



Don't let one setback colour your day. Pause and feel it, then – keep going. – Unknown

Star Kids LDC
& Preschool



APRIL
2025

ON *this* MONTH

AT

Star Kids Long Day Care & Preschool

**ANZAC Day
Pay It Forward Day
Community Event
Nature Play Week**



ANZAC DAY – APRIL 25

Anzac Day goes beyond the anniversary of the landing on Gallipoli in 1915. It is the day on which we remember all Australians who served and died in war and on operational service past and present.

The spirit of Anzac, with its qualities of courage, mateship, and sacrifice, continues to have meaning and relevance for our sense of national identity.

PAY IT FORWARD DAY – APRIL 28

Pay It Forward Day is a global initiative that exists to make a difference by creating a huge ripple of kindness felt across the world. Small acts, when multiplied by millions of people can literally change the world for the better — and on April 28, let's set out to prove it! Leave a kind note, help someone out in need. Make a work mate a cuppa, host pay it forward activities in your office, school, church or community!

Community Event





Star Kids LDC and Preschool was proud to participate in the vibrant community event held on 12 April 2025 at Wiley Park. As a Gold Sponsor, we had the opportunity to host our own stall, where we engaged with local families, distributed informational flyers, and shared insights about our early learning programs.

We were delighted to connect with members of our community, answer questions about our curriculum and services, and showcase our commitment to providing high-quality early childhood education. It was a wonderful opportunity to strengthen community ties and promote awareness of the importance of early learning in a fun and welcoming environment.

Little Mortaz Music Program



The children participated in a one-day Little Mortaz Music Program, which offered a vibrant and engaging musical experience. Throughout the session, the children explored letters, numbers, and words through catchy songs and rhythm-based learning. They had hands-on opportunities to play a variety of musical instruments, enhancing their fine motor skills and sensory awareness.

The program also encouraged creativity and self-expression as the children danced, moved to the beat, and participated in group musical games. It was a joyful day filled with laughter, learning, and collaboration, supporting the development of language, numeracy, and social-emotional skills through the power of music.

Where Fun Meets Learning



At Star Kids, we provide engaging and meaningful learning resources guided by each child's agency, voice, and individual interests. We believe children are capable and confident learners, and we place great value on their ideas, choices, and curiosity. Our educators thoughtfully design a variety of learning experiences—both indoors and outdoors—that reflect children's emerging interests and support their developmental needs. Committed to a play-based learning approach, we encourage exploration, creativity, problem-solving, and collaboration. Through open-ended activities, intentional teaching, and responsive environments, children are empowered to make choices, lead their learning, and develop a strong sense of identity and belonging. Our program embeds literacy, numeracy, science, and the arts into everyday play, fostering holistic development in a joyful, inclusive, and enriching educational environment.



Nature Play Week



During Nature Play Week, children at Star Kids engaged in a variety of outdoor experiences that encouraged exploration, curiosity, and connection with the natural environment. They participated in activities such as nature walks, collecting leaves and twigs, building with natural materials, and creating nature-inspired art. The week fostered a sense of wonder, promoted environmental awareness, and supported physical, cognitive, and emotional development through hands-on, play-based learning in the outdoors.



FOCUS: Kids need to learn self-regulation now more than ever

Twenty years ago, children would meet up with friends in person, play outside, do puzzles and read books. Things have changed a lot since then. We are constantly on electronic devices. And kids are tech-savvy. I've seen second graders demand mobile phones from their parents to take photos or go on social media. But it's not so much the access kids have that worries me. It's the lack of self-control and self-efficacy regarding the access. How much time should kids have on a digital device? How often should they use it? What should they be doing on it? Self-regulation isn't just about screen time. It ultimately helps them become more capable and confident in all aspects of their lives.

How parents can help kids self-regulate Self-regulation begins to develop rapidly in the toddler and pre-schooler years, so the sooner we start teaching it, the better.

1. Model a healthy relationship with technology. Think of the last time you were eating lunch while typing an email while listening to a podcast and checking your phone each time it dinged. We've all been there. Children can have a hard time self-regulating because their parents model this behaviour. Remember, our kids are constantly watching and copying us!

Even worse, a survey of over 6,000 participants found that 54% of kids thought their parents used their devices too frequently. Thirty-two percent of kids felt "unimportant" when their parents were on the phone. *Unimportant.* That makes me sad. How many of us adults have felt that way when someone checked their phone during a conversation? Yes, phones are addictive, but for our children's sake and ours, we must set boundaries.

2. Teach them to be patient. Self-regulation is made up of many skills, and one of them is patience. A study on delayed gratification found that kids who are able to wait longer for rewards tend to have better life outcomes. Here's the opposite of teaching patience: letting a kid be online for the entire day — in the car, in restaurants, at the dinner table.

For my girls, waiting and saving were part of our lives. We didn't have much money when they were growing up, so we saved for what we wanted. They each had their own piggy bank, and they filled them penny by penny. We even cut coupons from the newspaper every Sunday. When they were able to purchase something, they wanted because of their patience, they felt a sense of accomplishment.

3. Let them be bored. As a teacher, my students would sometimes complain to me that I couldn't hold their attention during lectures. But I never got upset or offended. I seized it as a learning opportunity and said: "I want you to go home and ask your parents if they are ever bored at their jobs. If you come back tomorrow with the answer that they are never bored, you can skip my lecture." That got their

preparation for life," I told them. "You are practicing right now." They laughed, but they all understood. Life is sometimes, or often, boring. But you can learn a lot during those moments. You can either go straight to your phone, or you can dream: What are your goals? What are your next steps? What obstacles are in the way? Where do you feel the most excitement, the most hope?

4. Set tech rules. This is a no-brainer, but surprisingly, many parents don't establish the ground rules.

Here some top rules for technology:

1. Set up a plan with your kids, not for your kids.
2. No phones during meals, whether in your house or someone else's.
3. No phones after bedtime. Explain the importance of sleep for brain development and remind them that their bodies grow when they sleep.
4. Use discretion with small children. Younger kids, starting at age four, should be taught how to use a mobile phone in case of an emergency.
5. Children should come up with their own mobile phone policies for family holidays, or any kind of social activity where they need to be present. Be sure to choose a penalty for disobeying their own policy (e.g., losing a certain amount of time on a device).
6. Discuss what pictures and audio are appropriate to share online. Explain that whatever they post leaves a digital footprint.
7. Help them understand what cyberbullying is, and its negative impact on others. I always say: "Laugh with your friends, not at them."
8. Teach them to not give out personal identification information.

The goal is to empower them and teach self-efficacy. When kids can self-regulate, they are more likely to have more successful relationships with themselves and with others.



Read the article via the QR code.

Wojcicki, Esther. (2022). *I raised 2 successful CEOs and a doctor. Here's the No. 1 skill I wish more parents taught their kids today.* Retrieved from [cnn.com](https://www.cnn.com)

More information via the QR code.

ROUGH AND TUMBLE PLAY

Rough-and-tumble play is when children do things like climb over each other, wrestle, roll around and even pretend to fight. Rough play is probably a basic human instinct that helps children develop many skills – but mostly children like this kind of play because it's fun!

Rough play helps young children:

- understand the limits of their strength
- explore their changing positions in space
- find out what other children will and won't let them do
- work out social relationships as they play roles, take turns and sort out personal boundaries
- burn off energy and let go of tension.

Play fighting or real fighting?

You might worry that your child is being aggressive, but you can usually tell rough-and-tumble play or play fighting from the real thing. **In rough play, children smile and laugh.** You might see excitement and pleasure on their faces. No-one gets bullied, hurt or forced to do anything. Once children are finished with rough-and-tumble play, they keep playing together.

If you see **frowning, crying, fear or anger**, it isn't play. And children who are really fighting move away from each other once the fight is over.

Rough play can sometimes lead to real fighting, so try to set some rules about what is and isn't OK during play. You can get even young children involved in working out what the rules should be. For example, you and your child might make rules about checking that everyone is happy with playing this way and stopping if anyone seems uncomfortable. This is important because it helps to keep everyone safe.

Rough-and-tumble play: ages and stages

Babies and toddlers enjoy exciting movement, as long as they feel safe. Babies and toddlers like to be bounced on their parents' knees or lifted into the air. It's best to **be gentle with young children**, though, to avoid any accidental injury.

Toddlers love playing chasey or tiggy, spinning around and dancing. Some toddlers like gentle wrestling on a safe, soft surface with you or other toddlers. This kind of active play works best when children are wide awake and not expected to go to bed or sit quietly any time soon.

Primary school-age children are the biggest rough-and-tumblers, particularly with their friends. Like toddlers, they often enjoy wrestling on safe, soft surfaces where they can fall or roll around. At this age, it's important to talk with children about keeping rough play respectful, safe and fun.

Source: raisingchildren.net.au



5 Minute MOVES

I'll time you

Short simple activities to get some active minutes in the day.

Say to a child "I'll time you" and it evokes a crazy competitive drive to beat that time over and over and over again! Why not join in?

It could be a run around the house. 10 jumps or skipping to a location. It doesn't matter. Choose a movement activity and time one another completing the activity. See if you can beat one another! Of course, the real time doesn't matter, have fun with it.