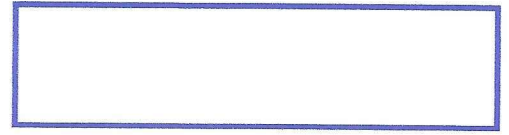


playtime!

PRESS



CHARACTER EDUCATION



Curriculum



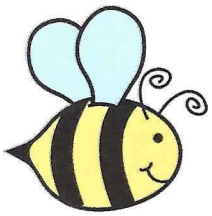
Playtime Learning Academy's Guiding B's

Be Friendly!

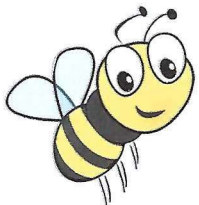
Be Safe!

Be a worker!

The Playtime Learning Academy “3 Bs” expectations are based on a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school climate.



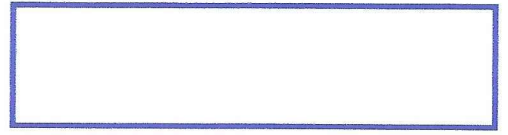
The “3 Bs” program emphasizes positive behavioral support for all students, in all classrooms and non-classroom settings (hallways, playground, restrooms, etc). Introducing, modeling, and reinforcing positive social behavior is an important component of Playtime’s curriculum. The purpose of the “3 Bs” is to establish a climate in which appropriate behavior is the norm.



When creating expectations for your child at home, try incorporating the “3 Bs” program into your daily routine. Can you expect the entire family to be friendly, be safe, and to be a worker? Of course you can!

playtime!

PRESS



CHARACTER EDUCATION



Curriculum

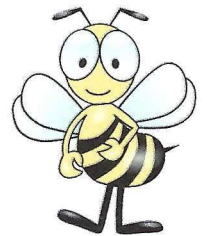


“HOMEWORK”

Early Childhood “Homework” Is Not What You Might Think



We often field questions from parents concerning homework in the preschool programs. The benefit of a child going to preschool is learning how to socialize, taking turns, and working in a



group. We are preparing children to read and write during the hours of the school day; so, we have that part covered. At home, a preschooler's “homework” should be exploring, playing and listening to bedtime stories. There will be plenty of times in the later years, full of homework, when you will miss the evenings that were not full of overwhelming “to-dos”. Enjoy this time with your child in the evening having meaningful interactions. That’s your homework!



CHARACTER EDUCATION

Curriculum



SCREEN TIME

We have all noticed that kids seem to be more attached to the screen than ever before, what can we do?

In the high tech world we live in, children are exposed to screens everywhere they go. As a result, controlling a child's screen time has become much harder for parents. To complicate matters, some screen time can be educational for children, as well as, support their social development.

The American Academy of Pediatrics suggests limiting screen time to no more than one hour a day of high-quality programming for children age 2-5 and not much more for elementary age kids. That goes by fast if you aren't careful. Children under the age of 2 should not be using screens independently or as a calming technique. Infant and toddler brain development requires real world interactions and communication to reach its full potential before preschool.

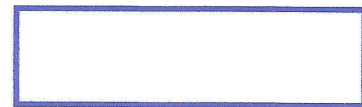
Unstructured play time is more valuable for a young child's developing brain than electronic media. Even if digital media programs claim to be educational, children are more likely to learn and remember information from a live presentation or discovery interaction than they are from a video.

Here are some tips on how to limit screen time...

- 1) Set a daily schedule or allow for binge days.
- 2) Have older kids justify their use, why do they need to watch this or play that?
- 3) Download a tracking app.

Keep in mind while it may seem like a good idea to use screen time as a reward or take it away as a punishment, this usually backfires. It's the "forbidden fruit" syndrome and can make screen time seem even more valuable, with kids becoming very protective of it.

Parents, lead by example. Force yourself to put down the screens and truly engage with your children and the world around you. Take regular tech breaks and reap the benefits for a lifetime.



CHARACTER EDUCATION



Curriculum



Positive Phrasing

Positive phrasing is a “trick of the trade” that we have learned works well at home too. Children respond best to positive phrases. When a child misbehaves, yelling or using negative language may temporarily stop the behavior; but does little to correct it in the long run.

When giving a child instructions, refrain from using the word “don’t.” Children often tune out negative instructions but will respond to statements of request. Instead of saying “Don’t touch that,” say “Please leave that alone” or “Please put that toy where it belongs.” A phrase such as “Don’t leave your clothes on the floor” can be reworded as “Your clothes belong in the hamper.” Try this simple trick of rewording your phrases and see what happens. You may be amazed at how well it works!

**Focus is on
“Choices”**



Making Choices

Allowing children to make choices builds self-esteem.

Offering children two positive choices allows children to honor our wishes while honoring their power of free will.

Choices also minimize a child’s stress which can cause them to shut down or react impulsively.

Scenario:

You are running late and need your child to quickly clean up. You may make a demand that could cause an argument by saying, “Put away your toys right now, we need to go!”

Try saying instead, “It’s time to clean up, do you want to start with the trains first, or the Legos?”

Believe it or not, this philosophy of providing choices motivates children from within, improves goal-achievement, and facilitates self-regulation.



CHARACTER EDUCATION

Curriculum

Children who can establish friendships early in life are much more likely to be able to do the same as adults. Friendship is an important part of our social skills curriculum.

One of the benefits of children being in school is that they develop social skills with classmates.



Parents and teachers are a key to children understanding how their actions affect others. They create social interactions, so children are successful. This happens when children learn to wait, take turns, and share. Playtime Learning Academy teachers are trained to be supportive in helping each child make friends by telling children when they have shown acts of kindness, talking with children about what it means to be a good friend, modeling friendship skills, and being very patient.

playtime!

PRESS



CHARACTER EDUCATION



Curriculum



What is

Conscious Discipline?

Conscious Discipline® is a classroom management program and a social-emotional curriculum used at Playtime Learning Academy. It is based on current brain research, child development information, and developmentally appropriate practices. Conscious Discipline® has been specifically designed to make changes in the lives of adults first. The adults, in turn, change the lives of children. Conscious Discipline® is a way of organizing schools and classrooms around the concept of a "School Family". Each member of the family—both adult and child—learns the skills needed to successfully manage life tasks such as learning, forming relationships, communicating effectively, being sensitive to others' needs and getting along with others.

The goal of "Conscious Discipline" is to teach these important character skills:

Anger management

Problem Solving

Helpfulness (pro-social skills)

Assertiveness

Impulse Control

Cooperation



playtime!

PRESS



CHARACTER EDUCATION



Curriculum



Safe Place

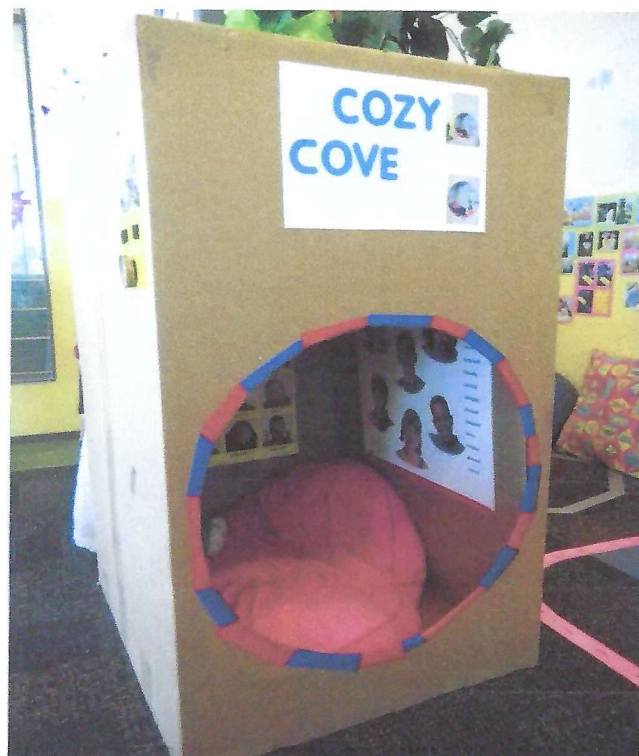
Children ages 2-5 experience great big emotions and can often feel overwhelmed!

Teachers at Playtime use the "Cozy Corner" or "Cozy Cave" in their classrooms.

This space provides safety during times children need an escape.

One child at a time enters the space to look at feeling charts, practice breathing techniques, or just hold on to a special soft toy for comfort.

Think about where you could create a cozy corner at home to help calm your child in times of stress.



Focus is on "Courtesy"

- * Talk to your children this month about what it means to be courteous.
- * Point out and praise acts of courtesy throughout the month.
- * We will be focusing on developing this skill all month.





CHARACTER EDUCATION

Curriculum



The Importance of Play

For young children, play is often a full body activity that helps them develop skills they will need later in life. Running, dancing, climbing, rolling—these activities all foster muscle development and help fine-tune motor skills. Children also build their mental and emotional muscles as they create elaborate, imaginative worlds rich with a system of rules that govern the terms of play.

University of Denver researchers found that children teach themselves to regulate their emotions and think before they act when they play. For example, if a child is pretending to be Olaf from Frozen, they may pretend they're melting when they come inside or insist that they like warm hugs. In each case, they consider how their actions will correlate with how Olaf should act. This role playing helps children build social skills and helps them become the kind of adults who are able to thrive in a range of personal and professional environments.

In an academic setting, play can also help children learn and grow. Teacher-initiated play is a close cousin to inquiry based learning. Learning letters, numbers, and basic skills are all achieved through play as children interact with their teachers, peers and their print-rich environment. At Playtime, our teachers ask children questions about the rules and process that govern the play, and then encourage children to make connections to the wider world through their own body of knowledge.





The
Great



Traits

Playtime
Press

CHARACTER EDUCATION



Curriculum



Children feel most secure when their lives are predictable. Children learn trust and feel safety when adults maintain routines for their day. Children will explore and learn only after they feel safe. Much of a young child's brain is still developing. Time is a complex concept for children.

Daily Routines

Our classrooms have predictable, visual schedules children can see. Children know what has happened, is currently happening, and what to expect next. That's why any changes in routine, or order of events, is discussed with children.



Routines:

Practice predictions

Teach "before" and "after"

Develop self-control and patience



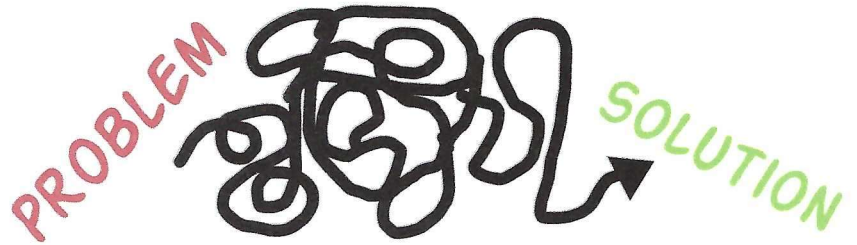
At this age, children order their lives according to **events** that happen, as opposed to times of day.

What routines do you establish at home with family?

playtime!

CHARACTER EDUCATION

Curriculum



Problem Solving

Managing the day to day interactions with classmates in a preschool classroom can be a daunting task for little ones. There are several problems each child encounters throughout the day that can lead to anger, frustration, sadness, and other strong emotions. For children to grow into independent people, they must learn how to problem solve. This is a large component of the social-emotional curriculum at Playtime. Children learn the main steps to solving a problem which are:

- 1) identifying the problem
- 2) thinking of solutions
- 3) brainstorming possible outcomes of trying a specific solution
- 4) trying it out.

There are many solutions to problems. For example, a common problem children encounter almost daily is wanting an item that someone else is using. Trading is one solution children can choose as a way to get an object from someone else in a positive way. Unlike sharing, which leaves one child empty-handed, trading allows both children to be happy with the outcome right away. Another solution is to use timers to help them understand how long they must wait until it is their turn and how to delay gratification by finding something to do while waiting. A child who knows how to share, trade, and take turns has learned valuable skills about how to make friends, empathy, waiting, negotiating, and patience.

Ask your child how he or she solves common problems at school? You may be amazed at the problem solving skills they have already developed.