In thinking about all of this, I created a little nature tale that I hoped would bring balance to the relationship, and a story that the whole class could hear and enjoy. I told the story during snack, as that is when I bring nature stories. I told it three times and then put it away to see what would happen. The stalking behavior that Timothy was exhibiting lessened and over time stopped completely. His classmate, the recipient of his suffocation, asked for the story many times. I did help in other ways with their relationship, by having them work with me on tasks in the classroom. That way they could be together, but with my care around them.

I am grateful to be in a position and place where using this type of medium is acceptable and encouraged. Rudolf Steiner said that Waldorf education is a healing education, and using the art of storytelling is a very sure way of healing. I am sure my story could use more tweaking, and am curious to know what you think of it and where it could use some help.

Please send comments to us at gateways@waldorfearlychildhood.org. We will forward them to Jessica. ♦

Jessica Oswald is a parent and early childhood educator at Green Meadow Waldorf School.

Resources:
• Susan Perrow, Healing Stories for Challenging Behavior (Gloustershire, UK: Hawthorn Press, 2008)

Excerpts from Singing and Speaking the Child into Life
~ Susan Weber, Nancy Macalaster, and Jane Swain

The new WECAN publication, Singing and Speaking the Child into Life, comes from Susan Weber, Nancy Macalaster, and Jane Swain of Sophia’s Hearth. This compilation of verses, songs, and singing games is particularly intended for use with very young children under three.

Every classroom, as well as every parent with children at home, needs lovely lullabies. This one, originally published in Nancy Foster’s book Let Us Form a Ring, is a beautiful picture of stars as daisies in the heavenly nighttime meadow that fall to earth by day to appear as earthly flowers. This lullaby is well suited for use wherever there is a sleepy child.

The section “Lap Games and Jog-Alongs” offers games that are always great fun for tiny children. They love to

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Frank Dempster Sherman

Traditional

1. At evening when I go___ to bed, I see the
   stars shine over head, They are the little
   sky the moon___ will go, She is a lady
   star left in___ the skies; She’s picked them all and

2. And of ten when I’m dream___ ing so A___ cross the
   daisies white, That dot the meadow of___ the night.
   sweet and fair Who comes to gather daisies there.
   dropped them down In to the meadow of___ the town.

Singing and Speaking the Child into Life at 31
be bounced about. One could picture the following “Father and Mother and Uncle John” with the child sitting on the adult’s lap, facing in. The child would be rhythmically bounced straight up and down for the first two lines, then tipped to one side on the third line, to the opposite side with the fourth line, and then resume steady bouncing on the last line.

```
Father and Mother and Uncle John
Went to town, one by one
Father fell off.
Mother fell off.
But Uncle John went on and on and on.
```

<table>
<thead>
<tr>
<th>Rhythmic bouncing up and down</th>
<th>Continue bouncing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tip child to one side</td>
<td>Tip child to the other side</td>
</tr>
<tr>
<td>Resume regular bouncing</td>
<td></td>
</tr>
</tbody>
</table>

In the classroom at circle time, one could imagine this transformed into a hand gesture game. Begin with hand lightly closed into a fist.

```
Father and
Mother and
Uncle John
Went
To town
One by one
Father fell off
Mother fell off
But Uncle John went on and on and on
```

<table>
<thead>
<tr>
<th>Stick up thumb and then fold back down</th>
<th>Stick up pinkie finger and then fold back down</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeat with thumb as done with “Father”</td>
<td>Repeat as with pinkie as done with “Mother”</td>
</tr>
<tr>
<td>Repeat as with “Uncle John”</td>
<td>Repeat with “Uncle John”</td>
</tr>
<tr>
<td>Stick up thumb and then hide</td>
<td>Stick up pinkie and then hide</td>
</tr>
<tr>
<td>Stick up three central fingers and lift hand rhythmically up and down with the words.</td>
<td></td>
</tr>
</tbody>
</table>

The last jog-along is also a song. One can imagine the little child on the lap being moved rhythmically to the song, one bounce on each quarter note. This also lends itself to use as a trotting song during a circle time. The tempo begins somewhat quickly, slows, and then picks up tempo again, only to end in a quick—and laugh-inducing—“Whoa, Joe!”

```
Trot old Joe, Trot old Joe, You trot bet-ter’n a-ny horse I know.

Trot old Joe, Trot old Joe,

You’re the best horse in the coun-try, oh. Whoa, Joe!
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from *Singing and Speaking the Child into Life* at 60

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**Susan Weber, Nancy Macalaster, and Jane Swain** are the authors of Singing and Speaking the Child into Life. Susan is the Director of Sophia’s Hearth Family Center, at which Jane is Associate Director of Teacher Education. Nancy is a graduate of the Center’s professional development course for early childhood professionals, “The Child and the Family in the First Three Years,” and has completed advanced training at the Pikler Institute in Budapest, Hungary. Visit Sophia’s Hearth at sophiashearth.org.

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**Resources:**
- Nancy Foster, *Let Us Form a Ring* (Silver Spring, Maryland: Acorn Hill, 2000).