Monthly newsletter of EduArt Kindergartens - February 2026

Edík's News

Vinohrady | Libuš | Hloubětín



The first EduArt ski trip: the joy of movement and winter adventure

This year's first ever EduArt ski training in the Jizerské hory was a wonderful winter adventure full of movement, experiences and shared joy for the children and their teachers. Although we were greeted by a real mountain winter, snow and freezing temperatures, the children were not discouraged at all - on the contrary. They looked forward to new experiences every day and their enthusiasm was undeniable.

From the very first day, the children showed a great deal of courage and independence. They got to know the new environment, enjoyed snow fun, built snowmen, played snowballs and gradually got used to being without their parents. The first tears appeared, but thanks to the kind approach of the teachers, cuddles and support from friends, everything quickly turned into a feeling of peace and safety.

From the second day, the program also got off to a full start in terms of sports. The ski slope was only a five-minute bus ride away. The children got on their skis - some for the first time ever - and made rapid progress under the guidance of the instructors. Gradually, they all learned the basics of skiing and riding a ski lift, and their confidence and joy of movement grew with each passing day.

Skiing naturally alternated with calmer activities - creating, drawing, playing board games and recording experiences in ski diaries, which the children took home as a souvenir. There was good food, warm surroundings, evening fairy tales and well-deserved rest after a hard day.

A big thanks goes to the teachers who took care of the children with great commitment and calm. In addition to the daily program, they also provided night services - the children were accommodated in groups of four and the teachers regularly visited them so that everyone felt safe. Every day, they also sent messages and photos to their parents, thanks to which they could keep track of what was happening even from a distance.

The EduArt ski trip was not just about skiing, but also about independence, friendship and overcoming one's own limits. The children took away new skills, strong experiences and a sense of pride. And the good news at the end? The teachers and the children would love to go skiing again - and we are already looking forward to next year.

Edík's February Adventures

Prague 2

Vision and speech therapy screening	5.2.
Project day on hygiene	10.2.
Project day with a nutritionist	12.2.
Integrated rescue system - kindergarten program	19.2.
Halo therapy playroom	25.2.
Canistherapy	26.2.

Every Wednesday - visit of the Reading Grandfather
Every Friday - sports in Sokol



Prague 4



Speech therapy screening	3.2.
Kindergarten carnival	5.2.
Visit to the fire station	10.2.
Eye examination in kindergarten	12.2.
Fairytale night - Ice Age	13.2.
Integrated rescue system - kindergarten program	19.2.
Project day - healthy eating	25.2.

Every Tuesday morning - swimming
Every Thursday - visit to the Reading Grandma

Prague 9

Blue Class

Eye Examination (for those interested only)	2.2.
Heart Day	9.2.
First Aid Project Day	12.2.
Trip to the Library	13.2.
Trip to the National Museum	11.2.

Red Class

Eye Examination (for those interested only)	2.2.
Heart Day	9.2.
First Aid Project Day	12.2.
National Museum Trip	18.2.

Yellow Class

Eye Examination (for those interested only)	2.2.
Heart Day	9.2.
First Aid Project Day	12.2.
Trip to the Library	20.2.
Trip to the National Museum	11.2.

Every Tuesday Morning - Swimming
Fairytale night - Madly sad princess 6.2.

Orange and Green Class

Eye Examination (for those interested only)	2.2.
Heart Day	9.2.
First Aid Project Day	12.2.
Sensory Play	19.2.

Edík's Around-the-World Adventure

Dining and self-service at EduArt

In our kindergartens, we emphasize the culture of dining and the development of children's self-service skills. During meals, we positively motivate children and support them in drinking from a glass and pouring drinks independently. Children gradually learn to handle cutlery correctly, and together we also talk about decent and healthy eating habits. Dining with us is not only about rules and skills, but above all about creating a positive relationship with food. We talk with children about what is on their plate, we taste new flavors, and we make sure that dining together is a pleasant and peaceful part of the day and a time to stop in the present moment. Self-service skills do not only include dining, but also dressing, proper hygiene habits, and taking care of oneself and personal belongings. Their development supports fine motor skills, independence, responsibility, hygiene, and self-confidence, skills that children will use not only at home, but also later at school.



Workshop on healthier eating

In the first week of January, EduArt kindergarten housekeepers attended a workshop on healthy eating for children led by nutritional therapist Alena Boukalová and an experienced chef. They gained theoretical and practical knowledge for everyday operations. They tried new recipes – spreads, smoothies, muffins and homemade jam, which the children also tasted. We plan to gradually include the tested novelties in the menu – we will expand the range of porridges, spreads and drinks. We continue to focus on seasonal ingredients and a more varied use of legumes to make children's meals tasty and nutritionally balanced.



Library visits

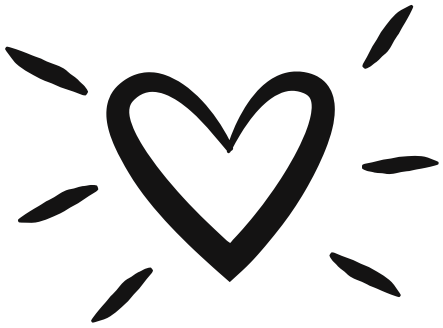
Not only at the Prague 2 branch, a regular part of our educational program is the support of reading literacy and visits to the Municipal Library. Here, children are introduced to the world of books, stories and illustrations in a natural and playful way. Librarians always have an educational and thematically aligned program prepared for us, which corresponds to the age of the children and, for example, the time of year. We also talk about books together, listen to stories and learn how to behave in the library. There is also a space for free play and discovery, where children can look through the books themselves. The opportunity to borrow a book is a great experience. Children thus acquire a positive relationship with books and reading already at preschool age. Supporting reading is important because it develops vocabulary, imagination, concentration and understanding of the world around us and creates a solid foundation for further learning.



“Don’t cry, nothing happened” or how to emotionally (not)validate

Emotional validation was introduced to wider awareness by American social worker Naomi Feil while working with seniors with dementia. She discovered that people do not need to be constantly corrected, but above all understood, accepted and respected. When their emotions were acknowledged, they gradually weakened, while ignoring or devaluing them led to an increase in difficulties. The same principle applies very well in parenting and working with children.

Emotional validation is one of the key skills for building healthy relationships – whether in a partnership, friendship or parent-child relationship. It means recognizing and accepting the experience of another person. This gives the child a clear message that what they are feeling is understandable and that their feelings have their place. It is precisely the recognition of emotions that helps reduce the intensity of unpleasant experiences and promotes a sense of security. The opposite is emotional devaluation, which can have a long-term negative impact on a child's development. If a child repeatedly experiences that their feelings are not taken seriously, they may carry higher levels of stress, low self-esteem or difficulties with regulating emotions and impulsivity into adulthood.



Emotions do not go away by ignoring, suppressing, or avoiding them. When a child hears statements like “it’s okay,” “it’ll pass,” or “don’t be so sensitive,” they may feel misunderstood by their parents and subtly learn that their feelings are inappropriate or wrong. It is important to teach children that there are no good or bad emotions. Each emotion has a function and provides information about what the child is experiencing and needs. However, long-term devaluation of emotions does not teach children how to work with them, but rather leads them to distrust their feelings and suppress them. This deprives them of the opportunity to find healthy and effective ways to cope with difficult emotional situations.



“Don’t cry, nothing happened” or how to emotionally (not)validate

If a child is sad or disappointed, for example after a failure, and the parent responds by blaming or belittling the child, this is showing the child that their feelings are not important or right. The child may then learn to suppress their emotions to avoid criticism or, conversely, experience them very intensely because it is the only way they feel heard. If a parent only offers support when emotions are extreme, the child may unknowingly learn that attention and help only come when they express them strongly. The devaluation of emotions is usually not based on malicious intent, but rather on a misunderstanding of the child’s needs and experiences.

It is important to distinguish between emotions and behavior. Emotions are always valid, but behavior is not always. Aggression towards others, harming or destroying things is not okay and should not be encouraged. But even in these situations, we can acknowledge the emotion behind the behavior, such as anger, frustration or intense sadness. The role of the parent is to guide the child to a safe and acceptable expression of emotions, whether in the form of crying, screaming in a safe environment, hugging, calming or briefly distracting. Clear and kind boundary setting combined with validation of emotions helps children learn to regulate their experiences and better understand the signals that emotions bring to them.

When validating, we are careful not to belittle, ridicule, or label a child’s feelings as exaggerated or unimportant. Our goal is not to evaluate emotions or immediately solve the problem, but to let the child know that we understand them. Validation often happens in small things—eye contact, a calm tone of voice, an open body posture, giving the child space to express themselves, and asking questions without judgment. Sentences like “I understand that you feel that way,” “That must have been really hard,” or “I can see that you are really sorry.” can be very meaningful to a child. Solving the situation or seeking redress may come later, when emotions have at least partially calmed down.

The next time your child drops a scoop of ice cream and starts crying loudly, try to pause for a moment. Instead of saying things like, “Don’t cry, nothing happened,” or “Don’t be surprised, look how you’re holding it,” you can try a simple validation: “You must have been really looking forward to that ice cream, right?” Even such a small moment can be an important experience for a child that their feelings are seen and accepted.

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