

KIDS IMPACT

A PAWS-ITIVE PUBLICATION - MAY 2022

5TH GRADE FLASHBACK

One of the greatest privileges of working in a school-age program is that we get to be part of a child's growth over a long period. From 5 yrs. old to 11, many milestones and discoveries are shared during their time at Husky House.

Monica had a conversation with one of our graduating fifth graders who has been attending Husky House since pre-kindergarten. Here are some of his responses:

What did you like about Husky House?

- I liked the extra time to do homework.

Do you have any advice for children who are just coming in to Husky?

- One of the best activities is Playstix.

What will you miss most about Husky House?

- Definitely the people who work here.



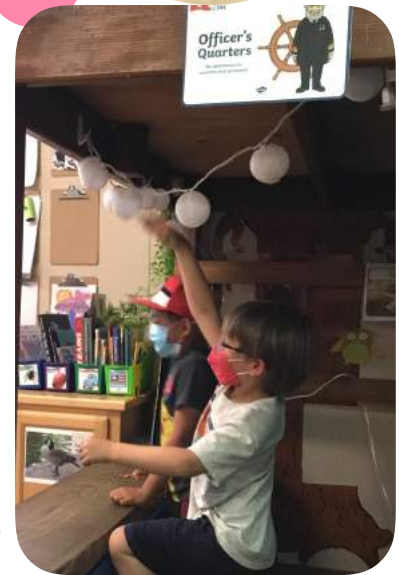
Husky Pup "Titanic Day"

Play is the language of children. Play allows children to express themselves, experience and understand the world around them and experiment with different ideas and emotions. Dramatic/Pretend Play is particularly important for children's processing and cognition of social concepts.

Over the last few weeks we noticed an interest in the topic of the Titanic. An unexpected curiosity for sure, but in reflection, the Titanic is a topic that makes sense for these children in this moment.

These children are living through a particularly challenging time. While they may not be watching the news every night, they are aware of illness and the loss of life. Exploring (in a safe environment) these deep curiosities through a historical event, more removed from them, allows them to work through such tough subjects.

There are feats of engineering, heroism, sunken treasure, and adventure, but there is also tragedy and a survival story. The children have been particularly interested in how it took 3 YEARS to build the ship, HOW the wreckage was discovered and what it looks like now, the everyday objects like dishes and clothing at the bottom of the ocean, how the ship is rusting/eroding and surprisingly, the ethics of bringing artifacts to the surface or leaving them to rest in peace.



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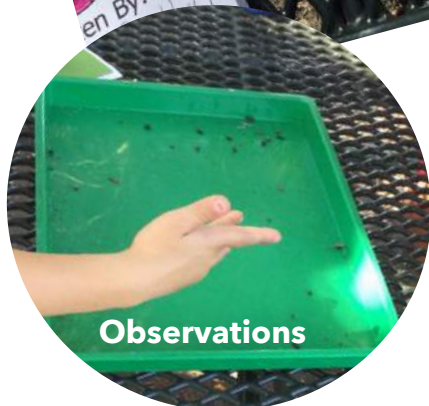
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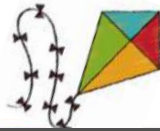
BUG CLUB

As spring progressed, the children have noticed and been increasingly intrigued by the insects, arthropods, mollusks and worms around us. Children were looking under planters in our garden, digging around the playgrounds, and searching the field.

Noticing their interest and trying to support their natural learning (emergent curriculum), our teachers started a BUG CLUB for any children interested. Together, children shared their research, learned about habitats, diets, and life cycles of "bugs."

Children had ownership of their journals, set guidelines for catching & releasing bugs, and practiced stewardship of the HH garden. Participants were inspired and excited to be learning hands-on from their observations.





WHY WE PLAY

...for Experience!

As children play, they're not only collecting fun memories, but they're also accruing a wealth of experience. **These simple experiences are not only key to learning now, but also in the future.**

In later school years and into their professional training, children will be expected to understand more abstract constructs --- symbolic math equations, scientific or philosophic theories, as well as metaphors and allusions. **Understanding these complicated and abstract concepts relies heavily on having built a strong and diverse foundation of experience from which to draw and make connections.**

Unfortunately, as childhood play has decreased in recent decades, university leaders have noticed the ripple effect. Students without rich play experiences enter college programs as **bright, talented scholars, but they lack the experiences needed to make comprehension complete.**

Medical schools report difficulty using the traditional pump analogy when teaching about the function of the heart, because students no longer come to them with experience **tinkering** with pumps.

Surgical candidates need to work harder today at building the dexterity required for precise surgeries, because their hands have more experience tapping and swiping and less **manipulating a variety of tools and toys.**

In engineering programs like the one at Stanford, it's been reported that **playing with erector sets** has become a part of the curriculum because too few of their students begin the program with that basic experience.

But perhaps most important of all, **experience is part of fully participating in life.** Play is one of the best ways for children to gain experience with people, with emotions, with the world around them, and with their inner selves.

There is so much to experience in this life. That's why we play!

