Monthly newsletter of EduArt Kindergartens - April 2026

Edík's News

Vinohrady	Libuš	Hloubětín



Summary of the INSPIRATION TO INNOVATION project (Erasmus+)

The Erasmus+ project "Inspiration for Innovation" ran from September 2024 to February 2026 and became a significant opportunity for professional development and international cooperation for our teaching team. The project was implemented in our kindergartens in Hloubětín and Libuš.

During the project, we carried out a total of **15 weekly mobilities - 13 job shadowing in foreign kindergartens and 2 language courses.** We visited Iceland, Austria, Spain, Portugal, Slovakia, Ireland, Cyprus, Denmark, Norway and Finland. Each trip was focused on observing everyday pedagogical practice, sharing experiences with local teachers and finding inspiration for our work.

The aim of the mobilities was primarily to better understand different educational systems in the field of preschool education. We focused, for example, on preparing children for entry into primary school, methods of monitoring and assessing their development, organizing the educational environment or using modern technologies in pedagogical practice. The Montessori pedagogy approaches, cooperative learning, working with a heterogeneous group of children and supporting children with different mother tongues were also inspiring. We also paid great attention to environmental education, outdoor learning, a healthy lifestyle and the possibilities of involving nature in education.

The trips also showed interesting differences between the countries of Northern and Southern Europe. In the Nordic countries, there is a strong emphasis on children's independence, their psychological resilience, working with emotions and frequent spending time outdoors. On the contrary, in the Southern countries, creativity, skill development and school readiness are strongly supported from an early age.

We have gradually started to put the acquired experience into practice in our kindergarten. One of the specific outputs of the project is the creation of mindfulness centres in classes that support working with emotions and calming children. The building of indoor and outdoor play centres, greater emphasis on supporting children's independence and targeted development of emotional intelligence were also inspiring.

Another important incentive was the use of natural materials and simple materials in the play, which support children's creativity. In many of the kindergartens we visited, we also experienced a minimalist environment with fewer toys, which leads children to deeper concentration and longer immersion in free play.

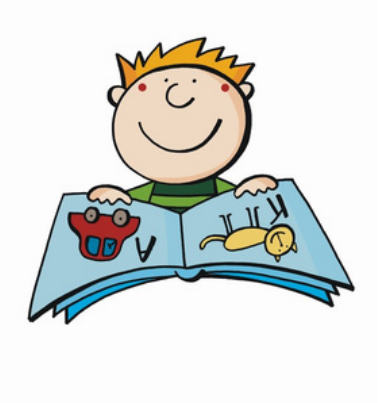
Sharing experiences with colleagues from abroad was also very valuable. Our presence was also perceived as beneficial in the visiting kindergartens, and the project thus contributed to mutual inspiration and the development of international cooperation.

Edík's April Adventures

Prague 2

Project Day - Hungry Caterpillar	2.4.
Visit to the Naturalist Station	8.4.
Trip to the ZOO Trip	16.4.
Visit to the Library	21.4.
SWAP Event for Children and Parents	22.4.
Program in the Library	24.4.
Witch Day in Kindergarten	30.4.

Swimming Every Tuesday
Visit to the Reading Grandfather Every Wednesday



Prague 4



Theatre Year in Kindergarten - Spooks are Afraid of the Moon	2.4.
Health Day - Project Day with the Emotion Suitcase (Yellow Class)	7.4.
Alzheimer Home (Green Class)	7.4.
Fairytale Night	10.4.
Canis Therapy	15.4.
Beach Volleyball	23.4.
Project Day - Little Gardeners	29.4.

Every Thursday - Visit from the Reading Grandma

Prague 9

Blue class

Project day of favorite fairy tales	7.4.
Angels in fur coats	17.4.
Earth Day	22.4.
Project day of books	23.4.
Trip to the library	24.4.
Hedarium Theatre	29.4.
Witches - events with parents	29.4.
Darwin Society	30.4.

Yellow class

Project day of favorite fairy tales	7.4.
Trip to the library	10.4.
Angels in fur coats	16.4.
Earth Day	22.4.
Project day of books	23.4.
Hedarium Theatre	29.4.
Witches - events with parents	29.4.
Darwin Society	30.4.

Every Tuesday morning - swimming
Fairytale night 10. 4.

Red Class

Project Day of Favorite Fairy Tales	7.4.
Angels in Furs	16.4.
Earth Day	22.4.
Project Day of Books	23.4.
Hedarium Theatre	29.4.
Witches - events with parents	29.4.
Darwin Association	30.4.

Orange and Green Class

Project Day of Favorite Fairy Tales	7.4.
Angels in Furs	17.4.
Earth Day	22.4.
Project Day of Books	23.4.
Hedarium Theatre	29.4.
Witches - events with parents	29.4.
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Edík's Around-the-World Adventure

Watercolor Club in Prague 4

In March, a watercolor painting course was held in Prague 4. In 4 lessons, children had the opportunity to playfully try out how colors dissolve, mix, and create magic with them on paper. First, they got to know the magic of watercolor, watched how colors dissolve and combine, and discovered new color combinations. They gradually learned to apply basic layers, add contrasts and subtle shapes, and in the final lesson, they focused on small details that gave the pictures life and personality. At the end of the course, each child took home their own colorful work, full of fantasy and the joy of creation. The little artists enjoyed every lesson, and their enthusiasm and creativity made us all very happy.



"A Year in Kindergarten" Theater

We are happy to cooperate with the creative theater Rok ve školce, which brings playful and lively performances for children to kindergartens. Behind the project is a pair of teachers and theater artists who combine movement, humor and creativity and create a real experience. Children actively participate in the story, decide what will happen next, and often move directly into the plot. For example, in the interactive game Dobrodružství Hrabalky a Hryzalky, together with two mice, they set off on a journey through the forest and help decide what adventure awaits them. Or their fairy tale about Marjánka, who is visited by ghosts every night, shows children in a playful and entertaining way that emotions such as fear, anger and sadness are a natural part of life and that we can learn to deal with them.



"Witches" in Prague 9

Dear parents, we cordially invite you to a witch afternoon in our school garden, which will take place on April 30th from 4:00 p.m. Come and celebrate the traditional burning of witches, which is an integral part of spring! A witch trail will be prepared for children with stations where they will complete fun tasks. Little witches and wizards will test their skills and courage, and a well-deserved reward will await them for completing the tasks. As usual, light refreshments will be prepared for you, and of course, there will be a bonfire. We look forward to spending time together - children are always very happy when they can show their parents the prepared activities and share their enthusiasm for the games and tasks with them. We look forward to seeing you!



How to talk to children about food and why is it important?

“You won’t leave the table until you finish it!” A phrase that many of us have probably heard. You may still remember the feeling of hopelessness and resentment that built up in you at that moment. You felt a huge boulder on your chest and throat, you lowered your eyes and reluctantly put another bite into your mouth.
And the parent was probably just trying to make sure that his efforts in preparing the meal did not go to waste. At that moment, he himself was experiencing great frustration with the whole situation.

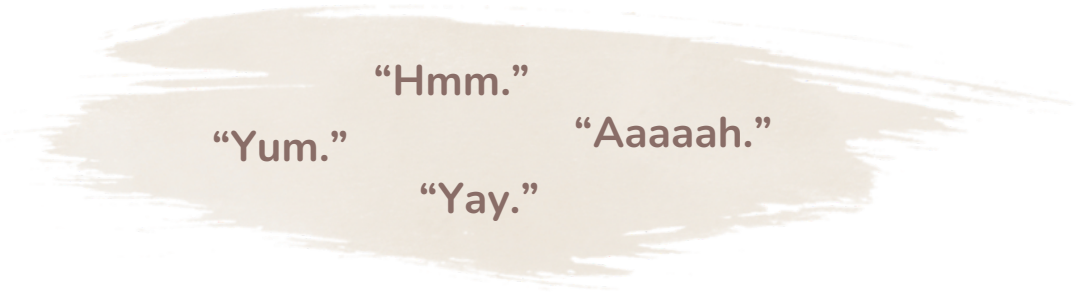
For children, eating is not just about satiating themselves, but they also learn how to eat, get to know different food textures, discover new tastes and smells, learn to perceive the feeling of hunger and fullness and respect the food itself and the effort put into its preparation.

The atmosphere at the table is often reflected in the parent's specific style of upbringing. The most advantageous style of upbringing towards eating seems to be an authoritative style that listens to the child, but at the same time clearly sets boundaries and rules. Even at the table.

The lifestyle your child will prefer in the future is of course influenced by other factors. Among the most significant of these is the child's temperament. Therefore, there is no one universal guide that would guarantee the development of perfect eating habits. But we can try to at least introduce the basic principles of communication about food, which seem to be the most useful. Conversations during a meal together have an important cultural and social dimension.

As time goes by...

It is very beneficial to develop conversation and communication skills while eating together or preparing food. The conversation should always correspond to the child's current age. The older the children, the more we can talk to them about what food gives us, why we eat it, what exactly it contains. At the very beginning, however, children will be satisfied with just interjections.



This is probably what your vocabulary looked like during the first solid foods. Although we can speak to children in more complex ways, we are most successful with interjections accompanied by grimaces.

How to talk to children about food and why is it important?

After the child's first year, we can use short sentences about food and symbolism becomes important for children. When eating together, we can point out the shapes of food and compare them to familiar things, or we can tell stories about food:

“That tomato is round like a ball. It’s round.”
“This pasta looks like a flower.”
“I really like this green soup. It has broccoli in it.”

It is still very abstract for children to understand cause and effect. For example: “If you don’t eat meat, you won’t have strength,” is incomprehensible to them. However, we can already start training a very simple dialogue, when we start asking questions to which the child can answer “yes” or “no”. We can develop conversation training even more around the age of three. It is advisable to pay attention to describing the properties of food and support the child’s imagination:

“The carrot is orange and very crunchy, listen.”
“I tasted the apple and it tastes sweet. Do you want to taste it?”
“The broccoli looks like a small tree for a dinosaur.”

And as children grow, we can encourage them to join in the conversation even more, to describe how the food tastes to them, whether it is soft or crunchy, or what color it is.
In preschool age, children are slowly starting to develop logical thinking and we can gradually include specific examples of what food does for us in our bodies.

“Milk will help you have strong bones.”
“Each food does something different in our bodies. Some of them help our bodies build muscles, others give you energy to jump and run.”
“Green vegetables help our bodies fight germs.”
“Fruit has vitamins.”

And as children grow older and more curious, we can incorporate more and more information, gradually building awareness of a balanced diet and its importance for our health. What do we focus on when talking about food? On describing what is on the plate instead of assessing how much the child has eaten or should eat. Usually, simple sentences like:

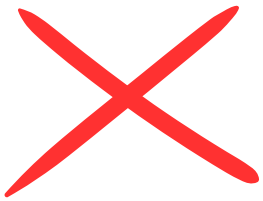
“Did you like it?”
“Are you still hungry?”

How to talk to children about food and why is it important?

Leading by example

Communication with children varies over the years, but what remains the same? Respect for the child, joy and a calm atmosphere. We will certainly build a child's positive relationship to food much better if we, adults, also manage to avoid negative phrases like:

“Ugh, I wouldn't eat that.”



“That's more for rabbits, isn't it?”

Then, more than once, the appetite for food will pass.

Children do not understand sarcasm and irony until a relatively late age. So if they hear us say sentences like: “Sugar is poison”, can they take this sentence completely seriously and be afraid of why Jonáš's mother gives him poison for a snack?

The way children hear us talk about food is important. We have already explained **HOW** to talk to children about food, but **WHY** to talk to them like that?

Young children are at the very beginning of building their eating habits. They are just discovering all their tastes and eating can often be challenging for them. That is why it is so important that they do not experience stressful situations at the table. If their little body is stressed, their appetite decreases, they lose the desire to explore and avoid further contact with food. The fact that they may refuse food, say “yuck” or “ble” to it happens to every parent from time to time. And although the situation is challenging, it is possible to react to it in two ways:

“What yuck? It’s good! I’ll cook something for you next time, if you’re like that!”

or

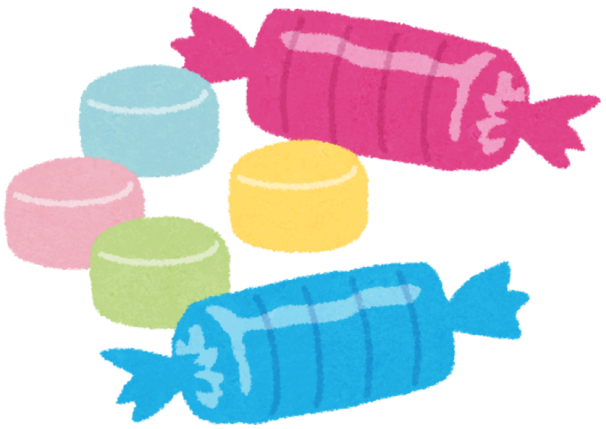
“You don’t feel like it right now, that can happen.”

The first way tries to arouse guilt or deny the child’s current emotions. The second way respects the child’s choice and simply describes the situation. For older children, we can explain that it is okay if they don’t like the food, but we will express ourselves nicely about the food at the table. Food should not be used to exert pressure, blackmail or comfort inappropriate emotions.
However, none of us are perfect and it is completely natural that sometimes sentences will be heard that are not like from a psychology textbook. Then of course it depends on which reactions prevail.

How to talk to children about food and why is it important?

“If you eat it, you get a candy.”

Sweets and various treats are food groups that are often used for the aforementioned reward or consolation. Let's at least briefly explain why it is not appropriate to (ab)use them in this way. In sentences:



“If you eat this, you get a lollipop.”

“Whoever makes the bed after themselves gets a candy.”

“If you don’t finish it, I’ll eat the dessert we had for lunch.”

“Don’t cry, come get some ice cream.”

“We’ll go to the candy store to celebrate your report card.”

In essence, we are telling the child that sweets are a reward, they are something more than ordinary food. If we build this habit of rewarding ourselves with sweets from a young age, this mechanism can be used in more sensitive individuals even in adulthood.

For sadness or as a reward - a treat follows.

But treats should not be taboo on the menu either, because children will naturally encounter them throughout their lives. Instead of rewarding them, it is appropriate to communicate about them as desserts, which we only have a little of in our menu. At a later age, we can explain that they give us quick energy and are suitable for sports, for example.

In conclusion

So how do you talk to children about food?

Truly, respectfully, and in a way that is age-appropriate, focusing on the beautiful and positive things that eating brings us. Don't scare or reward them with food, because we don't want to build these habits in them. And why does it matter? Because just as you enjoy a relaxed atmosphere at a restaurant, children deserve a relaxed atmosphere at the family table, where they can safely explore the colorful and fun world of nutrition.

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