



Little Woodworkers visited us today. We had a fun hands-on woodwork experience. We used hammers, drills and glue.

My favourite part was...

Here is a picture of me...





Our *Little Woodworkers* incursions address the following Outcomes of the “*Victorian Early Years Learning and Development Framework*” for all children from birth to eight years:

Outcome 1: IDENTITY

Children have a strong sense of identity when they **work together** or **independently** to discover how objects connect. Through the medium of wood the children are **encouraged** to ask questions, **discover** how objects relate to each other, for example threading cord through holes, connecting axles to wooden wheels, slotting wooden pieces together, and with **persistence** they can **achieve** and **enjoy** their chosen end result. Whatever that may be, we as educators **applaud** it.

Outcome 2: COMMUNITY

Children are connected with and contribute to their world by using woodwork and construction to broaden their **knowledge** base. Children establish and **strengthen important friendships** by **working interdependently** on their own creation within the group. The children are given the **opportunity** and the **power** to make their **own decisions**. With guidance the children begin to **communicate** and **negotiate** by having to wait for, share, and swap tools. **Social skills** are enhanced by their **active participation** in the making of their wooden project.

Outcome 3: WELLBEING

Children have a strong sense of wellbeing when they gain a **sense of achievement** at the completion of a chosen task. For example, when they make a wooden car or a train that actually moves like the real thing, or a snake that slithers, or a tool box just like Daddy’s. They gain a sense of **satisfaction** by **persevering** until completion. When they **discover** the **importance of trees** for food, shelter, and wood, they **understand** how they are part of this ongoing cycle. Not surprisingly they **recognise** the connection between trees and wooden lolly sticks! The **health and safety** rules play an important part in the child’s **sense of wellbeing**, as does the tidying away their tools and leaving their work areas clean.

Outcome 4: LEARNING

Children are confident and involved learners when they **increase their knowledge** of new words and phrases, when they **discover** new terminology relevant to a specific task and when they can link familiar words to unfamiliar tools, for example the “face, head, and neck of a hammer” or the “toe, heel, and teeth of a saw”. The children are encouraged to discover new **creative ways of thinking** by being actively involved, curious, and enthusiastic participants. This **curiosity and enthusiasm**, if nurtured, establishes the **blueprint for lifelong learning**.

Outcome 5: COMMUNICATION

Children are effective communicators by **interacting verbally** as part of a shared task, for example: “Can you pass me the glue/screwdriver/hammer?”, “How do I put this together?”, “Can you hold this, while I connect it/glue it/screw it?” Equally, they become **effective communicators** by **interacting non-verbally** as an individual or within the group, for example, using their ear protectors as a means of escaping into their own quiet world of concentration and letting others know to leave them alone. Children **respond** non-verbally and verbally to what they see, hear, touch, and feel. They **express their creative voice** through their wooden item.