

Emotional stability

Home is a place of stability for children.

Early childhood is an important period for forming attachments; this is when children build trust in the adults around them (parents and guardians). Children can take confident steps into society on the basis of their trust in their parents and guardians.

Children start to show signs of independence from adults at 3 years of age. Naturally there are still many things they cannot do. When a 3-year-old can put on socks by himself or herself, for example, you can foster their independence by showing approval through expressions such as, "You can put on socks by yourself now. I'm impressed."

It is important for parents and guardians to accept their children for who they are and watch over them to give them a sense of security, and to be a source of psychological support.

The situation differs from family to family: some parents may be busy with work and chores, while others may have other family members to take care of. There may be times when you have to say to your child, "Sorry, I'm busy right now. Maybe later," but it is important for parents to be compassionate with their children, accept them, and watch over them. The emotional stability of children is nurtured when they feel protected by adults and they know they can trust them.

Daily life of children in
early childhoodPreschools and parents should work together
closely to raise children.

For children in early childhood, daily life in preschool is where they can gain a variety of life experiences. A wide variety of emotional experiences accumulate, correlate, and produce new meaning and value that enrich the way children learn.

That is to say, children in early childhood gain various experiences while they are absorbed in play, and these experiences accumulate and lead to learning. For this reason, preschools put importance on understanding children's development and interests, so as to offer an environment that allows them to be absorbed in play and have fun with their peers.

Similarly, at home, **it is important to give children opportunities to gain experiences that enrich their minds** in various situations in daily life. **For example, parents should place importance on experiences that touch the hearts of children. These could be, for example, looking up at the sky together to watch the clouds moving, having them sit on your lap to read a story, or cooking together.**

In order to help children enjoy a fulfilling early childhood, **the adults in their lives need to strive to cooperate with each other and raise the children together,** and to share with each other which experiences are important and should be emphasized for 3- to 4-year-olds.



Chapter 2

How teachers should interact with children at preschool, and what is important at home

(Relationship with parents/guardians)

How do experiences at preschool and at home affect each other?

This chapter considers 1) relationships at preschool and 2) what is important at home (relationship with parents/guardians), from the perspective of qualities and abilities to be nurtured in early childhood education.

You will gain an understanding as to what children at each stage (the first and second half of the year for 3-year-olds and the first and second half of the year for 4-year-olds, and the two years bridging early childhood education and the first grade of elementary school, divided into Phases I and II, for 5-year-olds) should be achieving and what teachers and parents should do.

Children grow differently. Listed here are a rough indication of milestones and qualities that children may acquire during the period.



It's fun to cook with a frying pan.



Let's go exploring with binoculars.



"May I help you?" "I'll have this."



I made my favorite animal.

3-year-olds

First half of the year
(from April to October)



The age when children expand their world.
3-year-olds can express their own thoughts,

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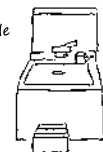


Basic life skills

Chapter 2: How teachers should interact with children at preschool, and what is important at home

Abilities to be nurtured	Category	Expected behavior at preschool	How teachers should interact with children at preschool
Basic life skills	Emotions	Children show anxiety, such as by crying, until they become accustomed to life at preschool. However, they gradually develop a sense of closeness to the teachers and the place when they attend preschool. 	Parents and teachers should share information about the children (what they are like at preschool and at home). Watch over the children so each child becomes accustomed to the place at his or her own pace. 
	Physical activities	Children can control various body movements and develop their physical strength. They enjoy movement. 	- Create opportunities for the children to enjoy active play indoors and out. - Let children be creative with play equipment and places for play, so that children can run, jump, throw a ball, play on rugged terrain, etc.
	The restroom	Children are no longer wearing diapers.	- Show the children how to use the toilet. - Bring them to the bathroom at fixed times, or remind them to go at appropriate times, so they can go by themselves.
	Eating	- Children can voluntarily eat by themselves, although they may spill. - Children can use chopsticks in their own way. 	- Repeatedly show the children the procedures from preparation to clearing up. - Children gradually become accustomed to using chopsticks.
	Changing clothes	Children know how to put on/take off clothes and can mostly dress themselves.	Watch and encourage the children when they try to change their clothes by themselves. Give them a helping hand if necessary.
	Tidying up	- Children can put things away with help from teachers. - They understand what to bring to preschool. 	Prepare personal labels, and illustrations and pictures to show where to put the play items, etc., so that children can change clothes and put things away by themselves.
	Handwashing and gargling	- Children can rinse their mouths and gargle. - They voluntarily wash their hands when they get dirty and before a meal. 	Repeatedly remind them to wash their hands and gargle. Show them the correct way to do it so they can make it a habit.

What is important at home (relationship with parents/guardian)

If there's something you don't know, you can ask your teacher.  Go and have lots of fun today.	Help your child have positive expectations for the preschool by talking about it at home. - Trust the teachers so parents and children enjoy coming to preschool every day.
 It feels good to walk. Let's walk!	Increase opportunities for your child to walk and play outside, instead of using a baby stroller. Also, help your child with a variety of movements in daily life, such as going up and down the stairs and crouching down.
 Don't worry, I'll go in with you.	Create opportunities for your child to use the bathroom outside the home. Acknowledge when children go to the bathroom on their own to help build confidence. Do not scold them if they have an accident.
It tastes even better when we have it together. 	- Respect your child's motivation to eat without help. - Make the rules for meals clear. For example, no leaving the table and no playing while eating. Emphasize having a meal with your child in a pleasant atmosphere.
 Can you do it by yourself?	Prepare clothes and shoes that are suitable for playing in, and which your child can easily manage. Show children how to change clothes first, then let them try by themselves in order to give them a sense of accomplishment for having dressed themselves without help.
 This drawer is yours.	- Label children's belongings so they can find them easily. Also check if they can easily manage them by themselves. - Have a designated place for the things that your child takes to preschool. - Arrange for toys to be put away easily. In order to help children understand how good it feels to tidy up and have a clean room,
Wash your hands and gargle when you come home. 	Wash hands and gargle with your child when you come home so it will become a habit. - Show your child there are two types of gargling: rinsing the mouth after meals and gargling after they get home.

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3-year-olds

First half of the year
(from April to October)



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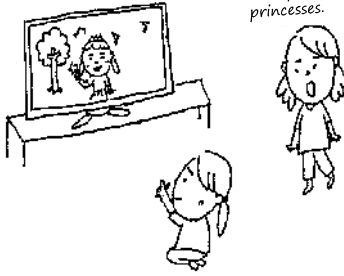
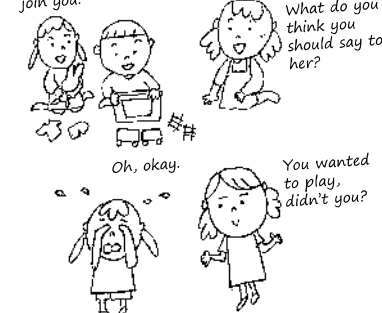


Ability to discover, think critically,
and express oneself

Chapter 2: How teachers should interact with children at preschool and what is important at home

Abilities to be nurtured	Category	Expected behavior at preschool	How teachers should interact with children at preschool
Ability to discover, think critically, and express oneself	Play	Children discover the games or objects (toys or places) that they are interested in, and enjoy playing at make-believe. 	- Prepare many toys that the children may also have at home, and help them enjoy playing with whatever they are interested in. - Play with them so they can experience the joy of playing with others. - Show empathy for the worlds that children enjoy and create. Accept the ways in which they recreate what they experience through make-believe, such as pretending to be a person or animal.
	Interaction with nature	- Children take interest in the nature around them. - They enjoy playing using their senses.  	- Create opportunities for the children to play outside so they can encounter insects, grass, and flowers and enjoy seeing and touching them. - Prepare sandbox tools that are easy to handle and create opportunities for the children to play with water, so they can feel the textures of the sand and water and enjoy a sense of liberation. 
	Vocabulary, writing, and quantities	- Children learn words necessary for everyday life and start to use them. - They start to show interest in simple colors, numbers, quantities and shapes. - They start to express their feelings in their own way.  	- Show the children conversational phrases that are necessary at preschool ("May I have it?", "Let me join you", "I'm sorry", etc.) and the words used to express time and place, so they can enjoy communicating with friends. - Help the children express their feelings, by speaking for them with specific words and showing empathy for their feelings.

What is important at home (relationship with parents/guardian)

 Let's play princesses.	Value the time in which children voluntarily play with what they are interested in, instead of only having them watch television and videos. (It is a good idea for each family to set a limit on screen time.) - Show empathy for children's interests by asking how their day was at preschool and talking about their interests. Watch and accept warmly the way your child enjoys playing by likening one thing to another, or by pretending to be someone or something.
 The hole has grown bigger. Wow! Let's make it even bigger! Hey, there's a butterfly. I see it!	Create opportunities to play by experiencing nature first-hand, such as by playing with water, playing with sand, or looking for insects. Enjoy using your senses to play with your child. Observe insects, smell flowers, and play in the sandbox, for example.
 Let me join you. She said, "Let me join you." What do you think you should say to her? Oh, okay. You wanted to play, didn't you?	- Keep in mind that your child copies the words you use. Also, demonstrate necessary phrases such as "Let me have it" and "Please wait" while playing together. - Enjoy communicating with children by creating opportunities for them to be exposed to various words through activities such as reading picture books and talking about the fun they had. - Create opportunities for children to change their mood, empathize with them by vocalizing acceptance such as by saying, "You wanted to do [activity], didn't you?", and protect the expression of their feelings.

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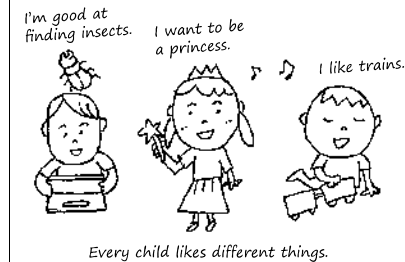


Abilities to be nurtured		Category	Expected behavior at preschool	How teachers should interact with children at preschool
Communication skills	Greeting others	Greetings	Children use greetings necessary in daily life, such as "good morning" and "goodbye."	Take the initiative in greeting to let the children know how good it feels to greet someone.
		Friends	- Children take interest in what their friends do. - They start to feel close to children of the same age. 	- Provide activities that the children enjoy doing together, so they can learn the names of their classmates and feel close to them. - Give all the children the same thing and have them play in the same place, so they can feel comfortable with each other. 
	Follow rules and keep promises	Rules	- Children understand that there are times to act according to the place and situation. For example, they need to stop playing when it is time to tidy up. - They understand community rules and safety rules.  	- Use appropriate expressions to get the children emotionally ready when moving on from one activity to another, such as tidying up and eating. - Accept children's frustration to make them feel at ease and help them switch their mood, and give them approval when they have regulated their emotions to help them build confidence. - Show them how to take turns, how to receive and give, and how to use toys with care, in accordance with the situation. - Teach them safety rules using audiovisual aids. - Show them desirable behavior for gatherings and events by highlighting the behavior of older children, so they can understand how to act according to the situation.

What is important at home (relationship with parents/guardian)



- Aim to model pleasant greetings for your child** by greeting others and replying to their greetings simply, with the necessary words.



- Parents tend to want their children to play nicely with friends in a group. Because children have their own interests, it is important for parents to watch over them and not pressure them even when they are doing something different from their peers. **It is important for children to be absorbed in play, even alone.**
- We recommend that parents communicate with other parents, and facilitate friendly interaction between children attending the same preschool.



- Establish rules at home, such as putting things away after using them and giving thanks before a meal, so your child will develop a habit of following rules and keeping promises.
- Regulate your child's time management and encourage him/her to smoothly move from one activity to another, such as playing, tidying up, eating, and going to bed.
- Understand that they are learning to regulate their emotions through frustration, and **persevere in exploring ways that are good for speaking to and responding to them.**
- Show children how to wait in line and how to handle public property with care while playing with them. Tell them the rules for using things safely each time.
- Show your child how to behave in different places. Tell him/her that he/she needs to be quiet on the train/bus or in the hospital, for example.

3-year-olds

Second half of the year
(from November to March)



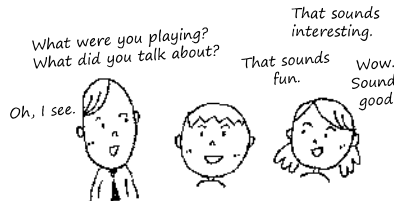
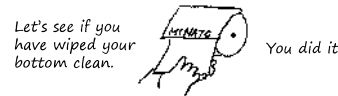
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Abilities to be nurtured	Category	Expected behavior at preschool	How teachers should interact with children at preschool
Basic life skills	Photo books	- Children start to communicate with friends and teachers, and look forward to spending time with them when they attend preschool. - They feel joy in their own growth and look forward to moving on to the next grade.	- Provide the children with toys that match their interests, so they can continue to enjoy what they have been playing with at preschool and expand their world of play. - Tell them there will be new students in April and have them interact with the 4-year-olds so they will look forward to the next grade. Also, have them communicate with the 4- and 5-year-olds to give them a sense of expectation for the next grades by having them play, eat, and take walks together, for example.
	Take care of oneself	- They can control their physical movements. They can go up and down stairs by alternating their feet, for example. 	- Help children experience various movements such as walking, running, and jumping during play and in their daily life. Also, help them learn the fun of physical movement through playing tag, dancing to music, and playing on playground equipment.
	Lead a healthy, safe life	- Children can wipe their bottoms and flush the toilet.	- Show the children how to wipe their bottoms, and see if they have wiped properly each time after they use the bathroom.
	Eating	- Children can eat by themselves with few spills. 	- Help them enjoy eating, while showing them table manners and how to eat without spilling their food.
	Engage in sufficient physical activity and exercise voluntarily	- Children understand what to do at preschool. They start to do things on their own, such as take care of their belongings and tidy up. 	- Acknowledge when children try to do things by themselves. Show them the ropes and give them a helping hand if necessary so they can feel the joy of accomplishment. - Remind them to change clothes when they are sweaty or dirty.
	Tidying up	- They know what belongs to them and try to clean and tidy up. 	- Watch how the children take care of their belongings and put things away, and help them out if necessary - Give them approval and encouragement when they try to do it by themselves, so they can feel the joy of accomplishment.
	Handwashing and grooming		- Wait and watch how they try to do it by themselves, and give them a lot of praise when they do it to help them build confidence.

What is important at home (relationship with parents/guardian)

 What were you playing? What did you talk about? Oh, I see. That sounds interesting. That sounds fun. Wow. Sounds good.	- Help your child look forward to going to preschool by talking with him/her about the preschool, friends and teachers. - Help your child get excited about going into the next grade by showing him/her that you are looking forward to it.
 Let's go to the park. Yay!	- Take a walk and play outside with your child, so they can feel the joy of physical movement. It is recommended that you use playground equipment in the park. - Wait and see the way he/she tries out new moves and playground equipment.
 Let's see if you have wiped your bottom clean. You did it.	- Repeatedly show your child how to wipe his/her bottom at home too, so that they can do it on their own.
 Let's try to use chopsticks.	- Help your child try using chopsticks when they become good at holding a fork or a spoon. Let them use both chopsticks and a fork or a spoon until they can use chopsticks comfortably.
 Yay! It's important to feel a sense of accomplishment.	- Give your child approval when he/she tries to do things by themselves. They will gradually learn to do more things by themselves. - Give praise for what he/she has been able to do without help. - Give approval with specific words such as "well done" and "it feels good after tidying up" to encourage a sense of motivation. - Organize the room for your child to put things away easily based on the type and size of the items, so as to develop the habit of tidying up.
 I can't do it. I don't want to do it. I hear you are trying hard. Let's do it together.	- Give your child a lot of praise when they do it without being told. - It is a good idea to do it together with your child or repeatedly remind him/her to do it, to make it a habit.

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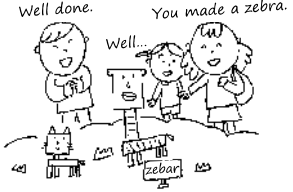
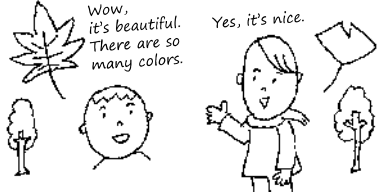
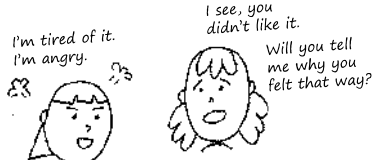
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Chapter 2: How teachers should interact with children at preschool, and what is important at home

Abilities to be nurtured	Category	Expected behavior at preschool	How teachers should interact with children at preschool
Interact with things with curiosity and interest Ability to discover, think critically, and express oneself	Play	- Children start to voluntarily interact with the environment they are interested in (places, things, people, etc.) and enjoy repeated play. - They start to enjoy playing using familiar materials. 	- Provide a time and a place for the children to repeatedly work on what they have experienced and are interested in. - Give them encouragement or provide the necessary things for them to enjoy pretend play. - Create opportunities for them to become familiar with art materials such as crayons, paints and clay, as well as show them how to use and handle scissors and cellophane tape safely according to the activity. 
	Interaction with nature	Children start to become familiar with the nature around them. 	Provide tools for playing with natural objects such as grass, flowers, nuts, autumn leaves, snow and ice, so the children can experience and enjoy the beauty and mystery of nature together with the teachers. 
	Vocabulary, writing, and quantities	- Children start to understand the fun of picture books and picture story cards, and enjoy using their imagination. - They start trying to convey their feelings to others and describing the difficulties they face, by using words and gestures. 	- Help them learn and enjoy various ways of expression through expressive play and make-believe play, imitating stories from picture books and picture story cards. - Accept their individual ways of expressing their thoughts and feelings. 

What is important at home (relationship with parents/guardian)

	- Show empathy for the sense of excitement and accomplishment that your child feels while playing. <u>Watch over the way he/she repeatedly works on things.</u> - Various experiences in daily life (cleaning, laundry, meals, shopping, etc.) can be a source of inspiration for playing make-believe. Make toys with your child by using familiar materials at home. <u>Instead of evaluating whether something that the child had made is good, respect their own way of expression.</u> Find out what they had fun with or a problem they solved and talk about that with them, saying, "You made [object]" and "Well done."
	
	Interact with the changing seasons in nature, such as autumn leaves, snow, <u>and ice, and share experiences with your child</u> by saying, "The leaves are red," "It's cold" and "It's slippery," <u>while playing with them.</u>
	<u>Reading books to your child develops their imagination and ability to think about others' feelings. Continuously create opportunities to read to your child.</u> - Carefully listen to and accept what your child says to help encourage expression of thoughts and feelings through words. Try to identify the feelings behind children's words when they say no, and verbalize by saying, "What you really want to do is [thing]."

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3-year-olds

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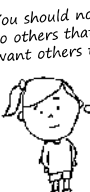
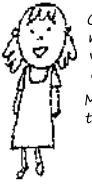
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Communication skills	Greeting others	Greetings	Children, together with the teachers, start to greet others. 	Show the children how to greet others according to the situation.
	Communicate with others	Friends	- Children enjoy playing with friends with whom they get along well, and friends who share the same interests. - They start to feel the joy of spending time with friends.  	- Show empathy for the children's feelings when they enjoy doing the same movements as their friends, and their delight at having the same things as their friends. - Carry out group activities with simple rules for the children to interact with their teachers and friends, so they can learn the fun of playing with others. - When trouble between the children arises, accept their feelings by saying phrases such as "I see you didn't like it" and "You wanted to use it," and also help them become aware of how the other child feels.
	Follow rules and keep promises	Rules	- Children start to understand what to do, as well as the rules at preschool. - They realize that things sometimes do not go as they wish.  	- Repeatedly remind the children of the rules of preschool by explaining these to the children with visual aids or having them think about why there are such rules in place. - When playing with them, show them how to wait in line and take turns. - Help them switch from one mood to another by accepting and showing empathy for their feelings with phrases such as, "I know you wanted to do it," or by keeping a little distance from them.

What is important at home (relationship with parents/guardian)

Good morning.  Goodbye.  I'm sorry.  Thank you.  You're welcome. 	Keep showing your child how good it feels to greet others.
With OO, I ... You know, ... then.... We did this and that... OO is... You made a new friend. I'm happy for you.   You should not do things to others that you don't want others to do to you.  	Help your child experience pleasant communication with others, by exchanging kind words and interacting with him/her at home. - Children will start to mention the names of friends when they are talking to you. Share the joy of friendship that children experience. - This is when your child starts to feel happy to be with friends. Watch over him/her saying, "it's nice to be with friends" and "You have the same thing." - Children might experience trouble in relationships with their friends. For example, they might hit their friends when they do not get what they want. It is important that they learn through experience. Instead of preventing such trouble from happening, repeatedly remind children how to communicate with friends and what to say in case of a disagreement.
I'm sorry.  I see, you wanted to do that. Can you tell me why you wanted to do that? Maybe you can try this way. 	- Tell children what behavior is good/bad for each occasion. Ask why they acted in the way they did, explain how it affects those around them, and work with them to think about what they should have done instead. - Create opportunities for your child to wait in line and take turns to use things. Your child will learn to be patient if you reward positive behavior. - Trying to do things by oneself is the first step to independence. There are ways to understand children's feelings and provide guidance.

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