobile, new opportunities for exploration and exercise open up. A safe and interesting environment, with age-appropriate resources, helps children to develop curiosity, coordination and physical abilities. This is a time when children can start to learn the beginnings of self-control and how to relate to other people. In this period children can be encouraged to develop their social and mental skills by people to whom they have a positive attachment. Building on their communication skills, children now begin to develop a sense of self and are more able to express their needs and feelings. Alongside non-verbal communication, children learn a few simple words for everyday things and people. With encouragement and plenty of interaction with carers, children's communication skills grow and their vocabulary expands very rapidly during this period.

16 to 26 months

Children in this phase are usually full of energy and need careful support to use it well. Growing physical strengths and skills mean that children need active times for exercise, and quiet times for calmer activities. Playing with other children is an important new area for learning. This helps children to better understand other people's thoughts and feelings, and to learn how to cooperate with others. Exploration and simple self-help builds a sense of self-confidence. Children are also learning about boundaries and how to handle frustration. Play with toys that come apart and fit together encourages problem-solving and simple planning. Pretend play helps children to learn about a range of possibilities. Adults are an important source of security and comfort.

22 to 36 months

Children's fine motor skills continue to develop and they enjoy making marks, using a variety of materials, looking at picture books and listening to stories, important steps in literacy. Self-help and independence soon emerge if adults support and encourage children in areas such as eating, dressing and toileting. Praise for new achievements helps to build their self-esteem. In this phase, children's language is developing rapidly and many are beginning to put sentences together. Joining in conversations with children is an important way for children to learn new

things and to begin to think about past, present and future. Developing physical skills mean that children can now usually walk, climb and run, and join in active play with other children. This is an important time for learning about dangers and safe limits.

30 to 50 months

An increased interest in joint play such as make-believe, construction and games helps children to learn the important social skills of sharing and cooperating. Children also learn more about helping adults in everyday activities and finding a balance between independence and complying with the wishes of others. Children still need the comfort and security of special people. Close, warm relationships with carers form the basis for much learning, such as encouraging children to make healthy choices in food and exercise. At this stage children are becoming more aware of their place in a community. Literacy and numeracy can develop rapidly with the support of a wide range of interesting materials and activities. Children's language is now much more complex, as many become adept at using longer sentences. Conversations with adults become a more important source of information, guidance and reassurance.

40 to 60+ months

During this period children are now building a stronger sense of their own identity and their place in a wider world. Children are learning to recognise the importance of social rules and customs, to show understanding and tolerance of others, and to learn how to be more controlled in their own behaviour. Learning and playing in small groups helps to foster the development of social skills. Children now become better able to plan and undertake more challenging activities with a wider range of materials for making and doing. In this phase children learn effectively in shared activities with more able peers and adults. Literacy and problem solving, reasoning and numeracy skills continue to develop. Children's developing understanding of cause and effect is encouraged by the introduction of a wider variety of equipment, media and technologies.

(<http://www.teachernet.gov.uk/teachingandlearning/EYFS/Childdevelopment>)

Theoretical Approaches to how Children Learn and Develop

The Psycho-dynamic approach

Freud believed that very early childhood experiences are responsible for how people think and feel in later life. Freud considered that most of our thinking is done on a sub-conscious level and therefore is beyond our control. More recently psychologists, such as Carl Rogers have suggested that most of our thinking is conscious and that individuals are in control of their lives.

The Behaviourist approach

These psychologists focus on observable behaviour, rather than thoughts and feelings. Behaviourists are concerned with how external forces can be used to control behaviour. For example, Skinner thought that all learning and thinking is based on responses to rewards and punishments received within our environment.

The Cognitive approach

These psychologists believe that human behaviour can be understood by studying how people think and learn. This work includes that by Bruner, Vygotsky and Piaget.

Piaget's theories of cognitive development have had a major influence on early education for over 40 years. Piaget believed that children went through different *stages* of cognitive development based on fixed ages. Within these stages the children's patterns of learning or *schemas* were very different from adult ways of problem-solving. He also believed in the importance of young children learning through action and exploration of their environment, using their sensory motor skills.

LANGUAGE: Piaget did not see language and communication as central to children's cognitive development because this development begins at birth before the children can understand or use words. He did see the importance of language at later stages.

Vygotsky argued that the social interaction between children and other people enables children to develop the intellectual skills necessary for thinking and logical reasoning. Vygotsky (and later Bruner) viewed the adult as supporting children's cognitive development within an appropriate framework.

LANGUAGE is key to this interaction. Through language and communication children learn to think about their world and modify their actions accordingly.

Bruner emphasises the importance of the adult in supported children's thinking and learning. He uses the term *scaffolding* to describe this adult support – the adult supports the child's learning until they are ready to stand alone. The adult support or scaffold should not be rigid – it needs to change as the needs of the child change. Bruner believed that any subject can be taught to any child at any age, provided it is presented in an appropriate way. Learning does not occur in pre-determined stages, but is dependent on linking knowledge to children's existing knowledge in a holistic way.

LANGUAGE is central to children's thinking and learning and Bruner stresses how language is used to represent experiences and also how past experience or knowledge is organised through language.

A Social Constructivist View

This takes into account more recent research. It integrates children's intellectual and social development and moves away from the idea that the development of children's abilities occurs in stages at particular ages and that adults simply provide the means for this natural process. Instead adults assist children's intellectual development as part of the *social process* of childhood. Age is not a *critical factor* in intellectual development and assisted learning can and does occur at any age. The *key factor* is the learners *existing* knowledge and/or experience in connection with the *current* problem or learning situation.

(Kamen, T. 2007 "Children's Care, Learning and Development")

Learning Styles

Visual Learners.....gather information through observation and reading. Children with this learning style may find it difficult to concentrate on spoken instructions, but respond well to visual aids such as pictures, diagrams and charts. (About 65% of people have this learning style).

Auditory Learners.....process information by listening carefully and then repeating instructions either out loud or mentally in order to remember what they have learned. (About 30% of people have this learning style)

Kinesthetic Learners.....process information through touch and movement. All young children rely on this learning style to a large extent, hence the importance of active learning. (About 5% of people use this style – even as adults)

N.B. Children are not restricted to learning in only one style. Children can learn to use different styles for different activities within the curriculum. However, research shows that working outside their preferred learning style for extensive periods can be stressful.

(Kamen, T. 2007, "Children's Care, Learning and Development")

Workshop Plans

Workshop One

Friendship and Feelings

Setting: Forest

Clue: Leaf

Aims :-

- Introduce rituals
- Introduce animals and sounds
- Introduce signs
- Explore feelings and friendship and build trust.

Outcomes:-

- New vocabulary (including BSL)
- Co-operative working
- Problem-solving
- Use of memory and recall skills (valuable in developing narrative skills)

Workshop Two

Exploration and Adventure

Setting: Mountain

Clue: Silver Star

Aims:-

- To explore a variety of landscapes through movement sound and role-play.
- Recap rituals and animals from previous week
- Build trust and confidence through guided exploration.

Outcomes:-

- Development of co-operation
- Extended imagination
- Decision making
- Empathy
- Recall

Workshop Three (with live MUSIC)

Discovery (of self and immediate environment)

Setting: Pond

Clue: Snowglobe

Aims:-

- To give the participants an opportunity to physically experience, respond to and create music.
- Provide opportunities to explore elements (water/earth/ice) and colours in our surroundings.

Outcomes:-

- Co-ordination and movement skills, using music to encourage an awareness of rhythm and movement.
- Observation skills
- Listening skills

Workshop Four

Belonging and Sharing

Setting: 'Nest' (junk modelling)

Clue: 'Party' whistle and hat

Aims:-

- Recall – memory development
- Self expression and empathy
- Social skills, eg. Co-operation

Outcomes:-

- Self Expression and Empathy
- Recall – memory development
- Social skills such as co-operation

Workshop Song

"Through the gate,

Over the fence,

And down the cobbled path,

Beyond the trees, with the bright green leaves,

Beyond the playground, with the merry-go-round"

(This will be done to music and with actions every week. Words are taken from the Baa Moo script)

Baa Moo Yellow Dog: Workshop plans

Workshop 1 – Friendship and Forest.

Clue: Leaf

Aims

- Introduce rituals
- Introduce animals and sounds
- Explore feelings and friendship and build trust
- Introduce signs

Outcomes

- New vocabulary (including BSL)
- Co-operative working
- Problem-solving
- Use of memory and recall skills (valuable in developing narrative skills)

Props

- Stepping stones
- Egg
- Leaf
- Animal pictures
- Music/CD player
- Fabric
- Hoops
- Fabric rope
- Sensory bags: ping pong balls, corks, straw

- Hello's / 1, 2, 3
- Claps: emotion claps, friendship claps, animal claps, BSL clap, 'stopping hands'
- Eyes, ears, & Im's (Imaginations)
- Introduce the egg, 'our friend'. Pass round, feel, touch, etc.
- Egg hatches and reveals the leaf – questions
- Spin to show pretending
- Emotional path (sad), journey song
- Sad tree (aww) – problem solving: name, water, feed, sing to it, dance/skip, sunshine. Until...friendship forest grows around the tree.
- 'What can we hear?'
- 'Moo!' 'Lets go and see what it is!'
- Gather round – questions/BSL sign/noises/actions – become cow
- Support to change the noise – e.g. pig, and so on
- Photos of friends (N&R) – party, school, park, picnic, ice skating etc

- Happy path, journey song
- Closing ritual – circle/sleep/retelling. Children help to retell (memory and recall)
- Spin
- Yay clap and goodbyes

Workshop 2 – Exploration, Mountain

Clue: Silver Star

Aims

- Explore a variety of landscapes through movement, sound and role-play
- Recap rituals and animals from previous week
- Build trust and confidence through guided exploration

Outcomes

- Development of co-operation
- Extended imagination
- Decision making
- Recall
- Feeling of shared empathy

Props

- Egg
- Star
- Map
- Fabric rope
- Stepping stones
- Music/CD player
- Sensory bags: ping pong balls, corks, straw
- Arrows
- Animal pictures

Intro

- Name game
- Hello game and animals
- Claps
- Passing imaginary precious object around the circle

Egg

- Introduce the egg (BSL)
- Passing the egg (hot/cold, heavy/light etc)
- Find star inside the egg
- Explore star, ask questions, feel the star ('where do we see stars?', 'is the star lost?' 'where does it belong/live?') We have to climb up the mountain and help the star
- Spin

Journey

- Movement: getting dressed dance and packing bag (and playing around with getting it wrong e.g. hat on foot etc)
- "Beyond the tall trees with the bright green leaves, beyond the playground with the merry-go-round"
- Making the gate – opportunity to use the adults, fabric

- "Through the gate, beyond the tree..."
- Path: decision making – ask them what kind of path. Ice on right, muddy in the middle, bumpy on left and use different sounds
- Travel along the path
- Arrive at deep, dark woods. 'Lets make sounds and become the trees' – use BSL and incorporate adults.
- 'Are we lost? Like the star. How do we feel?' Sad faces.
- What shall we do? Ask suggestions and find a map!
- Count steps up to mountain – stepping stones?
- Use fabric for rope (struggle, hard, steep etc)

Top of mountain

- Feel cold, wind (& BSL)
- We can't reach, try tip-toe, hear sound of flying pig (wings and identify what the animal is, give clues)
- Pig meets us, we can all become flying pigs (use BSL) so we can fly high up and place star back in the sky
- Fly back home – 'what do we see?' Recall of what we've seen, including animals.
- Spin

Home

- Back in a circle, wave to star, pat on the back
- Closing rituals and animals

Workshop 3 – Discovery with music (of self and immediate environment)

Clue: Snow globe

Aims

- To give the participants an opportunity to physically experience, respond to and create music
- Provide opportunities to explore elements (of water/earth/ice) and colours in our surroundings

Outcomes

- Co-ordination and movement skills: using music to encourage an awareness of rhythm and movement
- Observation skills
- Listening skills

Props

- Musician brings extra percussion instruments
 - Stepping stones
 - Blue fabric for pond
 - Variation of fabric
 - Egg
 - Yellow sock (3 pairs for children, 1 pair for tutors)
 - Snow globe
 - Feathers
 - Sensory bags: ping pong balls, corks, straw
-
- Musician plays as group enter
 - Workshop leaders introduce each other
 - Name/noise caught in fabric – music reflects back
 - Claps (stopping hands)
 - Musical hatching (crack out of egg when music plays)
 - Travelling dance routine to get to garden – respond to the music (fast, slow etc)
 - Stepping stone pathway: music for each spot / counting and colours
 - Get to pond and stand around blue fabric. 'What else is blue?'
 - Swim to bottom – adults hold fabric high (like parachute)
 - 'What can we see?' 'What else is green?'
 - Underwater creatures reflected by musician
 - Go looking for egg around the room
 - Back to pond and Support Tutor is dressed as cow with egg.
 - Back to pond and meet cow. Cow has no friends except egg. Introduce animal sounds
 - Try to get egg from cow (ask, trade for hay, tickle)

- Musician suggests all playing music to get egg. Hand out instruments, musician underscores, Lead Tutor conducts.
- Now cow has friends he shares his egg
- Get egg – bye to cow – swim to surface
- Find yellow socks. 'What else is yellow?'
- Quacking game (socks as duck beaks). When music stops, duck heads and wiggle bums
- Pass the egg – find snow globe
- Pass the snow globe – freeze pond – feathers fall as snow. 'What else is white?'
- Ice skating turns in to dance routine home
- Sleep and recap

Workshop 4 - Celebration

Clue: 'Party' whistle and hat

Aims

- To celebrate everyone's participation in the project, recap all our experiences and say goodbye

Outcomes

- Recall – memory development
- Self expression and empathy
- Social skills e.g. co-operation

Props

- Stepping stones (optional)
- Fabric
- Egg
- Junk for modelling
- Wooden whistle
- Party hat
- Feathers
- 1 Bean bag
- Hoops x 3
- Mats – grass & fur
- Boas
- Water spray
- Sea weed (green woollen fabric)
- Music and CD player
- Mirror paper
- Sensory bags: ping pong balls, corks, straw
- Scent bags x 2: lavender and aniseed

- Hellos, recap animal names, sounds and movements. Ask for examples , encourage choices
- Claps – yay!
- Movement/dance – we will go on a journey to find the egg.
- Through the gate, over the fence, down the cobbled path (stepping stones - counting), beyond the trees, over/under the bridge, through the pond (fabric)
- Find egg – build it a home/nest/house. Junk modelling, fabric, choices, vocab etc
- Egg opens – find party blower and hat. 'We are having a party – what is the party? What will we do? Who will be there?' Model the ideas of animals and "previous friends".
- All hatch themselves as animals/guests at the party – make sounds, movements, ask questions. 'Who are you?'
- Take "photos" – group and individual (hide behind the fabric and reveal). Bring in emotions
- Make a magic soup – throwing 'food' of choice (use feathers or beanbags) onto fabric pot and bounce (visual for babies/collaborative)

- Taste it – eugh or mmm? Ask questions. OR for older children play Greedy Pig game e.g. “Don’t eat that soup!”
- Okey-cokey to celebrate!
- Journey back – earlier version backwards
- Egg recall – in pairs
- Sleep – magic fabric to turn back to ourselves

Workshop Song

"Through the gate,

Over the fence,

And down the cobbled path,

Beyond the trees, with the bright green leaves,

Beyond the playground, with the merry-go-round"