

KID'S TRIBUNE

August 2013

**Bright Beginnings
Child Development
Center**

Notable Dates:

August 26
NC Pre-K begins

September 2
School Closed
Labor Day

FROM THE DIRECTOR'S DESK

Dear Parents,

A study released recently by the Early Childhood Department of Georgia State University found that recess is a crucial part of the day for children. No surprise there. We've always celebrated the physical benefits of outdoor play.

The less obvious finding in the study, however, was that two recess periods a day for a minimum of 20 minutes each, helps improve students' behavior and allows them to reenter the classroom refreshed and ready to learn. This proved true for all students from preschool to middle school.

Fortunately, throughout the summer the weather has not been unbearable and we have been able to get the children outside for two play periods a day. We like to think that our students have been more attentive and more eager to learn as a result!

Assuming that is the case, our hope is that the weather will continue to cooperate and we won't see the high 90's or 100's anytime soon. Even if we do, our students have enjoyed playing in our "play room" during the occasional rainy or oppressively hot days.

NC Pre-K returns

On August 26th, two 18 student classes of NC Pre-K students return to Bright Beginnings! For those who are not aware, NC Pre-K is a state-

funded program designed to provide high-quality education experiences to enhance school readiness for eligible four year-olds. This year marks our eighth year hosting the program in our school and we are thrilled to welcome in all of the new students! Please be aware that both vehicle traffic and people traffic around here will increase significantly around 9am and 4pm once the program begins.

Classroom changes

With the influx of 36 new students at one time, we oftentimes have to move a classroom to accommodate the new children. We have not yet determined which classroom will move, but we did want to inform you of the potential change in advance.

Farm to Childcare

The Farm to Childcare program has been a great experience for all of us here at Bright Beginnings! The goal of the program is to expose children to a wider variety of fresh fruits and vegetables than they may be accustomed to, and to support local farmers. We have been successful doing both as our students have eaten fresh fruits like, watermelon, honey dews, blueberries, raspberries and cantaloupes. And, fresh vege-

tables, like squash, field peas, tomatoes, white potatoes, sweet potatoes, cabbage and cucumbers.

We have enjoyed offering these new "treats" to the children and we've noticed that a lot of them surprisingly have enjoyed eating them. Who says children don't like Fruits and Veggies! A special shout out to Ms. Joan who has proudly cleaned and prepared all of the new foods without complaint. Awesome job Ms. Joan!

Discover Arts Academy

Discover Arts Academy, our year-round camp for school-agers, is undergoing a number of changes in an effort to improve the quality of the program. The most significant change is that the program is now coordinated by Thea Howell, the former Arts Program Director with the City of Raleigh Parks and Recreation Department. Under Thea's guidance, we are certain the program will achieve greater heights than ever before! For those parents with older children who are looking for the perfect mix of education and fun, please keep Discover Arts Academy in mind!

Classroom: Infant/“Friends”				
Key Activities	Objectives	Area	Birthdays	New Students
Hello Friend	Establish and sustain positive relationships	Social-Emotional	Zion Gavin	Zion Gavin
Finger Play	Demonstrates fine motor strength and coordination	Physical		
Classroom/Theme: Toddler/ “Shapes”, “Let’s Pretend”, “Favorite Nursery Rhymes”				
Key Activities	Objectives	Area	Birthdays	New Students
Role playing with hand puppets	Demonstrates gross motor manipulative skills	Physical	Calista	None
Discuss Nursery Rhymes	Uses language to express thoughts and needs	Language		
Count to 10 in English	Uses mathematic concepts and operations	Mathematics		
Classroom/Themes: Preschool 1 / “Going on a trip”, “All About Art”, “Pets”				
Key Activities	Objectives	Area	Birthdays	New Students
Sort by pets	Uses Classification skills	Cognitive	None	Calista
Move like a car, train, bike and boat	Demonstrates traveling skills	Physical		
Mixing colors to make new colors	Demonstrates positive approaches to learning	Cognitive		
Classroom/Themes: Preschool 2 / “Shapes”, “Around the Campfire”, “Money, Money, Money”				
Key Activities	Objectives	Area	Birthdays	New Students
Mold playdough shapes	Demonstrates fine motor strength and coordination	Physical	Timea Jackson Ximena	Silas
How many coins?	Uses number concepts and operations	Mathematics		
Match object with beginning letter	Demonstrates knowledge of the alphabet	Literacy		
Classroom/Themes: KinderPrep 1/ “At the beach”, “Transportation”, “Friends & School”				
Key Activities	Objectives	Area	Birthdays	New Students
B is for Boat	Demonstrates knowledge of the alphabet	Literacy	Cooper	None
Beach patterns	Demonstrates knowledge of patterns	Mathematics		
Traveling by Air, Land & Water	Demonstrates positive approaches	Cognitive		

Classrooms (cont'd)

Feature Article

The following article, entitled "Children's Social and Emotional Health", was excerpted from the August/September 2004 issue of the North Carolina Child Care Health and Safety Bulletin.

Children are born into a world that demands a high degree of social and emotional health. The extent to which children are able to develop competence and comfort in these areas reflects how they feel about themselves. It affects everything from their school readiness and brain development, to mental health and friendships.

Establishing a network of secure, nurturing and stimulating relationships within which young children feel loved, valued and protected best fosters social and emotional health. The environment created by these relationships helps mold and shape young children.

Relationships influence a child's self-image and level of confidence. These perceptions of self can either expand or limit a child's horizons and they begin the moment a baby is born. Though they change as the child moves through each developmental stage, human relationships remain vital and significantly influence the child's development. Relationships provide support, meaning and context to life.

At birth the infant begins to communicate by crying when hungry, fussing when wet, or cooing when cuddled. Babies learn to trust when caregivers are sensitive and responsive, and offer a reassuring, affectionate connection with the world. They respond to being rocked, comforted, spoken to with warm chatty words, and serenaded with simple songs.

In this environment the brain establishes strong, healthy connections between brain cells, which in turn support everything from success in kindergarten to enjoyable friendships with peers. A nurturing environment helps children learn to handle stress and tackle developmental challenges. Babies and children establish intimate connections with all their primary caregivers. They continue to need consistent and close relationships throughout childhood. The nature and quality of these relationships not only influences the development of confidence and self-esteem, but also affects a child's ability to develop respectful, caring friendships.

Caregivers nurture social and emotional development by closely observing children, and then responding with sensitivity to the unique qualities of each infant and child in their care. Warm guidance and encouragement help children learn how to successfully interact with their peers. Children benefit from understanding the consequences of their behavior. All children want to feel loved, protected and secure. Children develop and grow within a social framework, which for better or worse influences how they feel about themselves and the world they live in.

Though nature provides children with unique talents and temperaments, the way children feel about themselves, their self-confidence and self-image, have an enormous impact on their ability to move comfortably through life. The social and emotional environment they are raised in affects the extent to which these qualities are supported or discouraged. In many ways people become what their social and emotional environments tell them they can become. "Humans exist only in the context of their life situations; there is no 'me' independent of the circumstances of my life.



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