

Learning possibilities

Text: Russell, P and Aśka 2019, *The incurable imagination*, Exisle Publishing, Australia.

Engage

- Step 1. Gather your child/children for a story using the song, 'If you want to hear a story'.
- Step 2. Read the story and encourage your child/children to join in.
- Step 3. Ask children to look closely at the cover before posing the question, 'What do you think this story is about?' Read the story and encourage children to join in.
- Step 4. Here are some questions to ask your child/children about the story.
1. What does it mean to be a bit different?
 2. How was baby Audrey different? (she could see creatures in the clouds)
 3. How do you think it would feel if we were all exactly the same, looked the same, had the same ideas and thoughts?
 4. What happened when Audrey's imaginitis spread around the town?
If your imagination helped you to have a special power, what would it be?

Resources

Song

'If you want to hear a story'
(Tune: 'If you're happy and you know it')
If you want to hear a story, come sit down,
If you want to hear a story, come sit down.
Let's share a great big smile, as we read and talk a while,
It's time to hear a story, come sit down.

Respond

Talk with your child/children about what it means to bring joy to others, how Audrey's gift was her wild imagination. Also talk about how imagination can be expressed through drawing, painting, using clay and dough, through music, movement, dance and song, in box constructions and block building, through story-telling and story making, drama and puppetry. Encourage your child/children to think about ways that they love to be creative and help them to identify their own strengths and interests.

Extend

- Invite your child/ children to set up a thinking and tinkering table with a wide range of materials to support expression of creativity through the visual arts e.g. nuts and bolts, hinges, bottle tops, ring pulls, twigs etc. Encourage children to share their ideas about the materials they would like to work with and set up shelving close by with containers of natural and man-made materials
- Provide small paint containers (containers or recycled pump-top bottles from handwashing liquids) to store acrylic or water paints that children can use as a paint palette. Set up a painting table, easels or paper outside for painting. A plastic table cloth can be easily cleaned for messier experiences.
- Observe your child/children's responses to the available materials and remember:
The key to developing confidence in working with children begins with watching. Take time to watch. Observe children's absorbed attention, their total concentration, their sheer delight as they play with colours and shapes. Watch their gestures and facial expressions. Listen to their words. Appreciate what they do. Most importantly give children time — time to look and ponder, time to explore materials that let children shape their own ideas, time to repeat things over and over again. And offer materials and tools of the best quality you can afford ... materials that let children shape their own ideas, and enable them to realise their potential as image-makers and knowledge builders. ¹

¹ Kolbe, U 2007, *Rapunzel's supermarket: All about young children and their art*, Peppinot Press, NSW, p 10.