

International Mud Day

Information Sheet



Type of event:	Event
Date:	29 th June

What is the special event?	International Mud Day was created in 2009 when Gillian McAuliffe from Australia and Bishnu Bhatta from Nepal got together to talk about ways to encourage feelings of community and appreciation for the world around us. Their goal was to help all children of the Earth feel closer to each other and what a better way to do that but through the earth itself. <i>The most memorable days end with the dirtiest clothes - unknown</i>
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Why is it important to Keiki Early Learning?	Some of Sam's most treasured childhood memories are playing outside making mud pies and getting dirty with her brothers, sisters and friends. When most of us look back at what memories we loved the most, it wasn't sitting inside watching TV it was playing and a lot of the time that playing was outside. You only need to watch the children in your care after it rains to see their delight in a puddle or mud! Research shows that exposure to friendly soil bacteria stimulates the immune system causing the brain to release serotonin, the endorphin used to regulate mood. Scientists believe this reduces a child's vulnerability to depression and anxiety. When children play with mud, they use all of their senses, resulting in a highly stimulated and active brain. Incidental movement and physical activity increase, helping children maintain a healthy lifestyle.
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What are our expectations?	The open-ended nature of mud play is perfect for the developing brain. There is no end to the creation, ideas and games children can invent, during this type of unstructured, outdoor play, children are not only exercising but building their ability to form ideas, problem solve and think critically as well as be innovative and inventive. This is a great opportunity for children to test theories and develop a foundational understanding of maths and literacy. Mud play can be linked to many different developmental skills, such as fine and gross motor skills, sensory awareness, balance and coordination. Mud play creates opportunities for social interactions and helps children make sense of the world. Let's not forget that MUD IS FUN!! For most children, mud play is instinctively fun – plain and simple. It is important that we give children permission and opportunities to get a little dirty!
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Activity Ideas	• Add mud to the mud kitchen – yes, this is obvious but sometimes we forget to add a bit of water to make it the mud kitchen. • Have a mud table where children can create mud sculptures • Mud playdough – colour that mud brown and add natural elements • Order mud to be delivered to your outdoor play space • Paint with Mud • Make edible mud for the babies
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	• Create Seed Bombs • Read Who Likes Mud Book to the children DON'T FORGET to ask your families to pack extra clothing for children. They will get muddy!
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LINKING THIS EVENT TO RESOURCES AND DATA

To support educators, educational leaders and early childhood teachers we link each event with important and valuable resources that support and inform our decision making at Keiki.

How can we link this event to our Philosophy?	Core Value: The Whole Child our highly experienced teams provide beautiful, thoughtful environments where children are invited and encouraged to make their own choices, to explore the arts, enjoy physical play, practice mindfulness and develop meaningful, positive relationships with others. Core Value: Earth to Sky Following the steps of the Noongar people by empowering children to develop a true appreciation and love of the natural environment and its relationship to the world. Free flow play and learning environments provide children with open access to beautiful outdoor garden areas and natural play resources. We encourage children to love and appreciate their world by being part of the environment and connecting with nature in their own way.
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How does this event link to the AEDC Data?

Physical Health and Wellbeing

Area	At Risk	Vulnerable
Stirling	8.9%	8.4%
Joondalup	8.1%	5.4%
Wanneroo	11.9%	8.2%

This event provides an opportunity for children to use their fine and gross motor skills. It encourages an opportunity to undress and redress if they’re dirty from the mud. Children can discuss feelings and how this simple experience can bring us feelings of joy, disgust and curiosity all at the same time.

Social Competence

Area	At Risk	Vulnerable
Stirling	12.8%	6%
Joondalup	9.6%	4.4%
Wanneroo	13.5%	7.5%

This event is an opportunity to facilitate group experiences. Mud play encourages the mind to become inspired and the imagination to work.

Emotional Maturity

Area	At Risk	Vulnerable
Stirling	13.3%	6.7%
Joondalup	10.7%	4.6%
Wanneroo	14.1%	7.2%

There is scientific evidence that mud play is a biological need and it makes you happy! Exposure to friendly soil bacteria (Mycobacterium Vacce) stimulates the immune system causing the brain to release serotonin the endorphin used to regulate mood

Language and Cognitive Skills

Area	At Risk	Vulnerable
Stirling	9.3%	5.6%
Joondalup	6.9%	3.1%
Wanneroo	11.8%	6.6%

Mud play engages all the senses, provides opportunities to discuss the different things we physically and emotionally feel while playing in the mud. New research shows that mud increases brain activity, creating high stimulated and active brains.

Communication and General Knowledge

Area	At Risk	Vulnerable
Stirling	11.4%	6.8%
Joondalup	9.6%	3.5%
Wanneroo	13.8%	7.9%

Event Fact Sheet

	The open-ended nature of mud play is perfect for the developing brain. There is no end to the creations, ideas and games children will invent. During this type of unstructured play, children are not only exercising but are building their ability to form ideas, problem solve and think critically, as well as be innovative and inventive.
How does this link to the ECA Code of Ethics?	In relation to children, I will: • Act in the best interests of all children • Create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning • Provide a meaningful curriculum to enrich children's learning, balancing child and educator-initiated experiences • Understand and be able to explain to others how play and leisure enhance children's learning, development and wellbeing • Ensure childhood is a time for being in the here and now and not solely about preparation for the future • collaborate with children as global citizens in learning about our shared responsibilities to the environment and humanity
How does this event link to the UN Rights of the Child?	Articles: <i>Article 3 All organisations concerned with children should work towards what is best for each child.</i> <i>Article 6: Children have the right to live a full life.</i> <i>Article 15: Children have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</i> <i>Article 31- Children have the right to relax, play and to join in a wide range of leisure activities</i> Please talk to the children about the Rights of the Child. Do you have it displayed in your service for the children?
How does this event link to the National Quality Standards?	<i>1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.</i> <i>1.2.1 Educators are deliberate, purposeful and thoughtful in their decisions and actions.</i> <i>2.1.3 Healthy eating and physical activity are promoted and appropriate for each child.</i> <i>3.2.2 Resources, materials and equipment allow for multiple uses are sufficient in number, and enable every child to engage in play-based learning.</i>