Monthly newsletter of EduArt Kindergartens - March 2026

Edík's News

Vinohrady | Libuš | Hloubětín



Safety at Eduart

At EduArt, we see child safety as a fundamental part of kindergarten activities. We continuously and naturally teach children how to behave safely in kindergarten, in the garden and outside of the kindergarten. They learn how to respect themselves and others and how to navigate situations that may be new or uncertain. Part of this daily prevention are also kindergarten rules that support not only physical but also psychological safety - they teach children polite, considerate and safe behavior in a team, the ability to ask for help and perceive their own and others' boundaries. These activities are followed by experiential prevention programs that allow children to learn through experience, play and personal experience. Below you will find examples of some of them.

Meeting firefighters - Children visit fire stations, where they learn about the work of firefighters and at the same time learn the basics of behavior in the event of a fire. We place great emphasis on children understanding that firefighters are there to help. That even in a crisis situation, it makes sense to remain calm and listen to adults' instructions. Every year, we also practice the evacuation of the kindergarten with the children so that they know that there is a clear and safe procedure – and that they are in it together with the adults.

Police officers in the kindergarten - Our program also features police officers who show children in a fun and understandable way how to behave safely in traffic – how to cross the road correctly, what to watch out for and why it is important to be aware of their surroundings. Children learn not only new information, but also a sense of security that a police officer is someone they can turn to.

Teddy Bear Hospital - As part of the program run by medical students at the Faculty of Medicine of Charles University, children bring their favorite plush friend to the kindergarten who has a "health problem". Through play, they naturally realize that the doctor is there to help. In the role of "parent", they watch as their plush patient undergoes an examination – from an X-ray, to a meeting with a paramedic, to a visit to the "operating room".

Program with rescuers - Children learn through play how to call for help, how to behave in case of an accident and what to do in urgent situations. With the help of a friend – rescuer Pepík – they practically try out treating minor injuries, stopping bleeding or fixing a "fracture". Another experience is a tour of the ambulance right at the kindergarten, where children can touch everything, try it out and ask questions about what interests them.

Project days - We also regularly organize project days with children focused on hygiene, health and prevention, we visit the traffic playground and naturally integrate safety topics into everyday life in the kindergarten.

Edík's March Adventures

Prague 2

Library visit (Green class)	5.3.
Preschool program in the Planetarium	10.3.
Project day - Time travel	11.3.
Trip to the Botanical Garden (Green class)	19.3.
Salt playroom	24.3.
Theatre U Hasičů (Blue class)	26.3.
Library visit (Blue class)	26.3.
Easter fairy tale night	27.3.



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

Prague 4



Botanical Week - making a herbarium	2.-6.3.
Canistherapy	10.3.
Fairytale Night - Bluey	13.3.
Visit to Alzheimer Home (Green Class)	17.3.
Morana Launching	18.3.
Project Day with Water	24.3.
Visiting Meteorological Elementary School with Preschoolers	26.3.

Every Thursday - Visit of the Reading Grandma

Prague 9

Blue class

Program - Little Architect	2.3.
Project week - Play without borders	9.-13.3.
Trip to the library	13.3.
Trip to the Planetarium	20.3.
International Day of Happiness	20.3.
Project day - Support for Down syndrome	23.3.
Easter fair with parents	26.3.

Yellow class

Program - Little Architect	2.3.
Project week - Play without borders	9.-13.3.
Trip to the Planetarium	20.3.
International Day of Happiness	20.3.
Project day - Support for Down syndrome	23.3.
Easter fair with parents	26.3.

Every Tuesday morning - swimming
Fairytale night 6.3.

Red Class

Program - Little Architect	2.3.
Trip to the Library	6.3.
Project Week - Play Without Borders	9. - 13.3.
Trip to the Planetarium	20.3.
International Day of Happiness	20.3.
Project Day - Support for Down Syndrome	23.3.
Easter Fair with Parents	26.3.

Orange and Green Class

Project Week - Play Without Borders	9.-13.3.
Canistherapy	19.3.
International Day of Happiness	20.3.
Trip to Ponypark in Měšice	25.3.
Project Day - Support for Down Syndrome	23.3.
Easter Fair with Parents	26.3.
Fyziotherapy - Príma cvíčo se Žandou	30.3.

Edík's Around-the-World Adventure

Looking back at February trips within the Erasmus+ project

February was truly a month of travel and inspiration in the Hlubetín kindergarten. As part of the Erasmus+ project, assistant Alžběta went to an English language course in Vienna. Teacher Jana completed shadowing at an English kindergarten in Bratislava, and EduArt kindergarten owner Radka gained new ideas while shadowing at a Montessori kindergarten in Barcelona. The February trips symbolically concluded the entire project. In the April newsletter, we will provide details and specific benefits for our kindergarten.

Financováno Evropskou unií
Funded by the European Union



Project day with a nutritional therapist

A project day focused on healthy eating and children's relationship with food took place in Prague 2. During the morning program, children learned about food, tastes, colors, and the importance of food for our bodies in a playful and sensory way. Together with Edík, they discovered what is good for a healthy tummy and created their own educational materials - such as a food pyramid or a rainbow. The afternoon part was dedicated to a workshop for children and parents, which focused on mutual connection. Together, they prepared simple dishes and participated in thematic stands. The all-day program met with a very positive response and naturally supported the interest in a balanced and varied diet.



Easter fair in Prague 9

Dear parents,
we invite you to the Easter fair, which will take place on Thursday, March 26th from 4:00 PM. Come and enjoy a pleasant spring afternoon and Easter atmosphere with us. A small Easter shop with products that the children and their teachers have prepared by themselves will be waiting for you. You can look forward to spring decorations, pictures, greeting cards, eggs, tied flowers and something healthy and tasty. Traditional creative workshops will also be held in individual classes, where you and your children will be able to make something themed. We will send you more detailed information about the organization and schedule in due course. We look forward to meeting you and spending time together.



Myofunctional therapy: what may be behind persistent speech difficulties

Maybe you've come to speech therapy because of "R," "L," or "lisping." Maybe your orthodontist has told you that your child has a bad resting tongue position. Maybe you've noticed that your child often breathes through their mouth.
In all of these cases, myofunctional therapy can play a role.

What is myofunctional therapy?

Myofunctional therapy is a targeted approach focused on the proper function of the muscles of the lips, tongue, cheeks and jaw. These muscles affect breathing, swallowing, pronunciation, jaw growth and tooth position. So it is not just about speech. These are basic functions that a child uses every day and their problems need to be looked at comprehensively.



How do you know if your child might need therapy?

It is advisable to pay special attention to situations where the child frequently breathes through the mouth, cannot keep their lips closed, snores, grinds their teeth, has persistent speech problems, or has recurring orthodontic problems.

Why isn't it enough to just "teach a sound"?

Conventional speech therapy often focuses on a specific sound. Myofunctional therapy takes a step back – it looks for the cause. If we don't correct the underlying function (such as incorrect tongue position or weakened muscles), the difficulties can return.

What do we focus on in therapy?

Therapy proceeds systematically: we focus on correct nasal breathing, a resting tongue position, lip closure, correct swallowing, and strengthening and coordinating the muscles of the lips, cheeks, and tongue.
Therapy is structured but playful. The child performs short tasks focused on breathing, tongue, lips, and swallowing. Regularity is important – a few minutes of exercise several times a day has a greater effect than long exercises once a week. In some cases, special aids are also used – straws, specially designed teethers, whistles.

What is the role of parents?

Parents are a key part of therapy. Without regular home exercises, change will not be sustained. The exercises are not time-consuming – more important than the length is regularity.

Why start early?

Muscle habits become fixed with age. The earlier we start, the easier it is to change. Correct breathing and tongue position support harmonious facial growth, stability of orthodontic treatment, better quality of sleep and more intelligible speech.

Summary for Parents

Myofunctional therapy doesn't just address pronunciation. It helps restore balance to the basic functions that support healthy child development. Sometimes speech is just a small signal that the body needs support. If you're feeling unsure, it's okay to come in for a consultation.

Šárka Bocianová - clinical speech therapist